2022-2023
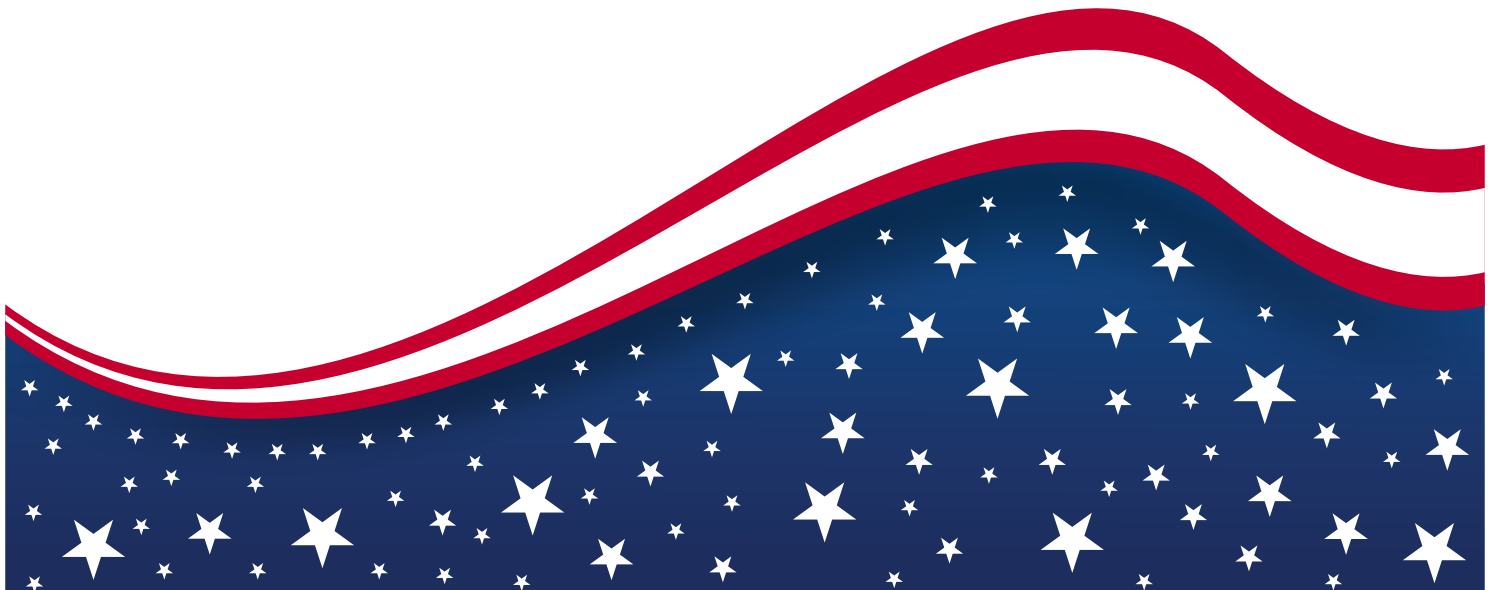
#wesdfamily

STAFF PLANNER

* Dates are subject to change.

Superintendent Dr. Paul Stanton

Dr. Paul Stanton is proud to serve his eighth year as superintendent of the Washington Elementary School District (WESD). A product of the District, Dr. Stanton attended Manzanita Elementary School. He continued his education by earning a Bachelor's Degree in Business Administration, Marketing and Finance from Marquette University, as well as Masters' Degrees in Elementary Education and Educational Administration and Supervision. He also received his Doctorate Degree in Educational Administration from Arizona State University.

Dr. Stanton has wholeheartedly embraced WESD's vision, mission and values. He recognizes that all WESD teachers and staff play an essential role in contributing to students' academic achievement and preparing them to become responsible, successful contributors to our diverse society. Dr. Stanton is grateful for the support of all District employees and proudly welcomes them as part of the WESD Family.

Keep up with Dr. Stanton all school year long 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) 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, and five middle/junior high schools. In addition, the District is proud to offer its newest learning facility this school year, the Online Learning Academy (OLA). The K-8 OLA will provide real-time instruction with WESD teachers.

