



Back by
popular
demand!



STAFF PLANNER



* Dates are subject to change.

Vision:

The Washington Elementary School District is committed to achieving excellence for every child, every day, every opportunity.

Mission:

The mission of the Washington Elementary School District is student achievement, preparing all students to become responsible, successful contributors to our diverse society.

Superintendent Dr. Paul Stanton

Dr. Paul Stanton is in his seventh year as superintendent of the Washington Elementary School District. Dr. Stanton holds a BS in Business Administration, Marketing and Finance from Marquette University, as well as Masters' degrees in Elementary Education and Educational Administration and Supervision, and a Doctorate in Educational Administration, from Arizona State University. Dr. Stanton is a product of the WESD, having attended Manzanita Elementary. Dr. Stanton is married and has two daughters.



Dr. Stanton has embraced the WESD Family belief system that can be felt throughout the organization. He is proud of all the support the WESD provides all of the staff. Please call him Paul when you see him, as everyone is important in the life of a child.

Follow along with Dr. Stanton on Facebook at www.facebook.com/wesdsuperintendent/

The Washington Elementary School District is committed to achieving excellence for every child; every day; every opportunity.

FAST FACTS ABOUT THE DISTRICT



LOCATION AND SCHOOLS

Washington Elementary School District (WESD), the largest elementary school district in Arizona, is proud to serve a diverse population of over 20,000 pre-kindergarten through 8th grade students throughout 44-square-miles in north central Phoenix and east Glendale.

Thirty-two schools are comprised of 19 K-6, one K-5, seven K-8 and five middle/junior high schools.

At WESD, 8% of students are English Language Learners (representing 62 Languages), 17% Special Education and 6% Gifted.



EMPLOYEES

WESD's more than 3,000 employees include approximately 1,400 certified, 1,620 classified staff and 81 administrators.



TRANSPORTATION

Transportation Services transport more than 5,000 students across 7,000 miles each day – covering more than 1.5 million miles a year.



NUTRITION SERVICES

Since August 2020, Nutrition Services has served more than 4 million meals.

This school year, breakfast and lunch is available to all students at no cost. Breakfast is served in the classroom and salad bars are offered at all schools.

District Phone Numbers

Academic Services	602-347-2820
Academic Support Programs . .	602-347-2626
Accounting	602-347-2612
Administrative Services	602-347-2657
Assessment & Evaluation . .	602-347-3541
Attendance Unit	602-347-2858
Business Services	602-347-2853
Capital Projects	602-347-2835
Communication Services . .	602-347-2694
Curriculum & Instruction . .	602-347-3542
Educational Technology . . .	602-347-2873
EL Services	602-347-2692
Facility Usage	602-347-2682
Federal Programs	602-347-2892
Finance	602-347-3506
Gifted Services	602-347-2651
Governing Board	602-347-2802
Grant Development	602-347-3504
Head Start	602-347-4806
Help Desk	602-347-2865
Human Resources	602-347-2668
KidSpace Child Care	602-896-5779
Maintenance Services	602-347-4808
Management Info. Services .	602-896-5255
Materials Management . . .	602-347-2805
Nutrition Services	602-896-5235
Payroll	602-347-2618
Printing Services	602-347-2800
Professional Development	602-347-3542
Purchasing	602-347-2864
Safety and Mentoring	602-347-2858
Search to Serve	602-347-4850
Social Services	602-347-2652
Special Services	602-347-2632
Superintendent's Office . .	602-347-2602
Translation Services	602-896-6290
Transportation Services . . .	602-896-5270
Welcome and Registration	602-896-6950

WESD GOVERNING BOARD



Bill Adams, President

Bill.Adams@wedschools.org • 602-347-2727

Mr. Bill Adams is currently serving his fourth four-year term. He has served as president in 2017 and 2018 and three terms as vice president. Mr. Adams' service includes Cactus Wren Elementary School PTA and Site Council and Cholla Middle School Site Council. He served on the WESD Employee Benefit Trust Board for three years, one as chairman. He has served on the Arizona School Board Association Board of Directors and the First Things First's Communications and Government Affairs Committee. Currently, he serves as a board member of the Washington Education Foundation, as chairman, central region for the Employer Support of Guard and Reserve (ESGR), is a member of Fighter Country Partnership and a Life Member of the Blue Blazer Squadron, supporting the men, women, families and mission of Luke AFB. He is the owner of Ryan Austin & Associates, a full-service insurance agency, specializing in employee benefits. He is married to a retired educator and has two sons, both of whom attended WESD schools.



Nikkie Whaley, Vice President

Nikkie.Whaley@wedschools.org • 602-347-2728

Ms. Nikkie Whaley was elected to a four-year term in November 2020. She was appointed to serve a two-year term in March of 2017 and was re-elected to a two-year term in November 2018. Mrs. Whaley has a bachelor's degree in Sociology from the University of California, Santa Cruz and a master's degree in Public Administration from the University of San Francisco. She has been a classroom volunteer and a member of both the Acacia Elementary School PTA and Site Council. She has over 15 years of experience working with youth and families in the areas of behavioral health and education. Mrs. Whaley is a graduate of Valle del Sol's 2012 Hispanic Leadership Institute and a former board member for One n Ten, an organization that serves as a resource and support to LGBT youth. She works for the Arizona Schools Boards Association providing leadership development to school boards across the state and promoting equity in education. Mrs. Whaley is a proud mother of two - one in high school and the other at Acacia.



