



**SOUTHRIDGE  
HIGH SCHOOL  
STUDENT/PARENT  
HANDBOOK  
2022-23**

## Principals Message

Hello SUNS,

Welcome to a new school year and a fresh start for everyone. High school is just four years of your life, but the memories will always last. It is important to keep in mind how you want others to remember you from the high school years. When you attend reunions or just cross paths at other social functions over the years, your classmates will remember how they treated you and how you treated them. Respect, Integrity, Safety, Engagement (RISE) is a good reminder as to how others will think of you after graduation. Keep RISE in the forefront as you interact with classmates and staff throughout high school. Treat all people the way you want to be treated and do what's right, legally and morally. Always conduct yourself with dignity and honesty. Face adversity with determination and moral strength and always fulfill your obligations. Safety is doing what's right for your community, school, and country. When others do what is right, the atmosphere and culture of the building will feel safe. And lastly, be true to yourself, your family, your fellow students, and your school.

Each of you are important and should be proud to be a "Sun". I want you to be able to look back at your high school years and say that that you bettered yourself by living the "RISE" way.

Sincerely,

*Ron Williamson*

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	Athletics and Activities		
	Director		



### MTSS and RISE explained

Southridge's Multi-Tiered System of Support (MTSS):

What is MTSS?

Southridge is implementing a school wide system of support that is based on three (3) tiers. The first tier is intended to be universal, which means it pertains to **all** students. RISE is where it all starts.

RISE is the common expectations that we have for all SUNS. RISE is a positive expectation framework designed to simply and clearly share what is expected from our students to ensure a positive and safe school environment. This positive approach to behavior expectations is currently one of the most effective school behavior management approaches in the United States.

MTSS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. A MTSS IS NOT a packaged curriculum, scripted intervention, or manualized strategy. A MTSS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. An effective MTSS supports the success of ALL students.





# SUNS

# R

## RESPECT

- Be nice or be neutral.
- Use voice level 0-2.
- Use PG language.
- Follow staff directions.

# I

## INTEGRITY

- Have a hall pass.
- Clean up after yourself.

# S

## SAFETY

- Walk on the right side.
- Watch where you're going.
- Keep hands, feet, and objects to yourself.

# E

## ENGAGEMENT

- Allow others to pass as needed.
- Keep moving.

# HALLWAYS



# SUNS

# R

## RESPECT

- Be nice or be neutral.
- Use voice level 0-2.
- Use PG language.
- Follow staff directions.

# I

## INTEGRITY

- Wait your turn.
- Clean up after yourself.
- Keep food and drink in designated areas.
- Show cashier your items.

# S

## SAFETY

- Keep hands, feet, and objects to yourself.
- Place personal items in appropriate areas.

# E

## ENGAGEMENT

- Stay in designated areas.
- Keep moving.

# LUNCH AREAS



# SUNS

# R

## RESPECT

- Be nice or be neutral.
- Use voice level 0-1.
- Use PG language.
- Give privacy to others.

# I

## INTEGRITY

- Use for intended purpose.
- Use just what you need.
- Clean up after yourself.
- Use closest bathroom.
- Have a hall pass.

# S

## SAFETY

- One person per stall.
- Keep hands, feet, and objects to yourself.
- See something. Say something.

# E

## ENGAGEMENT

- Go. Flush. Wash. Return to class.

# BATHROOMS



# SUNS

# R

## RESPECT

- Be nice or be neutral.
- Use voice level 0-4.
- Park in student parking lot, within lines.
- Follow staff directions.

# I

## INTEGRITY

- Clean up after yourself; use trash can.
- Display parking pass.
- Have a hall pass.
- Enter the building promptly.

# S

## SAFETY

- Follow traffic laws.
- Drive 5 miles per hour.
- Yield to pedestrians.
- See something. Say something.
- Use crosswalks.

# E

## ENGAGEMENT

- Use only before school, during lunch, after school, or with a pass.
- Keep hands, feet, and objects to yourself.

# PARKING LOT







# SUNS

# R

## RESPECT

- Be nice or be neutral.
- Use voice level 0-4.
- Use PG language.
- Stay in designated area.
- Follow staff directions.

# I

## INTEGRITY

- Clean up after yourself.

# S

## SAFETY

- Keep hands, feet, and objects to yourself.
- Leave belongings, food & drink in classroom before assembly.

# E

## ENGAGEMENT

- Attend assembly.
- Follow tech stoplight.

# ASSEMBLIES



# SUNS

# R

## RESPECT

- Be nice or be neutral.
- Use voice level 0-1.
- Use PG language.
- Follow staff directions.

# I

## INTEGRITY

- Clean up after yourself.

# S

## SAFETY

- Keep hands, feet, and objects to yourself.
- Leave belongings, food & drink in classroom before assembly.
- Use walkways.

# E

## ENGAGEMENT

- Be seated.
- Stay seated.
- Attend assembly.
- Follow tech stoplight.

# AUDITORIUM



# R

## RESPECT

- Be nice or be neutral.
- Use voice level 0-4.
- Use PG language.
- Follow staff directions.

# I

## INTEGRITY

- Follow school/district policies.
- Clean up after yourself.

# S

## SAFETY

- Keep hands, feet, and objects to yourself.

# E

## ENGAGEMENT

- Return borrowed materials in good shape.
- Keep cheering and interactions positive and support

## CLUBS/ GAMES/ ACTIVITIES

**SOUTHRIDGE HIGH SCHOOL  
COMMON EXPECTATIONS, SYSTEMS OF SUPPORT AND INTERVENTIONS**

Students are expected to conduct themselves in accordance with the RISE common expectations to ensure a physically and psychologically safe school environment. A major responsibility in educating children is to develop, teach, apply and uphold consistent expectations and standards. Interventions must be fair, consistent, and may include appropriate consequences for some behaviors. The following pages contain lists of potential support, interventions, consequences for school infractions, and clear expectations for behavior using the RISE format. All interventions with students will be administered in a caring atmosphere where the student's dignity and self-worth are protected while behaviors are addressed.

