

Alchesay High School



Staff Handbook 2026-2027

Contact Information

P.O. Box 190

Whiteriver, Az 85941 (928) 358-5690

Alchesay High School is fully accredited by AdvancEd/Cognia. Policies and procedures are subject to change. Please check with an administrator for clarification.

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Alchesay High School Faculty Handbook

This handbook provides information on school policies and procedures for certified and classified personnel at Alchesay High School. It is a complement to the Whiteriver Unified School District Employee Handbook, WUSD Teacher Evaluation Policy, the AHS Parent/Student Handbook, and the WUSD District Governing Board Policy Manual which are available on the school and WUSD website. Please keep this handbook available as a quick reference about Alchesay High School.

Alchesay High School's Vision

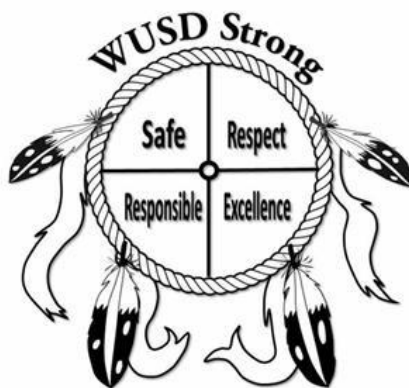
Alchesay High School will develop well-rounded students who will be prepared to become responsible and productive citizens.

Alchesay High School's Mission

Whiteriver Unified School District #20 uses a positive behavior management process to create a safe and effective school. It provides a system of clear expectations with consequences and incentives as well as interventions to necessary to sustain the positive behavior. The guiding principles of PBIS are safety, respect, responsibility and excellence. These make us Falcon Strong and WUSD Strong!

Positive Behavior Intervention & Supports

Whiteriver Unified School District uses a positive behavior management process to create a safe and effective school. It provides a system of clear expectations with consequences and incentives as well as interventions necessary to sustain the positive behavior. The guiding principles of PBIS are safety, respect, responsibility, and excellence. These make us Falcon Strong and WUSD Strong



2026-2027 Alchesay High School Personnel

Administration	Teaching Personnel
Principal - Barajas, Monica Dr.	English Teachers:
Associate Principal - Endfield, Laurel	- Begolin, Kim
AP/Athletic Director - Salcedo, Deborah	- Gantalao, Jevie
Classified Support Personnel	- Gonzalez, Jenalyn
Attendance - Walker, Joelle	- Mata, Janrykim
Clerk/AD Secretary - Goklish, Peggy	- Sharma, Vasudha
Dropout Prevention - Burnette, Cheyanne	- Wright, Teresa
Nurse Aide - Burnette, Cheryl	Math Teachers:
Secretary - Bones, Bridget	- Bjarson, Alison
Truancy - Vacant	- Calabia, Andrea
Campus Security	- Galinte, Arcelie
Larzelere, Londo	- Mata, Aileen
Redshirt, Shauntel	- Vacant
Rook, Malik	- Tancioco, Luisa
Walker, Noah	Science Teachers:
Custodians	- Alsenay, Jerry
Dazen, Garrett	- Bose, Anne Dominique
Tessay, Chynna	- Diaz, Ronald
Thomas, Josephine	- Fajardo, Mary Ann
Walker, Daniel	- Tamayo, John
Way, Alfredo	Social Studies Teachers:
Instructional Assistants:	- Frey, Erika
Alekay, Fernanda - ISS	- Goklish, Kyle
Chinche, Ruth - CR	- Parreno, Ryan
Corpus, Wilfred - CTE	- Riley, William
Lupe, Brent - TALON	- Sojor, Regine
Marquez, Anthony - ESS	Electives Teachers:
Warwick, Micah - ESS	- Apache Language & Culture: Lupe, Linda
Tessay, Sandra - ESS	- Art: Warner, Nicole
Tsosie, Sue - ESS	- Credit Recovery: Colelay, Michelle
Certified Support Personnel	- Health/Nutrition: Tolino, Courtney
Counselor - Carlos Monterozza	- Senior Seminar: Yazzie, Valyncia
Instructional Coach - Benton, Cheryl	- Strength & Conditioning: Newcomb, Brandon
Media Specialist - Toledo, Melanie	- Tech Inquiry/Robotic: Lupe, Naomi
STEM Integration - Sigman, Elizabeth	Career Technical Education (CTE) Teachers:
Registrar - Palmer, Ammie	- Autos: Goseyun, Kyle
Transition Specialist - Endfield, Caleb	- Business: Ngo, Johann Dr.
Special Services Department	- Construction: Corpus, Wilfred
Devera, Christian - STC	- ECE, NAVIT: Endfield, Laurel
Geronimo-Pineda, Rhoma - Gr 12	- Tech Maintenance: Corpus, Irish
Graham, Russell Dr. - Gr. 10	
Paden, Myra - Gr 11	
Patricio, Vanessa - Gr. 9	

NON-DISCRIMINATION POLICY

Whiteriver Unified School District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, religion, or disability in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title VII, Title IX, Section 504, and Americans with Disabilities Act may be referred to:

Superintendent Office
959 South Chief Avenue
PO Box 190, Whiteriver, Arizona 85941
(928) 358-5500

The Office for Civil Rights
U.S. Department of Education
1244 Speer Boulevard
Denver, Colorado 80204.

GENERAL STAFF GUIDELINE

Professional Day

WUSD operates on a 4-day work week, certified and salaried staff are compensated based on a 40-hour week schedule. The expectation is that employees will work 10 hours/4 days per week. The schedule outside of school hours may include professional development activities, meetings, planning, instructional prep, etc.you may then want to include your building hours and any other expectations for the daily schedule.

And just a reminder that the agreed upon schedule for all classified staff is the 4-day week even on PD weeks. PD for classified staff (primarily Vector Training) should be worked into their regular work day. All 35 hour classified staff will work 8.75 hours per day and 40 hour classified staff will work 10 hours per day. The only exception is the 12-month bus driver/custodian may flex to be available for 4 hours on Fridays to tend to building needs. If budgeted, classified staff may attend off-contract PD.

Typically, the week will be based on one (1) of the following schedules: eight (8) hours per day, five (5) days per week *OR* ten (10) hours per day, four (4) days per week; however, the Superintendent may designate other workweek structures to meet varying conditions and needs of the District.

Professional responsibilities related to classroom assignments, duties, meetings called by supervisors, and extracurricular assignments may be in addition to the established hours.

The building is open by 7:00 a.m. and is closed at 4:00 p.m. Students remaining in the building after 3:00 p.m. must be under the supervision of a teacher or coach. The superintendent or principal may alter or extend the school day for additional special events and activities. Please notify administration if facilities will be in use after this time.

Campus will be closed to all staff on designated non-PD Fridays. If you need to work on campus during off-contract time on non-PD Fridays, you must have prior permission from AHS administration.

Principal/Supervisor

The Principal is the primary supervisor of all certified and classified staff members at AHS. In addition, the Associate Principals may be given supervisory roles and/or designated as primary supervisor in the absence of the Principal.

DAILY SCHEDULE

The building is open by 7:00 a.m. on school days and is closed at 3:30 p.m. Students remaining in the building after 3:00 p.m. must be under the supervision of a teacher or coach.

Alchesay High School 2026-2027 Bell Schedule		
Regular Schedule	Delayed Start Schedule	Early-Release Schedule
<u>First Bell – 7:30 am</u> 1 st – 7:35 to 8:35 am (60) 2 nd – 8:40 to 9:40 am (60) 3 rd – 9:45 to 10:45 am (60) Lunch – 10:45 to 11:25 (60) 4 th – 11:30 to 12:35 pm (65) 5 th – 12:40 to 1:40 pm (60) 6 th – 1:45 to 2:45 pm (60)	<u>First Bell – 9:25 am</u> 1 st – 9:30 to 10:15 am (45) 2 nd – 10:20 to 11:00 am (40) 3 rd – 11:05 to 11:45 am (40) Lunch – 11:45 to 12:25 (40) 4 th – 12:30 to 1:15 pm (45) 5 th – 1:20 to 2:00 pm (40) 6 th – 2:05 to 2:45 pm (40)	<u>First Bell – 7:30 am</u> 1 st – 7:35 to 8:05 am (30) 2 nd – 8:10 to 8:40 am (30) 3 rd – 8:45 to 9:15 am (30) 4 th – 9:20 to 9:50 am (30) 5 th – 9:55 to 10:25 am (30) 6 th – 10:30 to 11:00 am (30) Lunch 11:00-11:30 am (30)

Alcohol, Drug, Tobacco, Weapon Free School Policy

AHS is a drug, vape, alcohol, tobacco, and weapon-free zone. This includes all school sponsored events. By law this zone extends 100 feet beyond the perimeter fence of the school grounds. Possession or use of any drug, vape, tobacco, alcohol, or weapon will not be tolerated. Any staff member found to be in violation will be subject to disciplinary consequences as outlined in WUSD policy.

Leaving Campus

All staff members are required to sign out in the front office between the hours of 7:00 a.m. to 3:15 p.m. If you must leave for the day for a medical emergency or personal reason, you will need permission from the principal, and an absence will be created in Frontline. Emergency leave or permission to briefly leave campus will be granted on a case-by-case basis.

