Alchesay High School

Staff Handbook
2024-2025

<u>Contact Information</u>
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.

WUSD Board Approval Date: July 10, 2024

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 WUSD Employee Handbook, WUSD Teacher Evaluation Policy, the AHS Parent/Student Handbook, and the 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 nurtures and esteems their students
as they become responsible and self-sufficient citizens.*

Alchesay High School's Mission

The mission of Alchesay High School is to provide a safe, courteous and conscious learning atmosphere for all partners. Alchesay student partners entrust the learning journey to sustain and endorse high academic achievement of curriculum delivered through partnership of considerate, dedicated teachers. All Alchesay staff members collaborate to ensure the success of Alchesay High School.

Positive Behavior Intervention & Supports

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. These make us Falcon Strong and WUSD Strong!

SCHOOL STAFF
2024-2025

Administration	Teaching Staff
Monica Barajas, Principal	Kimberly Begolin, English
McKay DeSpain , AP/AD	Vasudha Sharma, English
Laurel Endfield, AP/Daycare Director	Galen Retterath, English
Office Staff	Jevie Gantalao, English
Bridget Bones, Secretary	Teresa Wright, English/ELL
Peggy Goklish, Bookstore/Athletics	Jenalyn Gonzalez, English
Joelle Walker, Admissions & Attendance	Arcelie Galinte, Math
Ammie Palmer , Registrar	Alvin Abad, Math
Cheryl Burnette, Health Aide	Andrea Calabia, Math
Campus Security	Alison Bjarnson, Math
Fernanda Alekay, Monitor/ISS	Luisa Tancioco, Math
Peggy Yazzie, Campus Monitor	Aireen Mata, Math
Devyn Bead, Campus Monitor	Mary Ann Fajardo, Science
Shauntel Redshirt, Campus Monitor	Jerry Alsenay, Science
Chance Hill, Campus Monitor	Luisa Igos, Science
Custodians	Ronald Diaz, Science
Alfredo Way	Fred Chavez, Science
Ariel Tessay	Regine Sojor, Social Studies
Daniel Walker	Erika Frey, Social Studies
Daryl Dazen	Ryan Parreno, Social Studies
Josephine Thomas	Rayann Amos, Social St/Nat Am St.
Classified Support Staff	Johann Ngo, Business
Cheyanne Burnette-Dropout Prevention	Ramon Acosta, Construction
Chad Susan-Truancy Prevention Liaison	Valyncia Yazzie, Early Childhood Ed
Transition Specialist-Vacant	Rodrigo Belarmino, Computer Main't.
Certified Support Staff	Kyle Goseyun, Automotive
Vacant, Counselor	Brandon Newcomb, Strength & Condit.
Elizabeth Sigman, STEM Integration	Courtney Tolino, PE/Health
Tonya Bidtah, Instructional Coach	Vacant, Art
Anessa Pfeifer-Gonzalez, Media Specialist	Linda Lupe, Apache
Special Services Department	Kyle Goklish, Freshmen Seminar
Rhoma Geronimo-Pineda – Gr. 11	Vacant, STEAM
Christian Devera - STC	William Riley, ALC Teacher
Russell Graham – Gr. 9	Michelle Colelay, Credit Recovery Lab
Arlene Patac – Gr. 12	Ruth Chinche, IA C.R. Lab
Myra Paden – Gr. 10	Brent Lupe, TALON IA
Sandra Tessay, IA	Stuart Bjarnson, IA
Naomi Lupe, IA	

NON-DISCRIMINATION POLICY

General Staff Guidelines

Professional Day
Per Governing Board policy GCL-R typically the week will be based on one 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 work week 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. Salaried exempt support staff members will have a similar workday.

Faculty members are considered "on duty" throughout the entire workday and when attending any school-sponsored activity or trip, on or off campus. You will enforce the school rules, policies, and procedures at all times using best practices and sound judgment to determine a plan of action.

The building is open by 7:00 a.m. 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. The superintendent or principal may alter or extend the school day for additional special events and activities.

Campus will be closed to all staff on designated non-PD Fridays. If you choose to work on campus during off contract time on non-PD Fridays, please notify administration via email.

All campus buildings and gates close at 4:30 p.m. Please notify administration if facilities will be in use after this time.