**It is a Southridge High School expectation that ALL students be respectful in matters concerning: interactions with staff; treatment of fellow students; guests in the building; school property and the personal property of others. Any behavior determined by administration or staff to be disrespectful or insubordinate will result in appropriate intervention.**

School expectations and standards are determined by school and district policies and state law.

Any behavior which constitutes a criminal offense will be forwarded to the prosecuting attorney.

Students, staff members, and parents are informed about Southridge High School's behavior expectations and policy through the Southridge Student/Parent Handbook.

**Classroom Management/Behavior Model:**

- a) Teacher introduces agreed upon schoolwide expectations for all students (RISE).
- b) Teacher teaches school and classroom expectations to students.
- c) Teacher informs parents about building expectations through distribution to students of classroom expectations/discipline policy document(s). Parental/student acknowledgment needs to be signed and returned for student to be eligible for sports, clubs or extra-curricular activities.
- d) Student will be informed specifically of what behavior is of concern.
- e) Teacher helps student develop specific plan for improved behavior.
- f) Teacher uses appropriate classroom intervention strategies to address problem student behavior(s) and documents classroom level intervention attempts.
- g) Teacher contacts parents to inform and seek assistance with interventions to address student behavior and keeps a record of each contact.
- h) Teacher refers to the counselors, assistant principals, or principal students whose classroom behavior continues to be inappropriate. Consequences are determined by school or district policy, state law, and the judgment of the person administering discipline.

**MINOR** behavior concerns will initially be addressed by the teacher at the classroom level. Continuous behavior concerns may lead to a **MAJOR** behavior referral that will be addressed by administration.

**MAJOR** student behavior of an extremely disruptive nature (for example: continuous minor behaviors, fighting, swearing at a teacher, or endangering other students) or insubordination will result in immediate removal from the classroom and the student will be sent or brought to the office. Interventions are determined by school or district policy, state law, and the judgment of a school administrator or designee. The office will contact the

parents. Readmission to that immediate class period is subject to teacher approval and may require a parent conference.

The following procedures will be used when a teacher submits a MAJOR behavior referral for a student:

- a) Intervention staff will contact the student
- b) The student will be informed specifically of the behavior concern
- c) The student will be provided the opportunity to present an explanation.
- d) The intervention for the behavior will be determined by school and district policy, state law, and the judgment of the person administering the intervention. Please note: "Judgment" may include referrals to other appropriate school programs or resources such as a counselor, student assistance programs, and other social services.
- e) Parents/guardians of the student will be contacted by mail and/or phone and the intervention will be explained for them.

#### **ADMINISTRATIVE BEHAVIOR MODIFICATION INTERVENTIONS AND RESTORATIVE ACTIONS FOR MAJORS**

##### **1 Conversation with Student**

- Listen to student point of view
- Review behavior expectations
- Commitment to modify behavior by student
- Support as needed from designated behavior intervention staff

##### **2 Counseling Referral/Conference**

- Success Coordinator (3)
- School Counselor (4)
- Migrant Specialist (2)
- Intervention Specialist
- Bilingual Specialist
- Community in Schools Student Support Coordinator
- Mental Health Provider
- School Nurse
- School Psychologist

##### **3 Lunch Interventions**

- Time with teacher in classroom (with teacher approval and/or request)—completing classwork or addressing behavior modifications
- Time in Behavior Intervention Room (BIR) w/ support to address behavior modification
  - BIR Supervisor
  - Intervention Specialist
  - GEAR UP Staff
- Time in cafeteria with support to address time for time related to attendance/tardy behavior concerns
  - Administration
  - Security

##### **4 After School Interventions**

###### **Detention (DET or ASD)/Campus Cleanup (CC)**

Student and parent notified 24 hrs in advance to arrange for plan to get home.

Runs from 2:25 to 3:00pm  
BIR Supervisor for DET or ASD  
Security for Campus Cleanup

## **5 BIR (Behavior Intervention Room)**

Can be for a single class period, partial day, full-day or several days--this is assigned by an administrator depending on the situation. The student is permitted to come to school but is kept in a room apart from other students with limited passing time and a different lunch when applicable. Parents/guardians are contacted. Students will receive credit for schoolwork completed during the time in BIR. Students without class work will be expected to complete BIR curriculum; repeat the time in BIR until work is complete. In some circumstances BIR can take the place of OSS with clear behavior expectations agreed to by student and parent.

Failure to meet **BIR** expectations may result in **Short-Term OSS**

## **6 Contracts**

Behavior—addresses behaviors necessary to continue to be enrolled at Southridge High School  
Attendance—addresses strategies and plans for improved attendance  
Gang—addresses behavior and dress related to gang affiliation

A behavior contract may be required for any student returning from an out-of-school suspension (OSS)  
Any contract is only good for the current school year. After a review of behaviors, a contract may need to be required the following year if it is determined that additional intervention is necessary.

