

# 2023-2024

**DENNY  
YASUHARA**  
MIDDLE SCHOOL

**Principal**

Stephanie Lundberg  
509.824.8205

**Assistant Principal**

Julia Rendall  
509.824.8204

**Principal Assistant**

\_\_\_\_\_  
509.824.\_\_\_\_\_

**Counselor**

*7th Grade Students*  
*6th Grade Students M-Z*

\_\_\_\_\_  
509.824.8232

**Counselor**

*8th Grade Students*  
*6th Grade Students A-L*  
Samantha Noonan  
509.824.8231



**Yasuhara Middle School**

2701 North Perry Street  
Spokane, WA 99207

**Main Line:** 509.824.8200  
**Attendance Line:** 509.824.8201  
**Fax:** 509.824.8202



# My Schedule

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## SEMESTER 1

<b>Class</b>	<b>Teacher</b>	<b>Teacher's Email</b>
Advisory		
1 :		
2:		
3:		
4:		
5:		
6:		



## SEMESTER 2

<b>Class</b>	<b>Teacher</b>	<b>Teacher's Email</b>
Advisory		
1 :		
2:		
3:		
4:		
5:		
6:		

# Bell Schedule

## Monday (Late Start)

Period 1	.....	10:00	a.m.	-	10:47	a.m.
Period 2	.....	10:51	a.m.	-	11:38	a.m.
Period 3	.....	11:42	a.m.	-	12:29	p.m.

1st Lunch ..... 12:29 p.m. - 12:59 p.m.

OR

Period 4 ..... 12:33 p.m. - 1:20 p.m.

2nd Lunch ..... 1:20 p.m. - 1:50 p.m.

OR

Period 4 ..... 1:03 p.m. - 1:50 p.m.

Period 5 ..... 1:54 p.m. - 2:41 p.m.

Period 6 ..... 2:45 p.m. - 3:30 p.m.

## Tuesday - Friday

Advisory	.....	9:00	a.m.	-	9:23	a.m.
Period 1	.....	9:27	a.m.	-	10:19	p.m.
Period 2	.....	10:23	a.m.	-	11:15	a.m.
Period 3	.....	11:19	a.m.	-	12:11	p.m.

1st Lunch ..... 12:11 p.m. - 12:41 p.m.

OR

Period 4 ..... 12:15 p.m. - 1:07 p.m.

2nd Lunch ..... 1:07 p.m. - 1:37 p.m.




OR

Period 4 ..... 12:45 p.m. - 1:37 p.m.

Period 5 ..... 1:41 p.m. - 2:33 p.m.

Period 6 ..... 2:37 p.m. - 3:30 p.m.

# Computer Information

Computer & Office 365	PowerSchool Login	Clever	Computer Information
 <p>Office 365 Username: (Last Name + Last 4 of Student ID@sps81.org)</p> <p>_____</p> <p>Password:</p> <p>_____</p>	 <p>PowerSchool Username:</p> <p>_____</p> <p>Password:</p> <p>_____</p>	 <p>Clever</p> <p>Use the Clever portal to access your school apps and programs easily.</p>	<p>Tag #:</p> <p>_____</p>

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# WELCOME PHOENIX

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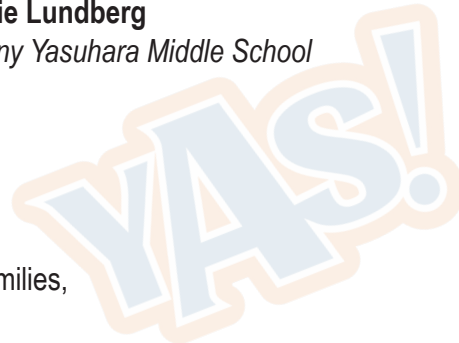
Dear Yasuhara Phoenix,

I am beyond excited to welcome you to Denny Yasuhara Middle School. We created this space with you in mind, and we have learned so much from and with each of you. Middle School is a time of exploration and growth, and we are excited we get to be here to help you do exactly this. We are the home of The Phoenix, a place where it is safe to learn who you truly are and that you can do anything you put your mind to. The Phoenix is known for its ability to rise above challenges and to rebuild itself when it faces even the toughest challenges. Also, a group of Phoenix is called an Odyssey. An Odyssey is defined as a journey or a trek. We are all on a journey together the next couple of years. Let's make this the best journey you have ever had. I look forward to going on this journey with each of you.

Sincerely,

**Mrs. Stephanie Lundberg**

*Principal, Denny Yasuhara Middle School*



Greetings Yasuhara Students and Families,

With our first year under our belts, it is exciting to welcome all of you to the 2023 –24 school year! This is going to be an amazing year, as this will be our first year with all three grade levels. We have meaningful and engaging opportunities for each, and every student and I cannot encourage you enough to participate and become part of our wonderful community. As we continue to establish who we are as a community, there are certain characteristics that we know we represent. Yasuhara Phoenix are kind, inclusive, valued, and active learners who care about others and their community. We know that the young adolescent years can be difficult, trying, and sometimes painful, however we have tremendous support and resources, caring adults, and opportunities that will prepare our students for high school and beyond. Partnering with parents and guardians is a mission that we welcome and encourage. Please stay connected through our website, Facebook page, and monthly newsletter. My door is always open to serve the Yasuhara community. Together, we will do amazing things!



Go Phoenix!

**Ms. Rendall**

*Assistant Principal, Denny Yasuhara Middle School*

# DENNY T. YASUHARA

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Denny T. Yasuhara, born in Seattle on October 28, 1926 was an American citizen. He lived with his adoptive family in Bonners Ferry until he was a teenager. At the start of WWII, he and his family faced discrimination because of their ancestry, and they moved to Spokane to find a way to continue their lives.

While in Spokane, Denny Yasuhara (Mr. Yas) continued to strengthen his social conscience to be fair, support all, and fight for dignity and justice. After graduating from LC, WSU, and then serving his country in the U.S. Army, Mr. Yas spent many years as a beloved math and science teacher in Northeast Spokane. He was known for what and how he taught, for looking after all students, and for making sure that his students had the support needed to succeed in their learning. He recognized the importance of this caring in and out of the formal classroom.