Jenni Abbott-Bayardi, Member

Jenni.Abbott-Bayardi@wedschools.org • 602-347-2841

Ms. Jenni Abbott-Bayardi is currently serving her first term on the Governing Board. She holds a bachelor's degree in Secondary Education from the University of Arizona and a master's degree in Educational Leadership from Northern Arizona University. She grew up in the WESD, attending Desert Foothills and Acacia. Her parents were educators in WESD for 30 years. Ms. Abbott-Bayardi has been an active parent volunteer at John Jacobs, Sahuaro, Cholla and Mountain Sky where her three children attended. She served on the WESD Parent Leadership Team for three years and was on the PTA at John Jacobs and Cholla Middle School. Ms. Abbott-Bayardi has held many volunteer positions including Shadow Rock Preschool Board member, Asbury United Methodist, and Shadow Rock UCC Stewardship Chair and is currently the Jr. High Youth Leader at Phoenix First United Methodist Church. Ms. Abbott-Bayardi is also an active parent athletic supporter at Thunderbird High School. Ms. Abbott-Bayardi is an Arizona native and works in pharmaceutical sales.



Lindsey Peterson, Member

Lindsey.Peterson@wedschools.org • 602-347-2729

Mrs. Lindsey Peterson is currently serving her first term on the Governing Board. She earned her Bachelor's of Arts in Secondary Education at Arizona State University and her Master's in Curriculum and Instruction from Grand Canyon University. Mrs. Peterson has been teaching Language Arts at Apollo High School for nearly 20 years. She is also the English Department Chair and Literacy Coach. From 2016-2020, she was an adjunct professor of reading at Glendale Community College. She is currently a member of the National Council of Teachers of English, the Glendale Union Educators Association and a National Board Teaching Candidate. Mrs. Peterson and her husband, Layne, are both products of WESD schools. Mr. Peterson also works in the Glendale Union High School District. They have five children who have attended Mountain View, John Jacobs, Chaparral, Desert Foothills and Sahuaro Schools. Mrs. Peterson was also active on the Chaparral Site Council.

Board Meetings

Regular meetings of the Governing Board generally are held on the second and fourth Thursday of each month, with the exception of August, November, December and March when there is only one regularly scheduled meeting. Meetings are held at the Administrative Center, 4650 W. Sweetwater, and can be viewed on the WESD's YouTube channel. Meetings begin at 7 p.m., unless posted otherwise.

2021-2022 Regular Meeting Schedule

July 8, 2021
July 22, 2021
August 26, 2021
September 9, 2021
September 23, 2021
October 14, 2021
October 28, 2021
November 18, 2021
December 9, 2021
January 13, 2022
January 27, 2022
February 10, 2022
February 24, 2022
March 10, 2022
April 14, 2022
April 28, 2022
May 12, 2022
May 26, 2022
June 9, 2022
June 23, 2022

About the Board

Governing Board members are unpaid, elected officials who serve as the policy-making body for the Washington Elementary School District.

A board member must be a qualified elector and have lived in the District for at least one year. Each member serves a four-year term. Terms are staggered so two or three board seats become vacant on alternate election years.

According to Arizona law, board members may serve for an unlimited number of terms.

The Washington Elementary School District Governing Board is responsible to the citizens of the District and the state of Arizona for the education of public school students in the state's largest elementary school district.

The Board sets policy, approves educational programs and textbook adoptions, approves the hiring and termination of personnel, sets salaries and compensations and adopts a yearly budget.

The responsibility to oversee and administer programs and policies rests with the Superintendent, who is hired by the Board.

WESD KidSpace

Do you need before- and after-school child care?

★ District employees receive 50% off child care fees. ★

Employees can also receive 15% off our 4-year-old Early Childhood Enrichment Program.

Call 602.896.6968 for details!

* 50% discount does not apply to the Fall, Winter, Spring or Summer Camps.



DID YOU KNOW?

This WESD Staff Planner was printed by WESD Printing Services.

WESD HAS A PRINTSHOP AT THE DISTRICT OFFICE.

ASK ABOUT OUR PBIS POSTERS!

Need projects designed? Printed? Copied? We're here for you! Stop by and see us!

psorders.wesdschools.org • 602.347.3527

We Print:

T-shirts • Masks • Heat Transfers • Novelty Items • Notepads • Forms
Certificates • Fliers • Brochures Programs • Pocket Folders

Signs and Banners:

Large Format Posters • Retractable Banners • Standard Banners
A-Frames • H-Stakes • Custom Stickers • Floor Stickers

Services:

Graphic Design • Cutting • Binding • Die-cutting • Drilling • Scoring
Perforating • Numbering • Large Format Scanning

*District Standard Materials:

Business Cards • Letterheads • Envelopes • Mastheads
*Does not require a P.O. - comes out of Printing Services' budget.



Already like our products and services?
Like us on Facebook for tips and tricks on your next project!
#wesdprintingservices



SAVE THE DATE! February 26, 2022

Ready • Get Set • GO

2022
5K
WESD



HEALTHY HABITS TO KEEP OUR DISTRICT WELL



Wash your hands often for 20 seconds with soap and water or use sanitizer.



Cover your cough/sneeze with your sleeve, elbow or a tissue. Throw away used tissues.



Don't touch your face: eyes, nose, mouth with unwashed hands.



Avoid contact Maintain social distance and mask up if necessary.



Wear a mask in group settings.
*Strongly encouraged for all unvaccinated and vaccinated individuals.

Most importantly,
STAY HOME if you're sick.




August 2021

Sunday

Monday

Tuesday

Wednesday

<p>1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Teacher Work Days</p>	<p>3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Teacher Work Days</p>	<p>4</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Teacher Work Days</p>
<p>8</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>9 Day 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>First Day of School</p>	<p>10 Day 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>11 Day 3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC - Early Release Day</p>
<p>15</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>16 Day 6</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>17 Day 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Virtual PLA</p>	<p>18 Day 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC - Early Release Day</p>
<p>22</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>23 Day 5</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>24 Day 6</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>WPA PLA</p>	<p>25 Day 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC Green Day Early Release Day</p>
<p>29</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>30 Day 4</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>31 Day 5</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Be in the know! Follow Us! Like Us! @wesdschools</p> <p>   </p>