## **6 Withdrawal from class with a failing grade; placed in BIR with support**

Student will be expected to use time productively on schoolwork, behavior interventions or restorative practices

## **6 Loss of Privilege/Restriction**

Privileges beyond a student's right to a free and safe education may be limited or restricted

## **7 Monetary Restitution**

Students may be asked to pay for cost of cleanup, damages, or loss of property

## **8 Confiscation**

Items inappropriate for schools (for example, nuisance items that disrupt such as: electronic music devices, fireworks, matches, cap pistols, cigarettes, lighters, knives, noise makers, smokeless tobacco, drug paraphernalia, etc.) will be taken away. Confiscated items may not be returned and illegal items may be given to a law enforcement officer. **Inappropriate clothing may also be confiscated and returned to a parent or picked up by student at a designated time.**

## **9 Short-Term Suspension (Out of School--OSS)**

Short-term out-of-school suspension will be one to ten days. Parents/guardians are contacted, and a letter is sent home. Students/parents/guardians are strongly encouraged to contact teachers via email to stay current with classwork and students will be provided appropriate time to make up work that

could not be completed at home during time of suspension. Generally, the reasonable number of days to make up work after a suspension would be equal to the number of days suspended (Example: 3 days of suspension = 3 days to make up work. Work requests will be distributed (for suspensions beyond 2 days) to teachers and can be picked up one school day after the suspension. A parent conference will be required for the student to return to school and the parents/guardians, and the student must agree to a behavior contract that will be established prior to the student's return to school.

#### **10 Long-Term Suspension (Out of School--OSS)**

Long-term suspension will be eleven or more days. Parents are contacted and a letter is sent home. Grievance procedures are provided for discipline situations and long-term suspensions. If the student is to return to school within the current semester, students must make up work during suspension and credit for the work will be given. Work requests will be distributed to teachers and can be picked up one school day after the suspension. If the suspension is for an extended period, opportunities for continued education services will be provided and a reengagement plan will be completed. A parent conference will be required for the student to return to school and the parents/guardians, and the student must agree to a behavior contract that will be established prior to the student's return to school.

#### **10 Alternative School/Educational Program Recommendation**

Recommendation of KSD Educational Programs

- Legacy High School (traditional and online programs)

- Endeavor High School (online only)

- Phoenix High School (project based educational programming)

Alternative Educational Programs not associated with KSD

TC Futures

- Individualized GED preparation programs

- Free GED tests

- Occupational assistance

- Fast track to pre-apprenticeships and paid internships

#### **11 Emergency Expulsion**

A student may be emergency expelled for up to ten (10) days. This action is used to ensure the safety of the student(s) and everyone in the school. Parents/guardians are contacted, and a letter is sent home. Grievance procedures are provided for discipline situations and long-term suspensions/expulsions. Work requests will be distributed to teachers and can be picked up one school day after the emergency expulsion.

#### **12 Withdrawal From School**

Student and family may choose to withdraw from school.

Students are not required to attend high school once they turn 18 years of age.

If under the age of 18, student would not be withdrawn without proof of continuing with another educational program.

#### **12 Expulsion**

A student is removed from the Kennewick School District for a specified period. This requires a recommendation to the superintendent. Opportunities for continued education services will be provided and a reengagement plan will be completed.



## Minor and Major Behavior and Policy Reference Sheet

<b>MINORS</b>	<b>Policy Number and Title</b>
Defiance/Insubordination/Noncompliance	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations
Disruption	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations
Dress Code	3240 Student Responsibilities and Limitations 3224 Student Dress
Electronic/Technology Misuse	3308 Students and Personal Electronic Devices
Inappropriate Language	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations
Tardies	3122 Excused and Unexcused Absences 3240 Student Responsibilities and Limitations
Physical Contact/Physical Aggression	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations
Property Misuse	3200 Student Rights and Responsibilities
<b>MAJORS</b>	<b>Policy Number and Title</b>
Arson	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations 3314 Exceptional Misconduct
Bomb Threat/False Alarm	3200 Student Rights and Responsibilities 3314 Exceptional Misconduct
Defiance/Insubordination/Noncompliance	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations
Destruction of Property/Vandalism	3200 Student Rights and Responsibilities 3314 Exceptional Misconduct
Disruptive Conduct	3314 Exceptional Misconduct
Fighting	3200 Student Rights and Responsibilities 3314 Exceptional Misconduct
Forgery/Theft/Plagiarism	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations 3314 Exceptional Misconduct
Gang Affiliation Display	3224 Student Dress 3314 Exceptional Misconduct
Harassment/Intimidation/Bullying (HIB)	3200 Student Rights and Responsibilities

	3240 Student Responsibilities and Limitations 3207 Prohibition of HIB and Cyber Bullying 3314 Exceptional Misconduct
Inappropriate Display of Affection	3200 Student Rights and Responsibilities
Inappropriate Language/Abusive Language/Profanity	3314 Exceptional Misconduct
Inappropriate Location/Out of Bounds Area	3200 Student Rights and Responsibilities
Lying/Cheating	3240 Student Responsibilities and Limitations 3314 Exceptional Misconduct
Physical Aggression	3314 Exceptional Misconduct
Technology Violation	3308 Students and Personal Electronic Devices 3314 Exceptional Misconduct
Threats	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations 3314 Exceptional Misconduct
Use/Possession of Alcohol	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations 3314 Exceptional Misconduct 3418 Alcohol and Other Drug Use/Abuse
Use/Possession of Drugs	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations 3314 Exceptional Misconduct 3418 Alcohol and Other Drug Use/Abuse
Use/Possession of Tobacco/Nicotine/Vape	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations 3314 Exceptional Misconduct
Alcohol/Drugs/Tobacco Distribution	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations 3314 Exceptional Misconduct 3418 Alcohol and Other Drug Use/Abuse
Use/Possession of Combustibles	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations 3314 Exceptional Misconduct
Use/Possession of Weapons	3200 Student Rights and Responsibilities 3240 Student Responsibilities and Limitations 3314 Exceptional Misconduct

