



# Gilbert Public Schools

2018/2019

## Elementary Student Handbook



Mission: Ensure exemplary education that inspires excellence and success within every learner.

Vision: • World-Class Teachers • World-Class Education • World-Class Graduates

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## **Public Notice of Nondiscrimination**

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

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

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

|   |  |
|---|--|
| <p>As to issues regarding disability discrimination:</p> <p>Director of Special Education<br/>Section 504/ADA Coordinator<br/>Gilbert Public Schools<br/>Phone: 480-497-3377<br/><a href="mailto:discrimination@gilbertschools.net">discrimination@gilbertschools.net</a></p> | <p>As to issues regarding any other type of discrimination:</p> <p>District Hearing &amp; Compliance Officer<br/>Gilbert Public Schools<br/>Phone: 480-497-3421<br/><a href="mailto:discrimination@gilbertschools.net">discrimination@gilbertschools.net</a></p> |
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## **Aviso Público de No Discriminación**

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

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

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

|   |  |
|---|--|
| <p>Para asuntos relacionados con la discriminación por discapacidad:</p> <p>Director(a) de la Sección 504 de Educación Especial/Coordinador(a) de ADA del Distrito Escolar Unificado de Gilbert<br/>Teléfono: 480-497-3377<br/><a href="mailto:discrimination@gilbertschools.net">discrimination@gilbertschools.net</a></p> | <p>Para asuntos relacionados a cualquier otro tipo de discriminación:</p> <p>Oficial de Cumplimiento y Audiencia del Distrito Escolar Unificado de Gilbert<br/>Teléfono: 480-497-3421<br/><a href="mailto:discrimination@gilbertschools.net">discrimination@gilbertschools.net</a></p> |
|---|--|

**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.**



# Welcome Letter from the Executive Director 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.

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” from your child’s school. 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. If you have any questions please contact your school’s office.

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

Sincerely,

Mr. Jason Martin  
Executive Director of Elementary Education

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**AWARENESS CONTRACT  
AND  
STUDENT CONDUCT POLICIES FOR THE GILBERT PUBLIC SCHOOLS (GPS)  
2018-2019**

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

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

The Student Handbook contains required disclosure of information and highlights many other important components of being a successful student in our schools. Please pay particular attention to the following policies and regulations:

- Policy [IJNDB](#), [IJNDB-R](#) and [IJNDB-EA](#) regarding use of technology resources and the Student Acceptable Use Agreement
- Policy [JB](#) and [JB-R](#) regarding discrimination and harassment
- Policy [JE](#) and [JE-R](#) regarding student attendance
- Policy [JIC](#), [JIC-RA](#), and [JIC-RB](#) regarding student conduct
- Policy [JICA](#) and [JICA-R](#) regarding student dress
- Policy [JICC](#), [JICC-EA](#), and [JICC-R](#) regarding student conduct on District vehicles
- Policy [JICE](#) regarding negative student group or gang affiliation
- Policy [JICEA](#) and [JICEA-R](#) regarding hazing
- Policy [JICFB](#) and [JICFB-R](#) regarding bullying
- Policy [JICG](#) and [JICG-R](#) regarding tobacco use by students
- Policy [JICH](#) and [JICH-R](#) regarding drug/alcohol use by students
- Policy [JICL](#) regarding dangerous instruments and deadly weapons in school
- Policy [JKD](#) regarding student suspension/expulsion/due-process rights

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 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 \(IJNDB-EA\)](#)
- If the student is found in violation of GPS Policies, he/she may be disciplined, which could include being suspended or expelled from school.
- If further clarification is needed, you should contact the school principal.

*Parents will be signing electronically.*

# Gilbert Public Schools 2018-19 Calendar

| JULY 2018 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | Th | F  | S  |
| 1         | 2  | 3  | 4  | 5  | 6  | 7  |
| 8         | 9  | 10 | 11 | 12 | 13 | 14 |
| 15        | 16 | 17 | 18 | 19 | 20 | 21 |
| 22        | 23 | 24 | 25 | 26 | 27 | 28 |
| 29        | 30 | 31 |    |    |    |    |

- JULY 2018**
- 4 Fourth of July (Holiday)
  - 31 Convocation / PD

| AUGUST 2018 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
|             |    |    | 1  | 2  | 3  | 4  |
| 5           | 6  | 7  | 8  | 9  | 10 | 11 |
| 12          | 13 | 14 | 15 | 16 | 17 | 18 |
| 19          | 20 | 21 | 22 | 23 | 24 | 25 |
| 26          | 27 | 28 | 29 | 30 | 31 |    |