Professional Attire

Appropriate Work Attire: District policy GBEB-R provides that all employees must “Dress and maintain a general appearance that reflects their position and does not detract from the educational program of the school.” Please consider the impressionable minds of our students when making decisions about dress and appearance and remember that we must all strive to model positive and appropriate choices for our students. Employees who interact with students, parents, and/or the community on a regular basis are expected to be dressed in business casual attire, with exceptions on professional development days and as appropriate depending on job duties. Please check with your supervisor if you have any questions about how this policy applies to your position. As a general matter, the following will not be considered appropriate work attire, regardless of your position: •

- Clothing that is excessively tight or revealing
- Skirts or shorts that are no more than 2 inches above the knee
- Blue jeans except on professional development days and/or as appropriate depending on job duties.
- Flip flops or other open toed foot coverings

- Leggings unless worn with a dress or long shirt
- Messages or images that are political, obscene or discriminatory in nature or that promote illegal behavior or the use of alcohol, drugs or tobacco.

Hickeys: Prohibited Acts/Appearances Employees are prohibited from reporting to work with “hickeys” in visible areas of the body. If an employee is found to have visible “hickeys” the employee will be asked to clock out of their shift and leave school grounds. The employee may return to work when the visibility of the “hickey” has subsided. Upon the first offense the employee may apply any accrued leave or vacation time to their absence. However, every offense thereafter will be handled as unpaid leave of absence and is subject to the discipline policies of GCQF and GDQD Staff Discipline, Suspension, and Dismissal.

Food Regulations

Staff refrigerators, microwaves, and utensils are in teacher lounge areas. Clean up any mess, keep refrigerator current, and do not take items that do not belong to you. Personal refrigerators and/or microwaves are not allowed in classrooms or offices. Food should not be prepared or stored in classrooms and/or offices.

Inclement Weather:

On days when school may be delayed or canceled due to weather:

- Listen to KNNB (88.1) or KRFM (96.5) for information. The superintendent will be announced as early as possible if school is delayed or canceled.
- The superintendent will notify and activate computer phone calls. If you wish to receive phone calls, please email your cell phone number to the District Public Information Officer,
- The District Public Information Officer sends the information out over Facebook/Bloomz.
- Teacher report time on delayed start days is 9:00 a.m.

Visitors/Volunteers/Presenters

Student visitors are not allowed during the school day. The principal or associate principal may make exceptions for safety reasons or other reasons deemed appropriate. Authorized adult visitors may escort students if necessary for safety reasons or other reasons deemed appropriate by the administrator. All visitors are required to report to the school office immediately and sign in to obtain a visitor’s pass. The administrator has the right to deny visitation requests.

Staff members may not bring young children or infants to school without prior approval from an administrator. If approval is given, children must be supervised at all times on campus.

All staff members that wish to have a presenter on campus must gain approval from administration a month before the scheduled presentation. All presenters/presentations must be on the AHS events calendar. All adult volunteers and presenters must sign in at the front office before entering campus.

If a staff member has any doubt about any school visitor/volunteer, he/she should ask to see a visitor’s pass. If a school visitor/volunteer remains on campus without a pass, trespassing policies will take effect, and Administration should be notified immediately.

Students are not to be left alone with visitors, presenters, or volunteers.

Emergency Protocol and Procedures

Evacuation Procedures

Fire drills will be conducted. A map showing the proper route for exit in case of emergency must be posted in every room and reviewed with students.

When the fire alarm sounds, faculty members will:

1. Close the doors
2. Escort students to designated location
3. Take attendance and hold up attendance indicator: GREEN=all accounted for; RED=missing student. Students out of class on a pass that are not present during roll call outside should be reported as missing.
4. Designated staff member will report your attendance to administration
5. Keep students together and maintain an orderly environment until given the "all clear"
6. When cleared to return to the classroom, take attendance, and notify front office if a student is not present upon return to the classroom

Teachers are responsible to notify students of any changes in evacuation plans or routes.

Lock Down Procedures: Two Types of Lockdowns.

School personnel and students should do their best to maintain a safe environment. School personnel should supervise and observe student behavior. The two types of Lock Downs are:

- **Shelter in Place:** If a threat has been identified outside the school, the school should go into a partial lockdown. This involves ensuring that all personnel and students are inside the buildings with doors locked.
- **Full Lockdown:** If an inside threat is identified within the school campus, a Full Lockdown will be instigated. The external gates will remain open. However, rooms within the buildings should be locked.

Shelter in Place	Full Lockdown
1. Personnel steps outside and gather students inside the classroom. - If outside the building, lead students to the nearest secure location.	1. Personnel steps outside and gather students inside the nearest classroom. - If outside the building, lead students to the nearest secure location.
2. Lock the door. DO NOT open the door until the "ALL Clear" is given	2. Lock the door. DO NOT open the door until "ALL Clear" is given.
3. Continue with classroom activities	3. Cover the windows.
	4. Lights remain ON
	5. Move students away from the doors and windows
4. Allow students to text home then put on SILENT MODE.	6. Allow students to text home then put on SILENT MODE.
5. - <i>"We are in a lockdown, I am okay. I will update you when I can."</i>	7. <i>"We are in a lockdown. I am okay. I will update you when I can."</i>

6. Maintain quiet, orderly environment	8. Maintain quiet, orderly environment
7. If possible, email the names of students present and missing to Attendance Clerk and Secretary.	9. If possible, email the names of students present and missing to Attendance Clerk and Secretary.
8. Inform emergency service personnel if anyone is missing.	10. Inform emergency service personnel if anyone is missing.
9. If students need the restroom, they must be escorted by an adult and return immediately.	11. NOBODY should leave their room.
10. Await further instruction. Check email.	12. Await further instruction. Check email.
11. Wait for an "All Clear" announcement	13. Wait for an "All Clear" announcement

Bus Evacuation Drills

As required by law, the district will conduct two bus evacuation drills per year in which all students are required to participate. Administration will notify all staff of bus evacuation dates; when instructed:

- staff will accompany their classes to the bus loading area,
- supervise them during the bus drill
- escort them back to the classroom upon completion

Threat Assessment Protocol

Threat to Self: Threats may be direct ("I am going to kill myself after school today") or indirect ("I am so tired of living; I wish I was not here"). Noticeable self-inflicted physical harm such as burns, scratches and/or cuts are also considered indirect threats.

The following protocol is to be followed when a student threatens to harm his/herself:

- Immediately contact security or a principal for assistance.
- When reporting the threat, be specific as to the wording and nature of the threat.
- The administrator and counselor will assess the level of the threat and determine the next steps.
- Student will either be released to parents or released to Emergency Medical Services for transport to the hospital.
- Depending on the circumstances, outside agencies may be contacted for further assistance.

Threat to Harm Others: Threats may be

- **direct** (identifies a specific act against a specific target; "*I am going to place a bomb in the school's gym.*");
- **indirect** (vague, unclear or ambiguous; "*If I wanted to, I could kill everyone at this school.*"); or
- **conditional** (warns that a violent act will happen unless certain demands or terms are met; "*If you don't pass me, I am going to kill you.*")

In the event of **IMMEDIATE** danger:

- Isolate student; all students and staff members should move out of the area
- Initiate lock down procedures o Dial 1099, wait for the tone, and then press 999
- o Make the following announcement: "Initiate Shelter-In-Place Protocol"

- Call 9-911 or tribal police by dialing 9 then 338-4942
- Notify front office of incident
 - Follow lock-down protocol, and await further instructions

Threat is made, but no imminent danger exists:

- Designated staff escort student to the front office.
- Student is isolated
- Administrator and Counselor are notified; assess validity of the threat
- Parent contact is made
- Police are contacted (if deemed necessary)
- If a clear and present danger exists, student will be released to law enforcement or emergency medical services
- Depending on the circumstances, outside agencies may be contacted for further assistance

All staff members are obligated to maintain confidentiality in any student incident regarding the situation and anyone involved.

Accidents and Injuries at Work

If you are injured at work, you must call The Alliance (1-888-252-4689) to make a report. In case of life-threatening injury, call 911 or seek medical attention immediately; initiate the call as soon as reasonably possible within 24 hours. Send written notification to administration as soon as possible.

Information and Communication

The Student/Parent Handbook

Each student will be issued a Student Handbook at the beginning of the school year. Teachers are responsible for reading and becoming familiar with the contents of the Student/Parent Handbook. The handbook is available on the school and district website.

Morning Announcements

The Pledge of Allegiance and announcements will occur at the beginning of 1st period. Announcements and the Daily Bulletin will be emailed to you by the sports/bookstore secretary.

To schedule an announcement in the bulletin, email the sports/bookstore secretary. Requests must be submitted by 7:15 am to be included in the morning announcements. See the sports/bookstore secretary if you have any questions.

Public Address System

The P.A. system will be used to make announcements during passing periods, during lunch, and in emergency situations. Announcements made during instructional time require administrative approval. During testing, P.A. systems will not be used. This includes State, Benchmark and AZELLA testing.