Mr. Yas became known as a leading civil rights leader both locally and nationally, and when you learn more about Mr. Yas, you will realize that he did not do things selfishly but for the greater good. This quotation from him exemplifies who he was:

“The greatest gift that one human being can give to another is not their wealth or position, but their honor and dignity for that is the essence of freedom.”

## YASUHARA MISSION STATEMENT

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Yasuhara Middle School exists to provide an inclusive community where every person is seen, heard, and valued. We provide support and opportunities to build on strengths and overcome challenges. All are empowered to develop skills and discover life-long passions.

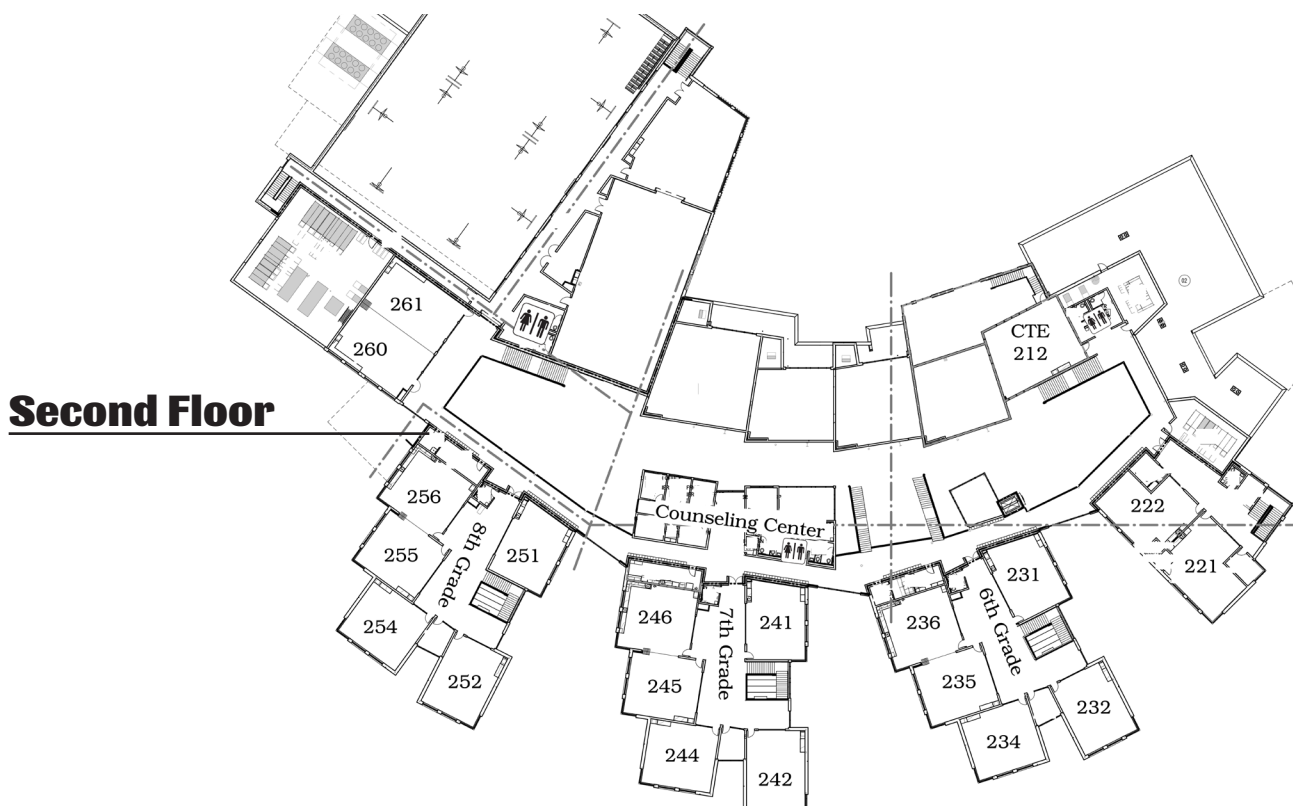
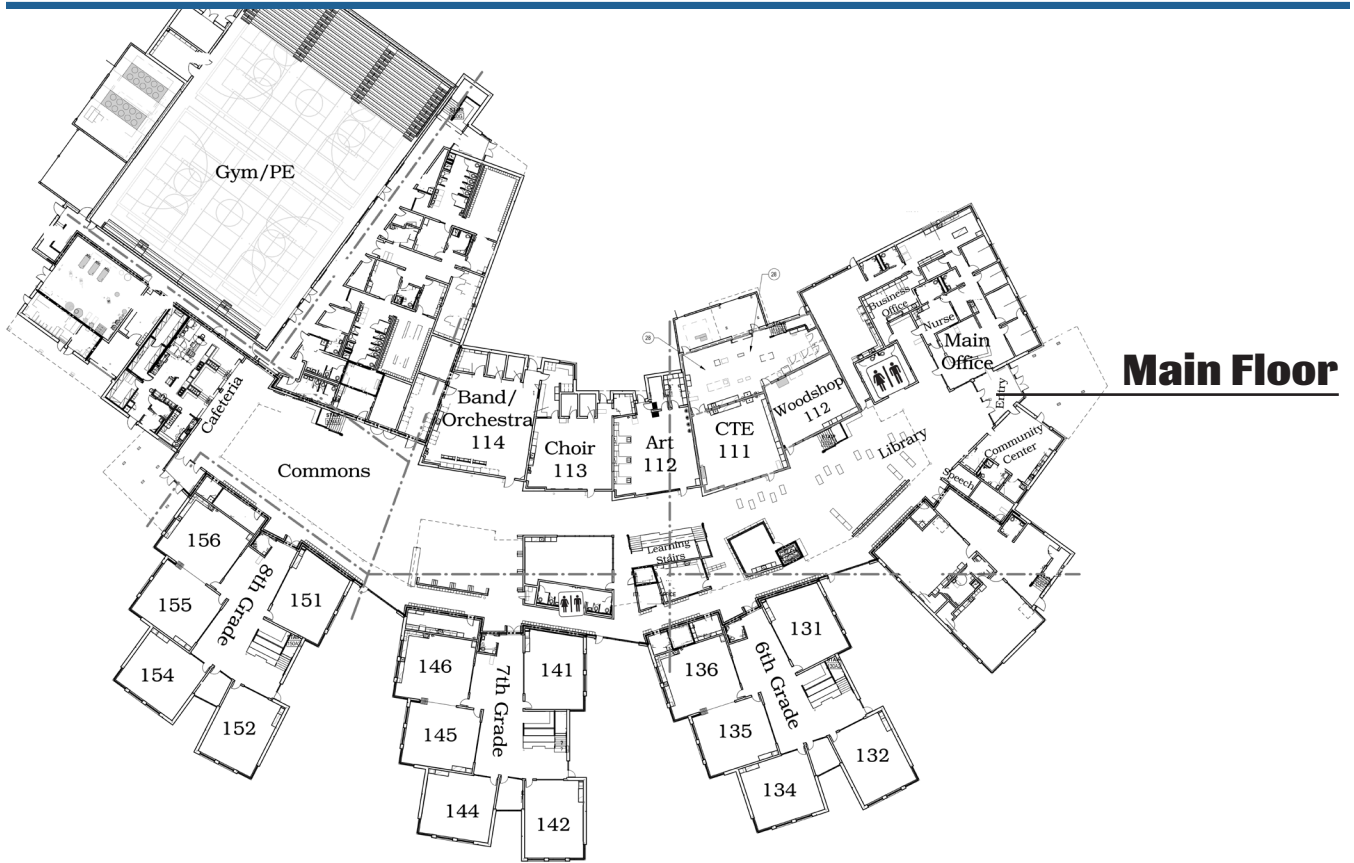
## LAND ACKNOWLEDGMENT

