

Desert Hills High School



Faculty Handbook

2020 – 2021

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Faculty Handbook 2019-2020



Mission Statement

“Desert Hills High School is a community of lifelong learners held to high standards of academic achievement, integrity, self-discipline, and personal responsibility.”

Faculty, Staff, and Assignments

Administration

Justin Keate, Principal
Steve Showalter, Assistant Principal
Terri Howell, Assistant Principal/Athletic Director
Officer Steve Linton, School Resource Officer

Counseling

Sanders, Anne (Name: N-Z)
Hall, Warren (Name: G-M)
Pugmire, Esther (Name: A-F)
Valantine, Jody

Secretaries

Jackson, Connie – Finance
Lewis, Julie – Attendance
Peisley, Nikola – Athletics
Sorensen, Megan – District
Finance
Sullivan, Laurie – Office
Manager
Whitehead, Lori – Registrar

Language Arts

Burkett, Jill
Callahan, Ben
Lowe, Ryan
McPherson, Marla
Richardson, Patty
Stewart, Jennifer

Mathematics

Nelson, Teena
Allred, Chris
Allred, Craig
Bingham, Matthew
Bliss, Wendy
Mendenhall, Sara

Foreign Language

Wallace, Diane – Spanish
Mildenhall, Rich – Japanese
Wilding, Melissa – ASL

Social Science

Dixon, Robyn
Brosier, Brielle
Cave, Kevin
Franke, Carl
Richardson, Patty

Science

Hadley-Hulet, Aria
Bringhurst, Jared
Robinson, Taylor
Quilter, Ron

Phys. Ed./Health

Murdoch, Mark
Denos, Ron
Harris, Mark
Turley, Wade

Fine Arts

Woolf, Joe
Adkins, Robin
Berrett, Brandon
Candland, Kirsten
Myrick, Kyle
Pearce, Courtney
Shakespeare, Jerilyn

Special Education

Black, Fran
Fielding, Logan
Gardner, Tim
West, Telia

Career & Tech. Ed.

Bleak, Eric – Ag. Science
Crandall, Lou – Photography
Davis, Kevin – Automotive
Davis, Tierra – FACS
Edner, Heath – Computer Technology
Langston, Janelle – Business
Mendenhall, Shelly – FACS
Reading, Victor – Welding
Smith, Derek – Graphic Arts
Wilson, Steve – Woodworking

Media – Moffett, Meridee _

Tech. Support – Clancy, Terrance

Staff Developer – Dixon, Robyn

Staff Developer – Richardson, Patty

Custodians

Tuckness, Trace – Head Custodian
Arnold, Rylan
Blake, Ben
Bryan, Spencer
Campbell, Wayne
Giffin, Matt
Hurtado, Artemis
Oaks, James
Rivas, Ray

SECTION 2

Professional Practices

1. **School Hours**

You should be in your classroom at the scheduled contract time each day. If it is necessary to leave campus during the work day, please let our secretaries know.

2. **Dress and Grooming Standards**

We send a message about who we are by the way we dress; therefore, dress professionally. Levi or denim pants for men or women may be worn on Fridays with a school shirt. Please review the WCSD policy regarding dress and grooming.

3. **Professional Practices**

- o Making **students** and **student learning** the focus of our efforts.
- o Teachers will provide all students with access to **a guaranteed and viable curriculum**.
- o Using the **Professional Learning Communities** framework to improve instruction and student achievement in our classrooms.
- o Providing **real-life application** of learning standards and life skills required for post-high success.
- o **Involving parents** in their students' education.

4. **Lesson Plans**

- All teachers are required to prepare daily and yearly lesson plans per WCSD policy. Teachers will take part in the development and implementation of curriculum maps for each subject taught.

5. **Hall Passes**

- Each teacher should have a hall pass. Please do not allow more than one student to use the hall pass at a time.
- Establish a classroom procedure such that students do not leave the room without your knowledge.
- Students are not to be in the halls without a valid reason.
- Because of liability issues, do NOT issue students off-campus passes.