October 2021

Sunday

Monday

Tuesday

Wednesday

			Indigenous Peoples' Day October 11 Indigenous Peoples' Day is celebrated on the second Monday of October to honor the cultures and histories of the Native American people.
3 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	4 Day 4 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	5 Day 5 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Virtual PLA	6 Day 6 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Grading Day PLC - Early Release Day
10 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	11 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Indigenous Peoples' Day Fall Break - No School	12 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Fall Break - No School	13 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Fall Break - No School
17 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	18 Day 3 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	19 Day 4 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> WPA PLA Facility Manager Meeting - Navajo	20 Day 5 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Report Cards Go Home During Conferences Parent/Teacher Conferences (AV, MZ, OC, RR and SB with Translation) PLC - Early Release Day
24 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Halloween 31	25 Day 2 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Parent/Teacher Conferences (ALTS, SS and MV with Translation)	26 Day 3 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Parent/Teacher Conferences (CH, DF, MS, RP, PV, MA, MV and SS with Translation) Early Release Day	27 Day 4 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Parent/Teacher Conferences (AC, CW, IR, JJ, LV, LM, SA, SU, SN, SW and TU with Translation) Early Release Day




November 2021

Sunday

Monday

Tuesday

Wednesday

<p>Be in the know! Follow Us! Like Us! @wesdschools</p>    	<p>1 Day 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2 Day 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Election Day</p>	<p>3 Day 3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC - Early Release Day</p>
<p>7</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>8 Day 6</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>9 Day 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLA</p>	<p>10 Day 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC - Early Release Day</p>
<p>14</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>15 Day 4</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>16 Day 5</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Virtual PLA Facility Manager Meeting - Navajo</p>	<p>17 Day 6</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Progress Reports PLC Green Day Early Release Day</p>
<p>21</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>22 Day 3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>23 Day 4</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>WPA PLA</p>	<p>24 Day 5</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC - Early Release Day</p>
<p>28</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Hanukkah Begins</p>	<p>29 Day 6</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>30 Day 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Election Day November 2 In the US, Election Day is the day set by law for the general elections of federal public officials.</p>

December 2021

Sunday

Monday

Tuesday

Wednesday

Looking for activities for your child during
WINTER BREAK?

Contact KIDSPACE at 602-896-6968.

1 Day 2

PLC - Early Release Day

5

6 Day 5

Hanukkah Ends

7 Day 6

Virtual PLA

8 Day 1

PLC Green Day

Early Release Day

12

13 Day 4

14 Day 5

WPA

PLA

Facility Manager Meeting - Navajo

15 Day 6

PLC - Early Release Day

19

20

21

22

Winter Break - No School

Winter Break - No School

Winter Break - No School

26

27

28

29

Winter Break - No School

Winter Break - No School

Winter Break - No School




January 2022

Sunday

Monday

Tuesday

Wednesday

<p>Be in the know! Follow Us! Like Us! @wesdschools</p> <p>   </p>	<p>Martin Luther King, Jr. Holiday January 17</p> <p>Federal holiday to celebrate MLK as a civil rights leader, minister and winner of the 1964 Nobel Peace Prize.</p>	<p>Lamp of Learning nominations are due.</p>	
<p>2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>3 Day 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>4 Day 3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>5 Day 4</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Report Cards Go Home PLC - Early Release Day</p>
<p>9</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>10 Day 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>11 Day 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>WPA PLA</p>	<p>12 Day 3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC - Early Release Day</p>
<p>16</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>17</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Martin Luther King Jr. Day No School</p>	<p>18 Day 6</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Virtual PLA Facility Manager Meeting - Navajo</p>	<p>19 Day 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC - Early Release Day</p>
<p>23</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>30</p>	<p>24 Day 4</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Day 3 31</p>	<p>25 Day 5</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLA</p>	<p>26 Day 6</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC Green Day Early Release Day</p>

February 2022

Sunday

Monday

Tuesday

Wednesday

<p>Be in the know! Follow Us! Like Us! @wesdschools</p>    		<p>1 Day 4</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2 Day 5</p> <hr/> <p>Groundhog Day</p> <hr/> <p>Progress Reports</p> <hr/> <p>P/T Conferences</p> <hr/> <p>(AR, CL, DV, MM, OR, REM, and WA with Translation)</p> <hr/> <p>PLC - Early Release Day</p>
<p>6</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>7 Day 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Parent/Teacher Conferences (ALTS, SS and MV with Translation)</p>	<p>8 Day 3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Parent/Teacher Conferences (CH, DF, MS, RP, PV, MA, MV and SS with Translation)</p> <p>Early Release Day</p>	<p>9 Day 4</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Parent/Teacher Conferences (AV, MZ, OC, RR and SB with Translation)</p> <p>Early Release Day</p>
<p>13</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>14 Day 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Valentine's Day</p>	<p>15 Day 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Virtual PLA</p> <p>Facility Manager Meeting - Navajo</p>	<p>16 Day 3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC Green Day</p> <p>Early Release Day</p>
<p>20</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>21</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Presidents' Day - No School</p>	<p>22 Day 6</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>WPA</p> <p>PLA</p>	<p>23 Day 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC - Early Release Day</p>
<p>27</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>28 Day 4</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Groundhog Day February 2</p>	<p>Valentine's Day Arizona Statehood Day February 14</p>





March 2022

Sunday

Monday

Tuesday

Wednesday

<p>Be in the know! Follow Us! Like Us! @wesdschools</p> <p>   </p>	<p>NEA's Read Across America March 2</p> <p>A day to celebrate the importance of reading by having caring adults visit schools as "guest readers" to share books with children.</p>	<p>1 Day 5</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2 Day 6</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Ash Wednesday</p> <p>Read Across America Day</p> <p>PLC - Early Release Day</p>		
<p>6</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>7 Day 3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>8 Day 4</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLA</p>	<p>9 Day 5</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Grading Day</p> <p>PLC - Early Release Day</p>		
<p>13</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>14</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>15</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>16</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>Spring Break - No School</p>		<p>Spring Break - No School</p>		<p>Spring Break - No School</p>	
<p>20</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>21 Day 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>22 Day 3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>WPA</p> <p>PLA</p> <p>Facility Manager Meeting - Navajo</p>	<p>23 Day 4</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Report Cards Go Home</p> <p>PLC - Early Release Day</p>		
<p>27</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>28 Day 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>29 Day 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>30 Day 3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>PLC - Early Release Day</p>		

