



W

#WESD Family

2024-2025

STAFF PLANNER

* Dates are subject to change.

Copy of
ROADMAP
inside!

Superintendent Dr. Paul Stanton

Dr. Paul Stanton is proud to serve his 10th year as superintendent of the Washington Elementary School District (WESD) and his twenty-eighth year in education. A product of the district, Dr. Stanton attended Manzanita Elementary School and Cortez High School in the Glendale Union High School District.



Dr. Stanton was honored with the All Arizona Superintendent Award Large School Districts by the Arizona School Administrators (ASA) in 2023. He has served on the ASA executive board for the past three years, most recently as the Past President. He also serves on the ABEC Board of Directors and the WESTMARC Education and Workforce Development Committee. On the weekends, he and his wife, Lori, prepare food boxes for those in need.

Dr. Stanton has a Bachelor's Degree in Business Administration, Marketing and Finance from Marquette University, as well as Master's Degrees in Elementary Education and Educational Administration and Supervision. He received his Doctorate Degree in Educational Administration from Arizona State University.

Dr. Stanton embraces the WESD's vision, mission and values. He is committed to achieving excellence for every child, every day, every opportunity.

Keep up with Dr. Stanton all school year long on Facebook at www.facebook.com/wesdsuperintendent and Instagram @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) remains the largest elementary school district in Arizona. The District proudly serves a diverse population of approximately 20,000 pre-kindergarten through 8th grade students throughout 44-square-miles in north central Phoenix and east Glendale.

WESD is comprised of 33 schools, including one K-5 school, 19 K-6 schools, seven K-8 schools, five middle/junior high schools and one online school (3-8).

At WESD, 20.7% of students are English Language Learners (representing 78 languages). In addition, 16% of students are in Special Education while 8.2% of students belong in Gifted Services.



EMPLOYEES

The District has more than 2,700 employees including approximately 1,220 certified staff, 1,420 classified staff and 84 administrators.



TRANSPORTATION

Transportation services at WESD help transport more than 4,100 students across 5,300 miles daily – encompassing over 947,000 thousand miles each year.



NUTRITION SERVICES

Last school year, the WESD Nutrition Services Department served more than 5.3 million meals to students.

Once again, WESD is proud to offer free breakfast and lunch meals to all students during the 2024-2025 school year.

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



Jenni Abbott-Bayardi, President

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

Ms. Jenni Abbott-Bayardi is currently serving her first term on the Governing Board after being elected in November 2020. She began her term as president in May 2023 after serving as vice president from January to May 2023. She was re-elected as president in January 2024. 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 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 Parent Leadership Team for three years, as well as the PTA for John Jacobs and Cholla. 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. She is also an active parent athletic supporter at Thunderbird High School. Ms. Abbott-Bayardi is an Arizona native and works in pharmaceutical sales.



Kyle Clayton, Vice President

Kyle.Clayton@wedschools.org • 602-347-2727

Mr. Kyle Clayton is currently serving his first term on the Governing Board after being elected in November 2022. He began his term as vice president in May 2023 and was re-elected as vice president in January 2024. Mr. Clayton is an Arizona native, and works as a REALTOR® and entrepreneur. Mr. Clayton is a graduate of Arizona State University with a bachelor's in Spanish and an International Business Certification from the W.P. Carey School of Business. He is an active community service member as a Miracle Agent, benefitting the Phoenix Children's Hospital. Mr. Clayton is also a member of several associations, including the Young Entrepreneurs Council, National Association of REALTORS® and the Green Resource Council. Mr. Clayton has lived in the district for 13 years. He is married to his partner of 15 years, and has one son who currently attends a WESD school. In his free time, Mr. Clayton likes to volunteer at his son's school and work in his backyard garden.