6. **Classroom Cleanliness**

Please help the custodians by:

- Keeping your assigned classroom floor free from clutter.
- Keeping food out of the classrooms. If you feel an activity with food is germane to the lesson, please do it in an eating area designated for the purpose.
- Cleaning up after projects -- keep all rooms neat and tidy.
- Allowing a minute at the end of the class/day for students to “pick up” the room.
- Developing a sense of pride in your room. It will positively affect students.

7. Classroom/Building Security

Keys are issued at the beginning of the year. Please note that:

- It is illegal to duplicate school keys.
- Loss of keys creates a possible security problem. There may be a fine for a lost key.
- Do not loan your keys to **anyone**.
- Keep your keys in a secure place. It is recommended that you have them with you at all times.
- When you leave an area after hours, ensure that all outside doors are closed and locked.

8. Attendance

Read and understand the WCDSD Attendance Policy. Whereas attendance is an integral part of the student's grade, keeping daily attendance is crucial. This information is recorded on Power School and open to parents' review. At Desert Hills High, we expect **all teachers** to keep careful **DAILY** attendance records.

Coaches/Advisors:

Please inform those athletes or activity participants of the responsibility to attend class. **If students miss a class the day of an activity, without prior permission, they will NOT participate that day.**

Absences: All absences are per class not total absences and all absences are considered in the total, excused and unexcused.

- Continue to use PBIS positive rewards program to reward and recognize positives in attendance.
- At 5 absences and failing grades first email sent to parents, Teacher contacts parents/student about the concern.
- At 7 absences and failing grades, second email to parents, and administrator or counselor will contact parents and discuss the concern and possible solutions.
- At 9 absences and failing grades, third email to parents, student/parents are required to meet with administration to discuss solutions/alternative placements.
- At 11+ absences students/parents may be required to meet with district student services director to determine court referral as per administration.
- At 11+ absences and with a failing grade, students will fail the class and be transferred to an online version of that class immediately to recover the credit, students will have to pay the \$50 fee for credit recovery.
 - If students recover the credit before the first day of the next quarter they may be reimbursed the \$50 fee as an incentive to quickly recover the credit. This will replace the credit for graduation not the F on the transcript.
 - If the student does not recover the credit by the first day of the next quarter they will be enrolled in a Basic Academic Skills class in place of an elective until they recover the credit for classes required for graduation.
- Lunch detention for trancies 2 days lunch detention per truancy with other interventions and consequences as deemed necessary per administration.

9. Tardy Policy

It is the teacher's responsibility to communicate the expectation to students to be on time to class and plan meaningful and engaging lessons/activities that reflect that expectation. Teachers are expected to keep accurate attendance records including tardies.

Tardies:

A student is considered tardy if he/she is not in the classroom when the tardy bell rings. Total tardies, per class, will result in the following:

- At 3 tardies, the school will email home to ensure parents are aware of the situation.
- At 5 tardies, the school will call home to discuss tardy problem (warn of consequences).
- At 7 tardies, there will be a meeting with parents, the student, and administration to discuss further consequences. Lunch detention assigned for every tardy from 8 tardies on.
- At 10 tardies, in-school suspension, or other interventions, as per administration will be imposed on the student.

10. Grading Guidelines and Information

DHHS GRADING POLICY

- Purpose The purpose of a grade is to communicate subject-area skills and knowledge proficiency to the student, parents, and others and give feedback for improvement in teaching and learning. Our guiding principle for all grading decisions is to accurately measure and communicate demonstrated levels of student learning and skills proficiency.
- Grade Determination—the 80/20 Rule Academic letter grades are determined by measurements of subject-area knowledge or skills. The letter grade may also reflect behaviors that affect instruction and learning, but at least 80% of the letter grade will be determined from summative assessments tied to department GVCs or core standards. No more than 20% of the letter grade will reflect formative assessments, practice assignments, and coursework behaviors such as timeliness, attendance, and participation.
- Summative Assessment (80%) Make-ups and Retakes Students who are not proficient on (or absent for) a summative assessment must be given an opportunity to retake the assessment in order to demonstrate proficiency, within an appropriate timeframe. Students who are proficient but want to demonstrate higher proficiency may be offered an assessment retake.
- Teachers may change the format of a retake assessment or summative project and also may require students to submit evidence of additional learning before they are allowed an assessment retake. (Evidence may include all formative assessments be taken, all key assignments be turned in, and /or intervention be completed.)
- Practice Work (20%) and Late Work Assignments designed to allow students to practice specific subject-area skills may be made up within a specified time, keeping relevance of practice as a guideline to set deadlines. Once a final assessment of a skill or a unit of study has been completed, practice assignments may not be made up unless the teacher determines that doing so has a valid learning outcome for the student.
- Assignment Deadlines Teachers may use quarter mid-term dates as a cut-off deadline for late work, retakes, and missing assignments. Teachers should plan remediation time within a grading period. Students must completely remediate an Incomplete grade within two weeks of the end of the term in order to receive credit. Immediately following, students with a failing grade will be directed to credit recovery or other grade remediation by counselors and/or administration.