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We acknowledge that we are on the unceded lands of the Spokane Tribe. The Spokane people shared this place with other tribes through their relations, resources, history, trade, and ceremony. We thank the caretakers of this land, who lived, and continue to live her Since Time Immemorial. This land holds the knowledge, culture, and spirit of “The People of the River.”

# YASUHARA MIDDLE SCHOOL MAP



# 2023-2024 STUDENT EXPECTATIONS

Our ultimate objective is to have a safe and productive learning environment for all students. The following table provides expectations and rationales for our student guidelines.

	EXPECTATION	RATIONALE
ON CAMPUS	<ul style="list-style-type: none"> <li>Students will remain on campus for the entirety of the day. Once on campus (including playfields), students are NOT allowed to LEAVE campus at any time before school is dismissed unless students have an early dismissal notice.</li> <li>Breakfast in the commons begins 30 minutes before school begins. (Breakfast is not served after school begins)</li> <li>Students are not allowed to leave the cafeteria until 8:50 a.m., unless they are participating in a supervised activity or have a pass from a teacher.</li> <li>Students must leave school grounds by 3:40 p.m. or be in their supervised after school activity.</li> </ul>	<ul style="list-style-type: none"> <li>We are responsible for you and your safety is paramount. In order to provide adequate supervision, students are expected to remain in designated areas while on campus.</li> </ul>
ELECTRONICS	<ul style="list-style-type: none"> <li><b>Camera or recording functions on phones or other devices are not permitted at any time due to privacy expectations. RCW 9.73.030</b></li> <li>Yasuhara Middle School is not responsible for lost, stolen or damaged electronics, or other personal property.</li> <li>Damaged or lost laptops and charge cords may incur a fee. Students are responsible for all fees on their account, including fees related to lost or damaged technology.</li> </ul>	<ul style="list-style-type: none"> <li>All students deserve to feel safe and comfortable in the school environment. Capturing other students in photos or videos reduces feelings of safety and comfort.</li> </ul>
CELL PHONES	<ul style="list-style-type: none"> <li><b>Cell phones and headphones may be used before school, during lunch, and after school, but <u>NOT DURING CLASS</u>. Cell phones may be used in the hallways during passing periods.</b></li> <li>Students are expected to power off their phones at the first warning bell (8:50 a.m.). During class time, phones are expected to remain in backpacks or the class "cell phone parking lot". If the phone is out during class for any reason, it may be confiscated by a teacher and turned into the office that day.</li> <li>Cell phone pocket charts will be given to each room. Chargers will be purchased for general education classrooms-- Universal non-corded (set your phone on top) or cords.</li> <li><b>School Board Policy No. 3245: Telecommunication devices will be turned on and operated only before and after the regular school day and during the student's lunch break, unless an emergency situation exists that involves imminent physical danger or a school administrator or staff member authorizes the student to use the device. If a student refuses to hand their cell phone to a teacher, the cell phone may be confiscated for the class period or the remainder of the school day.</b></li> <li>If students are unable to follow these rules, a parent or guardian will be contacted, and a cell phone plan will be implemented in collaboration with their family.</li> </ul>	<ul style="list-style-type: none"> <li>Cell phones are distracting to the learning environment.</li> </ul>
PERSONAL APPEARANCE	<ul style="list-style-type: none"> <li>Students must dress in clothing that does not disrupt the educational process, call undue attention to themselves, or affect the safety of others. If a student's attire is not appropriate, the student will be asked to fix it with: clothing provided by the office, or something they have or can borrow from a classmate. Students may call home and ask for a parent/guardian to bring them clothes. Students who refuse to comply with dress code expectations and refuse to change into appropriate clothing will be placed in "In School Intervention" until they are able to meet dress code (school board policy no. 3224)</li> <li>Dress appropriately for inclement weather as temperatures fluctuate throughout the school year.</li> <li>For more specifics regarding the Yasuhara dress code, see page I .</li> </ul>	<ul style="list-style-type: none"> <li>Preserving a learning environment and assuring the safety and well-being of all students are primary concerns of Yasuhara Middle School.</li> </ul>