April 2022

Sunday

Monday

Tuesday

Wednesday

Be in the know!
Follow Us!
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@wesdschools



ASAA
(formerly AzMERIT)
April 4 - 29

**Start planning for end of the year/
 next year's printing needs!**
**Call WESD Printing Services at
 602.347.3527 for:**

Promotion Certificates • Programs • Tickets
 Thank You Cards • Notepads • Folders
 Handbooks • Banners and Posters • Stickers

3

4

Day 6

5

Day 1

6

Day 2

Virtual PLA

PLC - Early Release Day

10

11

Day 5

12

Day 6

13

Day 1

PLA

PLC Green Day

Early Release Day

17

18

Day 4

19

Day 5

20

Day 6

Easter

Facility Manager Meeting - Navajo

Progress Reports

PLC - Early Release Day

24

25

Day 3

26

Day 4

27

Day 5

WPA

PLA

PLC - Early Release Day

May 2022

Sunday	Monday	Tuesday	Wednesday
1 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	2 Day 2 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> BEGIN III Graduation	3 Day 3 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Virtual PLA	4 Day 4 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> PLC Green Day Early Release Day
8 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Mother's Day	9 Day 1 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	10 Day 2 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> WPA PLA	11 Day 3 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> PLC - Early Release Day
15 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	16 Day 6 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	17 Day 1 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Facility Manager Meeting - Navajo	18 Day 2 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> PLC - Early Release Day
22 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	23 Day 5 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Promotion Ceremonies	24 Day 6 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Promotion Ceremonies Report Cards Go Home Last Day For Students Early Release	25 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Last Day For Teachers Teacher Work Day
29 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	30 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Memorial Day - No School	31 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Summer School Begins	Lamp of Learning Celebration May 6 Annual recognition of WESD's Lamp of Learning winners. <hr/> School Lunch Hero Day

June 2022

Sunday

Monday

Tuesday

Wednesday

PRINT ORDERS - PRO TIP:

GET A QUOTE for next year's printing needs before you leave for the summer, so you have it ready once you get back **TO REQUEST A P.O.!**

July - September and March - May are typically the busiest months at the print shop.

• psorders.wedschools.org •

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1

PLA

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Flag Day

15

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Father's Day
 Juneteenth

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July 2022

Sunday

Monday

Tuesday

Wednesday

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Independence Day
July 4

A federal holiday in the United States commemorating the adoption of the Declaration of Independence on July 4, 1776.

Know someone who would be a great addition to our #WESDFamily?

NOW HIRING for the
2022 - 2023 School Year!

jobs.wesdschools.org

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31

Independence Day

July 2022

Thursday

Friday

Saturday

	1	2	Notes
7	8	9	
14	15	16	
21	22	23	
28	29	30	Self-Care Corner  Give yourself permission to say "No" to requests from others.      

August 2022

Sunday

Monday

Tuesday

Wednesday

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First Day of School

14

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August 2022

Thursday

Friday

Saturday

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Notes

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**Self-Care
Corner**



How are you
feeling today?



EMERGENCY AND CRISIS MANAGEMENT PROCEDURES

Each of the 32 schools in the Washington Elementary School District and the Administrative Center has crisis management guidelines and comprehensive plans designed to inform staff and students of what to do in the event of a crisis or an emergency. The plans are based on the District's Crisis Manual and contain vital information necessary to assist in any emergency situation. In addition, each of the schools and the Administrative Center has Crisis Response Teams that are mobilized in the event of an emergency to assist in providing information to the students, staff, families and community.

The following information is standard procedure to follow in the event of an emergency. Please be sure to familiarize yourself with specific site plans, including evacuation and lockdown procedures.

GENERAL EMERGENCY

- Notify 9-911 (if necessary) and the Incident Commander. Incident Commander notifies District Crisis Team Leader by calling the District Crisis Line at 602-995-2358.
- Notify CPR/first aid certified persons in school building of medical emergencies, if necessary.
- Secure area and prevent unnecessary traffic near scene.
- Assemble Crisis Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to Pam Horton (District PIO) at 602-347-2694.

STAFF RESPONSIBILITIES

Incident Commander or designee:

- Verify information/Document type of emergency and location.
- Identify Command Post.
- Call 9-911 (if necessary).
- Secure area and prevent unnecessary traffic near scene.
- Assemble site Crisis Team (if necessary) and conduct briefing.
- Notify District Crisis Line.
- Notify staff.
- Evacuate students and staff, if necessary.
- Refer media to District spokesperson (or designee).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.

Teachers:

- Verify information.
- Keep students inside classroom until situation is complete and the all clear is given.
- Account for all students.
- Stay with students during an evacuation. Take class roster and crisis kit.
- Refer media to District spokesperson (or designee).
- Keep detailed notes of anything you witness pertaining to the event.

EVACUATION CHECKLIST

1. Evacuation:

- Incident Commander (IC) issues evacuation order.
- IC determines if students and staff should be evacuated outside of building or to one of the predetermined relocation centers. IC contacts District Crisis Line and informs him/her that the evacuation is taking place.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Institute Special Needs portion of Crisis Plan and assist disabled and non-English speaking students and staff during the evacuation process.

2. Teachers

- Direct students to follow normal evacuation drill procedures unless IC alters route.
- Take classroom roster and crisis kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform principal or IC immediately of missing student(s).
- If students are evacuated, stay with class unless relieved. Assume responsibility of class when you arrive at the relocation center.

3. Relocation Centers

List primary and secondary student relocation centers:

Primary Relocation Center, including address: _____

Secondary Relocation Center, including address: _____

LOCKDOWN/SHELTER-IN-PLACE

Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside a school building.