**Kennewick School District**

**Behavior Definitions of Minor and Major Problematic Behaviors**

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Minor (M) Problematic Behaviors – Staff/Classroom Managed Intervention		
Problem Behavior (Behavior Code)	Definition	Examples
Defiance/Insubordination/ Noncompliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions.	<ul style="list-style-type: none"><li>● Ignoring staff requests or directions</li><li>● Refusal to complete assignments</li><li>● Student saying no to an adult request</li></ul>
Disruption (M-Disruption)	Student engages in low intensity, but inappropriate behaviors that cause class disruption.	<ul style="list-style-type: none"><li>● Repeated Making noises</li><li>● Talking or blurting at inappropriate times</li><li>● Out of seat in a manner that is disruptive</li><li>● Misuse of classroom materials (no threat to safety)</li></ul>
Dress Code Violation (M-Dress)	Student wears clothing that does not fit within the school dress code guidelines, but dress is not hateful or extreme in nature and can be easily remedied.	<ul style="list-style-type: none"><li>● Wearing clothing with any alcohol or drug related logos</li><li>● Wearing any gang related clothing</li><li>● Refer to district guidelines</li></ul>
Electronic/Technology Misuse (M-Tech.)	Student engages in non-serious, but inappropriate use of cell phone, pager, music/video players, camera, Chromebook, laptop, iPad or another electronic device.	<ul style="list-style-type: none"><li>● Streaming media without permission</li><li>● Use of technology without permission.</li><li>● Inappropriate communication on technology with peers or staff</li></ul>
Inappropriate Language (M-Inapp. Lan.)	Student engages in low intensity instance of inappropriate language.	<ul style="list-style-type: none"><li>● Swearing not directed at a person</li><li>● Put-downs or taunts that are rude but not major violations – “stupid”</li></ul>
Tardies (Secondary) (M-Tardy)	Student is out of the classroom without teacher permission when the bell rings.	
Physical Contact/Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.	<ul style="list-style-type: none"><li>● Rough housing in a hallway, classroom, cafeteria, recess</li><li>● Slapping Game/2 way interaction: While passing in the hallway,</li></ul>

	Horseplay = physical contact intended as playful and not harmful including play-fighting.	students slap one another not with the intent to hurt <ul style="list-style-type: none"> <li>Unwanted touching others without their permission</li> </ul>
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.	<ul style="list-style-type: none"> <li>Damage that is easily cleaned or restored – writing on desk, chair, etc.</li> </ul>

Major Problematic Behaviors – Office Managed Intervention		
Problem Behavior (Behavior Code)	Definition	Examples
Arson (Arson)	Student plans and/or participates in malicious burning of property.	<ul style="list-style-type: none"> <li>Lighting something on fire with intent to burn something</li> </ul>
Bomb Threat/False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.	<ul style="list-style-type: none"> <li>Call into school phone</li> <li>Phone message at school</li> <li>Writing on a wall, bathroom stall</li> </ul>
Defiance/Insubordination / Noncompliance (Defiance)	<b>Repeated</b> failure to comply with or follow reasonable, lawful directions or requests of teachers or staff. This includes but is not limited to non-compliance, defiance, and failure to identify self.	<ul style="list-style-type: none"> <li>Blatant and ongoing refusal to follow staff directions</li> <li>Repeated arguing (&gt;3x)</li> <li>Not leaving or returning to an area when requested to do so</li> </ul>
Destruction of Property/Vandalism (Prop Dam)	Student participates in an activity that results in damage or disfigurement of school property or the property of others.	<ul style="list-style-type: none"> <li>Graffiti or vandalism with breakage</li> <li>Damage that is not easily restored such as carving name on desk</li> </ul>
Disruptive Conduct (Disruption)	Willful conduct which creates a disturbance on school premises or interferes with the educational process.	<ul style="list-style-type: none"> <li>Serious interference with class or school activity</li> <li>Yelling, throwing objects</li> <li>Setting off a false alarm</li> </ul>
Fighting (Fight)	Fighting is 2-way and mutual: Mutual: participation in an incident involving physical violence.	<ul style="list-style-type: none"> <li>Hitting, pushing, slapping, punching, biting, kicking</li> </ul>

	Assault is 1-way: One-way force or violence upon another person.	
Forgery/Theft/Plagiarism (Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property, claimed someone else's work as their own, or has signed a person's name without permission.	<ul style="list-style-type: none"> <li>● Forged notes/misrepresentation from parents, doctors, teachers, etc.</li> <li>● Plagiarism</li> <li>● Stealing or hiding stolen property</li> </ul>
Gang Affiliation Display (Gang Display)	Student uses gestures, dress, and/or speech to display affiliation with a gang.	<ul style="list-style-type: none"> <li>● Throwing signs</li> <li>● Claiming colors</li> </ul>
Harassment, Intimidation, & Bullying (HIB) (Harass)	<p>HIB = any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated because of his/her perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation, or mental, physical, or sensory handicap or other distinguishing characteristics.</p> <p>Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.</p> <p><u>OSPI Definition:</u> Physically harms a student or damages the student's property.</p> <ul style="list-style-type: none"> <li>● Has the effect of substantially interfering with a student's education.</li> </ul>	<ul style="list-style-type: none"> <li>● Chronic teasing, taunting, name-calling</li> <li>● Stalking</li> </ul>