- AUGUST 2018**
- 1 PD / Teacher Prep
  - 2 First Day of School
  - 8,15,22,29 Early Release (1 hour)

| SEPTEMBER 2018 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | Th | F  | S  |
|                |    |    |    |    |    | 1  |
| 2              | 3  | 4  | 5  | 6  | 7  | 8  |
| 9              | 10 | 11 | 12 | 13 | 14 | 15 |
| 16             | 17 | 18 | 19 | 20 | 21 | 22 |
| 23             | 24 | 25 | 26 | 27 | 28 | 29 |
| 30             |    |    |    |    |    |    |

- SEPTEMBER 2018**
- 3 Labor Day (Holiday)
  - 27, 28 Parent Teacher Conferences (K-6) / Early Release K-6
  - 5,12,19,26 Early Release (1 hour)

| OCTOBER 2018 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              | 1  | 2  | 3  | 4  | 5  | 6  |
| 7            | 8  | 9  | 10 | 11 | 12 | 13 |
| 14           | 15 | 16 | 17 | 18 | 19 | 20 |
| 21           | 22 | 23 | 24 | 25 | 26 | 27 |
| 28           | 29 | 30 | 31 |    |    |    |

- OCTOBER 2018**
- 5 Grading Day, Early Release K-12
  - 8 - 15 Fall Break (No School)
  - 15 Staff PD Day
  - 16 School Resumes
  - 17,24, 31 Early Release (1 hour)

| NOVEMBER 2018 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    | 1  | 2  | 3  |
| 4             | 5  | 6  | 7  | 8  | 9  | 10 |
| 11            | 12 | 13 | 14 | 15 | 16 | 17 |
| 18            | 19 | 20 | 21 | 22 | 23 | 24 |
| 25            | 26 | 27 | 28 | 29 | 30 |    |

- NOVEMBER 2018**
- 12 Veteran's Day (Holiday)
  - 21,22,23 Thanksgiving (Holiday)
  - 7,14,28 Early Release (1 hour)
- DECEMBER 2018**
- 21 End of Semester & Early Release K-12
  - 24-31 Winter Break (No School)
  - 5,12 Early Release (1 hour)

| DECEMBER 2018 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |
| 30            | 31 |    |    |    |    |    |

- JANUARY 2019**
- 1-4 Winter Break (No School)
  - 7 School Resumes
  - 21 Martin Luther King Day (Holiday)
  - 9,16,23,30 Early Release (1 hour)

- FEBRUARY 2019**
- 18 President's Day (Holiday)
  - 6,13,20,27 Early Release (1 hour)

- MARCH 2019**
- 8 Grading Day, Early Release K-12
  - 11-18 Spring Break
  - 19 School Resumes
  - 20,27 Early Release (1 hour)

- APRIL 2019**
- 19, 22 Spring Holiday (No School)
  - 3,10,17,24 Early Release (1 hour)

- MAY 2019**
- 23 Last Day for Students & Early Release K-12
  - 24 Last Day for Teachers
  - 27 Memorial Day (Holiday)
  - 1,8,15 Early Release (1 hour)

|              |                 |
|--------------|-----------------|
| 1st Semester | 91 Days         |
| 2nd Semester | 89 Days         |
| <b>Total</b> | <b>180 Days</b> |

| JANUARY 2019 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    | 1  | 2  | 3  | 4  | 5  |
| 6            | 7  | 8  | 9  | 10 | 11 | 12 |
| 13           | 14 | 15 | 16 | 17 | 18 | 19 |
| 20           | 21 | 22 | 23 | 24 | 25 | 26 |
| 27           | 28 | 29 | 30 | 31 |    | 18 |

| FEBRUARY 2019 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    | 1  | 2  |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 24            | 25 | 26 | 27 | 28 |    |    |

| MARCH 2019 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    |    |    |    | 1  | 2  |
| 3          | 4  | 5  | 6  | 7  | 8  | 9  |
| 10         | 11 | 12 | 13 | 14 | 15 | 16 |
| 17         | 18 | 19 | 20 | 21 | 22 | 23 |
| 24         | 25 | 26 | 27 | 28 | 29 | 30 |
| 31         |    |    |    |    |    |    |