	EXPECTATION	RATIONALE
HOME EVENT	<ul style="list-style-type: none"> <li>Students will only be allowed to spectate at home sporting events if their Parent/Guardian or Emergency Contact (documented in PowerSchool) is present.</li> <li>In order to attend games and events, students must be present at school that day without any discipline issues.</li> <li>If a student demonstrates poor behavior during any event, the student will be asked to leave, and may be denied the right to attend future games/ events.</li> </ul>	<ul style="list-style-type: none"> <li>All parents and fans should enjoy the events free of distraction. Students with their adults ensures adequate supervision at all events.</li> </ul>
PERSONAL BEHAVIOR	<ul style="list-style-type: none"> <li>Treat yourself and others with respect.</li> <li>Remain in the designated areas at lunch.</li> <li>Follow directions or requests from any adult, the first time they are given, while on campus.</li> <li>Use a voice level that is conversational and not too loud, throughout the building.</li> <li>Use appropriate language in all areas of the campus.</li> <li>Prohibited behaviors included, but are not limited to:               <ul style="list-style-type: none"> <li>Horseplay is not permitted. This includes hitting, tripping, running, pushing, etc. Students are expected to keep their hands and feet to themselves.</li> <li>Public Displays of Affection are not permitted. This includes kissing, holding hands, walking with arms around each other, and prolonged hugs. High fives, knuckle bumps, and brief side hugs are appropriate ways to make contact with others.</li> <li>Harrassment, bullying, or threatening other students (jokingly or seriously) is not tolerated.</li> <li>Using or exhibiting swear words, negative gestures, or gang related words/symbols is not tolerated.</li> <li>Possessing or using tobacco or vaping products, drugs or drug paraphernalia, or alcohol is illegal and not permitted. All violations will be referred to law enforcement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>our school is a place of learning where we treat ourselves and one another with respect. To ensure that we maintain a safe and orderly environment, students are expected to be respectful of all students and adults at Yasuhara Middle School.</li> </ul>
PREPARED & PUNCTUAL	<ul style="list-style-type: none"> <li>Students will arrive to class on time, with materials, every period, every day.</li> <li>Binders and planners are required for students. At the beginning of the year, a binder is supplied to all students which includes:               <ul style="list-style-type: none"> <li>Planner (the first planner is free for all students)</li> <li>2 inch 3-ring binder with college-ruled notebook paper</li> <li>Heavy-duty pencil pouch with metal reinforced holes with pens and pencils.</li> </ul> </li> <li>If a student loses their planner, they must replace it. Replacement binders and supplies may be purchased in the Business Office.</li> <li>Students who are consistently tardy to class will have progressive interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Learning occurs in the classroom. Students need to come to class prepared to learn, including having materials and supplies with them when they arrive.</li> </ul>
IN THE HALLWAYS	<ul style="list-style-type: none"> <li>Any time a student travels during instructional time, they must have a pass from an adult.</li> <li>Students will walk whenever they are inside the building and keep their hands, feet, and other objects to themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Students need to be able to safely move through the building.</li> </ul>



# Community Spaces Expectations

Our objective is to have a safe and productive learning environment for all students



LOCATIONS	SAFE	RESPECTFUL	RESPONSIBLE	RATIONALE
<b>HALLWAYS/ SHARED SPACES &amp; LEARNING STAIRS</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and other objects to self.</li> <li>• Use inside voice level.</li> <li>• Walk on the right side of the hallway and stairs.</li> <li>• Use the bike and skateboard racks to secure your equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions from the adults the first time.</li> <li>• Admire displays on walls with your eyes and not your hands.</li> <li>• Use kind words.</li> <li>• Respect personal space.</li> <li>• Use proper trash receptacles to throw away garbage.</li> </ul>	<ul style="list-style-type: none"> <li>• Use passing time appropriately</li> <li>• Carry a hall pass during class time</li> <li>• Non-glass bottles are permissible throughout the school day</li> <li>• Keep hallways clean</li> </ul>	<ul style="list-style-type: none"> <li>• Students need to be able to safely move through the building.</li> <li>• To keep our school clean, students are expected to clean up after themselves and take pride in their community.</li> </ul>
<b>MEALTIMES</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and other objects to self.</li> <li>• Use inside voice level.</li> <li>• Walk in the commons.</li> <li>• Stay in your seat and wait to be excused to empty garbage.</li> </ul>	<ul style="list-style-type: none"> <li>• Be patient and polite.</li> <li>• Clean up after yourself.</li> <li>• Respect personal space.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology appropriately and quietly.</li> <li>• Know your student ID # and avoid sharing it with others.</li> <li>• Keep food and drinks inside the commons.</li> </ul>	<ul style="list-style-type: none"> <li>• All students deserve to feel safe and comfortable in the school environment. Capturing other students in photos or videos reduces the feelings of safety and comfort.</li> </ul>
<b>CLASSROOM</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and other objects to self.</li> <li>• Use inside voice level.</li> <li>• Stay in the classroom unless excused by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect personal space.</li> <li>• Follow directions from adults the first time.</li> <li>• Use kind words.</li> <li>• Lead with kindness.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time, with all materials, every period, every day.</li> <li>• Follow classroom seating arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning occurs in the classroom. This means that students need to come to class prepared to learn, including having materials and supplies when they arrive. Our school is a place of learning where we treat ourselves and one another with respect. To ensure that we maintain a safe and orderly environment, students are expected to be respectful to all students and adults at Yasuhara Middle School.</li> </ul>
<b>BUS LOADING ZONE &amp; BUS RIDING</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and other objects to self.</li> <li>• Use the inside voice level.</li> <li>• Avoid horseplay.</li> <li>• Sit in assigned seat.</li> <li>• Stay seated for the duration of the bus ride.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect personal space.</li> <li>• Follow directions from adults the first time.</li> <li>• Use kind words.</li> <li>• Refrain from eating or drinking on the bus.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology appropriately and quietly.</li> <li>• Ride your assigned bus.</li> </ul>	<ul style="list-style-type: none"> <li>• All students deserve to feel safe and comfortable in the school environment. Capturing other students in photos or videos reduces feelings of safety and comfort.</li> </ul>