At WESD, 8% of students are English Language Learners (representing 65 languages). In addition, 15% of students are in Special Education while 5% of students belong in Gifted Services.

EMPLOYEES

The District currently has nearly 3,000 employees including approximately 1,300 certified staff, 1525 classified staff and 79 administrators.

TRANSPORTATION

Transportation services at WESD help transport more than 5,000 students across 7,000 miles daily – encompassing over 1.5 million miles each year.

NUTRITION SERVICES

Since March 2020, the WESD Nutrition Services department has served more than 10 million meals to students at no cost.

Once again, WESD is proud to offer free breakfast and lunch meals to all students during the 2022-2023 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 602-896-6971

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

Tee Lambert, President
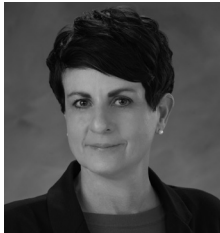Tee.Lambert@wesdschools.org • 602-347-2841

Mrs. Tee Lambert was appointed in September 2021 to serve a term that expires December 31, 2022. She had previously served on the Governing Board for 16 years, through December 2020. During her previous tenure, she served four terms as Governing Board president (2009-2010, 2014, 2015). Mrs. Lambert has a deep history with WESD. She has been an active member of numerous WESD councils and committees since 1989, including Richard E. Miller PTA and Site Council, Royal Palm Middle School Site Council, and Washington Elementary School District Planning and Steering, Facilities and Budget Councils. In 2009, Mrs. Lambert joined Arizona Citizens for the Arts working with the Arts Education Committee. She also served on the Executive Board of Support Our Schools AZ, a public education advocacy organization, from 2010-2017. Mrs. Lambert is a proud mother of four children, all of whom attended WESD schools.

Nikkie Whaley, Vice President
Nikkie.Whaley@wesdschools.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@wesdschools.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.

Bill Adams, Member
Bill.Adams@wesdschools.org • 602-347-2727

Mr. Bill Adams is currently serving his fourth four-year term on the Governing Board. He has served as president in 2017, 2018 and 2021. He has also served as vice president in 2009-2010, 2014, 2015 and 2020. An active member of the WESD community, Mr. Adams' service includes Cactus Wren Elementary School PTA and Site Council and Cholla Middle School Site Council. Mr. Adams served on the Arizona School Board Association Board of Directors for four years and was a member of First Things First's Communications and Government Affairs Committee, a citizen's initiative that funds quality early childhood development and health. In addition, he currently serves 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. Mr. Adams is the spouse of a retired educator and has two adult sons (and a wonderful daughter in law), both of whom attended WESD schools.

Lindsey Peterson, Member
Lindsey.Peterson@wesdschools.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, or at an alternate school site. Meetings begin at 7 p.m., unless posted otherwise.

2022-2023 Regular Meeting Schedule

July 14, 2022
July 28, 2022
August 16, 2022
September 8, 2022
September 22, 2022
October 13, 2022
October 27, 2022
November 10, 2022
December 8, 2022
January 12, 2023
January 26, 2023
February 9, 2023
February 23, 2023
March 9, 2023
April 13, 2023
April 27, 2023
May 11, 2023
May 25, 2023
June 8, 2023
June 22, 2023

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.

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.

PRINTING SERVICES

DID YOU KNOW?

This WESD Staff Planner was printed by WESD Printing Services.

WESD HAS A PRINTSHOP AT THE DISTRICT OFFICE.

NOW ACCEPTING CREDIT CARDS!

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

WASHINGTON ELEMENTARY SCHOOL DISTRICT

SAVE THE DATE!
March 4, 2023

Ready • Get Set • GO

2023 5K WESD

WESD Kid Space

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.