| APRIL 2019 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            | 1  | 2  | 3  | 4  | 5  | 6  |
| 7          | 8  | 9  | 10 | 11 | 12 | 13 |
| 14         | 15 | 16 | 17 | 18 | 19 | 20 |
| 21         | 22 | 23 | 24 | 25 | 26 | 27 |
| 28         | 29 | 30 |    |    |    |    |

| MAY 2019 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | Th | F  | S  |
|          |    |    | 1  | 2  | 3  | 4  |
| 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 26       | 27 | 28 | 29 | 30 | 31 |    |

| JUNE 2019 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | Th | F  | S  |
|           |    |    |    |    |    | 1  |
| 2         | 3  | 4  | 5  | 6  | 7  | 8  |
| 9         | 10 | 11 | 12 | 13 | 14 | 15 |
| 16        | 17 | 18 | 19 | 20 | 21 | 22 |
| 23        | 24 | 25 | 26 | 27 | 28 | 29 |
| 30        |    |    |    |    |    |    |

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# Elementary School Information

## [Ashland Ranch Elementary](#)

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

## [Augusta Ranch Elementary](#)

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

## [Boulder Creek Elementary](#)

8045 E. Portobella Ave. Mesa, AZ 85212  
Dr. Karen Coleman, Principal  
(480) 507-1404

## [Burk Elementary](#)

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

## [Canyon Rim Elementary](#)

3045 S. Canyon Rim, Mesa, AZ 85212  
Mrs. Lana Moore, Principal  
(480) 984-3216

## [Carol Rae Ranch Elementary](#)

3777 E. Houston Ave. Gilbert AZ 85234  
Mrs. Thea Hansen, Principal  
(480) 507-1359

## [Finley Farms Elementary](#)

375 S. Columbus Dr. Gilbert, AZ 85296  
Mr. Keegan Bassett, Principal  
(480) 507-1624

## [Gilbert Elementary](#)

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

## [Greenfield Elementary](#)

2550 E. Elliot Rd. Gilbert, AZ 85234  
Mrs. Mary Longnion, Principal  
(480) 892-2801

## [Harris Elementary](#)

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

## [Highland Park Elementary](#)

230 N. Cole Dr. Gilbert, AZ 85234  
Mrs. Michelle Mowry, Principal  
(480) 832-3034

## [Houston Elementary](#)

500 E. Houston Ave. Gilbert, AZ 85234  
Mr. Sam Valles, Principal  
(480) 497-9790

## [Islands Elementary](#)

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

## [Meridian Elementary](#)

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

## [Mesquite Elementary](#)

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

## [Neely Traditional Academy](#)

321 W. Juniper Ave. Gilbert, AZ 85233  
Mrs. Jennifer Greene, Principal  
(480) 892-2805

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[Oak Tree Elementary](#)

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

[Patterson Elementary](#)

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

[Playa Del Rey Elementary](#)

550 N. Horne St. Gilbert, AZ 85233  
Mr. Darrin Praska, Principal  
(480) 892-7810

[Pioneer Elementary](#)

1535 N. Greenfield Rd. Gilbert, AZ 85234  
Mr. Mike Davis, Principal  
(480) 892-2022

[Quartz Hill Elementary](#)

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

[Settler's Point Elementary](#)

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

[Sonoma Ranch Elementary](#)

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

[Spectrum Elementary](#)

2846 S. Spectrum Way Gilbert AZ, 85295  
Mrs. Sharon Boomer, Principal  
(480) 917-0117

[Superstition Springs Elementary](#)

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

[Towne Meadows Elementary](#)

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

[Val Vista Lakes Elementary](#)

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

[Other Important Contact Information](#)

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

Mr. Jason Martin  
Exec. Director of Elementary Education  
(480) 497-3344



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# **Getting To and From School**

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

## **Walking To and From School**

- Students should arrive at school no earlier than the designated time set by the school. Because times vary per school, please visit school website for specific time. There is no supervision on school grounds until the designated time.
- 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 To and From School**

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

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

## **Student Drop Off and Pick Up**

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

## **Bus Transportation**

- We encourage parents to ensure that the students can recite his/her address, phone number, and the location of his/her bus stop.
- Transportation provided by the District is a privilege. Inappropriate conduct at bus stops, on District vehicles, or in the process of boarding or exiting from a District vehicle, may result in student disciplinary action including, but not limited to, denial of transportation privileges. See GPS Policies [JICC](#), [JICC-EA](#), and [JICC-R](#) 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.