LOCATIONS	SAFE	RESPECTFUL	RESPONSIBLE	RATIONALE
OFFICE	<ul style="list-style-type: none"> <li>• Use inside voice level</li> <li>• Keep hands, feet, other objects to self.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions from adults the first time.</li> <li>• Use kind words.</li> <li>• Wait to be greeted.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a purpose and a pass to the office.</li> <li>• Use technology appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Our school is a place of learning where we treat ourselves and one another with respect. To ensure that we maintain a safe and orderly environment, students are expected to be respectful to all students and adults at Yasuhara Middle School.</li> </ul>
OUTSIDE RECESS	<ul style="list-style-type: none"> <li>• Keep hands, feet, and other objects to yourself.</li> <li>• Climb down safely from big toy and climbing wall.</li> <li>• Students will remain on campus for the duration of the school day.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions from adults the first time.</li> <li>• Use kind words.</li> <li>• Lead with kindness.</li> <li>• Keep our campus neat-- Clean up after yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Return equipment to appropriate place.</li> <li>• When directed, walk into the building in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• We are responsible for you and your safety is paramount. In order to provide adequate supervision, students are expected to remain in designated areas while on campus.</li> </ul>
BATHROOMS	<ul style="list-style-type: none"> <li>• Keep hands, feet, and other objects to self.</li> <li>• Use inside voice level.</li> </ul>	<ul style="list-style-type: none"> <li>• Use proper trash receptacles to throw away garbage.</li> <li>• Respect others's privacy.</li> <li>• Respect common property.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the bathroom materials as they are designed to be used.</li> </ul>	<ul style="list-style-type: none"> <li>• To keep our school clean, students are expected to clean up after themselves and take pride in their community.</li> </ul>

## DRESS CODE EXPECTATIONS

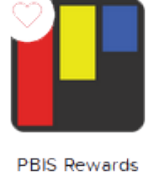
At Yasuhara we believe our dress code should ensure the safety, both physical and emotional, of all our students.

- All clothing should be free of offensive messages: Exclude anything pertaining to drugs, swearing, alcohol, weapons, anything of sexual nature, anything that includes discriminatory language or any gang affiliation.
- Sunglasses can only be worn outside of the building.
- All undergarments must be covered.
- Shoes must be worn at all times.
- Footwear must have traction on the bottom. (Leave slippers at home)
- All shirts must have a strap.
- No swimsuits.
- All private areas must be covered.
- No blankets.
- No full-face covering masks.

# SCHOOL POLICIES

## School Climate & PBIS

Yasuhara Middle School practices Positive Behavior Intervention & Supports and Restorative Practices to create a safe, welcoming, developmentally appropriate learning environment. Students learn to take ownership for the academic and social behaviors that help them to be successful in preparation for high school and beyond. Students who model good behavior are rewarded with YAS cash using the PBIS rewards app. YAS cash can be turned into the student store for items, snacks, and privileges.



## Prohibition of Harassment, Intimidation or Bullying

Yasuhara Middle School, in compliance with Spokane Public Schools board policy no 3207, is committed to a safe and civil environment for all students that is free from harassment, intimidation, or bullying. Each fall, students complete an anti-bullying curriculum in their Advisory period. Part of this curriculum includes the definition of bullying taken from *Bully Busters: A Teacher's Manual* by Newman, Horne, and Bartolomucci. Administrators, counselors, and staff members use the Double I/R definition to discuss bullying behavior with students.

As defined in legislation, "Harassment, intimidation, or bullying" means any intentional, electronic, or written, verbal, or physical act, including but not limited to, one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental, physical, or sensory handicap, or other distinguishing characteristics, when the act:

- A. Physically harms a student or damages the student's property;
- B. Has the effect of interfering with a student's education;
- C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of disrupting the orderly operation of the school.

Nothing in this section requires the affected student to possess a characteristic that is a basis for the harassment, intimidation, or bullying.

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status, and weight. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

## Behaviors/Expressions

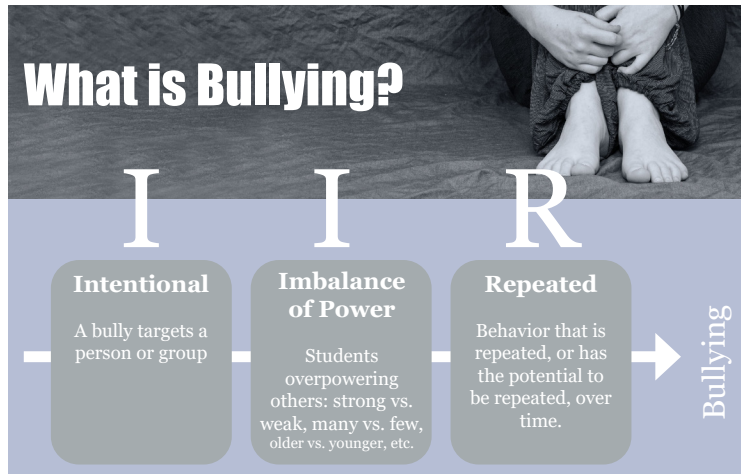
This policy recognizes that 'harassment,' 'intimidation,' and 'bullying,' are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors; however, this differentiation should not be considered part of the legal definition of these behaviors.

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical, or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom, or program rules.

# ZERO-TOLERANCE TO FIGHTING AND PROMOTION OF FIGHTING

Yasuhara Middle School maintains zero tolerance to fighting. Students who promote fighting in any way and/or refuse to leave the fight area immediately when requested by a staff member are also subject to progressive discipline. If you feel harassed or threatened in any way, report these issues to an adult you trust. Not reporting these issues will be considered participating in the situation and may result in suspension. There are no winners in a fight. We believe strongly at Yasuhara that mediation is the best answer to conflicts.



## What is Cyber-Bullying?

Cyber-bullying is bullying using electronic devices to initiate repeated negative behavior toward a less-powerful person. Electronic name-calling, shunning, and shaming are all forms of cyber-bullying. So are spreading rumors, gossiping, and making threats online. Schools are permitted to discipline students who engage in cyber-bullying if it disrupts the orderly operation of school. To report bullying, please find the link on our school website and complete the form.

## Accessing Counselors

Yasuhara Middle School has two counselors to support students. For the 2023-2024 school year, 6th grade students with the last names A-L and all 8th graders will be with Ms. Noonan, and 6th grade students with the last names M-Z and all 7th graders will be with Ms. Sells.