August 2022

Sunday	Monday	Tuesday	Wednesday
Be in the know! Follow Us! Like Us! @wesdschools	**1** Teacher Work Days	**2** Teacher Work Days	**3** Teacher Work Days
7	**8** Day 1 First Day of School	**9** Day 2	**10** Day 3 PLC - Early Release Day
14	**15** Day 6	**16** Day 1 Whole Group PLA WPA Board Governing Board Meeting	**17** Day 2 PLC - Early Release Day
21	**22** Day 5	**23** Day 6 Business PLA - Virtual	**24** Day 1 PLC - Green Day Early Release Day
28	**29** Day 4	**30** Day 5 Small Group PLA	**31** Day 6 PLC - Early Release Day

August 2022

Thursday	Friday	Saturday	Notes
4 Teacher Work Days	**5** Teacher Work Days	**6**	**Notes**
11 Day 4	**12** Day 5	**13**	
18 Day 3 Office Manager Meeting	**19** Day 4	**20**	
25 Day 2 NAT I & II AP Leadership Training	**26** Day 3	**27**	**Doodle Corner**

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.

National Truancy Prevention Month

Observed to bring awareness to truancy and the need for drop-out prevention programs.

September 2022

Sunday	Monday	Tuesday	Wednesday
Be in the know! Follow Us! Like Us! @wesdschools	**Labor Day September 5** Legal holiday to honor working people.	**Patriot Day September 11** Annual observance to remember those who were injured or died during the terror attacks in the United States on Sept. 11, 2001.	**Constitution Day September 17** 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.
4	**5** **Labor Day - No School**	**6** Day 3	**7** Day 4 Progress Reports PLC - Early Release Day
11 Patriot Day	**12** Day 1	**13** Day 2 Whole Group PLA WPA Board	**14** Day 3 PLC - Early Release Day
18	**19** Day 6	**20** Day 1 Business PLA - Virtual Facility Manager Meeting	**21** Day 2 PLC - Green Day Early Release Day
25 Rosh Hashanah Begins	**26** Day 5	**27** Day 6 Small Group PLA Rosh Hashanah Ends	**28** Day 1 PLC - Early Release Day

September 2022

Thursday	Friday	Saturday	
1 Day 1	**2** Day 2	**3**	**Notes**
8 Day 5 Governing Board Meeting	**9** Day 6	**10**	
15 Day 4 Office Manager Meeting	**16** Day 5	**17** Constitution Day	
22 Day 3 NAT I & II AP Leadership Training Governing Board Meeting	**23** Day 4	**24**	**Doodle Corner**
29 Day 2	**30** Day 3	Be on the lookout for info. on KIDSPACE Fall Break Camp savings!	

October 2022

Sunday	Monday	Tuesday	Wednesday

| | **National Principals' Month October 1 - 31** | **Indigenous Peoples' Day October 10** Indigenous Peoples' Day is celebrated on the second Monday of October to honor the cultures and histories of the Native American people. | **National School Lunch Week October 10 - 14** |

2

3   Day 4

4   Day 5
Yom Kippur

5   Day 6
Grading Day - Early Release Day

9

10
Indigenous Peoples' Day
Fall Break - No School

11
Fall Break - No School

12
Fall Break - No School

16

17   Day 3

18   Day 4
Whole Group PLA
WPA Board
Facility Manager Meeting

19   Day 5
Report Cards Go Home During
Parent/Teacher Conferences
(AC, CW, IR, JJ, LV, LM, SA, SU, SN,
SW and TU with Translation)
Early Release Day

23 / **30**

24   Day 2
Parent/Teacher
Conferences
(ALTS, SS and
MV)
Halloween **31**
Day 1

25   Day 3
Parent/Teacher Conferences
(CH, DF, MS, RP, PV, MA, MV and SS
with Translation)
Early Release Day

26   Day 4
Parent/Teacher Conferences
(AR, CL, DV, MM, OR, REM, and
WA with Translation)
Early Release Day

October 2022

Thursday	Friday	Saturday	Notes
National School Bus Safety Week October 18 - 22		**1** Kiwanis Walk-a-thon	**Notes**
6 Day 1	**7** Day 2 End of 1st Quarter	**8**	
13 Governing Board Meeting **Fall Break - No School**	**14** **Fall Break - No School**	**15**	
20 Day 6	**21** Day 1	**22** Love Our Schools Day	Doodle Corner
27 Day 5 Parent/Teacher Conferences (AV, MZ, OC, RR and SB with Translation) Early Release Day Governing Board Meeting	**28** Day 6 Parent/Teacher Conferences Early Release Day	**29**	