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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)
- an immunization record
- verification of domicile with a completed Arizona Residency Documentation Form or an Affidavit of Shared Residence

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

## **Absences**

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

## **Physical Education Excuses**

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

## **Tardy/Early Departure**

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

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## **Signing Students Out**

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

## **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 report to the attendance office for instructions and procedures to be followed. Upon withdrawal, the student shall check in all books and other District property through the office of the school that was attended.

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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 [JR](#) and related Regulations and Exhibits.

## **Custody Orders and Parenting Plans**

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

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

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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

- Follow instructions of all staff members.
- Follow all guidelines established by the school.
- Use appropriate language, voice volume, and behavior (treat others as you would want to be treated).
- Stay in designated areas until dismissed or given permission to leave.
- Use all equipment properly and safely. Take turns, do not put others in danger.
- Stop playing when the bell/whistle sounds and go directly to class or designated area.

## Technology

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

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## **Email users are expected to use Netiquette**

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

Refer to Use of Technology Resources and Student Acceptable Use Policy: [IJNDB](#), [IJNDB-R](#), and [IJNDB-EA](#) for further details.

## **Digital Citizenship Curriculum**

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

## **School Visits and Volunteers**

- **Parents who wish to schedule classroom observations should make an appointment through the principal at least one school day in advance. All non-parent or non-guardian classroom observations must be approved through the District office.** The principal or designated staff member may accompany the classroom observer.
- All visitors to the school campus are required to first sign in at the office and receive and wear a visitor's badge. Unauthorized visitors are prohibited and may be arrested.
- 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 Regulation [KI-R](#), Visitors To School, for more information.

## **Emergency Response**

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

## **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.

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## **School Lunch**

The cafeteria serves breakfast, hot lunches, a la carte, and prepared salads and cold lunch choices for all students who wish to buy food at the school. Breakfast items are available before school. Breakfast combo meals cost \$1.50. Lunch combo meals cost \$2.65. Students may also bring their lunch from home.

Students who choose to purchase school meals may set up an account and pay online at: [www.myschoolbucks.com](http://www.myschoolbucks.com) or by giving the payment to their teacher or the cafeteria manager. They may also buy breakfast or lunch on a daily basis. The student I.D. card is the student's cafeteria meal card. Students cannot use another student's account to buy food. If this occurs the students may be disciplined. Cash and personal checks will be accepted at the register. Debit and credit card transactions can only be accepted online at [www.myschoolbucks.com](http://www.myschoolbucks.com). Deposits online to cafeteria accounts may take about 24 hours to be recorded. Students are encouraged to give their lunch money to their teacher or the cafeteria manager in the morning so the money can be put into their account before lunch time.

GPS participates in a federally subsidized program, which offers free and reduced prices for breakfast and lunch to students who qualify based on family income. To apply online, please visit <https://www.school lunchapp.com>. We encourage all qualifying families to participate in this program.

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) and click on Parent Zone, then choose Nutrition Services from the categories listed or contact us at 480-497-3370.

## **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 contact the principal for an *Out of Photograph/Videotape Student and Use of Student Works form*.

## **Service Animals/Animals in Schools**

- The District complies with state and federal laws and regulations regarding the use of service animals by individuals with disabilities. See Policies [IMG](#), [IMG-R](#), and [IMG-E](#).
- Animals that are not services 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 services animals will not be transported in school buses.

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## **Returned Check Policy**

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

Nexcheck 2416 Green Springs Hwy. Birmingham, AL 35209

Telephone: 800-639-2435 Website: [www.nexcheck.com](http://www.nexcheck.com)

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

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

## **State of Arizona Tax Credit for Public Schools**

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

If you are interested, please contact your school for additional information, or visit the Gilbert Public School website a [www.gilbertschools.net](http://www.gilbertschools.net). Credit card payments are accepted.



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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 problem.
- For the protection of all students, please do not send your child to school when ill.
- Any student with a temperature of 101.0 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 24 hours without the aid of fever reducing medication. If your child is sent home with diarrhea or vomiting, he/she may return to school only if 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, cold symptoms, and skin rash unless it has been diagnosed by a physician as noninfectious, headache or other pain. If any of these symptoms occur while at school, the parent will be contacted and be required to take the student home.
- State law requires that students be excluded from school if they are suspected of having a communicable disease.
- 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.
- Repairs are not made on broken flip-flops shoes by the Health Office staff. Parents will be contacted to provide other footwear in those cases.