- "Extra Credit" Teachers will not give "extra credit" assignments to enable students to add points to their grade; rather, teachers may give students additional or alternate opportunities to improve or demonstrate their learning of essential skills. Every assignment will have a clear learning purpose relevant to core standards.
- Grading Scales Teachers will use a grading scale that communicates an accurate measurement of student achievement. Therefore, a teacher's grading scale will not skew a grade with mathematically disproportionate letter-grade intervals such that a failing assignment is unfairly punitive (e.g., F= 0-50 on a 100-point scale). Teachers may choose to use a 4-point or 10-point grading scale, or otherwise make mathematically proportionate adjustments, such as beginning a 100-point scale at 50 (with 10-point intervals to 100%).
- Students who have a 50-59% at the end of each quarter will be given an Incomplete and be directed by the Intervention team to work with their teacher to get that grade improved to a passing grade. The student will be required to come to the teacher and get any assigned work to be done outside of class and turn it in to earn a passing grade. The student will have two weeks of the following quarter (1st – 3rd quarters only) to get the work completed and turned in to the teacher. If the student fails to complete the work in the two weeks, the final grade for the quarter will be changed to a F.

- **Power School Grades:**

You are required to update your grades before you leave at the end of the last school day each week. Keeping your grades updated provides parents and students with current progress towards learning objectives. Communication with parents is essential ergo, you are required to send emails each quarter to parents.

- **Grade Changes:**

If a grade change is necessary, get a **Grade Change Form** from counseling and submit the COMPLETED form to Mrs. Whitehead. UHSAA also only considers the recorded grade when determining eligibility. Grades will be finalized days after the end of the quarter.

11. Evaluations

School administrators are required by WCSD policy to conduct regular evaluations. DHHS will evaluate teachers consistent with the EYE format and recent legislation. All teachers will be evaluated yearly by administration.

12. Student Aides (seniors only)

Seniors may apply to serve as a teacher aide. A teacher may request **one** student aide from the existing pool. If you have a need for more than one teacher aide clear it with administration.

13. Substitutes

WCSD uses Kelly Services to request a substitute for an absence. If you have any questions regarding substitutes please contact Mrs. Sullivan in the front office.

14. Movies and Videos (See WCSD Policy 4240)

- Videos, instructional or otherwise, are not to be shown during regular school time except for instructional purposes and must be directly related to the curriculum.
- Videos rated with restrictions (other than “G”) may not be shown without written parental consent.
- Preview any student suggested materials (YouTube, or other computer generated material) before presenting them in class. Ensure that the material meets the criteria in WCSD policy 4240.
- If commercial videos or other movies are shown outside regular school hours for students, parents must be notified.
- DHHS is responsible for following applicable copyright laws and/or fees.

15. Electronic Communication Devices

Teachers, administration, or any school official may confiscate ECDs (including the power source) that are used inappropriately. The owner will be identified, the device labeled and then given to administration or office staff and it will be handled from there with the student and parent.

16. Assembly Supervision

All teachers are expected to attend assemblies to help supervise. Being visible is a helpful deterrent to problems.

17. Weight Room – Staff Access

Staff and their immediate families may use the weight room outside school hours; however, staff must be with your families while they are in the weight room.