November 2022

Sunday	Monday	Tuesday	Wednesday
Be in the know! **Follow Us!** **Like Us!** **@wesdschools**	**Election Day** **November 8** In the US, Election Day is the day set by law for the general elections of federal public officials.	**1** Day 2 Business PLA - Virtual	**2** Day 3 PLC - Early Release Day
6	**7** Day 6	**8** Day 1 Whole Group PLA WPA Board Election Day	**9** Day 2 PLC - Early Release Day
13	**14** Day 4	**15** Day 5 Facility Manager Meeting	**16** Day 6 Progress Reports PLC - Green Day Early Release Day
20	**21** Day 3	**22** Day 4 Small Group PLA	**23** Day 5 PLC - Early Release Day
27	**28** Day 6	**29** Day 1	**30** Day 2 PLC - Early Release Day

November 2022

Thursday	Friday	Saturday	
3 Day 4	**4** Day 5	**5**	**Notes**
10 Day 3 Governing Board Meeting	**11** **Veterans Day**	**12**	
17 Day 1 NAT I & II AP Leadership Training Office Manager Meeting	**18** Day 2	**19**	
24 **Thanksgiving Day** **No School**	**25** **Thanksgiving Break** **No School**	**26**	**Doodle Corner**

Veterans Day
November 11
Federal holiday to celebrate the anniversary of the World War I Armistice between the Allied Powers and the Central Powers.

American Education Week November 14 - 18

Thanksgiving Day
November 24
Day appointed for giving thanks for blessings, always celebrated the fourth Thursday in November.

December 2022

Sunday	Monday	Tuesday	Wednesday
Be in the know! Follow Us! Like Us! @wesdschools	Looking for activities for your child during WINTER BREAK? Contact KIDSPACE at 602-896-6968.		
4	**5** Day 5	**6** Day 6 Whole Group PLA WPA Board	**7** Day 1 PLC - Green Day Early Release Day
11	**12** Day 4	**13** Day 5 Small Group PLA	**14** Day 6 PLC - Early Release Day
18 Hanukkah Begins	**19** Winter Break - No School	**20** Winter Break - No School	**21** Winter Break - No School
25 Christmas Day	**26** Hanukkah Ends Winter Break - No School	**27** Winter Break - No School	**28** Winter Break - No School

December 2022

Thursday	Friday	Saturday	
1 **Day 3**	**2** **Day 4**	**3**	**Notes**
8 **Day 2** Governing Board Meeting Office Manager Meeting	**9** **Day 3**	**10**	
15 **Day 1** End of 2nd Quarter Facility Manager Meeting	**16** No Students Grading Day/Professional Dev.	**17**	
22 **Winter Break - No School**	**23** **Winter Break - No School**	**24** Christmas Eve	**Doodle Corner**
29 **Winter Break - No School**	**30** **Winter Break - No School**	**31** New Year's Eve	

January 2023

Sunday	Monday	Tuesday	Wednesday
1 New Year's Day	**2** Day 2	**3** Day 3 Business PLA - Virtual	**4** Day 4 Report Cards Go Home PLC - Early Release Day
8	**9** Day 1	**10** Day 2	**11** Day 3 PLC - Early Release Day
15	**16** **Martin Luther King Jr. Day No School**	**17** Day 6	**18** Day 1 PLC - Early Release Day
22	**23** Day 4	**24** Day 5 Whole Group PLA WPA Board Facility Manager Meeting	**25** Day 6 PLC - Green Day Early Release Day
29	**30** Day 3	**31** Day 4 Small Group PLA	**Be in the know! Follow Us! Like Us! @wesdschools**

January 2023

Thursday	Friday	Saturday	Notes
5 **Day 5**	**6** **Day 6**	**7**	**Notes**
12 **Day 4** NAT I & II AP Leadership Training Governing Board Meeting	**13** **Day 5**	**14**	
19 **Day 2** Office Manager Meeting	**20** **Day 3**	**21**	
26 **Day 1** Governing Board Meeting	**27** **Day 2**	**28**	**Doodle Corner**
Martin Luther King, Jr. Holiday January 16 Federal holiday to celebrate MLK as a civil rights leader, minister and winner of the 1964 Nobel Peace Prize.			