Nikkie Gomez-Whaley, Member

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

Ms. Nikkie Gomez-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. She served as president from January to May 2023. She previously served two terms as vice president. Ms. Gomez-Whaley is a first-generation American (on her mother's side), as well as a first-generation college graduate holding a bachelor's degree in sociology with a minor in legal studies, a master's degree in public administration, and is a certified Professional of Human Resources (PHR). She has over 20 years of experience working with youth and families in the areas of behavioral health and education. Ms. Gomez-Whaley has a deep background in educational equity; working with communities to identify and address disparities and build inclusive environments where every student can grow. She previously worked for the Arizona School Boards Association. She volunteers her time with various organizations, including GLSEN Arizona and the Arizona Teacher Residency Program. Ms. Gomez-Whaley and her husband have lived in the WESD since 2009. Their son, who is gifted and has disabilities, attended WESD for grades 2-8 and is currently at Washington High School. Their daughter, who is active in various school activities, is currently enrolled in WESD.



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.



Tamillia Valenzuela, Member

Tamillia.Valenzuela@wedschools.org • 602-347-2746

Tamillia Valenzuela (she, her(s), ella) is currently serving her first term on the Governing Board after being elected in November 2022. She is a bilingual, disabled, neurodivergent Queer Black Latina. She is a mother and a wife and has been an Arizona resident for 13 years. She is a community organizer and activist who devotes her time to serving her community and working with various community organizations throughout the valley. She loves a good hot wing (but only with the right ranch) and things that sparkle. She loves seeing others shine, lean into their power and learn how to navigate the systems that impact their daily lives.

Board Meetings

Regular meetings of the Governing Board generally are held on the second and fourth Thursday of each month, with the exception of November, December and March when there is only one regularly scheduled meeting. Meetings are held at the Administrative Center, 4650 W. Sweetwater, or at an alternate school site. Meetings begin at 6 p.m., unless posted otherwise.

2024-2025 Regular Meeting Schedule

July 11, 2024
July 25, 2024
August 15, 2024
August 29, 2024
September 12, 2024
September 26, 2024
October 3, 2024 *
October 24, 2024
November 14, 2024
December 12, 2024
January 9, 2025
January 23, 2025
February 13, 2025
February 27, 2025
March 13, 2025
March 27, 2025
April 10, 2025
April 24, 2025
May 8, 2025
May 22, 2025
June 12, 2025
June 26, 2025

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.



SAVE THE DATE! February 22, 2025

Ready • Get Set • GO

2025
5K
WESD



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.

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.**



DID YOU KNOW?

This WESD Staff Planner was printed by WESD Printing Services.

WESD HAS A PRINTSHOP AT THE DISTRICT OFFICE.

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CREDIT
CARDS!**

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psorders.wesdschools.org • 602.347.3527

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T-shirts • Hats • 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](https://www.facebook.com/wesdprintingservices)

August 2024

Sunday

Monday

Tuesday

Wednesday

Welcome Back,

WESD Family!

Be sure to follow, like and share our schools and district social media pages to stay in the know!

@wesdschools



Enroll in the Trip Reduction Program Today!

If you drive an alternative fuel vehicle, carpool, walk, bike, or take public transit to work, be sure to register for the WESD Trip Reduction Program (TRP).

By participating in the Trip Reduction Program you can reduce pollution and traffic AND you could win a prize! Everyone who is registered is entered into a monthly drawing.

Go to www.wesdschools.org/domain/87 and select Trip Reduction Program or call 602-347-2858 for more information.