18. Computers, Email, and Acceptable Use Policy

- Secure your computer. **Students must never have access to your computer or files.**
- Check your email often. Use school district email for professional purposes only.
- Review and follow WCSD Acceptable Use Policy. Protect your professional career.
- Do not share school email lists with others.

SECTION 3

Behavior Guidelines

Behavior Management – Belongs to all of us...

As a staff member at Desert Hills High School, part of our stewardship is to ensure discipline on campus. Please take action as any reasonably prudent person would in situations where students, staff, school materials or the building is being abused or threatened. If you are unable to resolve the issue on the spot, please bring those involved to the office (or report names).

According to board policy and school rules, you have the right and responsibility to direct students as needed; however, **corporal punishment is not an option** as a disciplinary action. Remember to be firm, fair, consistent and encourage the positive behavior you'd like to see.

Suggestions for Reducing Classroom Problems:

Desert Hills High School is a Professional Learning Community and as a professional, you should be familiar with the PLC model. Incorporated in that model is an overarching philosophy of student engagement. Read about and understand the philosophy. It does not preempt your personal philosophy but should help you perfect it.

- Work within the PLC framework to engage students in meaningful learning.
- Visibility helps curb disciplinary problems. Teachers' visibility in the halls during passing times reduces problems significantly. All teachers should be in the halls between classes to help monitor as well as to create opportunities for positive interaction with students as they enter your class or are passing by.
- Use our school wide behavior model (PBIS) which models and teaches positive behavior expectations of: Respect, Responsibility, Integrity

Before Sending Students to the Office:

As you work with difficult students, sending them to the office is an option, but you should exhaust all other options first. Please remember that once a student is sent to the office, the power over discipline and consequences is no longer with the teacher. Suggestions include:

- Work with the student in class.
- If necessary have them step into the hall until you can talk to them.
- Contact and consult with the parents. Then if more intervention is needed, invite the parents to conference and formulate an agreement with the parents and student. (Invite administration if you feel necessary)
- If these options do not work, **bring** the student to the office.
- There are times when you need help immediately. Text for an administrator or Officer Linton to come to your room when those times arise.
- Teachers are NOT authorized to suspend a student from class or require that the student transfer classes. If you feel the student would benefit from a different setting, consult with administration. If agreed, the change will be made through counseling with parental support.

Teaching by Example

It is important that we present a positive example in our classrooms. Messages carried home by our students can be beneficial or detrimental. The way you dress and your decorum with and around students should always be professional. Values, morals, ethics, and respect for others are taught every day by your presentations and personal example. **Remember the behavior expectation of Respect, Responsibility, Integrity begins with us and we model, teach, praise, and reteach that expectation of positive behavior in the classroom.**

SECTION 4

Extracurricular Related Guidelines and Procedures

Finance Related Information

These guidelines for purchasing materials using school money are to protect you and the school. Please read and understand them as you will be held financially accountable.

1. Purchases with School Money

- a. If you are using a Purchasing Card, receipts must be turned into Mrs. Jackson immediately after purchase.
- b. You **MUST** have an approved purchase order (P.O.) before making a purchase if you are not using your purchasing card.
- c. Request a school Purchase Order from Mrs. Sorenson. Complete the required information on the P.O. and return it to Mrs. Sorenson. Administration will give final approval and will provide you a copy of the approved P.O. authorizing the purchase.
- d. If your request relates to an athletic program, administration may approve the P.O. and will provide you an approved signed copy.

Failure to follow these guidelines may leave you responsible to pay for any items you order and receive.

2. Advisors and Coaches

- a. For all fundraising activities a fundraising form (school or charity) must be turned in before the activity and needs to be approved (school by Mr. Keate or charity by the DO). **No Venmo accounts can be used for school fundraising activities.**
- b. Team head coaches are fiscally responsible to stay within the budget.
- c. As an adviser to a club, class or athletic program, become familiar with the WCSD policy relating to fund raisers. See district policy #2020 on fundraising and #3600 on distribution and posting of promotional materials.
- d. All money earned through fund raising, etc., must be turned in to Mrs. Jackson ASAP for accounting and depositing. Do not open “outside” school accounts. For your protection, do not keep school money at school or home – turn it in.
- e. Coaches and advisors are responsible and accountable for uniforms and equipment associated with their activity. Ensure that all uniforms checked out are accounted for at the end of the season. Store and care for all equipment.
- f. It is illegal and unethical to make personal purchases using the school purchase system.