February 2023

Sunday	Monday	Tuesday	Wednesday
Be in the know! Follow Us! Like Us! @wesdschools	**National School Counseling Week February 6 - 10**		**1** — **Day 5** — Progress Reports given at Parent/Teacher Conferences (AV, MZ, OC, RR and SB with Translation) — Early Release Day
5	**6** — **Day 2** — Parent/Teacher Conferences (ALTS, SS and MV with Translation)	**7** — **Day 3** — Parent/Teacher Conferences (CH, DF, MS, RP, PV, MA, MV and SS with Translation) — Early Release Day — Whole Group PLA — WPA Board	**8** — **Day 4** — Parent/Teacher Conferences (AC, CW, IR, JJ, LV, LM, SA, SU, SN, SW and TU with Translation) — Early Release Day
12	**13** — **Day 1**	**14** — **Day 2** — Valentine's Day — Arizona Statehood Day — Facility Manager Meeting	**15** — **Day 3** — PLC - Green Day — Early Release Day
19	**20** — **Presidents' Day No School**	**21** — **Day 6**	**22** — **Day 1** — PLC - Early Release Day — Ash Wednesday
26	**27** — **Day 4**	**28** — **Day 5** — Small Group PLA	

February 2023

	Thursday	Friday	Saturday	

Thursday	Friday	Saturday	Notes
2 Day 6 Groundhog Day	**3** Day 1	**4**	**Notes**
9 Day 5 Parent/Teacher Conferences (AR, CL, DV, MM, OR, REM, and WA with Translation) Early Release Day Governing Board Meeting	**10** Day 6 Parent/Teacher Conferences Early Release Day	**11**	
16 Day 4	**17** Day 5	**18**	
23 Day 2 NAT I & II AP Leadership Training Governing Board Meeting	**24** Day 3	**25**	**Doodle Corner**
Groundhog Day February 2	**Valentine's Day** **Arizona Statehood Day** **February 14**	**Presidents' Day February 20** Combines the observance of George Washington and Abraham Lincoln's birthdays.	

March 2023

Sunday	Monday	Tuesday	Wednesday
Be in the know! **Follow Us!** **Like Us!** **@wesdschools**	**NEA's Read Across America** **March 2** A day to celebrate the importance of reading by having caring adults visit schools as "guest readers" to share books with children.	**School Social Work Week** **March 5 - 11**	**1** **Day 6** PLC - Early Release Day
5	**6** **Day 3**	**7** **Day 4** Business PLA - Virtual	**8** **Day 5** Grading Day - Early Release Day
12	**13**	**14**	**15**
	Spring Break - No School	Spring Break - No School	Spring Break - No School
19	**20** **Day 2**	**21** **Day 3** Facility Manager Meeting	**22** **Day 4** Report Cards Go Home PLC - Early Release Day Ramadan Begins
26	**27** **Day 1**	**28** **Day 2**	**29** **Day 3** PLC - Early Release Day

March 2023

Thursday	Friday	Saturday	Notes
2 **Day 1** Read Across America Day	**3** **Day 2** 	**4** WESD 5K	**Notes**
9 **Day 6** Governing Board Meeting Office Manager Meeting	**10** **Day 1** End of 3rd Quarter	**11**	
16 **Spring Break - No School**	**17** St. Patrick's Day **Spring Break - No School**	**18**	
23 **Day 5**	**24** **Day 6**	**25**	**Doodle Corner**
30 **Day 4**	**31** **Day 5** Cesar Chavez Day	**Cesar Chavez Day** **March 31** César Chávez Day celebrates the life of a civil rights activist who worked for the rights of farm workers. It is celebrated on his birthday.	