4

5

Day 1

6

Day 2

7

Day 3

11

12

Day 6

13

Day 1

14

Day 2

18

19

Day 5

20

Day 6

21

Day 1

25

26

Day 4

27

Day 5

28

Day 6

First Day of School

PLC - Early Release Day

PLC - Early Release Day

PLC - Early Release Day

PLC - Early Release Day

August 2024

Thursday

Friday

Saturday

1

2

3

Notes

Teacher Work Day

Teacher Work Day

8

Day 4

9

Day 5

10

15

Day 3

16

Day 4

17

Governing Board Meeting

22

Day 2

23

Day 3

24

29

Day 1

30

Day 2

31

Governing Board Meeting

Doodle Corner

September 2024

Sunday

Monday

Tuesday

Wednesday

1 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	2 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div>Labor Day - No School</div>	3 <div>Day 3</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	4 <div>Day 4</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div>PLC - Early Release Day</div>
8 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	9 <div>Day 1</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	10 <div>Day 2</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	11 <div>Day 3</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div>Patriot Day</div> <div>PLC - Early Release Day</div>
15 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	16 <div>Day 6</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	17 <div>Day 1</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div>Constitution Day</div>	18 <div>Day 2</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div>PLC - Early Release Day</div>
22 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	23 <div>Day 5</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	24 <div>Day 6</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	25 <div>Day 1</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div>PLC - Early Release Day</div>
29 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	30 <div>Day 4</div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div>Be in the know!</div> <div>Follow Us!</div> <div>Like Us!</div> <div>@wesdschools</div> <div>     </div>	<div>Attendance Awareness Month</div> <div>Labor Day September 2</div> <div>Legal holiday to honor working people.</div>

September 2024

Thursday

Friday

Saturday

<div>5</div> <div>Day 5</div>	<div>6</div> <div>Day 6</div>	<div>7</div>	<div>Notes</div>
<div>12</div> <div>Day 4</div>	<div>13</div> <div>Day 5</div>	<div>14</div>	
<div>19</div> <div>Day 3</div>	<div>20</div> <div>Day 4</div>	<div>21</div>	
<div>26</div> <div>Day 2</div>	<div>27</div> <div>Day 3</div>	<div>28</div>	
<div>Patriot Day and National Day of Service and Remembrance September 11</div> <div>Annual observance to remember those who were injured or died during the terror attacks in the United States on Sept. 11, 2001.</div>	<div>Constitution Day September 17</div> <div>Constitution Day is an American federal observance that recognizes the adoption of the United States Constitution. It is normally observed on September 17, the day the U.S. Constitutional Convention signed the Constitution in 1787 in Philadelphia.</div>	<div>Hispanic Heritage Month Sept. 15 - Oct. 15</div> <div>National Teacher Assistants' Day September 27</div>	
<div>Doodle Corner</div>			

October 2024

Sunday

Monday

Tuesday

Wednesday

National Principals Month

Observed during October as an opportunity to recognize and thank principals for their hard work and dedication.

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.

1

Day 5

2

Day 6

Rosh Hashanah Begins

PLC - Early Release Day

6

7

8

9

Instructional Coach

Appreciation Day

Fall Break - No School

Fall Break - No School

Fall Break - No School

13

14

Day 3

15

Day 4

16

Day 5

Parent/Teacher Conferences

(AC, CW, IR, JJ, LV, LM, SA, SU, SN,

SW and TU with Translation)

Early Release Day

Indigenous' Peoples Day

20

21

Day 2

22

Day 3

23

Day 4

Parent/Teacher Conferences

(CH, DF, MS, RP, PV, MA, MV and SS

with Translation)

Early Release Day

Parent/Teacher Conferences

(AR, CL, DV, MM, OR, REM, and

WA with Translation)

Early Release Day

Parent/Teacher Conferences

(ALTS, SS and MV)

27

28

Day 1

29

Day 2

30

Day 3

PLC - Early Release Day

October 2024

Thursday

Friday

Saturday

3 Day 1

4 Day 2

5

Notes

Governing Board Meeting

End of 1st Quarter
Rosh Hashanah Ends

World Teachers' Day
Kiwanis Walk-a-thon

10

11

12

Yom Kippur Begins

Yom Kippur Ends

Fall Break - No School

Fall Break - No School

17 Day 6

18 Day 1

19

24 Day 5

25 Day 6

26

Parent/Teacher Conferences

(AV, MZ, OC, RR and SB with

Translation)

Early Release Day

Governing Board Meeting

Parent/Teacher Conferences

(OLA)

Early Release Day

31 Day 4

**National School
Lunch Week
Oct. 14 - 18**

National School Bus Safety Week October 21-25

Halloween

Doodle Corner



November 2024

Sunday

Monday

Tuesday

Wednesday

Be in the know!
Follow Us!
Like Us!
@wesdschools
   

**Native American
and Alaska
Native Heritage
Month**

**National School
Psychology Week
November 11-15**

**American
Education Week
Nov. 18 - 22**

3

4

Day 6

5

Day 1

6

Day 2

10

11

12

Day 5

13

Day 6

Veterans Day - No School

PLC - Early Release Day

17

18

Day 3

19

Day 4

20

Day 5

PLC - Early Release Day
National Education Support
Professionals Day

24

25

Day 2

26

Day 3

27

Day 4

Early Release
Teacher Work Time

November 2024

Thursday

Friday

Saturday

Veterans Day

November 11

Federal holiday to celebrate
the anniversary of the
World War I Armistice
between the Allied Powers
and the Central Powers.