- Incident Commander (IC) will issue lockdown order by announcing a warning over PA system.
- Direct all students, staff and visitors into classrooms and/or secure rooms.
- Put sign on office door, if possible.
- Lock classroom doors.
- Turn off lights, unless there are no windows. Put something under the door to keep the light in.
- Cover windows of classroom, if possible.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Remain quiet.
- Allow no one outside of classrooms until the IC gives the all-clear signal.

EMERGENCY PHONE NUMBERS

District Emergency602-995-2358
EMERGENCY	Dial 911
Phoenix Police-Crime Stop.602-262-6151
Phoenix Fire Department — Nonemergency602-495-5555
Glendale Police.623-930-3000
Glendale Fire — Nonemergency623-930-4400
Department of Child Safety602-530-1800
Maricopa County Emergency Management (shelters)602-273-1411
American Red Cross.602-336-6660
Banner Poison Control Center/Phoenix	1-800-222-1222
Maricopa Crisis Response Network602-222-9444

WESD SCHOOL LOCATIONS AND NUMBERS

A.L. Traditional School (K-8) (602) 896-6300
10444 N. 39th Avenue, Phoenix, 85051

Acacia Elementary (K-6) (602) 896-5000
3021 W. Evans, Phoenix, 85053

Alta Vista Elementary (K-6) (602) 347-2000
8710 N. 31st Avenue, Phoenix, 85051

AZ Cardinals Prep. Academy (6-8) (602) 347-3020
8520 N. 19th Avenue, Phoenix, 85021

Arroyo Elementary (K-8) (602) 896-5100
4535 W. Cholla, Glendale, 85304

Cactus Wren Elementary (K-6) (602) 347-2100
9650 N. 39th Avenue, Phoenix, 85051

Chaparral Elementary (K-6) (602) 896-5300
3808 W. Joan De Arc, Phoenix, 85029

Cholla Middle School (7-8) (602) 896-5400
3120 W. Cholla, Phoenix, 85029

Desert Foothills Jr. High (7-8) (602) 896-5500
3333 W. Banff, Phoenix, 85053

Desert View Elementary (K-5) (602) 347-4000
8621 N. 3rd Street, Phoenix, 85020

Ironwood Elementary (K-6) (602) 896-5600
14850 N. 39th Avenue, Phoenix, 85053

John Jacobs Elementary (K-6) (602) 896-5700
14421 N. 23rd Avenue, Phoenix, 85023

Lakeview Elementary (K-6) (602) 896-5800
3040 W. Yucca, Phoenix, 85029

Lookout Mountain Elementary (K-6) (602) 896-5900
15 W. Coral Gables, Phoenix, 85023

Manzanita Elementary (K-6) (602) 347-2200
8430 N. 39th Avenue, Phoenix, 85051

Maryland School (K-8) (602) 347-2300
6503 N. 21st Avenue, Phoenix, 85015

Moon Mountain Elementary (K-6) (602) 896-6000
13425 N. 19th Avenue, Phoenix, 85029

Mountain Sky Jr. High School (7-8) (602) 896-6100
16225 N. 7th Avenue, Phoenix, 85023

Mountain View School (K-8) (602) 347-4100
801 W. Peoria, Phoenix, 85029

New Beginnings Academy (602) 347-4884
1502 W. Mountain View Rd., Phoenix, AZ 85021

Ocotillo Elementary (K-6) (602) 347-2400
3225 W. Ocotillo, Phoenix, 85017

Orangewood School (K-8) (602) 347-2900
7337 N. 19th Avenue, Phoenix, 85021

Palo Verde Middle School (7-8) (602) 347-2500
7502 N. 39th Avenue, Phoenix, 85051

Richard E. Miller Elementary (K-5) (602) 347-3000
2021 W. Alice, Phoenix, 85021

Roadrunner Elementary (K-6) (602) 347-3100
7702 N. 39th Avenue, Phoenix, 85051

Royal Palm Middle School (6-8) (602) 347-3200
8520 N. 19th Avenue, Phoenix, 85021

Sahuaro Elementary (K-6) (602) 896-6200
12835 N. 33rd Avenue, Phoenix, 85029

Shaw Butte Elementary (K-6) (602) 347-4200
12202 N. 21st Avenue, Phoenix, 85029

Sunburst Elementary (K-6) (602) 896-6400
14218 N. 47th Avenue, Glendale, 85306

Sunnyslope School (K-8) (602) 347-4300
245 E. Mountain View Road, Phoenix, 85020

Sunset Elementary (K-6) (602) 347-3300
4626 W. Mountain View Road, Glendale, 85302

Sweetwater School (K-8) (602) 896-6500
4602 W. Sweetwater, Glendale, 85304

Tumbleweed Elementary (K-6) (602) 896-6600
4001 W. Laurel Lane, Phoenix, 85029

Washington Elementary (K-6) (602) 347-3400
8033 N. 27th Avenue, Phoenix, 85051



TEACHING AND LEARNING



High Expectations for Student Learning

COMMON EXPECTATIONS

- Work in collaborative teams and take collective and individual responsibility for student learning.
- Foster a purposeful culture that gives students opportunities to identify, demonstrate, and grow in social and emotional learning through: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making Skills in the classroom and community.
- Plan collaboratively and implement WESD curriculum documents. All certified staff develop and make available daily lesson plans.
- Deliver evidenced-based, differentiated, engaging and rigorous instruction, which includes large-group and small-group instruction.
- Monitor student learning through regular and ongoing assessment data review, which includes common formative and benchmark assessments.
- Provide systemic interventions and enrichment through daily tiered instruction.
- Provide an inclusive learning environment for all students.

SETTING THE STAGE FOR LEARNING

In order to achieve high levels of engagement and learning, attention must be paid to setting up a healthy emotional environment, as well as an organized and student-friendly physical environment.