Alchesay High School 2024-2025 Bell Schedule	
Regular Schedule	**Early Release Schedule**
First Bell 7:30	**First Bell 7:30**
1 7:35-8:35 (60)	1 7:35-8:15 (40)
2 8:40-9:40 (60)	2 8:20-8:55 (35)
3 9:45-10:45 (60)	3 9:00-9:35 (35)
Lunch 10:45-11:25 (40)	4 9:40-10:15 (35)
MTSS/4 11:30-12:35 (65)	5 10:20-10:55 (35)
5 12:40-1:40 (60)	6 11:00-11:35 (35)
6 1:45-2:45 (60)	Lunch 11:35-12:05 (30)
Delayed Start Schedule	**Half Day Schedule**
First Bell 9:25	**First Bell 7:30**
1 9:30-10:15 (45)	1 7:35-8:05 (30)
2 10:20-11:00 (40)	2 8:10-8:40 (30)
3 11:05-11:45 (40)	3 8:45-9:15 (30)
Lunch 11:45-12:25 (40)	4 9:20-9:50 (30)
MTSS/4 12:30-1:15 (45)	5 9:55-10:25 (30)
5 1:20-2:00 (40)	6 10:30-11:00 (30)
6 2:05-2:45 (40)	Lunch 11:00-11:30 (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.

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.

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. 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 subdued. 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 announce 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 PIO (Valerie Dehombreux).
- The District PIO sends the information out over Facebook.
- Teacher report time on delayed start days is 9:00 a.m.

School 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 adults 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 are not to receive visitors during the work day. If necessary, a staff member may clock out or request leave to conduct personal business.

Staff members may not bring young children or infants to school.

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 on a monthly basis. 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. Turn off the lights
2. Close the doors
3. Escort students to designated location
4. 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.
5. Designated staff member will report your attendance to administration
6. Keep students together and maintain an orderly environment until given the "all clear"
7. 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-Locks, Light, Out of Sight
If you are initiating the lockdown – call 1099 wait for tone then enter 999 for loudspeaker.
In the event that a lockdown is initiated follow instructions for the type of lockdown that was initiated.
Maintain communication with the front office by email.

Lock Down Procedures-Locks, Light, Out of Sight
In the event that a lock down is initiated, school staff will:
- Immediately step outdoor and get all students nearest the classroom inside
- If outside the classroom, lead students to the nearest classroom or secure location, and follow lock-down procedures

- Lock classroom door; under no circumstances should the door be opened until the "all clear" is given.
- Cover windows by closing blinds or by taping up opaque fabric or paper
- Turn classroom lights off to make the room seem unoccupied; teachers and students should do their best to maintain a safe environment in which teachers can supervise and observe student behaviors.
- Move students away from doors and windows. Maintain a quiet orderly environment.
- Allow 3-4 students at a time to send updates to parents with messages such as "we're in lockdown. I'm okay and will update you when I can.". If the threat is imminent, texting should be discouraged.
- If possible email the name of missing students to the principal and school secretary.
- Await further instructions or an "all clear" announcement.
- Check email as often as possible as administration will send updates via email when possible.

There are two types of lockdowns, "Shelter in Place" and "Full Lockdown"

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 staff and students are inside the building with doors locked. Students and staff shall remain in the designated area. If students need the restroom, they must be escorted by an adult and return immediately back to their lockdown area.

A register should be carried out to ensure that all students are accounted for, and nobody should leave until it is confirmed that it is safe to do so. The emergency services should be called as soon as possible, and informed if any students or staff remain missing.

Full Lockdown - If an intruder or other threat gains entry to the school buildings, the school should instigate a full lockdown.

In the event of a full lockdown, you must leave the external gates open. This is so that no members of staff need to risk their safety to lock the doors. Instead, staff and students should remain in the classrooms and offices and lock the doors from the inside. Students should remain calm, quiet, and alert. Teachers should close the blinds or use paper to obscure visibility.

As with a partial lockdown, teachers should take a register of all students present, and inform the emergency services if any students or staff are missing. Nobody should leave their classrooms during a full lockdown for any reason.

Bus Evacuation Drills
As required by law, the district must 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 to do so, staff will accompany their classes to the bus loading area, supervise them during the bus drill, and then escort them back to the classroom upon completion (for evacuation dates, see Alchesay High School's Event Calendar)

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 escort student to front office or call for assistance if you are unable to escort the student, and an administrator and counselor will be notified.
- 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.

All staff members are obligated to maintain confidentiality about the incident and anyone involved.

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 **<u>IMMEDIATE</u>** danger:
- Isolate student; all students and staff members should move out of the area

- Initiate lock down procedures
    - Dial 1099, wait for the tone, and then press 999
    - 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 regard to the incident 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 Peggy Goklish.