1

Day 5

2

Notes

7

Day 3

8

Day 4

9

14

Day 1

15

Day 2

16

Governing Board Meeting

21

Day 6

22

Day 1

23

National Parent Involvement Day

Substitute Educators Day

28

29

30

**Thanksgiving Day
No School**

Native American Heritage Day
No School

Doodle Corner

December 2024

Sunday

Monday

Tuesday

Wednesday

1

2

Day 5

3

Day 6

4

Day 1

8

9

Day 4

10

Day 5

11

Day 6

15

16

Day 3

17

Day 4

18

Day 5

22

23

24

25

Christmas Day

Hanukkah Begins

Winter Break - No School

Winter Break - No School

Winter Break - No School

29

30

31

Be in the know!

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Winter Break - No School

Winter Break - No School

December 2024

Thursday

Friday

Saturday

5	Day 2	6	Day 3	7	Notes
12	Day 1	13	Day 2	14	
Governing Board Meeting					
19	Day 6	20	Day 1	21	
		End of 2nd Quarter Early Release - Grading			
26		27		28	
Kwanzaa Begins					
Winter Break - No School	Winter Break - No School				

Looking for activities for your child during WINTER BREAK?

Contact KIDSPACE at 602-896-6968.

Doodle Corner

January 2025

Sunday

Monday

Tuesday

Wednesday

School Board Recognition Month	<div>Martin Luther King, Jr. Holiday January 20</div> <div>Federal holiday to celebrate MLK as a civil rights leader, minister and winner of the 1964 Nobel Peace Prize.</div>		<div>1</div> <div></div> <div></div> <div></div> <div></div> <div>Kwanzaa Ends</div> <div>New Year's Day</div> <div>Winter Break - No School</div>	
	<div>5</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>6</div> <div>Day 2</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>No Students - Teachers Return</div>	<div>7</div> <div>Day 3</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>Students Return</div>	<div>8</div> <div>Day 4</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>PLC - Early Release Day</div>
	<div>12</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>13</div> <div>Day 1</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>14</div> <div>Day 2</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>15</div> <div>Day 3</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>PLC - Early Release Day</div>
	<div>19</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>20</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>Martin Luther King Jr. Day No School</div>	<div>21</div> <div>Day 6</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>22</div> <div>Day 1</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>PLC - Early Release Day</div>
	<div>26</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>27</div> <div>Day 4</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>28</div> <div>Day 5</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>29</div> <div>Day 6</div> <div></div> <div></div> <div>Parent/Teacher Conferences</div> <div>(AV, MZ, OC, RR and SB with Translation)</div> <div>Early Release Day</div> <div>Lunar New Year</div>

January 2025

Thursday

Friday

Saturday

2

3

4

Notes

Hanukkah Ends

Winter Break - No School

Winter Break - No School

9

Day 5

10

Day 6

11

Governing Board Meeting

16

Day 4

17

Day 5

18

23

Day 2

24

Day 3

25

Governing Board Meeting

30

Day 1

31

Day 2

**National School
Choice Week
Jan. 26 - Feb. 1**

Doodle Corner

February 2025

Sunday

Monday

Tuesday

Wednesday

Black History Month

Love the Bus Month

**Public Schools Week
Feb. 24 - 28**

**Presidents' Day
February 17**
Combines the observance of George Washington and Abraham Lincoln's birthdays.

2

Groundhog Day

3

Day 3

Parent/Teacher Conferences
(ALTS, SS and MV)

4

Day 4

Parent/Teacher Conferences
(CH, DF, MS, RP, PV, MA, MV and SS
with Translation)
Early Release Day