Emotional Environment:

- Meet/greet and dismiss students at the classroom door and throughout campus
- Provide personal recognition and consistently reinforce student effort
- Actively seek to understand students' knowledge, skills, interests, talents and motivation
- Acknowledge diversity of students and foster cultural awareness
- Use appropriate humor; avoid sarcasm
- Personalize learning via student and life connections
- Provide clear expectations for behavior and positively reinforce expectations (aligned with school expectations)
- Cultivate a learning community and create a safe place for risk-taking
- Reinforce all school/classroom expectations consistently, calmly, and promptly with dignity
- Create a trustworthy, respectful environment where putdowns, bullying and threats are not tolerated; dignity and safety of all learners is promoted
- Utilize appropriate de-escalation strategies to manage student situations
- Write expectations in a positive way
- Eliminate power struggles with students
- Teach positive peer interactions and support conflict resolution
- Cultivate open and frequent communication with families to build relationships that support student learning

Physical Environment (Conducive for Learning):

- The classroom is clean, organized, well lit, and set up for optimal movement, transitions, learning, and safety
- Student friendly content and language focus statements are placed in a consistent location and readable from all points in the room
- Rules and procedures are posted in positive, student-friendly language and are explicitly taught, modeled, practiced and reinforced
- Classroom walls show evidence of current learning focus and vital academic content reference materials are legible from all points in the room
- Current quality student work is displayed
- Resources, materials, technology and supplies are organized for easy teacher and student access
- Furniture is arranged to provide clear paths of movement and transitions for students and teachers
- The room arrangement is conducive to teacher movement, partnering, and small group instruction
- Teacher space is minimized; student space is maximized

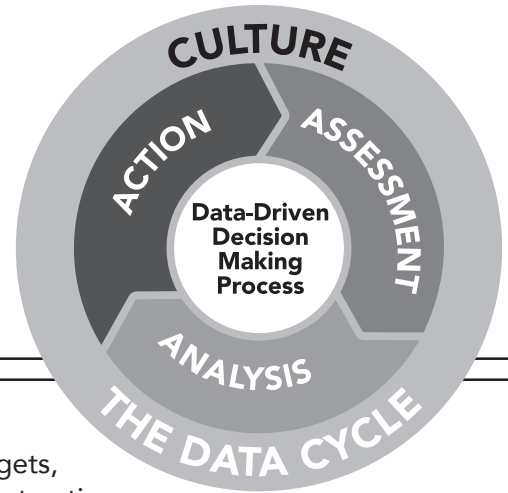
...achieving excellence for every child, every day, every opportunity

What Do We Want Students to Learn?

In order to identify what we want students to learn, it is imperative that teachers carefully plan their instruction.

WESD Planning Expectations

- Use of district curriculum documents (aligned to AZ state standards)
- Development of daily lesson plans to include the following three attributes:
 1. Grade level standards and learning target(s)
 2. Instructional strategies and learning activities
 3. Assessment strategies
- Instruction is adjusted based on outcomes
- Daily posting of student-friendly learning targets that include:
 - what students will learn and be able to do
 - the success criteria to measure it
- Learning targets are aligned to grade level state standards and WESD curriculum documents
- Classrooms with ELs also post language focused statements aligned to ELP standards and based on daily learning target(s)
- Accommodations and modifications appropriately implemented to meet the needs of diverse learners



HOW WILL WE KNOW IF THEY LEARNED IT?

In order to determine if students have learned the intended learning targets, schools must implement a consistent cycle of data review. Data-driven instruction involves changing a school's focus from "what was taught" to "what was learned." The four fundamental building blocks of effective data-driven instruction are as follows:

Assessment: District implements rigorous assessments (Pre/Mid/Post & CFAs) that provide meaningful data. Teachers review the assessments and identify possible misconceptions. Teachers and teams also create their own formative assessments to inform daily instruction.

Analysis: Teachers examine the results of assessments to identify the causes of both strengths and shortcomings. Having the "test in hand" when analyzing results is critical. You are moving beyond what students got wrong to answer why they got it wrong. Teachers should analyze their own results within 48 hours administering the assessment.

Larger Picture Questions

- How well did the class do as a whole?
- What are the strengths and weaknesses in different standards/skills?
- Are there trends in the different question types (multiple right answers, Part A/B, etc.)?
- Who are the stronger and weaker performing students? How did our subgroups perform?

"Dig in" Questions

- Analyze "bombed" questions – did students all choose the same wrong answer? Why or why not?
- Break down each standard – did students do similarly on each question within the standard? Why?
- Sort data by students' scores – are there questions that separate proficient and non-proficient students?
- Look horizontally by student – are there any anomalies occurring with certain students?

Action: Teachers effectively teach what students most need to learn based on the analysis of the assessments results. Teachers collaboratively design action plans based on assessment analysis. For this to be successful, the following must occur:

- New strategies are used in re-teaching.
- A specific date and time are determined for implementation of the re-teach, as well as a plan for reassessment.
- Plan for whole and small group next steps
- Teachers work with students to discuss how they are doing, determine what they need to work on, and identify specific goals.

Culture: Create an environment in which data-driven instruction can survive and thrive.

- Schools make time for all parts of the process. Consistent, scheduled data meetings are scheduled and carried out, with all team members present, prepared and engaged.
- School-based professional development is aligned to what the data reveals.

HOW WILL WE ENGAGE STUDENTS IN THE LEARNING?

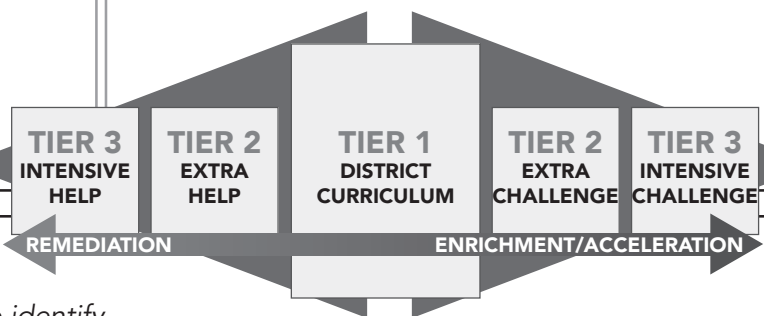
The following table features effective teacher and student behaviors that are expected in WESD classrooms. (Note: *Italicized items are on the WESD Teacher Evaluation Tool*).