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	<ul style="list-style-type: none"> <li>● Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment.</li> <li>● Has the effect of substantially disrupting the orderly operation of the school.</li> </ul>	
Inappropriate Display of Affection (Inapp Affection)	Student engages in consensual yet inappropriate (as defined by school community) verbal and/or physical gestures or contact of a sexual nature toward another student or adult	<ul style="list-style-type: none"> <li>● Refer to secondary staff and district policy</li> </ul> <p>EL Example: students kissing</p> <p>Secondary Example: sexual activity on campus, hands under someone else's clothing, repeated makeout sessions in public, heavy petting between two people, could occur at school or a school activity</p>
Inappropriate Language/ Abusive Language/ Profanity (Inapp. Lan.)	Student delivers messages towards an adult or classmate that include swearing, name-calling, or use of words in an inappropriate way, including hand gestures.	<ul style="list-style-type: none"> <li>● Blatant, purposeful swearing directed at a student or staff member</li> <li>● Inappropriate hand gestures</li> </ul>
Inappropriate Location/ Out of Bounds Area (Inapp Loc)	Student is in an inappropriate location or misses class without permission.	<ul style="list-style-type: none"> <li>● Intentionally out of assigned area, eloping, skipping class, or leaving school without permission</li> </ul>
Lying/Cheating (Lying)	Student delivers messages that are untrue with intent to harm.  Falsifying assignments and/or deliberately violates rules.	<ul style="list-style-type: none"> <li>● Wrongful accusations</li> <li>● Copying or obtaining questions/answers to school assignments/tests</li> </ul>
Physical Aggression (Phy Agg)	Student engages in actions involving serious and non consensual physical/sexual contact where injury may occur.	<ul style="list-style-type: none"> <li>● Intentional hitting, punching, kicking, pulling hair, spitting, scratching.</li> <li>● Throwing objects towards other students or staff</li> <li>● Non consensual touch of a sexual nature.</li> </ul>

Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of electronic devices (i.e. cell phone, music/video players, camera, computer, etc.)	<ul style="list-style-type: none"> <li>● Repeated refusal to put away phone or electronic device</li> <li>● Repeated accessing inappropriate websites/online content</li> <li>● Hacking</li> <li>● Repeated inappropriate communication</li> </ul>
Threats	Student directs or implies threats of violence towards students or staff.	<ul style="list-style-type: none"> <li>● Direct or implied threats of violence</li> <li>● Challenges to fight</li> </ul>
Use/Possession of Alcohol (Alcohol)	Student is/was in possession of or using alcohol on school grounds.	<ul style="list-style-type: none"> <li>● Alcohol of any variety or amount</li> </ul>
Use/Possession of Drugs (Drugs)	Student is/was in possession of or using illicit drugs on school grounds.	<ul style="list-style-type: none"> <li>● Any illegal drugs or substances</li> </ul>
Use/Possession of Tobacco (Tobacco)	Student is/was in possession of or using tobacco on school grounds.	<ul style="list-style-type: none"> <li>● Tobacco, e-cigarettes, vapes, chew</li> </ul>
Alcohol/Drugs/Tobacco – Distribution	Selling or distributing alcohol, drugs or tobacco products.	<ul style="list-style-type: none"> <li>● Selling, buying, giving substances to others</li> </ul>
Use/Possession of Combustibles (Combust)	While on school grounds, student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage.	<ul style="list-style-type: none"> <li>● Lighters, matches, fireworks, gasoline, lighter fluid</li> </ul>
Use/Possession of Weapons (Weapons)	Student is in possession of any weapon readily capable of causing bodily harm.	<ul style="list-style-type: none"> <li>● Knives/blades, guns (real or look alike) or other objects readily capable of causing bodily harm</li> </ul>

Revised 5/6/2022

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## STUDENTS

## Student Dress

It is the goal of the Kennewick School District to ensure that students are safe, known, and valued and to establish and maintain a quality learning environment for all students and staff. We expect all students to dress in a manner that provides for adequate safety while on any school campus or at school sponsored events.

**Further, we hope to instill the understanding of, and adherence to, appropriate dress for a work environment as we prepare students for their future career.**

Students who are wearing clothing that is disruptive to the learning environment or hampers the safety of themselves or others as determined by the school will be asked to change clothing and may be subject to school discipline should they refuse to do so. These guidelines are not intended to be all-inclusive. The principal has the authority to determine if clothing is disruptive to learning or impacts student safety. The principal, in connection with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress of students who participate in the activity if the principal reasonably believes that the student's dress will interfere with or adversely affect the purpose, direction or effort required for the activity to achieve its goals.

A student's personal dress shall not:

1. Lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, or detract from school activities.
2. Create a health or other hazard to the student's safety or to the safety of others.
3. Create an atmosphere in which a student, staff, or other person's well-being is hindered by undue pressure, intimidation, overt gesture, or threat of violence
4. Imply gang membership or affiliation by written communication, marks, drawing, painting, design, or emblem upon any school or personal property or one's person.
5. Prevent, interfere with, or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

School uniforms (cheer, dance team, school sponsored athletic jerseys) may be worn in school. Students may be required to wear uniforms or safety equipment/clothing in certain courses.

To maintain adherence to the student dress policy, **students may not wear clothing that reveals the back, midriff, chest, buttocks, or undergarments.** Prohibited clothing includes but is not limited to the following:

- Sheer tops
- Mesh tops
- Tops with overly large openings at the neck or arms
- Halter-tops
- Tube tops
- Swim tops and bottoms
- Clothing or accessories with offensive pictures, symbols, or sayings. These include, but are not limited to:
  - o Demeaning statements
  - o Violent statements
  - o Sexual statements
  - o Racist statements
  - o Gang affiliated statements and symbols.



- Clothing that advertises or promotes tobacco (including electronic delivery devices), alcohol, marijuana, or other drugs
- Jewelry or accessories that could be used to cause harm or injury.

Students are to use good judgment and not wear any clothing that may violate the dress code.

Policies regarding head coverings such as hats, hoods etc. are at the discretion of the individual school building. Students will not be prohibited from wearing head coverings for religious or cultural reasons.

If the student's dress is objectionable under these provisions, the principal/designee shall request the student to make appropriate corrections. Staff are expected to communicate dress code violations to students in a discrete manner that maintains student privacy and dignity. Students should report any concerns to the principal/designee. If the student refuses to make the appropriate corrections, the principal/designee shall notify the parent/guardian and request assistance in guiding the student to make the necessary correction. If both the student and parent/guardian refuse, the principal/designee shall take appropriate corrective action. Students may be suspended if circumstances warrant, and students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal/designee may determine. All students shall be accorded due process safeguards before any corrective action may be taken.