Students who feel they need counseling support may ask a teacher to send a referral for counseling on their behalf, or schedule their own session with the counselors online by using the QR code or going to:

<https://www.spokaneschools.org/domain/2846>

and selecting "Need to meet with your counselor?"

**Please do not show up to the counseling center without an appointment.  
Students must be called out of class or picked up to attend counseling sessions.**



for Ms. Noonan

# ATTENDANCE POLICY

## Absence from School

Washington State Law. RCW 28A.255.010, requires that students under the age of 18 attend school. Students are expected to be present and on time for all classes throughout the year unless they have a valid excuse from a parent or staff member. We realize there may be times when students may not be able to attend school. According to school district policy, the following are valid excuses for absences or tardies:

- Participation in a district or school approved activity or instructional program
- Illness, health condition, or medical appointment (including, but not limited to, medical, counseling, dental, and optometry).
- Family emergency, including, but not limited to: a death or illness in the family
- Religious or cultural purposes, including observance of a religious or cultural holiday or participation in religious or cultural instruction.
- Court, judicial proceeding, or serving on a jury
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview.
- State-recognized search and rescue activities consistent with RCW 28A.225.055
- Absence directly related to the student's homeless status.
- Absence resulting from a disciplinary/corrective action (e.g. suspension, emergency expulsion).
- Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.\*\*

*\*\*Absences for parental-requested activities such as vacations, trips, etc, must receive prior approval from a building administrator.*

## Procedures for Student Absences:

**1. Full day absence:** The student's parent/guardian must do one of the following:

Absence resulting from a disciplinary/corrective action (e.g. suspension, emergency expulsion).

- Notify the attendance secretary by phone call, or call the attendance line at 509-824-8201 prior to 8:30 am if their child is going to be absent. This helps ensure the child's safety.

**OR**

- Upon the student returning to school, send a note, signed and dated by the parent(s)/guardian(s), explaining the reason for the absence. Please bring this to the Attendance Secretary.

**2. Tardy:** Students are expected to be in their classroom, with all required materials, when the bell rings. Individual classroom teachers will document students who are tardy to their classes. Students who arrive after 9:00am should:

- Bring a note from a parent/guardian excusing the tardy to the Attendance Secretary or have the parent/guardian call the Attendance Secretary to excuse the tardy.

**3. Early Dismissals:** Students may be excused during the school day for valid reasons (see above list). Safety is our primary concern. In order to leave school:

- Parent/guardian must come into the office to check out the child. Please contact the office if you have questions, or if this presents a hardship.
- If parents are excusing their child with a written note; students must bring the note to the Attendance Secretary before 8:55 am to receive a Temporary Dismissal Slip

**Truancy:** Yasuhara Middle School is a closed campus. This means that once on school grounds, students may not leave without permission from the Attendance Secretary. Students will remain on campus and attend their regularly scheduled classes from time of arrival until close of school unless officially excused. Students who are more than 10 minutes late to class or miss class without official permission will be unexcused or truant and may receive correction action.

**Obtaining Assignments for a Sick or Absent Child:** Students that are ill/absent may request homework assignments by having a parent/guardian call the Student Office before 9:15 am or email/message their teachers. Work may be picked up in the Main Office between 8:30am and 4:00pm. It is the responsibility of the student to make up work missed while absent. Students need to make arrangements with their teachers to make up activities, quizzes, or tests that cannot be made up at home. Students are given the same number of days they were absent to make up missed work, unless arrangements are made with the teacher for extra time.

**Sick Students:** If a student becomes ill at school, they must obtain a pass from their teacher and report to the Student Office Secretary to call home and check out. Parents/Guardians must speak with a staff member to give permission for their student to leave campus.

# ACTIVITIES & ATHLETICS

Yasuhara Middle School has a wide variety of after school athletic programs. There is sure to be something fun and interesting for students to engage in. We strongly encourage students to be involved in an after school activity. If students are eligible for the bus, transportation will be provided to deliver children home.

## Activities & Clubs

A variety of clubs and activities will be available after school. Activities and clubs typically run from 3:30 p.m. - 5:15 p.m., and are scheduled on Mondays, Tuesdays, Wednesdays, and/or Thursdays. Examples of past clubs and groups are listed, though specific clubs and activities are to be determined.

CLUBS	MENTORING	COUNSELING GROUPS
Chess Club Board Game Club D&D Club Multi-Cultural Club English + You Club	Gonzaga Connections Why Try Check & Connect	Black Magic Marshallese Mondays You Mad, Bro? The Young Matriarch Group

## Athletics

All students who wish to compete in inter-school athletics must:

1. Pass a physical examination by a physician (sports physicals are valid for 2 years)
2. Have a waiver of insurance (personal family insurance), or school insurance coverage
3. Register through Final Forms
4. Purchase an ASB card for \$10 (Some families are eligible for a discount). An ASB is REQUIRED to participate in any extracurricular activity.

The link to Final Forms is located on the Yasuhara Homepage, and can also be accessed at:  
<https://spokane-wa.finalforms.com>

We have three sport seasons at Yasuhara Middle School (this list may vary once the school year begins)

FALL	WINTER	SPRING
Cross Country 7th Grade Girls' Softball 8th Grade Girls' Softball Flag Football	7th Grade Volleyball 8th Grade Volleyball Wrestling 7th Grade Boys' Basketball 8th Grade Boys' Basketball 7th Grade Girls' Basketball 8th Grade Girls' Basketball	Track & Field Disc Golf 7th Grade Baseball 8th Grade Baseball



# PROFILE OF A YASUHARA MIDDLE SCHOOL GRADUATE

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## Content Expertise

Students develop key competencies, skills, and dispositions with ample opportunities to apply knowledge and engage in work that matters to them.

- How do your students apply their skills and knowledge in authentic ways?
- Who are experts or community connections who could help develop content expertise for your unit or project?
- How might you further amplify students' development of academic knowledge, skills, and dispositions?

## Collaboration

Students co-design project with peers, exercise shared-decision making, strengthen relational agency, resolve conflict, and assume leadership roles.

- How do you support students to develop the skills to collaboratively resolve conflict and make decisions with others?
- How do students engage in giving feedback to one another?
- When are some moments where your students could benefit from giving or receiving peer feedback?