April 2023

Sunday	Monday	Tuesday	Wednesday
	Earth Day April 22 An annual event celebrated worldwide to demonstrate support for environmental protection.	**Lamp of Learning Celebration April 28** Annual recognition of WESD's Lamp of Learning winners.	
2	**3** Day 6	**4** Day 1 Whole Group PLA WPA Board	**5** Day 2 Passover PLC - Early Release Day
9 Easter	**10** Day 5	**11** Day 6	**12** Day 1 PLC - Green Day Early Release Day
16	**17** Day 4	**18** Day 5 Small Group PLA Facility Manager Meeting	**19** Day 6 Progress Reports PLC - Early Release Day
23 **30**	**24** Day 3	**25** Day 4	**26** Day 5 PLC - Early Release Day

April 2023

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 3	**7** Day 4	**8**	
13 Day 2 NAT I & II AP Leadership Training Governing Board Meeting Office Manager Meeting	**14** Day 3	**15** Tax Day	
20 Day 1	**21** Day 2 Ramadan Ends	**22** Earth Day	**Doodle Corner**
27 Day 6 Governing Board Meeting	**28** Day 1	**29**	

May 2023

Sunday	Monday	Tuesday	Wednesday
School Lunch Hero Day May 5	**1** Day 2	**2** Day 3 Whole Group PLA WPA Board National Teacher Appreciation Day	**3** Day 4 PLC - Early Release Day
7	**8** Day 1	**9** Day 2 Business PLA - Virtual	**10** Day 3 PLC - Early Release Day National School Nurse Day
14 Mother's Day	**15** Day 6	**16** Day 1 Facility Manager Meeting	**17** Day 2 PLC - Early Release Day
21	**22** Day 5 Promotion Ceremonies	**23** Day 6 Report Cards Go Home End of 4th Quarter Promotion Ceremonies Last Day for Students	**24** Last Day for Teachers
28	**29** **Memorial Day**	**30** Summer School Begins	**31**

May 2023

Thursday	Friday	Saturday	
4 **Day 5**	**5** **Day 6** School Lunch Hero Day	**6**	**Notes**
11 **Day 4** Governing Board Meeting Office Manager Meeting	**12** **Day 5**	**13**	
18 **Day 3**	**19** **Day 4** Promotion Ceremonies	**20**	
25 Governing Board Meeting	**26** Whole Group PLA	**27**	**Doodle Corner**
National Teacher Appreciation Week May 1 - 5 **National Teacher Appreciation Day May 2**	**National School Nurse Day May 10** **Better Speech and Hearing Month**	**Memorial Day May 29** In remembrance of war dead; also known as Decoration Day.	

June 2023

Sunday	Monday	Tuesday	Wednesday
Be in the know! **Follow Us!** **Like Us!** **@wesdschools**	**Flag Day** **June 14** Flag Day commemorates the adoption of the flag of the United States which happened June 14, by a resolution of the Second Continental Congress in 1777.	**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.wesdschools.org** •	
4	**5**	**6**	**7**
11	**12**	**13**	**14** Flag Day
18 Father's Day	**19** Juneteenth	**20**	**21**
25	**26**	**27**	**28**

June 2023

Thursday	Friday	Saturday	
1 Whole Group PLA	**2** Whole Group PLA	**3**	**Notes**
8 Governing Board Meeting	**9**	**10**	
15	**16**	**17**	
22 Summer School Ends Governing Board Meeting	**23**	**24**	**Doodle Corner**
29	**30**	**Juneteenth** **June 19** Juneteenth is a federal holiday in the United States commemorating the emancipation of African-American slaves. It is also often observed for celebrating African-American culture.	

July 2023

Sunday	Monday	Tuesday	Wednesday
Be in the know! **Follow Us!** **Like Us!** **@wesdschools**	**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 2023 - 2024 School Year!** jobs.wesdschools.org	
2	**3**	**4** Independence Day	**5**
9	**10**	**11**	**12**
16	**17**	**18**	**19**
23 **30**	**24** **31**	**25**	**26**

July 2023

Thursday	Friday	Saturday	Notes
		1	
6	**7**	**8**	
13	**14**	**15**	
20	**21**	**22**	**Doodle Corner**
27	**28**	**29**	