Student Travel/Release from Class

Teachers will be notified in advance of travel lists and departure times for field trips and athletics. Teachers are responsible for releasing students at the appropriate time. Only students appearing on the travel list are

to be released; students in ISS are not to be released. It is the responsibility of the coach/sponsor to ensure that students are eligible (academically and behaviorally) to travel/participate.

- The coach/sponsor will provide a list of students by email to the AHS Teachers email list and CC administration, attendance clerk and sports secretary.
- The attendance clerk and sports secretary will check lists for eligibility.

Copy and Fax Machines

Copy and fax machines are available for teacher use. Copiers/printers are available in 3 central locations for teacher use (main teacher work room, building A work room, and credit recovery lab). Use is limited to school-related business and teachers must follow copyright laws. Teachers will be provided up to 3 reams of paper per month for classroom related copies. Every effort should be made to conserve paper by duplexing when possible; not making excessive copies and communicating electronically when feasible. You can check and transfer your copy credits on the papercut server at <http://10.10.64.9:9191/user>. Login with your email username and password. Report any problems with the copier to the front office staff.

Copying should be done during your prep, before or after school, or during your lunch. **Students are not to use the copy or fax machines and are not allowed in teacher work area.** Personal printers are not allowed in classrooms; all printing and copying is to be done on a centrally located printer/copier.

E-mail

Email is our primary form of communication; you are required to check your email often for critical updates. Respond appropriately within 24 hours.

Teacher Computer

Under NO circumstances is a student allowed to use a teacher computer. When leaving your computer, be sure to close your email, Synergy, and gradebook, and lock your computer (press Ctrl+Alt+Delete then lock). Do not share your network profile with anyone. You can access your network profile from any computer in the district. If you suspect a network breach or tampering of your profile, contact the district IT department immediately.

Cellphone/Telephone

Personal cell phones are not to be used during class time or while on duty. Cell phones may be used for One-Time-Passwords for login to school systems like computers, email, Synergy or Microsoft Office. School telephones are to be used for school business.

Once activated, your internet phone is keyed with your personal extension and greeting profiles. When moving classrooms, sign in to the phone in the room using the help desk key and login. Your login is your extension and then your personal pin # (same as your copy code). Should you have issues with your phone, or to activate voicemail on your telephone, contact the district IT Department. Submit a helpdesk ticket when on campus by logging in to <https://helpdesk.wusd.us>. Sign in with your email username and password.

Telephone calls will not be forwarded to your classroom during class time; however, if you have an emergency call, someone from the office will deliver a message to you. Non-emergency messages will be placed in your mailbox or emailed to you.

Event Calendar

The school secretary will keep a master calendar of school events. Send notification of any school events, speakers, or other activities to the STEM/Technology Integration Specialist and cc the principal. Internal events will be placed on the staff calendar: <https://www.wusd.us/page/ahs.staff.calendar> . Public events will be added to the AHS Events calendar: <https://www.wusd.us/page/ahs.CalendarEvents> .

Duties and Responsibilities

Legal Reporting Guidelines

Should you suspect a student is being abused or neglected physically, emotionally, or sexually, you are legally required to report the abuse to the proper authorities. You may ask administrators for guidance; however, you are considered the mandatory reporter. Ensure that the incident is documented and turned in to the principal and the proper authorities:

- Tribal Social Services Division (928-338-4164)
- WMAT Police Department (928-338-4942) There is yearly training on Mandatory Reporting.

Recordkeeping and Reporting

You are legally bound to keep your grades, behavioral referrals and attendance up to date in Synergy. These are backed up by the District.

Attendance and Attendance Corrections

Attendance must be entered into Synergy in the first 10 minutes of class. If a student is not physically present in your classroom, even if you know why, you must mark them absent. The record for students arriving late to class should be changed to *Tardy*; doing so in a timely manner helps maintain an accurate record of attendance. Any changes to attendance must be made the day of; otherwise, email the changes to the student data coordinator.

The student data coordinator will be responsible for entering school excused absences, suspensions, inhouse suspension, and excused absences.

The responsibility of maintaining accurate attendance records is the sole responsibility of the teacher. This responsibility should not be taken lightly. All attendance records must match for auditing purposes. Discrepancies could result in loss of school funding.

Student Records

We have a legal obligation to maintain confidentiality of student records. Do not release any information about students to individuals or groups outside the school system without permission from the principal. Student information should not be released to anyone other than the legal parent or guardian as documented on official school records; contact the Data Coordinator for confirmation if necessary.

Permanent records may not leave the registrar's office. To read permanent records, see the Data Coordinator to sign them out; you may use the conference room to read records. Do not alter records; if a correction is necessary, inform the Data Coordinator.

Grades and Progress Reports

The following grading policy applies to **all** courses offered for credit at Alchesay High School. Teachers are responsible for developing and delivering curriculum aligned to state standards and setting criteria for student achievement for a passing grade on assigned student work.

Credit

Credit is based upon the successful achievement of course objectives by a grade of A, B, C, D or P. Credit will not be awarded if a student receives the grade of F or I. Each semester is equivalent to half of a credit and students must pass both halves of a course to receive full credit for the course. Students are allowed to earn a maximum of 8 credits per school year

Grading Period

The school year is divided into two semesters, each approximately eighteen weeks long. There are two grading periods within each semester, each approximately nine (9) weeks long and marked by quarter progress reports (Quarter 1; Quarter 2=end of Semester1; Quarter 3; Quarter 4=end of Semester 2). Transcript grades are awarded at the end of each semester; quarter grades are not awarded.

Progress Grade Checks occur every three (3) weeks throughout the school year. The checks are used for progress monitoring and academic eligibility purposes. Progress grade assignment cut off dates and grade check dates should be included in the class syllabus and communicated clearly.

Teachers must enter a grade for every student by 3:00 pm on designated Wednesdays (the day before the progress check date). Progress reports will be mailed home on Monday following the grade check.

1st Semester Progress Check	2nd Semester Progress Check
August 20	January 21
September 10	February 11
October 1	March 11
October 29	April 8
November 19	April 29
December 17	May 17 – Senior grades due
May 20 = All grades due	

Grading Practices

Teachers are required to have a minimum of two graded assignments per week; the assignments must be based on learning objectives and used to monitor student progress. Graded assignments must be recorded in the Synergy gradebook. Grades are considered legal documents that must be kept confidential and secure.

Make-Up Work Timeline: Students have one school day to make up missed work for every day they are absent. For example, a student absent 2 days has 2 school days to submit make-up work; a student absent 5 days has 5 school days, and so on. Make-up

works not submitted within this window may be recorded as a zero. It will be at the discretion of AHS administration if more time is needed.

Assessments

All courses will include a pretest, a mid-semester benchmark (Qtrs 1 and 3), end-of-semester 1 benchmark, and post-test to monitor student progress. DnA will be used for all courses to administer curriculum-based assessments. An assessment schedule will be provided at the beginning of the school year. Student progress made on the DnA assessment will determine the performance pay for all teachers. This is based on the student progress made in ELA and math school-wide.

Teachers are required to discuss individual student grades with the student on a regular basis. Teachers are expected to make regular contact with parents/guardians regarding academic performance; contact logs are a required component of the teacher data binder. Please be sure to check the approved contact list for student in Synergy.

Assessments	
1 st Semester	2 nd Semester
• Pretest • Quarter 1 = Benchmark 1 Exam • Quarter 2 = Benchmark 2 Exam (1st Semester Final Assessment)	• Quarter 3 = Benchmark 3 Exam • Quarter 4 = Benchmark 4 (2nd Semester Final Assessment) - State Assessments

Grade Weight and Scale

Grade Weight – total weight for the **semester grade for all courses;**

Percentage	Description
55%	Daily Assignments: bell work, notes, class work, homework, essays, projects, etc.
30%	Assessments: formatives (quiz)
5%	S1=Benchmark 1; S2=Benchmark 3 (Mid-term)
10%	S1=Benchmark 2; S2=Benchmark 4 (Posttest)
100%	Total per SEMESTER

Grade Scale – all teachers adhere to the following:

Percentage	Letter Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 59%	F

Credit Recovery

Credit recovery courses will be graded on a pass-fail basis. Students completing the course with a 60% or better will receive a P on their final transcript. This allows the student to earn credit towards graduation but not grade points.

Teachers are responsible for following grading guidelines as outlined in a student's IEP or 504 plan. Teachers will receive a summary of the IEP/504 plan from the appropriate personnel.

Statewide High School Assessments

The Arizona statewide assessment will be the ACT for all 11th graders and the ACT Aspire for all 9th graders.

The Arizona statewide science assessment will be AzSci administered to all 11th graders. Parents will be notified of test dates. Via District websites, High School websites, Facebook, and Bloomz.

Teachers will be required to proctor assessments; training will be provided as required by the Arizona Department of Education.

Students with disabilities will have their requirements set by an Individualized Education Plan.

AZ Civics Test

Arizona students are required to take and pass with a 70% the state created Civics Assessment in order to graduate. Students will be given multiple opportunities to take the assessment starting their junior year. Assessment dates and times for administration will be set by the administration, testing coordinator, registrar, and counselor.