Legal References RCW 28A.320.140 Schools with Special standards – Dress codes  
WAC 392-400 Student Discipline  
Cross References 3220 - Freedom of Expression

Revised: August 25, 2004  
Revised: July 16, 2014  
Revised: March 30, 2022

### **Dress Code Procedure**

Staff are expected to communicate dress code violations to students in a discrete manner that maintains student privacy and dignity.

Therefore, classroom teachers/staff **will not** address dress code violations in the classroom and will use discretion in the hallway with the students.

Classroom teachers/staff will:

- Enter a minor referral in SWIS
- Send an email to the main office secretary/receptionist:
  - Email should include the student's name
  - Email should give details of the dress code violation

Next steps:

- The student will be called to the office in a timely manner
- Admin, security, or office staff will address the violation in a discrete, private and dignified manner once notification has been received by the main office.

- The responding person (admin, security, or office staff) will notify the student's parent/guardian and teachers of the violation and corrective intervention(s) taken.
- Student will be sent back to class if the dress code violation has been corrected
- If the student and/or parent refuses to correct the dress code violation the student may have to go to ISS or be sent home

#### **Electronics:**

Cell phones and other personal electronic devices are not allowed to be used in classrooms without express permission from staff. If a student uses a device without permission the staff may ask for the device and the device will be secured and sent to the office for the duration of the school day. It is expected that students comply with requests and pick up the device in the office at the end of the day. Patterns of noncompliance may result in a parent/guardian having to pick up the phone from the school and meet with administration.

#### **Pass To Be Out of Class:**

Our goal is to have students in class from bell to bell to make the best use of learning time. Staff does have the authority to not allow students to leave class. For students to be out of class it is expected that students inform staff of rationale for leaving and complete a SmartPass for tracking purposes. Generally, requests to leave class are honored at appropriate times and if a student is not showing a pattern of abusing the privilege and is following procedures.

### **ATTENDANCE GUIDELINES**

This year, Kennewick School District is making a special effort to ensure that all students fully benefit from their education by attending school regularly. Attending school regularly helps children feel better about school—and themselves. Your student can start building this habit in preschool, so they learn right away that going to school on time, every day is important. Consistent attendance will help children do well in high school, college, and at work.

#### **DID YOU KNOW?**

- Missing 10 percent (or about 18 days) increases the chance that your student will not read or master math at the same level as their peers.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.
- By being present at school, your child learns valuable social skills and can develop meaningful relationships with other students and school staff.
- Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with a bully, or facing some other potentially serious difficulty.
- By 9th grade, regular attendance is a better predictor of graduation rates than 8th grade test scores.

### **WHAT WE NEED FROM YOU**

We miss your student when they are gone, and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. If your student is going to be absent, please contact the school attendance office at 509-222-7208 or 509-222-5286.

### **WHAT YOU CAN DO**

- Set a regular bedtime and morning routine.
- Prepare for school the night before, finishing homework and getting a good night's sleep.
- Find out what day school starts and make sure your child has the required immunizations.
- Don't let your student stay home unless they are truly sick. Keep in mind complaints of a stomachache or headache can be a sign of anxiety and not a reason to stay home.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Keep track of your student's attendance. Missing more than 9 days could put your student at risk of falling behind.
- Talk to your student about the importance of attendance.
- Talk to your students' teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Encourage meaningful afterschool activities, including sports and clubs.

### **OUR PROMISE TO YOU**

We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you or your student face challenges in getting to school regularly or on time (school nurse, counselor interventionist, etc.). We promise to track attendance daily, to notice when your student is missing from class, communicate with you to understand why they were absent, and to identify barriers and supports available to overcome challenges you may face in helping your student attend school. **SCHOOL**

### **POLICIES AND STATE LAWS**

It is important that you understand our school policies and procedures, as well as Washington State Law, to ensure your child is successful in school. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public school, private school, or a district-approved home school program. Youth who are 16 or older may be excused from attending public school if they meet certain requirements. <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.225>

[Each school is required to take daily attendance and notify you when your student has an unexcused absence.](#)

If your student has **three** unexcused absences in one month, state law (RCW 28A.225.020) requires we schedule a conference with you and your student to identify the barriers and supports available to ensure regular attendance. The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism. If your student has an Individualized Education Plan or a 504 Plan the team that created the plan needs to reconvene.

If your student has seven unexcused absences in any month or ten unexcused absences within the school year, we are required to file a petition with the Juvenile court, alleging a violation of RCW 28A.225.010, the mandatory attendance laws. The petition may be automatically stayed, and your student and family may be referred to a Community Truancy Board, or you and your student may need to appear in Juvenile Court. If your student continues to be truant, you may need to go to court.

The Kennewick School District has an established policy defining excused absences that will help you ensure your student is attending regularly. Policy 3122 defines excused absences as:

#### **EXCUSED ABSENCES**

Regular school attendance is necessary for mastery of the educational program provided to students. It is recognized that, at times, students appropriately may be absent from class. Therefore, the following principles shall govern the development and administration of attendance procedures within the district:

The following are valid excuses for absences from school:

#### **PART ONE:**

- A. Participation in a district or school approved activity or instructional program
- B. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health)
- C. Family emergency including, but not limited to, a death or illness in the family
- D. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction
- E. Court, judicial proceeding, court-ordered activity, or jury service
- F. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview
- G. State-recognized search and rescue activities consistent with RCW [28A.225.055](#)
- H. Absence directly related to the student's homeless or foster care/dependency status
- I. Absences related to deployment activities of a parent or legal guardian who is an active-duty member consistent with RCW [28A.705.010](#)
- J. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter [392-400](#) WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC [392-121-107](#);
- K. Absences due to student safety concerns, including absences related to threats, assaults, or bullying
- L. Absences due to a student's migrant status

M. Absences due to an approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth; and

N. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

#### **PART TWO:**

In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons must be excused:

A. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease

B. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures

C. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made

D. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made

Districts may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets the criteria in subsections (1) and (2) of this section and school district policy for an excused absence

Any absence **not** listed above is an unexcused absence.