### **Screenings**

Screenings for vision, hearing, and/or scoliosis 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 Arizona State Board of Pharmacy and 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 and emergency epinephrine but ONLY with appropriate paperwork on file with the school nurse and a proper pharmacy label attached to medication pursuant to Policy [JLCD](#). Special clearance must be given prior to the student carrying 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. District Policy does not allow for students to be given/administered prescribed narcotic containing medication. Please see District Policy [JLCD-R](#) for further information.
- The school must have written permission from the parent for the medication to be administered at school.
- Specific permission forms are available through the health office and found in Policy [JLCD-EC](#) and [JLCD-ED](#).
- If a student requires medication on a field trip, the procedures for taking medication on a field trip must be followed.
- Narcotics will not be administered at school, even with a doctor's order..

### **Emergency Cards:**

- 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 card as soon as changes occur. In this way, we are assured that your child is safely released to the person(s) you designate.

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# *Teaching and Learning*

## Curriculum

GPS has designed curriculum based upon the Arizona Academic Standards, which identify specific objectives in the following subject areas: reading, written communication, social studies, mathematics, science, health, music, physical education, and art. Curriculum Guides for each grade are available at [www.gilbertschools.net](http://www.gilbertschools.net) (click on the Parent Zone, then on Elementary Curriculum).

## **Neely Traditional Academy and Traditional Classrooms**

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

## Assessment of Learning

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

- Students in kindergarten will be assessed quarterly in English language arts.
- Students in grades K through 3 will be assessed multiple times per year in reading using DIBELS.
- Students in grades 1 and 2 will be assessed twice per year in Science at the district level, and students in grades 3 through 6 will be assessed three time per year in Science.
- Students in grades 1 through 6 will be assessed three times per year (beginning, mid-, and end of year) in English language arts and mathematics at the district-level.
- Students in grades 3 through 6 will be assessed each spring in the areas of English language arts and mathematics at the state level.
- Students in grade 4 will be assessed each spring in Science at the state level.

## Grades and Report Cards

- Families have access to their child's grades via an online grade reporting system. Teachers update grades on a every other week basis. Parents 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 current achievement status in regard to learning objectives and standards in each curriculum area. Progress indicators or grades represent the degree of progress toward learning objectives rather than a comparison of achievement to other students.
- Grades and report card information can be found through the District website, [Infinite Campus Parent Portal](#) website link.

## Parent Conferences

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

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## **Promotion and Retention**

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

The District standards that students must master in English Language arts and mathematics, and science for promotion are identified in Arizona's Measurement of Educational Readiness to Inform Teaching (AzMERIT) and Arizona's Instrument to Measure Standards in Science (AIMS Science). In addition to these standards, test scores, grades, teacher-principal recommendations, attendance, and other pertinent data will be used to determine promotion.

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

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

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

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

## **Classroom Teacher Assignment**

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

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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 supports 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 (480-497-3461) for further assistance.
- Contact Amanecer Developmental Preschool at 480-497-3461 if you have a child 3-5 years of age that you suspect may have a disability, or for more information, visit the GPS website under Parent Zone, Preschool, Amanecer Preschool Screening application. Child Find screenings are provided for District preschoolers.
- Special education services for school-age children in Kindergarten through the age of 21 provide specialized instruction and services to assist children in the education environment. Contact your local school if you have a school age student that you suspect may have a disability.
- More information regarding the special education services that are available to students with disabilities can be found in GPS Board Policy [IHB](#) and its related Regulation and Exhibits.

### **STUDENTS WITH DISABILITIES COVERED BY SECTION 504**

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

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

### **NON-DISCRIMINATION AND NON-RETALIATION**

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

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

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

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## **Additional Programs for Students**

### **Amanecer Developmental Preschool**

Amanecer Developmental 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](http://www.gilbertschools.net) (click on Parent Zone, then Preschool) or call the District Preschool Office at 480-497-3461.

### **Gilbert Public Schools Community Education**

Community Education offers programs and classes for all children preschool through high school including programs for before and after school and summer camps. For tuition, information and registration for all programs go to [www.gilbertschools.net](http://www.gilbertschools.net) and choose the Community Education link under Departments.