To schedule an announcement in the bulletin, email Peggy Goklish in the front office. Requests must be submitted by 7:15 am to be included in the morning announcements. See Peggy Goklish 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.

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 hotdesk 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 voice mail 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. Events and activities will be placed on the calendar as approved by the administration.

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. Incident statement forms are available in the front office. There is yearly training on Mandatory Reporting.

Recordkeeping and Reporting

You are legally bound to keep accurate required records (including attendance and grades) and make requested reports by defined deadlines. Grades and attendance are entered into Synergy and 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 Joelle Walker.

The Student Admissions & Attendance Coordinator will be responsible for entering school excused absences, suspensions, in-house suspension, and excused absences. When a student is 20 minutes or more late to school upon checking in the front office, they will be sent to in-school suspension until the bell rings for the next class period,

All teachers are to email Joelle Walker at the end of the school day on Thursday to confirm that the attendance for the week is accurate or to provide a list of corrections to be made to student attendance.

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 Student Admissions & Attendance Coordinator (SAAC) for confirmation if necessary.

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

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.

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.

Teachers must enter a grade for every student by 3:00 pm on designated Thursdays. Progress reports will be mailed home on Monday following the grade check.

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, and they are considered legal documents that must be kept confidential and secure.

Makeup Work

All makeup work must be completed within the three-week progress check for full credit; assignments submitted later will be accepted at a 10% reduction in points per grade check window (total of 30% loss of points per quarter). All work must be completed within the quarter; work from previous quarters will not be accepted for credit. (Example: Work from 1st quarter will not be accepted during the 2nd quarter.) Late work will be accepted up to the Tuesday (by end of school day) prior to the grade check deadline. Exceptions may be made in the event of extreme illness or hardship; administration in consultation with

the teacher will handle such situations on a case-by-case basis. Exceptions will be made to this policy in the event of online/remote learning; students will be allowed to make up work within the same semester.

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.

Grade Weight
Total weight for the semester grade for all courses is as follows:
     45%   Daily Assignments (bellwork, notes, classwork, homework, labs, essays, projects, etc.)
     40%   Assessments (in-class formatives)
      5%   Mid-Semester Benchmark (S1=Benchmark 1; S2=Benchmark 3)
     10%   End-of-Semester Benchmark (S1= Benchmark 2; S2=Posttest)
     100% Total Semester Grade

Grade Scale
All teachers will adhere to the following grading scale:
     A 90%-100%
     B 80%-89%
     C 70%-79%
     D............60%-69%
     P ....*60% or better in a credit recovery course
     F.............59% and below

*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.

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.

Teachers may 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 60% 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.

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.

Teacher Data Binders
All teachers are required to maintain a data binder (either electronically or as a physical binder) containing pertinent student achievement data, teacher artifacts, data summaries, parent contacts log, etc. as evidence of data-driven decision making. Data binders may be checked by administration informally or formally throughout the school year; they will be used in conjunction with the teacher evaluation tool to monitor teacher effectiveness. A rubric for the data binder will be provided to staff. The end-of-year check will be in May. **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. When you are on duty, move around, patrol, and actively monitor and engage with students..

If you are going to be absent, you must include your duty in your substitute plans. All duties must be covered. 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 periods.

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.

The Student Council sponsor oversees 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.

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.

Prom and Graduation
All staff members are expected to attend Prom and required to attend Graduation to assist with student supervision unless otherwise approved by administration.

Planning/Prep Period
Teachers have a planning period during the school day, the first 10 minutes of which are to be spent sweeping tardy students into class. Please check restrooms in your area at least once during your 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. Teachers are required to make a leave request if you leave campus during your prep period 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.

Inventory of Equipment
Faculty members will keep an inventory of all district-tagged items, textbooks, and equipment under their supervision. You may be asked to turn in an inventory list as part of your end-of-year checkout procedure. Protect all school property; keep it secure. Record textbook number with student names so students are held accountable for returning their assigned books and notify students and parents of replacement cost in the event of a lost textbook. Consumable student books need not be returned at the end of the year.

End-of-year faculty checkout
Prepare ahead of time for checkout at the end of the year by making sure you are keeping the following items safe and up-to-date:

- lesson plans
- grade and attendance corrections completed, including those of the last week of the year
- school issued keys
- return of all library materials

- class/club operational records from head class sponsor/club sponsor (minutes of meetings, attendance—number of students who participated and names, finances)
- department coordinator or CTE director sign-off
- return of district-issued items (books, laptop, etc.)
- course and department data
- data binder
- 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 may 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 upon hire for all teachers.