#### **CLEARING AN EXCUSED ABSENCE**

When a student is absent it is the student/parent/guardian's responsibility to clear the absence with the Attendance Office

#### **HOW TO EXCUSE YOUR ABSENCE**

Parents may call or send a written justification to excuse their child's absence. Absences that are not excused within three (3) school days following the absence may be considered unexcused.

#### **HOMEWORK ASSIGNMENTS**

If an absence is excused, the student shall be permitted to make up any graded assignments and/or equivalent participation points outside of class under reasonable conditions and time limits established by the appropriate teacher(s). A minimum of "the number of days absent plus one" will be provided.

After a student has been absent for two days (EXCUSED absences only) students should email the teacher directly to request assignments. Please allow a minimum of 24 hours from the time of the

request to check back with the Attendance Office to see if the homework assignments are ready to be picked up. Homework may be picked up in the Attendance Office between 7:00 am and 3:30 pm.

#### **UNEXCUSED ABSENCES/TRUANCIES**

Students will be allowed three (3) school days after returning to school to clear any absence. After three (3) days, all absences which have not been cleared with the Attendance Office will automatically become permanently unexcused or truant. These steps will be followed by the Attendance Office regarding unexcused absences when they have been determined to constitute a truancy.

Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria in #1 A-M above for an excused absence.

As a means of instilling values of responsibility and personal accountability, a student's academic grade or credit in a particular subject or course may be adversely affected by reason of tardiness or unexcused absences only to the extent and upon the basis that:

- a. The student's attendance and participation are related to the instructional objectives or goals of the subject or course, and
- b. The student's attendance and/or participation has been identified by the teacher pursuant to the policy of the school district as a basis for grading, in whole or in part, in the subject or course.

The school shall notify a student's parent or guardian in writing or by telephone whenever the student has incurred one unexcused absence (equivalent of one school day) within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences. A conference with the parent or guardian shall be held after three unexcused absences (equivalent of three school days) within any month during the current school year.

A conference shall be scheduled to determine what corrective measures should be taken to remedy the cause for the student's absences from school. If the parent does not attend the conference, the parent shall be notified of the steps the district has decided to take to reduce the student's absences.

Not later than the student's fifth unexcused absence (equivalent of five school days) in a month the district shall enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of [RCW 28A.225.010](#).

#### **Unexcused Absences (cont.)**

If such action is not successful, the district shall file a petition and affidavit with the juvenile court alleging a violation of [RCW 28A.225.010](#) by the parent, student, or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

Students who are court ordered to return to school may be placed in an alternative learning setting until the next appropriate reentry point to the regular school setting.

All suspensions and/or expulsions shall be promptly reported in writing to the superintendent or designee. Policies and procedures shall be made available to parents and students upon request.

In the event of a truancy students may be assigned one or more after school interventions (2:30 – 4:30 PM). A truancy is considered an unexcused absence which cannot be verified by school personnel, a parent, or another outside source. Students who fail to complete detention as assigned will receive the consequences for Failure to Serve Detention.

#### **APPOINTMENTS DURING THE SCHOOL DAY**

Please remember that we do not always have runners available, computers may be down, or kids may not be in their class because of a special event. Because of this, we are not always able to locate students in a timely manner. Therefore, when it is necessary for a student to leave school for appointments (medical, dental, court), we recommend that the student bring a note or appointment verification to the Attendance Office on the morning of the appointment to obtain a call slip. **Prior to leaving, the student must check out in the office by signing the checkout sheet.** It is expected that the student will return to school immediately following the appointment. **Upon the student's return to school, they must check in at the Attendance Office to receive an Excused Absence slip.** Failure to follow these procedures will result in an Unexcused Absence. If a student is sick, they should come to the attendance office to meet with the nurse, if she is available, or to call home **from there** and then sign out. Students should NOT call from their own cell phones or class phones.

#### **FAILURE TO CHECK-OUT THROUGH THE ATTENDANCE OFFICE**

Definition: Leaving the campus without signing out through the Attendance Office.

Students will be considered unexcused, or truant based on individual circumstances.

#### **EXCESSIVE ABSENCES**

**School Board Policy 3122** has established absence limits to promote student engagement in school. Excessive absences may lead to loss of credit, as described below:

##### **Potential Loss of Credit**

Students who attend class are more likely to earn passing grades and credits toward graduation than students who are excessively absent. Therefore, absence limits have been established to promote student engagement in school. Excessive absences may lead to loss of credit as described in this section. Parents will be notified of their student's absences on the fifth, eighth, and twelfth absence.

After the 12th non-school-related absence per semester in any given class, the classroom teacher, at his or her discretion, may forward to the building administration a notice of referral for denial of class credit. The classroom teacher, at his or her discretion, may thereafter rescind said notice, or having rescinded said notice, reinstate it any time for attendance and classroom work related behavior together with a brief explanation thereof, until a week before the meeting of the building Attendance Committee.

The building Attendance Committee shall be formed by the building principal or designee and shall review all timely referrals for denial of credit within a week after the completion of each semester and recording of grades and attendance. An affected student and parent shall be given timely notice and may appear at such review.

The Attendance Committee shall consider relevant facts that include:

- Total number of absences in this and other semester classes
- Pattern of absences in prior semesters
- Whether the non-school related absences related to verified illness, emergencies within the family, and/or absences that have a significant family or educational related value, (a mitigated factor)
- Whether the student has earned an A through a C- in the course, (a mitigating factor)
- Whether the student has earned a D+ or D in the course, (a negative factor)
- Whether the student has voluntarily been involved in other mitigating factors developed by the high school

In the event of credit denial, the student and/or parents have the right to appeal to the building principal. If the issue is still not resolved, the student and/or parents may appeal to the Assistant Superintendent of Secondary Education. If this issue is still not resolved, the students and/or parent may appeal to the School Board following the procedure in Policy 3323-R2.