Professional Development/PLCs/Faculty Meetings

Professional Development, PLCs, and Faculty and or department meetings are held on the school site on designated Fridays and may be scheduled throughout the week as necessary. Meetings will be scheduled in advance to allow staff members to adjust their schedule. Mandatory District Wide PD - check district calendar

Professional Learning Communities (PLCs)

PLC Meeting

Attendance is mandatory for all staff members unless excused by the Principal. Personal leave will not be granted during this time unless deemed an emergency; please do not schedule routine doctor's visits during this time as it is essential that all staff members participate in professional development activities. Request for leave must be entered into AESOP 5 days prior to the leave, otherwise the request will be denied.

Department PLCs:

Department PLC meetings will be held twice a month after school. These PLCs will meet to discuss Common Formative Assessments and plan subject-area interventions. This ensures vertical alignment of curriculum across grade levels. All certified teachers and long-term substitutes are expected to participate in their department meeting. On these days athletic coaches are expected to attend the meeting until 3:30 pm.

Grade Level PLCs:

These PLCs meet to discuss common students who need intervention/enrichment as well as grade level math and English goals. This ensures horizontal alignment of curriculum within the grade levels. Grade level PLC meetings will be held during common planning times once a month. The master schedule is set up to allow these meetings to be held during prep periods.

Teacher Data

All teachers are required to participate in department PLC meetings working to use data to make informed decisions. These meetings should entail discussions on pertinent student achievement data, teacher artifacts, data summaries, parent contacts log, etc. as evidence of data-driven decision making will be required. Some elements will be completed by the PLC and some will be completed individually by teachers.

Assigned Duty Schedules

Faculty members are assigned on the duty roster to supervise various areas of the buildings and grounds before school, during lunch, or after school. Duties are a vital part of the responsibilities of the teaching staff for reasons of safety and security. Teachers are required to be at the assigned duty station for the entire time listed and to be on time. When you are on duty, move around, patrol, and actively monitor and engage with students. Duty schedules will include plans for inclement weather.

If you are going to be absent, you must include your duty in your substitute plans. All duties must be covered and be on time. If you notice a duty station is not being covered, please notify an administrator or the office. Failure to attend assigned duties or failure to arrange a substitute constitutes insubordination, and as such, may incur disciplinary action.

All teachers should be visible in the hallways and right outside your door during passing period.

Assemblies/Pep Rallies

You are required to escort your class to scheduled pep rallies and assemblies. You will be notified in advance of the schedule, so please plan accordingly. All staff members are required to help supervise students when transitioning to and from the assembly location as well as during the event.

Class Sponsorship

Class sponsorship is required for most staff members on a rotating basis. Class sponsorship involves some after-hours work in fundraising activities and chaperoning events. All sponsors are required to read and sign acknowledgment of the WUSD Student Activities and Club Sponsor Handbook to become familiar with policies and legal guidelines regarding the handling of student activity funds and scheduling student activities.

It is important that all sponsors share the workload equally, perhaps in different ways. Junior sponsors are responsible for the prom, and senior sponsors are responsible for graduation. Underclassmen should undertake fundraising projects for future use. Checklists will be provided for class sponsorship.

Club Sponsorship

Faculty members have the option of sponsoring a club. If you have an idea for a club, or if students approach you with an idea and you agree to sponsor the proposed club, consult with the Student Council sponsor for the procedures to follow to start a club. It is wise to have at least one fellow sponsor to share the work. All sponsors are required to read and sign acknowledgment of the WUSD Student Activities and Club Sponsor Handbook to become familiar with policies and legal guidelines regarding the handling of student activity funds and scheduling student activities. Club meetings cannot occur during class time. Training will be provided to club and class sponsors.

Parent-Teacher Conferences

Parent-teacher conferences are held mid-quarter to inform parents about students' progress. Faculty members are required to attend PTC; personal leave will not be granted during this time unless it is deemed an emergency. PTCs will take place from 3:00 p.m. to 6:00 p.m. on scheduled dates. All certified staff are to be present for the duration of the conferences; non-teachers may assist in the front office or counseling center.

Quarters	Dates
Quarter 2	September 16, 2026
Quarter 2	December 2, 2026
Quarter 3	February 17, 2027
Quarter 4	April 22, 2027

PTCs will be from 3:00 p.m. to 6:00 p.m.

Prom and Graduation

Junior class sponsors are required to supervise Prom. All certified staff are required to attend Prom and Graduation to assist with student supervision. Permission to be absent from these two events needs prior approval by administration.

Planning/Prep Period

Use your prep time to prepare for your duties as a teacher. The expectation for instruction is learning from “bell to bell”. If you leave campus during your prep, remember to sign out in the front office. All staff are required to make a leave request if you leave campus to tend to personal business.

Teachers may be assigned to sub a colleague's class during your prep period; you will be compensated for your time. Grade-level PLC meetings will be held during common planning times once a month.

Inventory of Equipment

Faculty members will keep an inventory of all items, textbooks, consumables and equipment under their supervision. Inventory forms will be filled out at the beginning of the year and end of the year by classroom staff. Protect all school property; keep it secure. Textbooks, workbooks and laptops should be checked out to students by name and checked back in. Damage must be noted and reported to STEM/Technology Integration Specialist and/or Bookstore Secretary. Consumable student books need not be returned at the end of the year.

Year-End Check Out

Fill out a Check Out sheet at the end of the year. Keep the following items safe and up-to-date:

- grade and attendance corrections completed, including those of the last week of the year
- school issued keys
- return of all library materials
- return of district-issued items (books, laptop, etc.)
- course and department data
- PLC departmental data

- Teacher data
- anything else listed and directed by the principal

Teacher Evaluations

Teachers will be formally evaluated at the end of every school year. Teachers will be evaluated by Board approved, qualified administrators; walkthroughs will be conducted by administrators, instructional coach, or department leaders. The number of formal observations and walkthrough observations varies for probationary teachers, continuing teachers, and specialists. All evaluation documentation will be maintained electronically in the Frontline Professional Growth system. Training will be provided by the Instructional Coach and a mentor will be assigned.

Please see the WUSD Teacher Evaluation Handbook for complete details regarding the teacher evaluation process.

Classified Staff Evaluations

All classified staff members will be evaluated by their immediate supervisor and/or administrator depending upon job duties. Administration will provide a copy of the evaluation tool. Please see WUSD Board Policy for details regarding the classified evaluation process.

Instructional Coach

A certified instructional coach is available to provide job-embedded professional development for all teachers. The instructional coach is not an evaluative administrator; the coach is a resource provided to help teachers improve classroom instruction, to provide school-wide professional development, to support teachers in meeting improvement goals, and to assist in meeting school-wide student achievement goals. First year teachers, long-term substitutes and any teacher on an improvement plan must meet with the Instructional Coach according to the IC's plan. The Instructional Coach will attend all PLC, school leadership meetings and district instructional meetings. The Instructional Coach is also the school-wide Assessment Coordinator.

Mentoring

Mentoring is offered by the district for teachers within their first three years working for the district. We utilize the Yavapai County mentoring program manual modified and adapted by the district. It starts with a triad meeting between the mentor, mentee, and principal. The mentee and mentor meet on a regular basis to help the mentee be prepared for their first year and expectations of the district. This work includes professional development for both the mentor and the mentee.

Classroom-Related Issues

Teachers and staff members will treat students with dignity and respect while maintaining a safe environment. Refrain from utilizing negative word choices when addressing students. Delete negative word choices and be nonjudgmental when addressing staff, students, and parents. Any profanity, demeaning or sarcastic remarks, and screaming in anger at the students will be grounds for verbal or written reprimand, and subsequent incidents may result in additional disciplinary actions including official reprimand, suspension, and dismissal.

Teachers will use appropriate classroom procedures and behavior modification techniques to reduce disruptions. Should you need assistance in developing appropriate techniques in your classroom to reduce disruptions and student defiance, see your department chair, the instructional coach and then an administrator.

Teachers will not leave students unsupervised. Leaving your classroom during instructional time is not permitted. In the event of an emergency, call the office for someone to sub for a few minutes. Notify the office if you take your class out and place a sign on the door where you will be; you must accompany and supervise your students at all times.

Classroom Appearance

No door window may be completely covered. The classroom must be visible during instruction and non-emergency times. You are responsible for maintaining a clean, neat, and professional appearance in your classroom or work area. Before you dismiss class, students are to clean up and prepare the classroom for the next class. At the end of the day, all loose paper should be picked up off the floor, and the chairs should be put on the tables or stacked. **Students are not to be released prior to the bell.**

- If you have concerns regarding cleaning issues, please see the assigned custodian for your area.
- Repairs or maintenance requests should be made with the school secretary.
- Requirements for daily academic expectations will be provided during beginning of year meetings.

Lesson Plans

Each department must maintain curriculum maps, scope & sequence, learning objectives, and common formative assessments for every course. Teachers must refer to them when creating lesson plans. All teachers are required to maintain formal lesson plans for each course taught. All teachers are required to post lesson plans every Monday by 8:00 AM in the shared folder. Lesson plans are to include adjustments to instruction based on formative data and special populations. Your lesson plans will be reviewed during administrative and instructional coach walk through.