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

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

The VIK Club is Gilbert Public School's Before and After school child care program that is offered at 26 of the 27 elementary locations. VIK is licensed, safe, fun-filled extended learning program for children in kindergarten through 6th grade.

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.

### **Kindergarten Prep**

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

For more information and to register, please visit [www.gilbertschools.net](http://www.gilbertschools.net) (click on Parent Zone, then Preschool) or call 480-497-3461.

### **Building Blocks**

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

### **Building Blocks 3's**

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

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## **Building Blocks 4's**

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

For tuition cost and additional information please go to [www.gilbertschools.net](http://www.gilbertschools.net) (click on Parent Zone, then Early Childhood Ed)

## **Gifted Services**

Gifted services for kindergarten through sixth grade students include pullout, cluster self-contained support.

### **Pullout**

ALP pullout is an enriched and accelerated program to service the needs of academically gifted students. It provides pullout classes in math and ELA at 15 elementary campuses. ALP pullout is designed for gifted students to incorporate both cognitive and affective gifted strategies with full inclusion of the state standards. The pace of instruction is quick, with discussions probing for breadth and depth as well as precision and clarity. Students are encouraged to problem solve, think critically and creatively so learners can reach their potential for achievement

### **The Gifted Cluster Model**

The 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. Each school is assigned a gifted coach to assist the cluster teachers with training, planning, and resources.

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

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

The Self-contained Gifted Program currently has a 4th, 5th, and 6th grade classroom at Towne Meadows Elementary School.

### **Qualifications for all Gifted Program:**

Scores (on a state-approved gifted test) of 97+ in two of the three areas: verbal, quantitative, and/or nonverbal area(s), with the third score being 85 or higher or an IQ score of 130+

### **Highlights of Self-Contained Gifted Program:**

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

Referral for gifted evaluation can be made by parents and/or classroom teachers. Students are identified for gifted services by achieving at a certain level on the Cognitive Abilities Test. For further information regarding GPS Gifted Services, please view the Gifted Education website at <http://www.gilbertschools.net> (click on Parent Zone and Gifted Education) or contact the GPS Gifted Coordinator at 480-497-3347.

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## **Performance Academy**

Mesquite Elementary School offers the Performance Academy at Mesquite Elementary, a unique educational format for students to learn in a flexible learning platform and schedule. Enrollment is open to students in third through eighth grades. This program allows students the advantage of learning their grade level content in a flexible and abbreviated schedule in order to pursue their athletic and performing arts goals. The focus of the program is to develop active learners who are intellectually challenged and engaged in their academics while still pursuing outside passions.

### **Program Structure:**

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

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

### **Program Goals:**

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

## **Traditional Program**

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

### **Program Structure:**

Students in this program will engage in the traditional instructional model in Reading and Math. The Spalding method teaches comprehensive, spelling, writing and reading with phonics. Math instruction utilizes Saxon Math which is a program that develops deep mastery of math skills and concepts through instruction that builds on prior knowledge through an incremental, distribution, and cumulative approach. The curriculum will be complimented 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.
- 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.

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

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

For additional information, please visit: [www.gilbertschools.net](http://www.gilbertschools.net) and click on the Teaching & Learning Department, then English Language Learner (ELL).

## **Dual Language Program**

Gilbert Elementary School offers parents the unique opportunity to enroll their children in a dual language program in Kindergarten through 5th 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.

Students in Kindergarten and 1st Grade do a morning and afternoon language rotation with an English and Spanish teacher. They begin with one language in the morning and switch to the second language in the afternoon. The next day, they begin the day with the second language and switch back to the first language in the afternoon and so forth.

Students in 2nd through 5th Grades have one teacher who teaches both languages.

### **Program Goals:**

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

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



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# *Student Code of Conduct*

## Behavior Philosophy

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

## Scope of the District's Authority

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

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

## Discipline Procedures

The Governing Board is authorized to discipline students, and impose suspensions or expulsions upon students who engage in conduct that interferes with the District's responsibility to educate students. For further information, please refer to Policy [JKD](#) at [www.gilbertschools.net](http://www.gilbertschools.net).

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

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

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

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

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

If a student is taken into custody (arrested), the arresting officer shall be requested to notify the student's parents. The arresting officer will be asked to complete and sign a "Form for Signature of Arresting Officer." 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, District Hearing Officer or Governing Board has the authority to impose a long-term suspension following appropriate due process.