Teacher Behaviors

- Embeds learning target throughout the lesson
- Provides visual and physical examples/models of expected outcomes
- Embeds effective procedures and routines throughout the lesson
- Monitors progress by using frequent checks for understanding throughout the lesson
- Provides feedback that is specific and immediate
- Frequently adjusts instruction or supports based on results from checking for understanding
- Uses a variety of strategies to engage all students -- **"TEAM – T** –throughout the lesson; **E** – elicited; **A** – all students; **M** – mandatory"
- Purposeful circulation to monitor behavior and support learning
- Offer multiple opportunities for guided and independent practice aligned to learning focus
- Guides learning with purposeful questioning that promotes higher order thinking
- Provides specific, step by step, clear, and visual instructions and expectations
- Explicitly models strategies/thinks aloud
- Balances teacher and student talk time
- Includes wait time that is adequate for student processing
- Provides and removes lesson scaffolding as needed
- Uses flexible and varied grouping structures, including daily small group instruction
- Creates and/or uses visuals throughout instruction (i.e. anchor/concept charts, Word Walls)
- Creates learning opportunities that are rigorous and at a high student interest level
- Engages students in relevant and meaningful technology integration used in developmentally appropriate ways

Student Behaviors

- Follow teacher directions, classroom procedures and routines with minimal prompting
- Explain and/or ask questions about the learning focus
- Focus on teacher or peers when they are speaking
- Actively participate in the learning
- Correct mistakes and address misconceptions based on teacher feedback
- Persevere with the task
- Demonstrate understanding of content and/or language learning through work product
- Share their learning in a planned manner
- Are responsible for the majority of the work/thinking throughout the lesson
- Use one or more of the following in their learning: read and respond, partner share, precision partnering, signaling, written response, Total Physical Response, movement, and/or cooperative groups
- Move purposefully during transitions and lessons
- Use technology tools for learning tasks as directed by or provided by the teacher



All students participate in Tier 1 "best first instruction". The purpose of the Data Cycle is to identify which students, based on data, need additional intervention/support beyond core instruction to master identified standards or skills. Some students will require targeted intervention, and some will require intensive intervention. Intervention groups should be fluid and flexible, based on progress monitoring using common formative assessments, diagnostic assessments and periodic district assessments (ADE).

Tier 1 Universal Instruction- Standards-based classroom learning (all students)

All students participate in general education learning that includes:

- Universal screenings (e.g. DIBELs) to target groups in need of specific support
- Implementation of Arizona's Academic Standards and WESD Curriculum Documents
- Differentiated instruction with fluid, flexible small group instruction aligned to whole group standards focus
- Providing multiple means of learning and demonstration of learning
- Progress monitoring of learning with multiple formative assessments

Tier 2 Targeted Intervention- Needs-based learning (some students)

In addition to Tier 1, Targeted students participate in interventions that are:

- Supplemental to Tier 1
- Delivered in small group
- Determined based on a data-driven protocol
- Direct, explicit, systematic and focused on specific skills/standards/learning strategies
- Planned for
- Documented and reviewed through ongoing progress monitoring

**WHAT
WILL WE
DO IF
THEY DO
NOT
LEARN IT?**

...continued on back

Tier 3 Intensive Intervention- Intensified Targeted Support (few students)

Some students require additional intensive interventions that are:

- Determined through a collaborative problem-solving process (such as the Child Study Process)
- Delivered in small group or 1-1, sometimes by a specialist (e.g. AIS, Special Education Teacher)
- More frequently progress monitored

Social-Emotional Interventions

Tier 1 - Best first practices

- Core social-emotional learning program – research and evidence based (District approved)
- Core school-wide Behavior Support System (add link to Guidelines)
- Bully prevention as per ADE (e.g. Olweus – contact your school social worker)
- Classroom managed behavior system (Per School – additional ideas for Tier 1 PBIS)

Tier 2 - Specialized group systems for students with at-risk behavior

- Identified via Child Study Team Documentation (pre-referral classroom interventions completed)
- Could include behavior support group, contract, etc. (Link to Tier 2 intervention ideas)

Tier 3 - Intensive individualized interventions – Specialized individualized systems for students with high-risk behavior

- Identified via Child Study Team
- Link to Tier 3 intervention ideas

**WHAT
WILL WE
DO IF
THEY DO
NOT
LEARN IT?**

WHAT WILL WE DO IF THEY ALREADY KNOW IT?

Below is a process for providing enrichment and/or acceleration to students who need more challenge:

1. Get to know your students' strengths, challenges, and interests.
2. Analyze pre-assessment and formative assessment data regularly.
3. Look for students who have already mastered the content AND those who master it quickly.
4. Decide if enrichment (staying with the same topic but going deeper) or acceleration (moving on to the next concept in the learning sequence) is most appropriate.