Each high school shall report the number of notices of referral for denial of class credit by teacher, the number of credits denied, and the summary of rationale.

#### **TARDY POLICY**

Prompt arrival is a basic workplace expectation. Accordingly, the demonstration of effective work habits, including punctuality, shall be a part of the learning process in every class at Southridge High School. Prompt arrival to class will be a basic expectation for all students. Teachers may assign consequences for all tardies. Referral to administration may occur if class intervention is not effective.

#### **REGISTRATION INFORMATION**

**WITHDRAWAL AND INCOMPLETES:** Students may withdraw from a class within the first 20 school days of the semester without the consequence of a W/F. Students may add a class within the first ten days of each semester (School Board Policy # 2423). Those students who receive an Incomplete at the end of a semester have 15 days to finish their work; otherwise, the grade becomes an F.



#### Fees--Fines and Expectations

Athletic Participation Fee (per sport) .....	40.00
Art Fee.....	10.00
ASB Card.....	35.00
Free/Reduced Lunch Athletic Participation Fee (per sport) .....	13.00
Free/Reduced Lunch ASB Card .....	12.00
Parking Sticker.....	FREE
Physical Education (PE) Shorts .....	10.00
Physical Education (PE) T-Shirt.....	6.00
Physical Education (PE) Lock.....	5.00
Physical Education (PE) Shorts & T-Shirt & Lock.....	20.00
Physical Education (PE) Leggings.....	17.00
Secondary Student Breakfast.....	FREE
Secondary Student Lunch.....	FREE
Secondary Student Milk.....	FREE
Reduced Secondary Student Breakfast .....	FREE
Reduced Secondary Student Lunch.....	FREE
Yearbook.....	55.00
Locker Cleanout Fine (end of year).....	5.00
Parking Ticket/Fine (does not include towing costs when applicable) .....	up to 25.00

It is expected that ALL students have their picture taken at the beginning of the school year, even if not purchasing picture packets. This is for yearbook, ID cards, and the school data system. Students that register later in the year will also have their pictures taken as part of the enrollment process.

Students are expected to purchase or provide a lock for PE locker room lockers and should keep valuables and property always locked up and secure. School hallway lockers will be provided to those students that choose to use one and should also be kept locked.

It is highly recommended that ALL students purchase an ASB Card to benefit from discounted admission fees and also to be eligible for all extra-curricular school activities. All money from the sale of ASB Cards goes back to the students via the student council and the process for the appropriation of funds that must be spent on student activities and athletics.

**SOUTHRIDGE HIGH SCHOOL FIGHT SONG:**

**All hail to our Southridge High. Bring on the challenge let's do or die!**

**Honor, fame, and glory too, guardians of the gold and blue.**

**We are the finest under the sun. Carry the fight 'til the victory's won.**

**Greatest school to you and I, that's almighty Southridge High!**

**Kennewick School District's Non-Discrimination Policy**

The Kennewick School District provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, including gender expression or identity, the presence of any sensory, mental, or physical disability, or use of trained dog, guide or service animal by a person with a disability, and provide equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

**Civil Rights & Equity:** Douglas Christensen- (509) 222-5010 (doug.christensen@ksd.org)

**Section 504, Title IX** Brian Leavitt- (509) 222-6534 (brian.leavitt@ksd.org)

## SHS BELL SCHEDULES 2022-23

### REGULAR BELL SCHEDULE

Per 0	6:45 – 7:40	(55)
Per 1	7:45 – 8:40	(55)
Per 2	8:45 – 9:42	(57)
Per 3	9:47 – 10:42	(55)
LUNCH	10:47 – 11:20	(38)
Per 4	11:25 – 12:20	(55)
Per 5	12:25 – 1:20	(55)
Per 6	1:25 – 2:20	(55)
Per 7	2:25 – 3:20	(55)

### PEP ASSEMBLY (30) SCHEDULE

Per 0	6:50 – 7:40	(50)
Per 1	7:45 – 8:33	(48)
Per 2	8:38 – 10:08	(90)
Assembly	(Release by hall)	
Per 3	10:13 – 11:01	(48)
LUNCH	11:01 – 11:41	(40)
Per 4	11:46 – 12:34	(48)
Per 5	12:39 – 1:27	(48)
Per 6	1:32 – 2:20	(48)
Per 7	2:25 – 3:20	(55)

### EARLY RELEASE

#### WEDNESDAY

Per 0	7:20 – 7:40	(25)
Per 1	7:45 – 8:08	(23)
Per 2	8:13 – 8:38	(25)
Per 3	8:43 – 9:06	(23)
Per 4	9:11 – 9:34	(23)
Per 5	9:39 – 10:02	(23)
Per 6	10:07 – 10:30	(23)
Per 7	No 7 <sup>th</sup> Period	

### TWO HOUR LATE START

Per 0	CANCELLED	
Per 1	9:45 – 10:20	(35)
Per 2	10:25 – 11:02	(37)
LUNCH	11:07 – 11:40	(38)
Per 3	11:45 – 12:20	(35)
Per 4	12:25 – 1:00	(35)
Per 5	1:05 – 1:40	(35)
Per 6	1:45 – 2:20	(35)
Per 7	2:25 – 3:20	(55)

### THREE HOUR LATE START

Per 0	CANCELLED	
Per 1	10:45-11:10	
LUNCH	11:15-11:44	
Per 2	11:50-12:20	
Per 3	12:25-12:50	
Per 4	12:55-1:20	
Per 5	1:25-1:50	
Per 6	1:55-2:20	
Per 7	2:25-3:20	