## Self-directed Learning

Students use teacher and peer feedback in self-reflection to monitor and direct their own learning while building self-knowledge both in and out of the classroom.

- How do you engage students in setting goals and monitoring their progress toward those goals?
- How do you help students understand the criteria for quality work?
- At what points might it be helpful for students to take a step back from their work to reflect on their growth?

## Critical Thinking & Problem Solving

Students consider a variety of innovative deeper learning approaches to address and understand complex questions that are authentic and important to their communities.

- How do you engage students in inquiry?
- How might you intentionally show multiple perspectives and uncover the experiences of marginalized voices?

## Effective Communication

Students practice listening to understand, communicate with empathy, and share their learning through exhibiting, presenting and reflecting on their work.

- When do your students practice listening deeply to understand?
- How do your students share their learning with others?
- How might you create more opportunities for students to practice effective communication?

## Academic Mindsets

Students use teacher and peer feedback in self-reflection to monitor and direct their own learning while building self-knowledge both in and out of the classroom.

- How do you promote a sense of belonging within your context?
- In what ways are you honoring the strengths and identities of each student?
- How might you highlight the contributions of each student in your classroom?



## Yasuhara is proud to implement school-wide AVID strategies in promotion of college and career readiness.

### Yasuhara expectations include:

- Bring and maintain a 2-inch binder with necessary school supplies to *all* classes, *every* day.
- Complete the necessary requirements in the student planner daily.
- Set goals, reflect, and modify them for student success every quarter.
- Staff members at Yasuhara Middle School are committed to prepare all students for T24 and beyond!

		2017	
		monday lunes 11 ✓	tuesday martes 12 ✓
<p><b>Did You Know</b> The Pac-Man video arcade game featured colorful ghosts named Inky, Blinky, Pinky, and Clyde.</p> <p><b>DECEMBER</b></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</p> <p><b>Word Of The Week</b> <b>frig·id</b> [fri-id] a. very cold in temperature, without warmth of feeling; without ardor or enthusiasm.</p> <p><b>vocabulary</b> [ALGEBRA] intercept x-intercept (horizontal) y-intercept (vertical)</p>	subject/teacher	Monday Lina	Tuesday HANUKKAH
	U	Binder check	Grade check
	A	Finish partner posters → TRF * GET ONE!	Tutorials → TRF
	P	Lane tournament	AVID Meeting
	M	What is a Newton Lab?	What is a Newton Lab?
	q	Practice @ & pg. 30. Ci-7 a1d	Math Writing Problems & pg. 310 (#22) pg. 312 (#39)
	E	Fish Bowl Discussion	Fahrenheit 451
	S	LT I can analyze current events and explain which amendments involved	LT I can analyze current events and explain which amendments involved
		Volleyball practice (7:00-8:30)	*TOURNAMENT* Garry v.s. Sac v.s. Shady

## Planner Tips

Create an entry for every class—even when there isn't a homework assignment.

Stay on top of your homework by tracking completed assignments

You are going to be busy! Include details for afterschool activities like sports or club meetings.

# Writing in the Margins: Six Strategies at a Glance

This table provides six strategies that help readers understand texts. While making connections, clarifying information, or doing other work defined on this page, write down your thoughts in the margins of the text, on sticky notes, or in your Cornell notes.

<p><b>VISUALIZE</b></p> <p>Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.</p> <p><b>When visualizing, ask:</b></p> <ul style="list-style-type: none"><li>• What does this look like?</li><li>• How can I draw this concept/idea?</li><li>• What visual and/or symbol best represents this idea?</li></ul>	<p><b>SUMMARIZE</b></p> <p>Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.</p> <p><b>Summaries will:</b></p> <ul style="list-style-type: none"><li>• State what the paragraph is about</li><li>• Describe what the author is doing</li><li>• Account for key terms and/or ideas</li></ul>
<p><b>CLARIFY</b></p> <p>Clarify complex ideas presented in the text. Readers clarify ideas through a process of analysis, synthesis, and evaluation. Pausing to clarify ideas will increase your understanding of the ideas in the text.</p> <p><b>In order to clarify information, you might:</b></p> <ul style="list-style-type: none"><li>• Define key terms</li><li>• Reread sections of the text</li><li>• Analyze or connect ideas in the text</li><li>• Paraphrase or summarize ideas</li></ul>	<p><b>CONNECT</b></p> <p>Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text.</p> <p><b>While reading, you might ask:</b></p> <ul style="list-style-type: none"><li>• How does this relate to me?</li><li>• How does this idea relate to other ideas in the text?</li><li>• How does this relate to the world?</li></ul>

# Academic Language Scripts

## REQUESTING ASSISTANCE

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do this..., write this..., draw this..., pronounce this..., solve this?

## INTERRUPTING

- Excuse me, but... (I don't understand)
- Sorry for interrupting, but... (I missed what you said)
- May I interrupt for a moment?
- May I add something here?

## ASKING FOR CLARIFICATION

- Could you repeat that?
- Could you give me an example of that?
- I have a question about \_\_\_\_\_.
- Could you please explain what \_\_\_\_\_ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- So, do you mean \_\_\_\_\_?

## PROBING FOR HIGHER LEVEL THINKING

- What examples do you have of \_\_\_\_\_?
- Where in the text can we find \_\_\_\_\_?
- I understand \_\_\_\_\_, but I wonder about \_\_\_\_\_.
- How does this idea connect to \_\_\_\_\_?
- If \_\_\_\_\_ is true, then \_\_\_\_\_?
- What would happen if \_\_\_\_\_?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are \_\_\_\_\_ and \_\_\_\_\_ similar?
- Why is \_\_\_\_\_ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

## EXPRESSING AN OPINION

- I think/believe/predict/imagine that \_\_\_\_\_.
- In my opinion, \_\_\_\_\_

## BUILDING ON WHAT OTHERS SAY

- I agree with what \_\_\_\_\_ said because \_\_\_\_\_.
- You bring up an interesting point, and I also think \_\_\_\_\_.
- That's an interesting idea. I wonder \_\_\_\_\_? I think \_\_\_\_\_.
- Do you think \_\_\_\_\_?
- I thought about that also, and I'm wondering why \_\_\_\_\_?
- I hadn't thought of that before. You make me wonder if \_\_\_\_\_? Do you think \_\_\_\_\_?
- \_\_\_\_\_ said \_\_\_\_\_. I agree and also think \_\_\_\_\_.
- Based on the ideas from \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, it seems like we all think that \_\_\_\_\_.
- That's an excellent point, and I would add \_\_\_\_\_.