5

Day 5

Parent/Teacher Conferences
(AC, CW, IR, JJ, LV, LM, SA, SU, SN,
SW and TU with Translation)
Early Release Day

9

10

Day 2

11

Day 3

12

Day 4

PLC - Early Release Day
School Crossing Guard Day

16

17

Presidents' Day
No School

18

Day 1

19

Day 2

PLC - Early Release Day

23

24

Day 5

25

Day 6

26

Day 1

PLC - Early Release Day

February 2025

Thursday

Friday

Saturday

Notes

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

APPLY AT:

jobs.wesdschools.org

1

6

Day 6

Parent/Teacher Conferences
(AR, CL, DV, MM, OR, REM, and
WA with Translation)
Early Release Day

7

Day 1

Parent/Teacher Conferences
OLA
Early Release Day

8

13

Day 5

Governing Board Meeting

14

Day 6

Valentine's Day
Arizona Statehood Day

15

National School Resource
Officers Appreciation Day

20

Day 3

21

Day 4

22

WESD 5K

27

Day 2

Governing Board Meeting

28

Day 3

Ramadan Begins

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**Doodle
Corner**

March 2025

Sunday

Monday

Tuesday

Wednesday

**Music in Our
Schools Month**

Youth Art Month

**Women's History
Month**

**National
Nutrition Month**

**School Social
Work Week**

**National School
Breakfast Week**

March 3 - 7

2

Read Across America

3

Day 4

4

Day 5

5

Day 6

Early Release - Grading Day

Ash Wednesday

9

10

Day 3

11

Day 4

12

Day 5

PLC - Early Release Day

16

17

18

19

St. Patrick's Day

Spring Break - No School

Spring Break - No School

Spring Break - No School

23

Ramadan

Ends

-30

24

Day 2

Day 1

31

25

Day 3

26

Day 4

PLC - Early Release Day

March 2025

Thursday

Friday

Saturday

**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

1

Notes

6

Day 1

7

Day 2

8

International Women's Day

13

Day 6

Governing Board Meeting

14

Day 1

End of 3rd Quarter

Pi Day

15

20

21

22

Spring Break - No School

Spring Break - No School

27

Day 5

Governing Board Meeting

28

Day 6

29

**Doodle
Corner**

April 2025

Sunday	Monday	Tuesday	Wednesday
National Occupational Therapy Month Autism Acceptance Month National School Library Month	NAEYC Week of the Young Child April 5-11 National Library Week April 6-12	1 Day 2 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	2 Day 3 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> PLC - Early Release Day Autism Awareness Day
6 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	7 Day 6 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	8 Day 1 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	9 Day 2 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> PLC - Early Release Day
13 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	14 Day 5 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	15 Day 6 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Tax Day	16 Day 1 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> PLC - Early Release Day
20 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Passover Ends Easter	21 Day 4 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	22 Day 5 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Earth Day National School Bus Driver Appreciation Day	23 Day 6 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> PLC - Early Release Day Administrative Professionals Day
27 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	28 Day 2 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	29 Day 3 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	30 Day 4 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> PLC - Early Release Day

April 2025

Thursday

Friday

Saturday

3

Day 4

4

Day 5

5

Notes

National Paraprofessional Day

National School Librarian Day

10

Day 3

11

Day 4

12

Governing Board Meeting

Passover Begins

17

Day 2

18

Day 3

19

Good Friday

24

Day 1

25

26

Governing Board Meeting

April Break - No School

National Assistant Principal Week

April 7-11

**National School
Bus Driver
Appreciation Day
April 22**

National Public School Volunteer Week

**Afterschool
Professionals
Appreciation Week
April 21-25**

Doodle Corner


May 2025

Sunday

Monday

Tuesday

Wednesday

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**Asian American,
Native Hawaiian
and Pacific
Islander
Heritage Month**

**National Teacher
Appreciation
Week
May 5-9**

**Memorial Day
May 26**

A federal holiday observed the last Monday of May to honor and mourn military personnel who lost their lives while serving in the United States Armed Services.