Individualized Language Learner Plan (ILLP)

Teachers are required to implement ILLPs for students classified as an English Language Learner Documentation, and progress is to be included in weekly lesson plans as well as reported quarterly. The school ELL coordinator will provide necessary paperwork as well as provide assistance throughout the school year.

Individualized Education Plan (IEP)

Teachers are required to implement IEPs for students receiving special education services. Case Managers will provide teachers with required modifications and accommodations for each student.

Documentation of said accommodations and modifications should be included in weekly lesson plans. Teachers are required to attend IEP meetings unless excused by an administrator.

Emergency Lesson Plans/Substitute Plans

All teachers are required to have two emergency lesson plans either in a physical sub folder, in Synergy or shared with the school secretary, the instructional coach and the Department Chair. These plans will be used in the event that you are absent unexpectedly and do not have time to adequately provide substitute

lesson plans. Emergency lesson plans should be submitted to your department coordinator. Do not plan for the use of student devices when you are on leave.

Movies/Videos in Class

Students may watch approved movie excerpts that are course related and are in the lesson plans. Movie excerpts should not run the whole length of the class period.

By board policy, all movies above a G rating (including PG13) are required to get parent approval. **You must submit your movie choice, lesson plan, and student permission slip for administrator approval before showing such films.** Parents should be informed that they have the right to view the movie in class with their student or refuse permission for their student entirely. Students who do not have permission to watch the movie may not be placed in the hallway but must be sent out of the room to another classroom with an alternative instructional activity aligned to the same content and learning objectives as the other students. All movies shown must be on the board approved list. The process for getting a resource like a movie or book approved is about 2 months in length. Please see the Instructional Coach for further information.

Computer Labs

There are three computer labs available: • Media Center Labs (2) - available to all teachers/classes; see STEM Integrated Specialist to schedule lab time.

- Do not give students a pass to a computer lab as they are not supervised.
- Labs will be restricted during district testing. Teachers will be notified of lab closures.
- Food and drinks are not allowed in any computer lab.
- Please make sure students keep labs clean and that they dispose of all trash.

Teachers are responsible for supervising and enforcing all school rules and policies when in a computer lab. Students **MAY NOT** download music and videos or log on to social media sites such as Facebook and Instagram while using school computers. Failure to follow the WUSD technology agreement will result in disciplinary action and possible loss of use.

Student Technology

Teachers may request or be assigned a class set/cart of student devices for classroom use. The teacher is responsible for distributing and collecting, properly charging and monitoring use by students. Problems with devices should be reported to the STEM Integrated Specialist. The same technology use policies mentioned in the above section also apply to devices.

Student Passes

Passes are limited to emergency situations or set appointments from counselor, registrar, nurse, Drop Out Prevention Coordinator or Truancy Prevention Coordinator. It is required that teachers keep a log of students leaving the classroom for safety purposes. Contact the health office before sending students ensure that the nurse aid is available. Passes out of class are not allowed in the first 10 minutes or last 10 minutes of class.

Positive Behavior Interventions & Support

Students do not have the right to disrupt, interfere, or hinder the learning activities and efforts of other students. Teachers are responsible for discipline in their classrooms. WUSD uses a positive behavior

management process to create a safe and effective school. It provides a system of clear expectations with consequences and incentives as well as interventions necessary to sustain the positive behavior. The guiding principles of PBIS are safety, respect, responsibility, and excellence. All school staff are responsible for implementing the PBIS processes. Training will be provided. Staff should refer to the PBIS Flowchart of Consequences in the end of this handbook.

Discipline

In the event that all PBIS consequences are exhausted, you have the authority to assign detention for minor classroom infractions; a discipline referral should be written to address more serious issues and/or continued disruptive behavior. Teachers should inform parents and may refer the student to an administrator. Major discipline issues will be taken care of by the AP/AD & principal in the morning, after lunch, please refer the students to the AP/CTE.

If a student disrupts a class and will not settle down, you can refer the student to the office where security will be notified to remove the student. The Behavioral Referral must be completed in Synergy. **Do not leave your class to bring a student to the office.**

Emergency Situations

If there is an extreme medical emergency, call 9-911, and then call the front office and nurse to describe the emergency. Wait for assistance before attempting to move an injured student.

Do not send an emotionally fragile student out of your class alone. Notify the front office and security will be sent to your classroom to escort your student.

Apache Behavioral Health Services

Apache Behavioral Health Services provides on-site mentoring and counseling for AHS students. You can refer students to either program by completing a referral form. Forms are available in the front office. Please note parent permission is required.

Tardy Policy and Procedures

AHS do not tolerate tardiness. Faculty members must set the example by being on time to class. Stand outside your door during passing periods welcoming students to your class, and check student dress. Urge other students to get to their classrooms. When the bell rings, students should be ready to work. Teachers should follow the tardy flow chart found at the back of the handbook. Teachers should inform parents of any attendance issues.

Warnings of Excessive Absences

The attendance office generates and sends letters to parents when students' absences reach a certain number. **Teachers are strongly encouraged to contact parents of students who have excessive absences.** Once a student reaches five (5) unexcused absences in a semester or is marked unexcused for three (3) consecutive days, notify attendance personnel.

Student Schedule Changes

Student schedule changes may occur only in the **first ten (10) days** of each semester. Only the registrar is authorized to make schedule changes. Teachers must consult with the registrar if they want to request a student schedule change.

Substitute Teachers

Teachers may be called on to sub during their prep time. Every effort is made to rotate subbing assignments as equally as possible. If the person you sub for leaves no instructions or inadequate instructions or work, immediately notify administration.

In the event of an absence, please leave the following in the substitute folder on your desk in your room: classroom rules, copies of your current attendance sheets, sign-in sheets, lesson plans that a sub can handle and that provide enough work for the entire period, other directions, any needed handouts/books/materials, and your duty assignment. Your sub should send a runner to the office with attendance 10 minutes after class starts. If your sub is inadequate, please notify the front office secretary.

Purchasing, Supplies and Travel

Classroom Supplies

General classroom supplies such as dry erase markers, lined paper, pencils, pens, etc. may be requested via a Supply Request form located at the front desk. The front office staff will deliver requested supplies to your mailbox within two (2) days. Teachers will receive three (3) reams of paper a month for classroom-related copies. Supply inventory will be maintained based on the availability of funds and may be limited from time to time; however, administrators will do their best to provide necessary items for all students. For specialty items, please follow the procedure below.

Requisitions and Purchases

All requisitions must be submitted to the school secretary. If the requisition is for classroom materials, software, furniture, or equipment, you may be asked to also submit a written spending justification. Software, computers, and printers will not be purchased without approval from district IT department. Due to budget constraints, requisitions will be approved on a case by case basis at the discretion of the administrator. **Do not buy anything without first submitting a requisition that becomes a purchase order.** You will not be reimbursed if you do not follow the proper procedures.

All items purchased with district funding must be delivered to the high school. It is crucial that items be checked in and inventoried by the school secretary before being disbursed to requisitioner. **Failure to follow appropriate procedures could result in out-of-pocket expenses as well as other consequences.**

Allow up to a month and a half to go through the entire purchasing process. Please note vendors must be approved by the district. See the school secretary for information on the requisition process.

Travel Procedures

Professional staff travel requires a travel request and requisition for payment of fees and other expenses associated with the travel. In most cases, hotel accommodations and meals must be paid out of pocket and later reimbursed. It is the responsibility of the traveler to complete travel claim forms and provide supporting documentation for reimbursement. Make sure to have travel requests approved **before** making reservations or travel arrangements.

Student travel for clubs and athletics requires a travel request and requisitions associated with the trip. A list of students must be provided with the travel request. Club meeting minutes and sign-in sheets are required to use club funds to cover travel expenses. Students must be academically eligible to participate in trips. All travel requests must be completed at least two weeks in advance, and out-of-state travel must be approved by the School Board.

Personnel Issues

Recruitment/Retention Incentives

Appropriately certified employees receive a recruitment or retention incentive paid out in one or two installments to be determined by the district. This money represents an encumbrance from Title funds and a district allocation of funds. These funds are available only if Title and other funds are available.

Proposition 301 Money

Certified teachers who hold an Arizona Teaching Certificate (as well as those exempt positions outlined in SB 1139) and who spend at least 51% of their time with students are eligible to receive 301 funds. Funds are allocated in three categories: 8 hours Professional Development, Committee Participation, and a rating of “Effective” or “Highly Effective” in the Teacher Summative Evaluation System. Each school in the district will designate a 301 representative to review state guidelines and develop a district-wide plan and requirements for pay. The requirements will be presented to all eligible staff members once finalized by the district-wide committee.

Professional Stipends and Addenda

Addenda (work outside of the contractual day) will be posted at the beginning of the school year. If you want to do one or more of the jobs, you may apply following the instructions that are given on the posting. Payout varies based on the type of work done. Documentation and evidence must be kept for all work and submitted to administration upon request. WUSD does not restrict first-year teachers or those new to the district from applying for stipends and addenda.