## SOLICITING A RESPONSE

- Do you agree?
- [name], what do you think?
- Can someone else ask a question or offer an opinion?
- [name], what did you understand from that answer?

## DISAGREEING

- I don't really agree with you because \_\_\_\_\_.
- I see it another way. I think \_\_\_\_\_
- My idea is slightly different from yours. I believe that... I think that...
- I have a different answer than you...

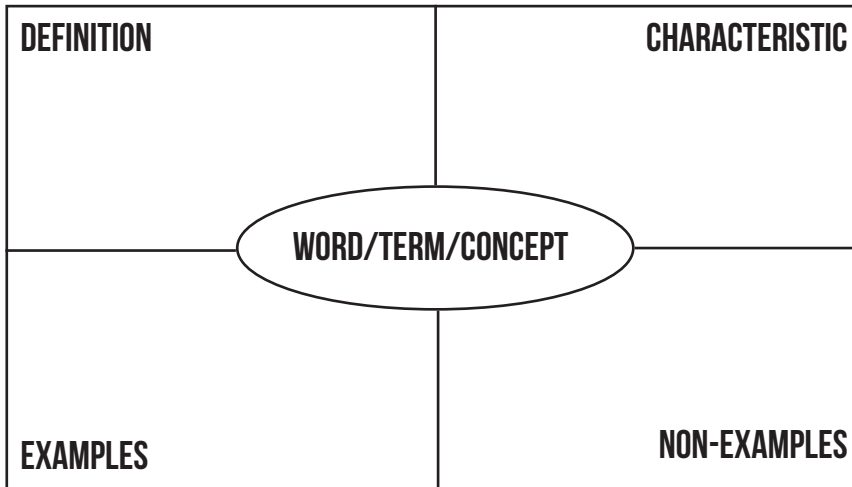
## OFFERING A SUGGESTION

- Maybe you/we could \_\_\_\_\_
- Here's something you/we might try: \_\_\_\_\_
- What if you/we \_\_\_\_\_

## CLASSROOM REPORTING

- [name] explained to me that \_\_\_\_\_
- [name] pointed out that \_\_\_\_\_
- [name] mentioned that \_\_\_\_\_
- [name] shared with me that \_\_\_\_\_
- [name] brought to my attention that \_\_\_\_\_
- [name] pointed out something interesting/intriguing/

# Vocabulary Strategy: Frayer Model

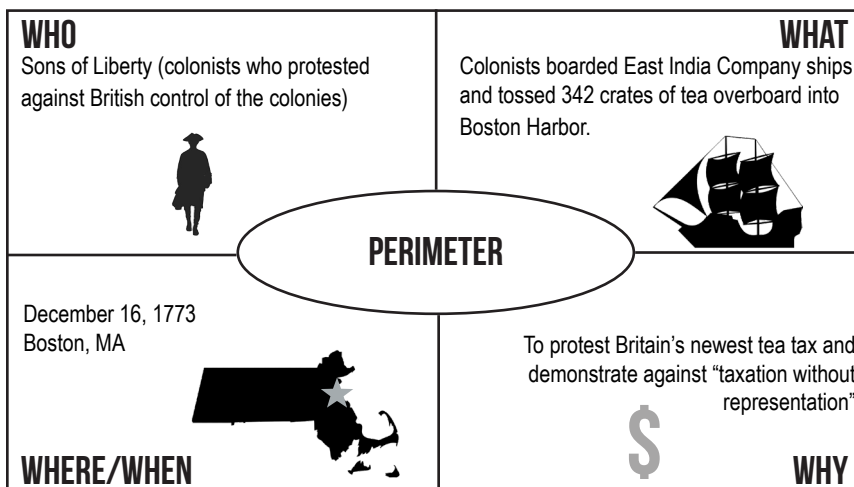
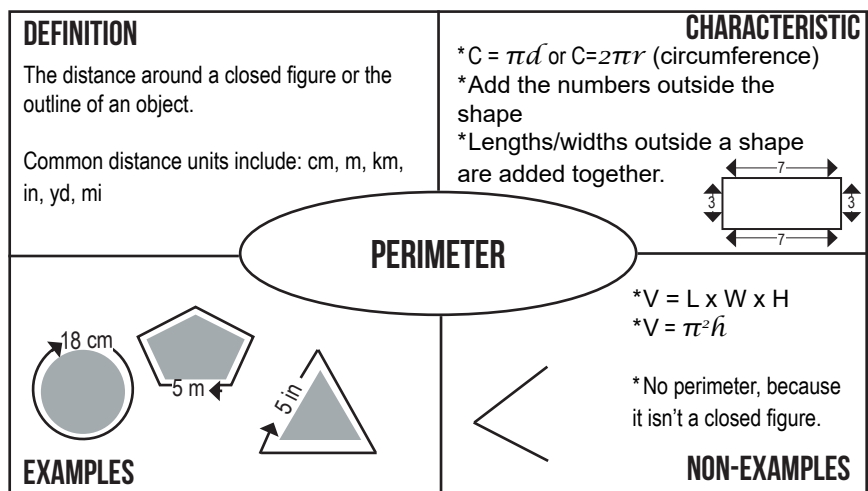


## THE FRAYER MODEL:

The Frayer Model is a graphic organizer that helps you analyze a word/term/concept using examples, non-examples, illustrations, characteristics, and more.

## FOR MATH:

In this example, the concept and equations for perimeter are broken down in a way that is easily remembered and explored.



## FOR SOCIAL STUDIES:

In this example, the historic event of the Boston Tea Party is broken down into easily managed pieces to create a cohesive picture.

# Staff Email Directory

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Other Helpful Emails	
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## NOTES

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