4

5

Day 1

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Day 2

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Day 3

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Day 6

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Day 1

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Day 2

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19

Day 5

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Day 6

21

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28

National Speech Pathologist Day

8th Grade Promotions

8th Grade Promotions

End of 4th Quarter

Last Day of School

PLC - Early Release Day

Memorial Day

Summer School Starts

PLC - Early Release Day

National School Nurse Day

National Teacher

Appreciation Day

May 2025

Thursday

Friday

Saturday

Thursday		Friday	Saturday	Notes
1 Day 5 School Principals Day	2 Day 6 Lamp of Learning School Lunch Hero Day	3		
8 Day 4 Governing Board Meeting	9 Day 5	10		
15 Day 3	16 Day 4 8th Grade Promotions	17		
22 Governing Board Meeting	23	24		
29	30	31		

Doodle
Corner

June 2025

Sunday

Monday

Tuesday

Wednesday

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Pride Month

Pride Month is celebrated in June to honor the 1969 Stonewall riots and celebrates the contributions of lesbian, gay, bisexual and transgender people.

Juneteenth June 19

Commemorates the emancipation of African Americans in Texas.

June 2025

Thursday

Friday

Saturday

5

6

7

Notes

12

13

14

Governing Board Meeting

Flag Day

19

20

21

Juneteenth

26

27

28

Governing Board Meeting

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 •

Doodle Corner

July 2025

Sunday

Monday

Tuesday

Wednesday

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

APPLY AT:

jobs.wesdschools.org

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July 2025

Thursday

Friday

Saturday

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Notes

Independence Day

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31

**Independence
Day
July 4**

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

Doodle
Corner

August 2025

Sunday

Monday

Tuesday

Wednesday

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3

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First Day of School

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31

August 2025

Thursday

Friday

Saturday

	1	2	Notes
7	8	9	
14	15	16	
21	22	23	
28	29	30	

Doodle
Corner

EMERGENCY AND CRISIS MANAGEMENT PROCEDURES

Each of the 33 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
Suicide & Crisis Lifeline	Dial 988
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



TEACHING AND LEARNING

ROADMAP

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

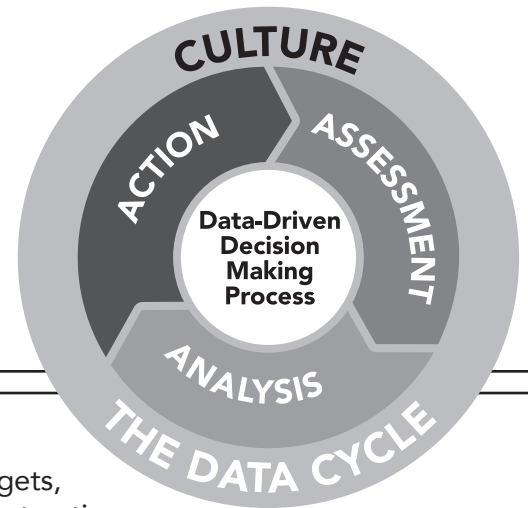
...achieving excellence for every child, every day, every opportunity

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

TIER 3
INTENSIVE
HELP

TIER 2
EXTRA
HELP

TIER 1
DISTRICT
CURRICULUM

TIER 2
EXTRA
CHALLENGE

TIER 3
INTENSIVE
CHALLENGE

REMEDATION

ENRICHMENT/ACCELERATION

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

...continued on back

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

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.

WESD EXPECTATIONS FOR MTSS IMPLEMENTATION

Implementing Behavior Solutions at Tier 1 - Prevention:

• Plan

- o Leadership Team
 - PBIS Implementation Team or
 - Tier 1 Prevention Team (Non PBIS Schools)
 - Until implementation threshold is achieved, and then merge into Leadership Team responsibility or maintain two teams
- o Create Essential Behavior Standards/Expectations for the school level based on Tier 1 behavior data needs, and staff input
- o Create a Matrix with Locations, Essential Behavior Standards/Expectations and Skills
- o Rollout Plan
 - School-wide and classroom-wide
 - All stakeholder groups