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. 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 a member of the administrative team and does not contribute to the overall evaluation of a teacher; 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.

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 control. 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 an administrator, instructional coach, or your department chair.

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. 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 an administrator.

Repairs or maintenance requests should be made with the secretary, Bridget Bones.

Learning Goals, Success Criteria, and Essential Vocabulary
Learning Goal(s), Success Criteria, and Essential Vocabulary must be posted in the classroom every day for every class period. These items should be updated regularly and should be relevant to what students are currently learning.

Lesson Plans
Each department must maintain curriculum maps, scope & sequence, unit plans, learning objectives, and common assessments for every course. Teachers must refer to them when creating lesson plans. All teachers are required to maintain formal, written lesson plans for each course taught. **All teachers are required to post lesson plans every Monday by 8:00 AM in commoncurriculum.com; lesson plan link should be submitted to the department chair and to the principal.** Lesson plans are to include adjustments to instruction based on formative data and special populations. Your lesson plans must be available for examination at all times during administrative walk through either electronically or as a hard copy.

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 and data binder 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 and data binder. 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 secretary, Bridget Bones, the instructional coach, Tonya Bidtah 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.

Computer Labs
There are three computer labs available:
- Media Center Labs (3) - available to all teachers/classes; see Librarian to schedule lab time.
- Credit Recovery Lab - available to students enrolled in a credit recovery course only; lab is supervised by an instructional aid and certified teacher.

Do not give students a pass to a computer lab as they are not supervised.

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.

Lab use may be restricted during district testing. Teachers will be notified of lab closures as reasonably possible.

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 Ed Tech or Tech Integration Specialist, Ms. Elizabeth Sigman. The same technology use policies mentioned in the above section also apply to devices.

Student Passes
Passes out of class are **not allowed in the first 10 minutes or last 10 minutes of class**. Passes are limited to emergency situations or set appointments from counselor, registrar, nurse, Drop Out Prevention Coordinator or Truancy Prevention Coordinator. You must call the counselor to make an

appointment and let the student have a pass for that specific time. **It is required that teachers keep a log of students leaving the classroom for safety purposes.** Contact the health office before sending students.

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 PBIS Handbook located at 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 counselors or an administrator. Major discipline issues will be taken care of by the AP/AD & principal in the morning, after lunch the AP will take care of the issues.

If a student disrupts a class and will not settle down, you can refer the student to the office. Call the office to ask for a student escort to the office. The Behavioral Referral must be completed in Synergy as student is being escorted to the front office. **Do not leave your class to bring a child 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. You may have two of your student helpers escort a child to the office, and then alert the office that they are on their way.

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.

AHS Tardy Policy Flowchart

1st & 2nd Tardy
- Verbal warning by teacher

3rd & 4th Tardy
- Phone call home by teacher

5th Tardy
- Friday School –Transportation not provided

No Show to Friday School
- Suspension (1-3 days)

The Cycle Starts Over

Tardy Policy and Procedures

AHS does 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, Joelle Walker.

Student Schedule Changes

Student schedule changes may occur only in the **first ten (10) days** of each semester. Only the registrar or the counselor is authorized to make schedule changes. Teachers must consult with the registrar or the counselor 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 if you want them, 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 (Bridget Bones) or administration.

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 principal. 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. See the secretary, Bridget Bones 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. 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. Non-instructional trips must be scheduled on the weekends or during school breaks to minimize the loss of instructional time.

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.

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.

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 Bridget Bones for assistance and training.

Leave requests may be denied if adequate teacher coverage is not available for your classes. Please see Bridge Bones 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. <u>You must also request for leave in the Frontline system; this will ensure adequate coverage for your classes.</u> 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.

See the secretary, Bridget Bones with questions regarding the leave policy.

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.

Alchesay High School Calendar Items
2024-2025 Grade Check Dates

Grades are due by 3:00 p.m. on the grade check date.

August 28	January 23
September 19	February 13
October 10-1st quarter grades	March 6-3rd quarter grades
November 7	April 3
November 26	May 1
December 19-1st semester grades	May 19-Senior grades due
	May 22-All grades due

2024-2025 Parent-Teacher Conference Dates

Quarter 1................September 19
Quarter 2................November 26
Quarter 3................February 13
Quarter 4...............May 1

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

2024-2025 Emergency Drill Schedule

Fire Drill
August 22
September 19
October 24
November 14
December 5
January 23
February 13
March 27
April 17

May 8

Bus Evacuation Drill
TBD

Lock Down Drill
September 12
March 20

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

Please see the Faculty Handbook for designated evacuation routes and lock down procedures. It is imperative that all staff members know evacuation routes.