Leave and Absences

All full time certified and classified staff accrue leave every pay period, the hours of which increase depends on length of service to WUSD. Accrued leave balances are printed on your pay stub each pay period. Full district policy regarding leave and absences only summarized below are available from the district website www.wusd.us by following the board policy link (<https://policy.azsba.org/asba/browse/whiteriver/whiteriver/WHITERIVER>).

Leave may not be advanced. Should you run out of leave at any time during the year, your pay will be docked, but you will continue to accrue leave for future use. Use of more leave than you have accrued constitutes an abuse of the district leave policies, which may carry disciplinary consequences.

Per District policy, leave is not granted on the day before or after a holiday or during the first or last week of the school year, except when approved by administration for extraordinary circumstances; 12-month employees may request vacation for absences on these days. Should you take leave without approval, your pay will be docked.

Leave will not be granted on Friday PD days or on Parent-Teacher Conference days. Emergency situations will be considered on a case-by-case basis. Please note that pay for PD Fridays is part of the 301-attendance requirement for full payout.

Leave requests for more than five (5) days must be approved by the Superintendent.

Should there be an extended illness or family emergency requiring you to be out for more than five (5) days, you may apply for Family Medical Leave Act (FMLA) leave.

If you exhaust your leave balance, you may apply for donations from other district certified staff. Only three days in any school year can be donated by an employee. Details are available from your Administrator or the District HR office.

Leave Requests

Leave requests should be made at least five (5) days in advance; leave made within five (5) days may require documentation, may be denied, or may be approved without pay. WUSD maintains electronic time management systems for certified and classified employees. All leave requests must be made via the Frontline (formerly Aesop) system for certified staff or via the Time Clock system for classified staff. Please see the School Secretary for assistance and training.

Leave requests may be denied if adequate teacher coverage is not available for your classes. Please see School Secretary to ensure coverage is not an issue for your requested leave date.

It is the responsibility of the employee to monitor leave balances and make requests based upon the amount of leave available.

Emergency Leave

For an emergency absence, call the building principal before 9:00 p.m. the night before or 6:00 a.m. on the morning of the absence. You must also request for leave in the Frontline system; this will ensure adequate coverage for your classes. You may be asked to provide documentation upon return. Depending on the circumstances, your leave may be approved without pay.

Late Arrival

If you expect to arrive late to work, you must notify the school as soon as possible; you must also request leave for the time you are absent from work. Failure to call prior to your report time will constitute a no call/no show for the time period and will be docked from your pay. A no call/no show status is also an abuse of the leave policy and may carry disciplinary consequences.

Classified Staff Time Management

All classified staff members are required to clock in and out at their designated start time and end times. Under no circumstances are employees allowed to alter or flex their work schedule without prior approval from the principal. In addition to clocking in and out, time should be recorded on the clipboard located near the time clock. This sheet provides documentation used to reconcile time and resolve any discrepancies.

Under no circumstances are employees to clock in or out for other employees. Doing so will result in disciplinary actions.

All classified staff members are required to electronically approve timesheets every Friday via the Time Clock system. Failure to approve timesheet could result in delay in payroll processing.

Missed punches should be reported to the school secretary as soon as possible; they must also be recorded on the clipboard.

Per WUSD policy, all classified employees are required to take a 30-minute lunch break.

Complaints and Grievances

Complaints should be resolved at the lowest level by following the chain of command. Try to resolve problems by talking directly with the person(s) involved.

Consult with your Department Chair if you need help or need a mediator. If the problem is still not resolved, the first step is to go to your supervisor (associate principal or principal). That person will try to resolve the problem, and, if unsuccessful, will help you follow the grievance procedure in the district policy manual.

Failure to follow chain of command is an abuse of professional duties and responsibilities and may carry disciplinary consequences.

Formal grievances may be made only about policy violations.

In the event you wish to submit a formal grievance about your supervisor, then you may follow an alternate chain of command by contacting the Human Resources Director. See the district policy manual for details.

Progress Grade Checks

This occurs every three (3) to four (4) weeks dependent upon holidays in the District calendar throughout the school year. The checks are used for progress monitoring and academic eligibility purposes. Progress grades will be mailed home for all students. Grade checks will be one the following dates:

1st Semester Progress Check	2nd Semester Progress Check
August 20	January 21
September 10	February 11
October 1	March 11
October 29	April 8
November 19	April 29
December 17	May 17 - Senior grades due
May 20 = All grade due	

Emergency Drills

Fire Drill will be conducted on a monthly basis.

Lock-Down Drills will be conducted a couple of times during the school year.

Bus Evacuation Drill will happen twice during the school year.

Dates are Subject to change. Changes will be communicated at least 24-hours in advance.

Designate evacuation routes are in the AHS share folder on the desktop and in the Appendix. Staff members must know this evacuation routes. (add the maps)

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT

Whiteriver Unified School District uses positive behavior management process to create a safe and effective school. It provides a system of clear expectations with consequences and incentives as well as interventions necessary to sustain positive behavior. All staff members will implement the system to support positive behavior throughout the instructional day and during school activities. The guiding principles of PBIS are safety, respect, responsibility and excellence.

Our staff acknowledges that PBIS is a support system used to reduce problem behaviors which not only improves the condition of the school but also of the community. We use PBIS as a tool/strategy to encourage students to do their best and to never give up on themselves.

The AHS PBIS Team comprises of seven (7) members as follows:

- 1 District Team Member (Site Representative to the District)
- 1 Gen. Ed. Teacher
- 1 ESS Teacher
- 1 Administrative Staff
- 1 Counseling Staff
- 1 Student (Student Council Officer)
- 1 Parent (PAC Member)

REINFORCEMENT SYSTEM: Reinforcing Positive Behavior

Positive Reinforcement is defined by increase in future behavioral occurrence. Our PBIS reinforcement goal at AHS is to REINFORCE

- (1) intrinsic motivation towards self-management and learning outcomes
- (2) enhance relationships by increasing the value of others, and
- (3) facilitate academic engagement as opposed to interference with instruction.

Our staff believes reinforcement will have a tremendous impact on the mindset/attitudes within the Falcon community; therefore, it is vital that all staff focus on reinforcement consistently.

Reinforcement not only benefits the student but also the staff because job satisfaction increases when they are recognizing good behaviors rather than focusing on problem behaviors. The reinforcement system that staff engages in takes place through a multifaceted approach.

Individual staff members practice reinforcement throughout the day by giving verbal recognition, by making/sending positive calls/notes to parents, and by handing out Falcon Strong tickets and using PBIS award systems. Staff members are also recognized for their consistent PBIS implementation.

Falcon Strong Tickets

On a daily basis, a student who displays any of the Falcon Strong expected behaviors can earn Falcon Strong Tickets issued by AHS staff, as outlined:

Individual Student

- Students earn FSTs when displaying one of the Falcon Strong behaviors.
- Students take their ticket to the PBIS Falcon boxes in either the Daycare or the Front office.
- FSTs are entered as data for PBIS Student Awards purposes. They are qualified for monthly drawing for prizes provided as available by site administration.
- Drawn FSTs will be announced via the school intercom during the last 10 minutes of lunch break at the last school day of each month.

Falcon PBIS ticket for _____	
Was observed being	
☐ SAFE	☐ RESPONSIBLE
☐ EXCELLENCE	☐ RESPECT
DESCRIPTION of BEHAVIOR _____	
LOCATION _____	
TEACHER _____	
DATE _____	



1 Falcon Strong Ticket (FST):

Train Staff on Issuing FSTs

- Specifically tell the student which PBIS behavior was displayed.
- Be genuine; a direct interaction between staff and student should include a specific verbal praise (i.e. “You were being very respectful when you...”)
- ALL STAFF should be giving out FSTs: Instruction, Counseling, Administration, Custodial, Cafeteria, and Security.

2. PBIS Blitz Ticket (PBT):

Individual Student

- Students earn PBTs when specified PBIS behavior of the day/week is displayed.
- Students will accumulate their PBTs and exchange them at the PBIS Cart.
- The PBIS Cart will be available biweekly at the courtyard during the last 10 minutes of lunch break.

Train Staff on Issuing PBTs.

- PBIS blitzes will occur periodically. The goal is to catch students displaying the specified PBIS behavior.
- Each staff member will have ‘admit one’ ticket rolls. All students displaying announced specified behavior will receive PBTs.
- ALL STAFF should be giving out PBTs: Instruction, Counseling, Administration, Custodial, Cafeteria, and Security.

PBIS Student Awards

Monthly, semester, and annually students are awarded PBIS Student Awards identified by AHS departments as confirmed by data from staff-issued FSTs, as outlined:

1. PBIS Students of the Quarter: Individual Student

- Students earn a PBIS Student of the Quarter by the accumulation of FSTs.
- Guided by the data, each department will identify one student per quarter.
- Announced through campus-wide intercom at the end of each quarter, students each will receive an AHS custom-designed item along with a *Positive Parent Mail* postcard sent home through mail.