• Do

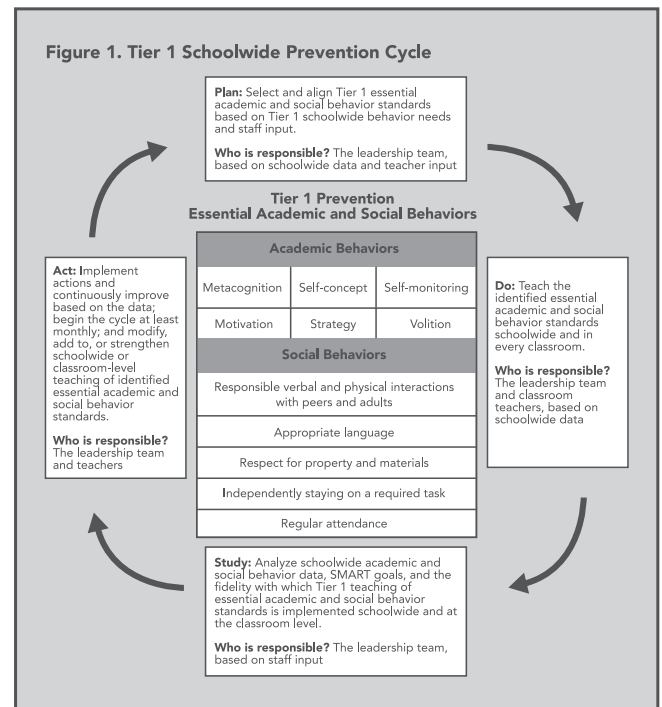
- o Create Lesson Plans designed to teach the Essential Behavior Standards/Expectations to all students across all school environments
 - Class meetings, videos, rallies, newsletters, social media are other strategies of ways to teach
- o Create a Minor/Major Flowchart
 - School-wide calibration- Staff determines what behaviors are teacher managed (Minor Disruptions) and office managed (Major Offenses)
- o Incorporate best practices of the four C's
 - Climate, Communication, Curriculum, and Culture
 - Core components (p. 73)

• Study

- o Monthly Data Meetings with Leadership/PBIS/Prevention Team
 - Identify school-wide or classroom-level precise problem statements based on multiple data points
 - Determine what essential standard or standards need to be taught or retaught at the school, grade, department, or classroom level based on students needs and data
 - Design SMART goals, action steps, and timelines around problem statements

• Act

- o Create an Action Plan
 - What do we do if the plan does not work?
 - How do we communicate and receive input from all stakeholder groups?
 - What parts/strategies/action steps need to go in your 90-Day IAP?
- o Professional Development
 - Role playing teacher managed minor responses
 - Best practice strategies for the Four C's
- o Behavior Integration Assessment (p.116) or TFI for PBIS Tier 1



*Hannigan, John E., *Behavior Solutions, Teaching Academic and Social Skills Through RTI at Work™*, Bloomington, IN, Solution Tree Press, 2020

BE IN THE KNOW!



First Semester

SEPTEMBER 2 | Labor Day Holiday
OCTOBER 4 | End of 1st Quarter
OCTOBER 7-11 | Fall Break
OCTOBER 16, 22-25 | Parent/Teacher Conferences
NOVEMBER 11 | Veterans Day Holiday
NOVEMBER 28-29 | Thanksgiving Break
DECEMBER 20 | End of 2nd Quarter and 1st Semester
DECEMBER 23 – JANUARY 3 | Winter Break

Second Semester

JANUARY 20 | Martin Luther King, Jr. Holiday
JANUARY 29, FEBRUARY 4-7 | Parent/Teacher Conferences
FEBRUARY 17 | Presidents Day Holiday
MARCH 14 | End of 3rd Quarter
MARCH 17-21 | Spring Break
APRIL 25 | April Break
MAY 20 | End of 4th Quarter and 2nd Semester. LAST DAY OF SCHOOL!

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.



4650 W. Sweetwater Ave., Glendale, AZ 85304
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Governing Board: Jenni Abbott-Bayardi, President • Kyle Clayton, Vice President
Nikkie Gomez-Whaley, Member • Lindsey Peterson, Member • Tamillia Valenzuela, Member
Dr. Paul Stanton, Superintendent