PRESCRIBED TUTORING FLOWCHART

STUDENT IS FAILING A CLASS OR IS STRUGGLING IN A CLASS

Student notification of progress, intervention and remediation strategies in the classroom as identified in lesson plan.

Assessment retake to allow for mastery demonstration.

Offer student teacher tutoring before and after school and at lunch

STUDENT CONTINUES TO FAIL OR STRUGGLE

STUDENT IMPROVES GRADE

Parent and student notification of continued failing grade or struggles in classes; documentation needed of previous efforts

Recommendation of prescribed tutoring with parent notification, subject matter, time and requirement

Involvement of Drop Out Prevention Coordinator, resource teacher, counselor and parents

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavior Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

The Whiteriver Unified School District #20 PBIS encourages students to be Respectful, Responsible, Safe, and Excellent. Alchesay High School (AHS) abides by the district-wide PBIS matrix, as outlined:

WE ARE WUSD STRONG!

	All Locations	Classrooms	Restrooms	Hallways	Cafeteria	School Events/ Assemblies	Bus	Gym / Weight Room / Fields
RESPECTFUL	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
EXCELLENT	Persevere Represent your school/community by being a positive role model Meet or exceed academic and behavior expectations	Be prepared to learn Display a positive attitude Complete all assignments on time Encourage others	Limit socialization Use time effectively	Use passing time effectively and efficiently Be courteous and thoughtful of others	Eat your food in the cafeteria Eat most or all of your food and drink	Show school pride Represent the school positively	Report problems Use kind words Keep your hands, feet, and property to yourself	Include others Strive for personal bests

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:

Falcon PBIS ticket for _____

Was observed being

☐ SAFE ☐ RESPONSIBLE

☐ EXCELLENCE ☐ RESPECT

DESCRIPTION of BEHAVIOR _____

_____

LOCATION_____

TEACHER _____

DATE _____

1. **Falcon Strong Ticket (FST):**
   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.

   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:

3. **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.

4. **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.

5. **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 semestral 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.

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 on the next page.)

Alchesay High School PBIS Flowchart of Consequences

Classroom managed	Office managed
inappropriate language	Weapons
physical contact	Fighting/aggressive
defiance	Abusive language
disrespect	Threats
disruption	Harassment of
dress code	teachers or students
property misuse	Smoking
stealing	Vandalism
lying	Alcohol or drugs
cheating	Leaving school
	grounds
	Pulling fire alarm
	truancy

Observe problem behavior (document on data sheet)

1. Warning/conference with student "What are you doing?"

2. Warning/conference with student "What are you supposed to be doing?"

3. Warning/conference with student "Were you doing it?"

Is behavior office-managed?

YES →

NO → Tier 1 Classroom consequence

Administrator determines consequences, (if student is on an IEP, consult case manager)

Call security for assistance, document incident

Notify administrator, document incident

Is immediate removal from class necessary?

YES

NO

Tier 1 Classroom consequence

Reflection Sheet (buddy room; media center; table at in-house)

Training (allocated separate room)

Tier 2 In-House consequence

Lunch detention

1. Discipline referral with parent conference

2. Discipline referral with counseling/small group intervention

3. Discipline referral with ABHS/HEDY recommendation

Tier 3 Out-of-School Suspension consequence

Specific behavior contract

Office managed

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.

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: _____

When a student repeats the same problem behavior, the student will need to attend a PBIS training session to be re-acquainted 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's 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 exampled by the RESPECT in the CLASSROOM behavior training outlined below:

Alchesay High School PBIS Behavior Training

Behavior Training for: <u>Respect</u>

Schoolwide Behavioral Expectations for: <u>Classrooms</u>

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: *See above rules for matrix expectations.*
	   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. *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.*		
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. *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.*		
Positive consequences	**AHS Reinforcement System**	Negative consequences	**AHS Consequence Flowchart**

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.

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.

Alchesay High School
Staff Handbook Acknowledgement

My signature indicates I have been provided the Alchesay High School Staff Handbook.

I understand it is my responsibility to read it in its entirety.

I acknowledge that I can access the WUSD Board Policy, the Teacher Evaluation Handbook,
and the WUSD Employee Handbook on the District Website.

_____   _____

Signature   Date