2. PBIS Most Improved Student of the Semester Individual Student

- Students earn a PBIS Most Improved Student of the Semester based on data-driven decrease of bad behavior (evidenced through consequences data) and increase of good behavior (evidenced through FSTs).
- ○ Guided by data, each department will identify one student a semester.
- ○ Announced through campus-wide intercom, students will each receive a certificate and an AHS custom designed item which the student will personally collect from the front office.



3. PBIS Student of the Year Individual Student

- Students earn the PBIS Student of the Year by showing consistency in exhibiting the Falcon Strong Behaviors, being an example of a respectful, responsible, safe and excellent student to his/her/their peers, and advocating for PBIS at AHS throughout the school year.
- ○ Each department will select one PBIS Student of the Year.
- ○ Announced through campus-wide intercom, students will each receive a certificate and an AHS custom designed item.

PBIS Staff Recognition

On a semesterly basis, staff who consistently implement AHS PBIS systems and practices in place are recognized and awarded as outlined:

- The top three staff are recognized for their consistent PBIS implementation based on data collected through (1) student *reinforcement* ticketing and awards, (2) student *consequences* documentation, and (3) *behavior training* participation and output.
- All AHS certified and classified staff qualify: Instructional, Administrative, Counseling, Custodial, Cafeteria, and Security.
- Announced through campus-wide intercom, staff will each receive a gift bag.

CONSEQUENCES SYSTEM: Intervening Problem Behaviors

AHS PBIS does not ignore problem behaviors. Consequences are more than “punishment” but instead are the actions that follow the problem behavior, which in turn will either help to increase or decrease said behavior. Our PBIS consequences are designed to bring about effective change in the student’s problem behavior with a plan in place that will ensure the consequence matches the severity of the problem behavior, and this plan is used consistently across our campus.

All AHS staff members believe that consistently reinforcing consequences for problem behaviors is imperative, for when there is no consistency, students do not know what exactly is expected of them; therefore, all staff follow and implement the flowchart of consequences rather than selecting and choosing the consequence that they believe will fit in the moment. Conferencing with students first, for example (Tier 1) and working towards managing the behavior within the classroom rather than simply sending students to

in-house detention (Tier 2) is key to not only building rapport with the students, but also to helping students understand themselves and their actions via the use of the PBIS Reflection Sheet.

Bully Prevention in Positive Behavior Support: Expect Respect

To improve the success of schools as effective learning environments, establishing a school-wide expectation for common respect, teaching what that means, and ensuring that all students and faculty and staff members share in the responsibility of making schools respectful settings can make a difference.

Flowchart of Consequences

Consistent classroom rules across the campus is more helpful for the entire student population. Consistent classroom management prior to sending them to the office right away is more effective for the entire student population. Refer to the PBIS Flowchart in appendix.

When an exhibited classroom-managed behavior persists even after redirection warnings/conferences with the student, intervention is three-tiered prior to being referred as office-managed as outlined below:

Tier 1: Classroom Consequence

To provide intervention, each student exhibiting classroom-managed problem behavior will be provided a reflection sheet.

When a student repeats the same problem behavior, the student will need to attend a PBIS training session to be reacquainted with the PBIS matrix expected behaviors as well as with the systems and practices in place. Should a student repeat the same problem behavior after training, the student will be issued lunch detention.

Tier 2: In-House Consequence

To provide intervention, each student who has exhausted Tier 1 consequences will be issued discipline referrals with (1) parent and/or (2) counseling office/small group intervention conferences, and/or ABHS/HEDY recommendations.

Tier 3: Out-of-School Suspension Consequence

To provide intervention, each student who has exhausted Tier 2 consequences will be given a behavior contract before being sent to the admin office for management.

BEHAVIOR TRAINING PRACTICES: Supporting Foundational Expectations

PBIS Lesson Plans are designed (1) to engage our students and staff in discussion about our district behavioral expectations that all Falcons are Respectful, Responsible, Excellent, and Safe, and ultimately (2) support our students with pro-active learning experiences that will prepare them academically, socially, and emotionally to be productive global citizens of our community and society.

AHS staff believes that implementing PBIS lessons will ensure the students receive beneficial information needed for improvement. We believe that there is a need for consistency in this and that the use of the same system for all students in all classes is imperative with rigorous implementation of these trainings. Doing so will ensure that students learn to respect each other and their surroundings, to be responsible not

only for themselves but also for others, to understand what it means to be safe, and to have a spirit of excellence in all aspects of their lives.

Since our students are already in high school, our campus is more focused on **BEHAVIOR TRAINING** rather than instructional practice, which is presumably conducted in the elementary and junior high school levels within the district. AHS staff utilizes these behavior trainings (lesson plans) as a springboard to improve Alchesay implementation of the district PBIS matrix.

All Behavior Training guides are available to all staff through the Public folder found on the district-assigned computer systems and/or accounts. AHS supports Behavior Training based on behavior expectations per location as defined by the WUSD#20 PBIS matrix, as exemplified by the RESPECT in the CLASSROOM behavior training outlined below:

Class Participation and Output

- Behavior Training will be conducted weekly on Thursdays after lunch/at the beginning of 4th period.
- 4th period classes are 65 minutes long to provide time for PBIS Behavior Trainings for 5 minutes.
- Staff are expected to [1] show a video that addresses the *rule, expectation, non-examples*, and *examples* found in the Behavior Training Guide, and [2] engage the class with the *purpose of the lesson, student activities*, and *activity to check for understanding* in the Behavior Training Guide.
- *Supplies and resources* in the Behavior Training Guide and the *Cheers for Peers* board will be utilized for each classroom's creative collage.

Cheers for Peers: AHS PBIS Reinforcement System Compliment Board

Our students will be involved in reinforcement through Cheers for Peers. When they catch their peers displaying the Falcon Strong characteristics of being Safe, Responsible, Excellent, or Respectful, they can place a sticky note on the Cheers for Peers board located in each classroom.

To build a positive community and culture in Alchesay High School, the AHS PBIS Compliment Board aims to encourage fellow students and staff members to recognize a student's positive behavior.



POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT

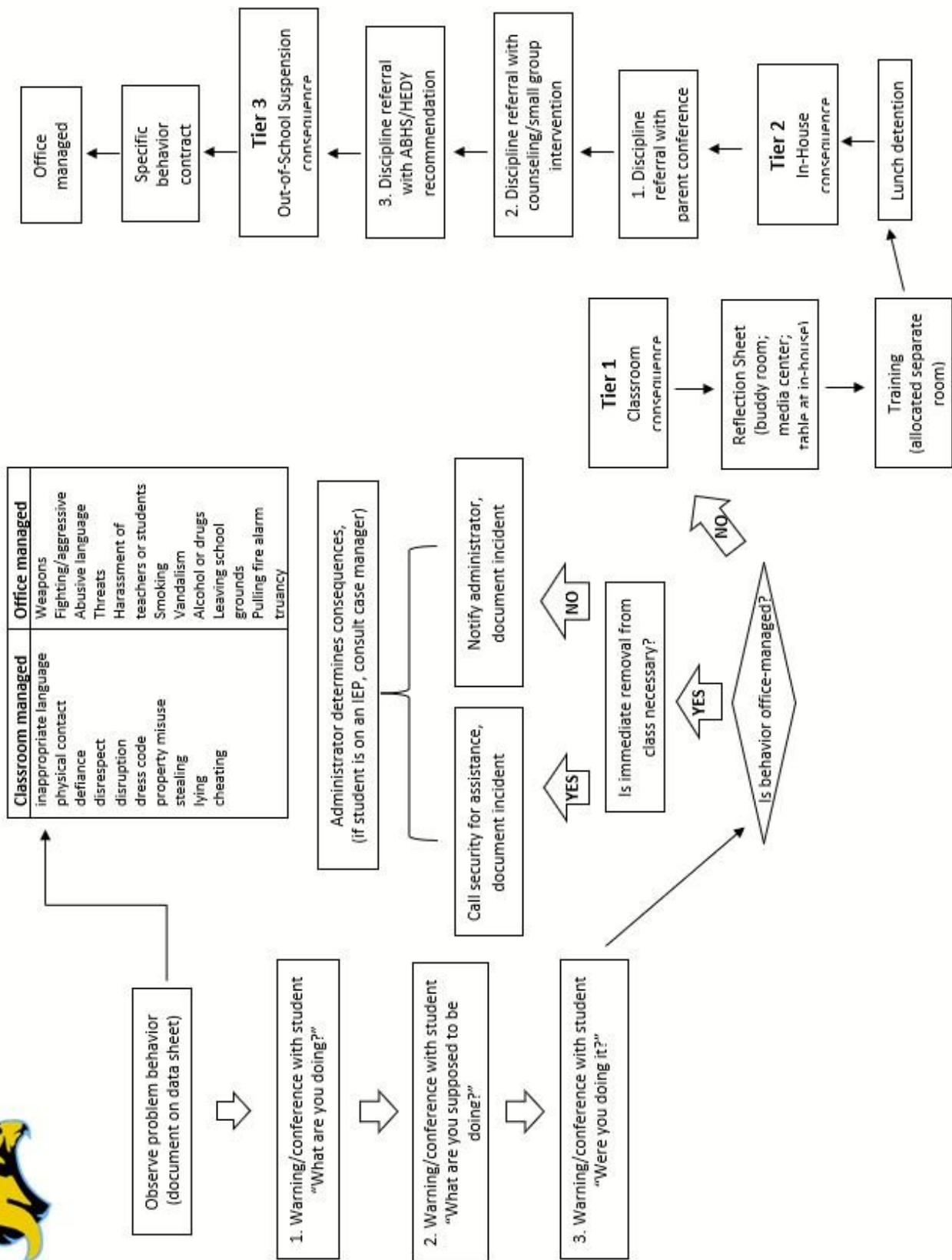
Whiteriver Unified School District uses positive behavior management process to create a safe and effective school. It provides a system of clear expectations with consequences and incentives as well as interventions necessary to sustain positive behavior. All staff members will implement the system to support positive behavior throughout the instructional day and during school activities. The guiding principles of PBIS are safety, respect, responsibility and excellence. Below is the Positive Behavior Interventions and Support (PBIS) Matrix which illustrates behavior expectations for various areas around campus.