### **Expulsion**

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

### **Search and Seizure of Student Property**

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

### **Discipline Policies Students Must Follow**

**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: [www.gilbertschools.net](http://www.gilbertschools.net)

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## Information on specific policies and regulations:

- Policy [IJNDB](#) and Regulation [IJNDB-R](#) (**Use of technology**)

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

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

- Policy [JB](#) and Regulation [JB-R](#) (**Discrimination and Harassment**)

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 Harassment and Equal Opportunities policies.

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

- Policy [JE](#) and Regulation [JE-R](#) (**Student Attendance**)

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

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

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

- Any conduct intended to obstruct, disrupt or interfere with the educational process.
- Physical/verbal abuse or threat of harm to any person.
- Damage to property.
- Unauthorized entry or use of District facilities.
- Unlawful use, possession, distribution or sale of tobacco, alcohol or drugs, or other illegal contraband.
- Conduct or speech that violates commonly accepted standards of the District and that, under the circumstances, has no redeeming social value; e.g., 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.

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- Defiance of authority involving failure to identify themselves to officials or law enforcement officers when requested to do so.
  - Carrying or possessing a weapon or dangerous instrument.

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

- Policy [JICA](#) and [JICA-R](#) (**Dress Code**)

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

- Policy [JICC](#), [JICC-EA](#), and Regulation [JICC-R](#) (**Conduct on District Vehicles**)

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

- Policy [JICF](#) (**Negative School Group/Gang Activity**)

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

- Policy [JICFA](#) and Regulation [JICFA-R](#) (**Hazing**)

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

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

- Policy [JICFB](#) and Regulation [JICFB-R](#) (**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. See Policy [JIC-EG](#) for Bullying, Intimidation, Discrimination, Harassment, and Hazing Notification Posting.

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

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

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

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

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

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

- Policy [JICI](#) (**Weapons in School**)

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

## **Use of Confinement and Restraint**

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

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

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## **Notification**

### **MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

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

For homeless status qualification or more information, refer to: <http://www.azed.gov/homeless/>, GPS Board Policy **JFABD** and its Regulation and Exhibits, or contact the GPS homeless student liaison, at (480) 276-2799 or your school counselor, social worker or the Administrative Services Department.

### **PROHIBITED DISCRIMINATION AND HARASSMENT AND NON-RETALIATION**

The District recognizes its responsibility and is committed to maintaining an educational environment for its students that is free from unlawful discrimination and harassment. Students are entitled to participate fully in the educational opportunities offered by the District and shall not be excluded from such participation, denied the benefits of, or otherwise be subjected to discrimination or harassment in any District program or activity on the basis of race, color, ethnicity, national origin, sex, gender, sexual orientation, disability or religion. More information can be found in GPS Board Policy **JB** and its Regulations and Exhibits, as well as Policies **JBA** (Nondiscrimination/Anti Harassment Equal Educational Opportunity Race/Color/National Origin/Cultural/Ethnicity), Policy **JBC** (Nondiscrimination/Anti-Harassment Equal Educational Opportunity Sexual Discrimination/Harassment, Policy **JBC** (Nondiscrimination/Anti-Harassment Equal Educational Opportunity Disability, and Policy **JBD** (Nondiscrimination/Anti-Harassment Equal Educational Opportunity Religion).

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

### **Child Abuse Reporting**

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

### **Asbestos Hazard Emergency Response Act**

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

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## **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.

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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))

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- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
  - To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student’s State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
  - In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
  - To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
  - To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
  - To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
  - To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
  - To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9)) The parent or eligible student must be notified of judicial order or subpoena in advance of compliance except when a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of that proceeding. (20 U.S.C. § 1232g (b)(2)(B)).
  - To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
  - Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
  - To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
  - To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

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## **ANNUAL NOTICE FOR DIRECTORY INFORMATION-FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

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

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

The District has designated the following information as directory information:

- The student's name.
- The names of the student’s parents.
- The student’s address.
- The student’s date of birth.
- The student’s class designation (i.e., 1<sup>st</sup> grade, 8<sup>th</sup> grade, etc.).
- The student’s extracurricular participation.
- The student’s achievement awards or honors.
- The student’s weight and height if a member of an athletic team.
- The student’s photograph.
- The school or school district the student attended before enrollment in the District.

If you do not want the District to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing. GPS Board Policy [JR-EB](#) provides the required form to refuse consent to release any or all of your student’s directory information.