August 2023

Sunday	Monday	Tuesday	Wednesday
Be in the know! Follow Us! Like Us! @wesdschools		**1**	**2**
6	**7**	**8**	**9**
13	**14**	**15**	**16**
20	**21**	**22**	**23**
27	**28**	**29**	**30**

August 2023

Thursday	Friday	Saturday	Notes
3	**4**	**5**	**Notes**
10	**11**	**12**	
17	**18**	**19**	
24	**25**	**26**	**Doodle Corner**
31			

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 Emergency. 602-995-2358

EMERGENCY . . . . Dial 911

Suicide & Crisis Lifeline . . . . Dial 988

Phoenix Police-Crime Stop. 602-262-6151

Phoenix Fire Department — Nonemergency 602-495-5555

Glendale Police. 623-930-3000

Glendale Fire — Nonemergency 623-930-4400

Department of Child Safety 602-530-1800

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 Network 602-222-9444

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

WESD Online Learning Academy . . . . (602) 347-3900
8520 N. 19th Avenue, Phoenix, 85021

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

CULTURE
ACTION **ASSESSMENT**
Data-Driven Decision Making Process
ANALYSIS
THE DATA CYCLE
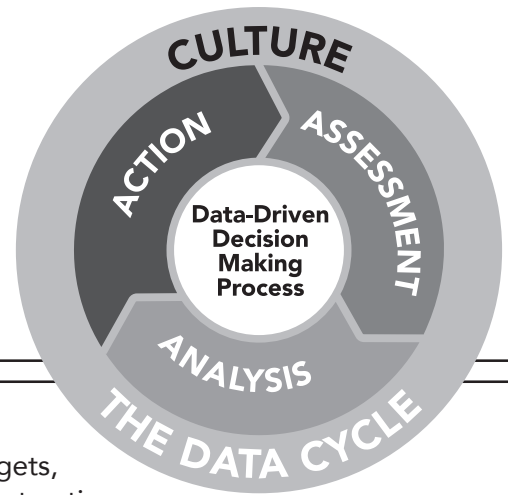
HOW WILL WE KNOW IF THEY LEARNED IT?

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 there 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.
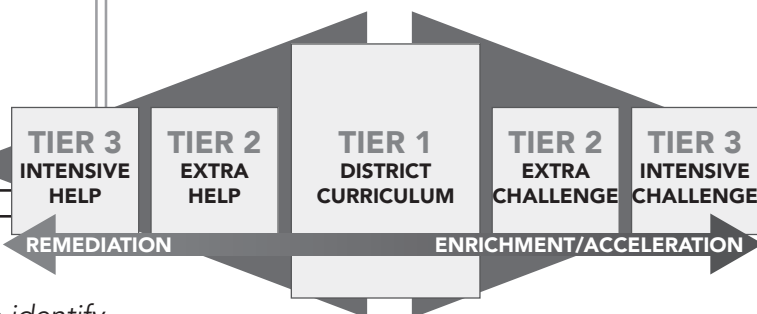
HOW WILL WE ENGAGE STUDENTS IN THE LEARNING?

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

REMEDIATION   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

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.

BE IN THE KNOW!

[Facebook] [Twitter] [Instagram] [LinkedIn]

First Semester

SEPTEMBER 5 | Labor Day Holiday
OCTOBER 7 | End of 1st Quarter
OCTOBER 10-14 | Fall Break
OCTOBER 19, 25-28 | Parent/Teacher Conferences
NOVEMBER 11 | Veterans Day Holiday
NOVEMBER 24-25 | Thanksgiving Break
DECEMBER 15 | End of 2nd Quarter and 1st Semester
DECEMBER 16 | Professional Development/Grading | No School
DECEMBER 19 – DECEMBER 30 | Winter Break

Second Semester

JANUARY 16 | Martin Luther King, Jr. Holiday
FEBRUARY 1, 7-10 | Parent/Teacher Conferences
FEBRUARY 20 | Presidents Day Holiday
MARCH 10 | End of 3rd Quarter
MARCH 13-17 | Spring Break
MAY 23 | 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.

WASHINGTON
ELEMENTARY
SCHOOL
DISTRICT

4650 W. Sweetwater Ave., Glendale, AZ 85304
602-347-2600 • wesdschools.org