	Locations	Classrooms	Restrooms	Hallways	Cafeteria	School events/ Assemblies	Bus	Gym/ weight room/ Fields
Respect	Use appropriate words and volume Follow adult directions Keep school grounds clean	Use materials appropriately Allow others the best opportunity to learn Be on time and enter class quietly	Be private and respect privacy of others Respect school property Flush the toilet	Walk quietly Keep displays of affection appropriate to the school setting Use appropriate language	Form appropriate lines Conversations at normal volume Practice appropriate manners	Display sportsmanship Respect school property Clean up after yourself	Arrive at the bus on time Comply with adult instructions Use appropriate language/volume	Respect school property Participate Take turns
Responsible	Be a positive role model Place gum and trash in the trash can Dress appropriately	Follow classroom rules Secure all personal electronic devices Keep classroom neat and clean Wait to be dismissed	Practice good hygiene Use facilities correctly Return to class promptly	Take the most direct route to class Have a pass visible Maintain personal space	Sit until dismissed Clean up after yourself	Stay in the designated event area Be an active listener	Keep aisle clear Follow bus and school rules	Treat equipment properly Assist in set up and storage of materials
Safe	Maintain personal space See/hear something, say something Stay in supervised areas	Sign out/in to leave the classroom Follow instructions for lockdowns and fire drills	Dispose of personal items appropriately Use bathroom only for intended purpose Wait your turn	Keep to the right when walking Respect school property Keep your hands, feet and property to yourself	Walk quietly into lunchroom Wait your turn Maintain personal space	Engage appropriately as spectator or participant Follow all given directions	Enter & exit cautiously Stay seated face forward	Stay in designated areas

Excellence	Preserve	Be prepared to learn	Limit socialization	Use passing time effectively and efficiently	Eat your food in the cafeteria	Show school pride	Report problems	Include others
	Represent your school/community by being a positive role model	Display a positive attitude	Use time effectively	Be courteous and thoughtful of others	Eat most or all of your food and drink	Represent the school positively	Use kind words	Strive for personal bests
	Meet or exceed academic and behavior expectations	Complete all assignments on time					Keep your hands, feet and property to yourself	
		Encourage others						



Alchesay High School PBIS Flowchart of Consequences



ALCHESAY HIGH SCHOOL
PBIS REFLECTION SHEET

NAME: _____ Date: _____ Period: _____

1. What expectation did I not meet?

2. Why did it happen?

3. Why was my behavior a problem?

4. What could I have done instead?

5. What am I going to do to earn back the teacher's trust?

Teacher's Notes _____

Student's Signature: _____

Teacher's Signature: _____



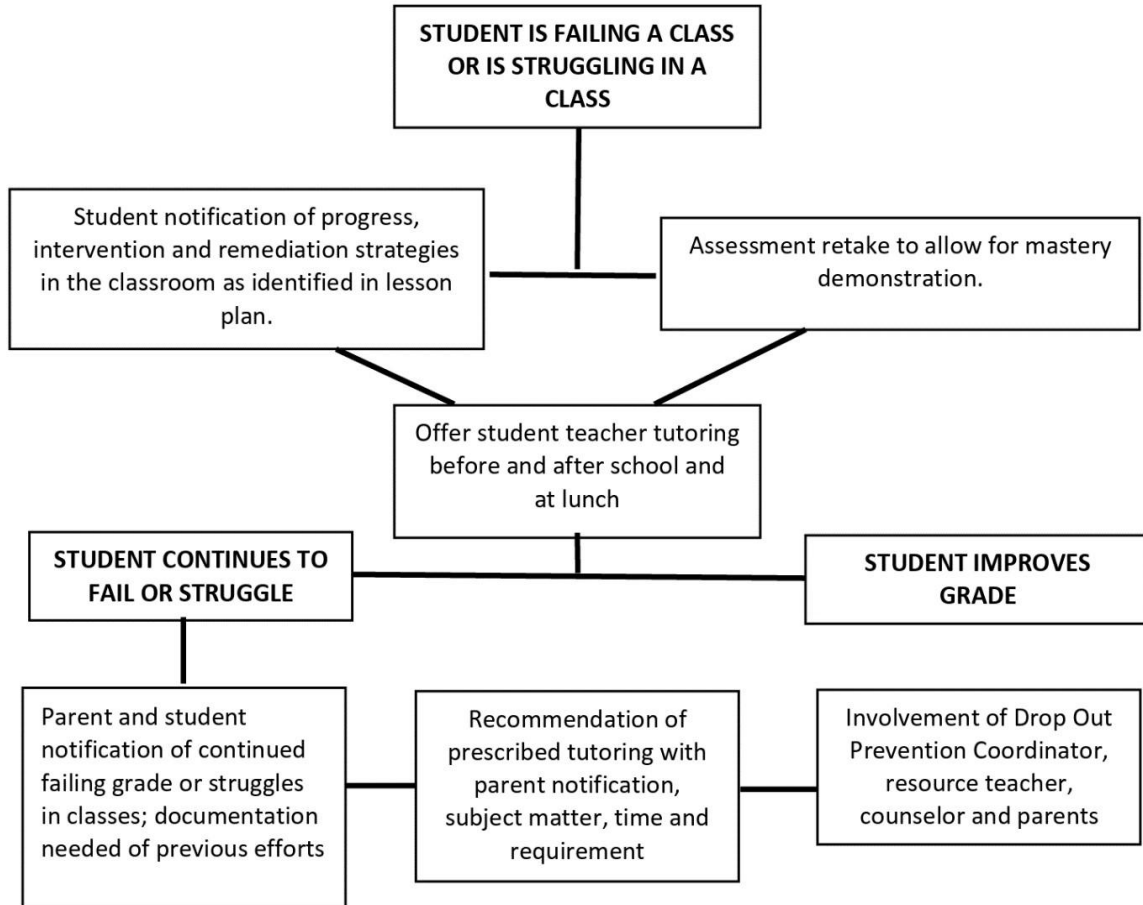
Alchesay High School PBIS Behavior Training

Behavior Training for: Respect

Schoolwide Behavioral Expectations for: Classrooms

Rule	1. Use materials appropriately 2. Allow others the best opportunity to learn 3. Be on time and enter class quietly		
Expectation	A. Overview of the lesson: "Today we are going to talk about how 'we are respectful in classrooms in the school setting.'" B. Guided discovery: "Could someone tell us what we are going to learn and practice today." C. Definition of WE ARE WUSD STRONG for classrooms: <i>See above rules for matrix expectations.</i> 1. Write the matrix on Classrooms Respect on the board 2. Discuss the details of the expectations with the students.		
Purpose of the Lesson	A. Active discussion within collaborative groups on personal experience of <u>not following</u> expectations. B. Active discussion within collaborative groups on personal experience of examples of <u>following</u> expectations.		
Supplies and Resources	• Blank paper and/or teacher-generated graphic organizers • Writing and art utensils/tools		
Student Activities	• Individual quick write/sketch in response to teacher-generated reflective statement regarding today's lesson's expectations. • Student outputs may be used as part of the classroom's collage. <i>Teacher-selected students' outputs will be submitted to a PBIS site team representative and will be used to create a school poster and/or billboard collage specific to the lesson's expected behavior and location.</i>		
Non examples (What not to do)	Use materials inappropriately. Don't allow others the best opportunity to learn. Be tardy and enter the classroom loudly.	Examples (What to do)	Use classroom materials appropriately. Allow others the best opportunity to learn. Be on time and enter the classroom quietly.
Activity to check for understanding	Display of students' outputs as a creative collage on a wall outside the classroom. <i>Students to be given time to decorate the collage at the beginning of the week; teacher to take photo of the collage and send to PBIS site team representative before taking down the collage at the end of the week.</i>		
Positive consequences	AHS Reinforcement System	Negative consequences	AHS Consequence Flowchart

PRESCRIBED TUTORING FLOWCHART



Staff Signature Page

I have received a copy of the AHS Staff Handbook

Signature

Date