Enrichment Guidelines and Examples

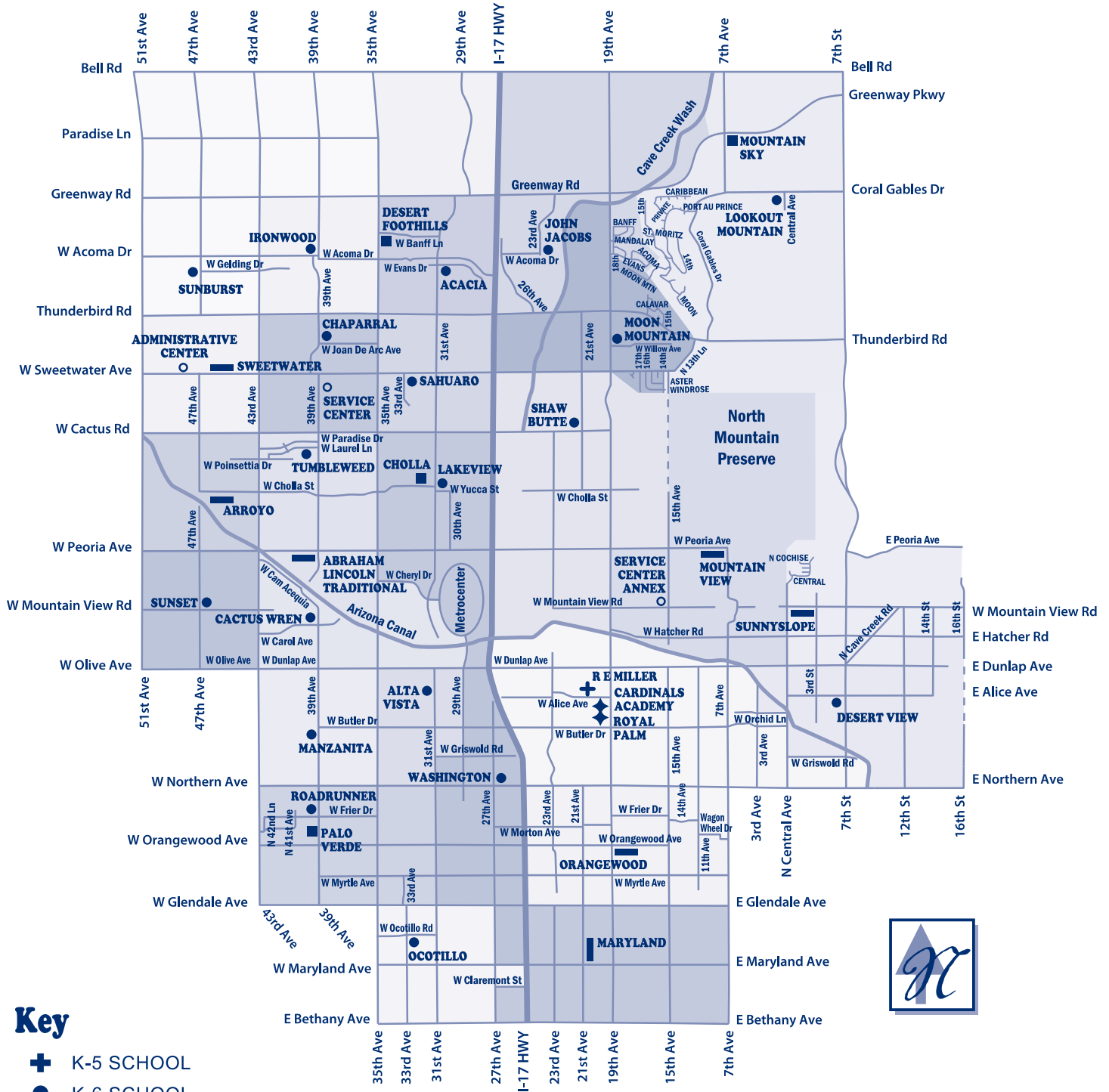
- Never give students more of the same (e.g., write a second story or complete a second set of math problems)
- Limit the amount of time students who have finished quickly or know the material spend tutoring others (if they are always doing the teaching, they are not learning something new themselves)
- Prepare an anchor activity in advance that students know they can work on anytime they finish early or test out of a topic (e.g., choice menu, passion project, learning center, etc.).
- Connecting the mastered content with the real-world and/or a different subject area (e.g. already mastered math content so connect it with what they are learning in social studies or science) are great options for enrichment.
- Consult the gifted teacher on your campus for enrichment ideas and resources.
- If a student is consistently in need of enrichment, consider referring him or her for gifted testing.

Acceleration Guidelines

- Remember that the state standards are written as progressions. This means that if you look at the grade level above, you will see a more rigorous version of what students are learning now in your classroom. Referring to the above grade-level standards can help you plan accelerated tasks.
- Do not shy away from teaching advanced content if students are ready for it. Next year's teachers can modify and adjust as well.
- Research curriculum compacting, the Most Difficult First Strategy, and tiered instruction.
- Consider the need for collaborating with the next grade level teachers (e.g. Walk to Math, Walk to Reading, etc.).
- The district has a process for determining if whole grade level skipping is needed. Contact Gifted Services for more information.
- Consult the gifted teacher on your campus for acceleration ideas and resources.
- If a student is consistently in need of acceleration, consider referring him or her for gifted testing.

5. Outline working expectations for those working independently on enrichment or accelerated tasks.
6. Provide clear directions for students regarding the replacement tasks assigned and a method for asking for assistance.
7. Release students to work, but check-in with them as often as possible.

Washington Elementary School District School Attendance Areas



BE IN THE KNOW!



First Semester

AUGUST 9 | School Begins
SEPTEMBER 6 | Labor Day Holiday
OCTOBER 8 | End of 1st Quarter
OCTOBER 11-15 | Fall Break
OCTOBER 20, 26-29 | Parent/Teacher Conferences
NOVEMBER 11 | Veterans Day Holiday
NOVEMBER 25-26 | Thanksgiving Break
DECEMBER 16 | End of 2nd Quarter and 1st Semester
DECEMBER 17 | Professional Development/Grading | No School
DECEMBER 20 – DECEMBER 31 | Winter Break

Second Semester

JANUARY 17 | Martin Luther King, Jr. Holiday
FEBRUARY 2, 8-11 | Parent/Teacher Conferences
FEBRUARY 21 | Presidents Day Holiday
MARCH 11 | End of 3rd Quarter
MARCH 14-18 | Spring Break
MAY 24 | End of 4th Quarter and 2nd Semester. LAST DAY OF SCHOOL!



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Governing Board: Bill Adams, President • Nikkie Whaley, Vice President
Jenni Abbott-Bayardi, Member • Lindsey Peterson, Member
Dr. Paul Stanton, Superintendent