3. Participation or Pay-To-Play Fees

- a. Once the activity season is over, collecting participation fees becomes nearly impossible; therefore, we require that each participant pay the pay-to-play fee before participating.
- b. Coaches are responsible to see that team members pay the fee in a timely manner. All programs are affected when fees are not paid.

4. Cash Boxes/Card Swipers for Dances or Fundraisers

- a. Fill out a request and submit to Mrs. Jackson at least 2 days in advance of the activity. On the request, include the amount of money you need. Mrs. Jackson will prepare the cash box for you ahead of time with stamps and cash receipt slips or can check out the card swiper to use for card payments.
- b. You must pick up the box, sign for it. Students may NOT pick up cash boxes.
- c. Protect yourself and your program and **do not allow students** to be in charge of cash boxes alone. Students can take money as long as they are not alone and there is at least one adult with them at all times being supervised.
- d. Once the event/fundraiser is completed, turn the cash box back to Mrs. Jackson together with a slip showing the amount of money in the box.
- e. Two people must agree and sign off on the amount of cash in the box.
- f. Separate the denominations and roll the coins and account for all money.
- g. Mrs. Jackson will verify the amount and provide you a receipt.
- h. Remind patrons to make **all checks** payable to: **Desert Hills High School**.

Transportation Requests

You are advised to submit trip requests for all trips before the activity season begins. All travel requests must be submitted to Mrs. Sullivan.

- a. Travel requests must be submitted and approval given **at least 15 days** prior to the trip.
- c. Bus assignments are first come-first served.
- d. The travel request form is available online at the Virtual Faculty Meeting webpage under the Faculty tab on our school website
- e. Once the request has been submitted, you will receive a copy of the approved request in your mailbox. If you have not received a copy a few days before the trip, follow up with Mrs. Wade to ensure the status of the trip.

SECTION 5

Dance Supervision Guidelines

- Faculty members will be assigned to supervise dances as needed.
- If you are assigned to supervise and are unable to fulfill the assignment, please arrange with another teacher/staff member.
- Read and follow Dance Supervision Rules and Guidelines (below).

Dance Supervision Rules and Guidelines

1. The DJ must sign the DJ Contract.
2. Advisors sponsoring a dance must supervise – no exceptions.
3. Dances should conclude at 10:00 P.M.
4. Two staff members are responsible for the cash box (never a student), one chaperon to monitor the dance, and at least one for security check – doors, “dark corners”, etc.
5. Dances are for DHHS students only. Supervisors are to turn away all others and report problems to the SROs.
6. Students who leave the dance may be required to pay again to reenter.
7. If a student is suspected of being under the influence of any illegal substance refer him or her to the SRO who will handle the incident.
8. Moshing, slam dancing, dirty dancing, “horseplay”, or any activity deemed inappropriate by the dance chaperons may be cause to terminate the dance. Warn students if the problem continues the dance may be terminated.
9. Once the dance is over, two advisors must count the money and sign the slip before turning the cash box in. Do NOT make any disbursements from the cash box. The DJ will be paid by school check.
10. Students who cause problems at any activity may face suspension from school and could face further disciplinary measures.
11. Clean up after a dance is required by those advising and the student group involved. Make sure that all items are taken down and trashed or stored. Floors should be picked up and swept. Spilled drinks or food should be mopped up.

Dance Supervisory Assignments – 2020-21

September 19th, Homecoming (Exec. Council)

Robyn Dixon – Advisor

Teacher Chaperones:

Burkett, Jill	Stewart, Jennifer
Callahan, Ben	Nelson, Teena
Lowe, Ryan	Allred, Chris
McPherson, Marla	Allred, Craig
Richardson, Patty	Bingham, Matthew

November 7th , Sadie Hawkins (FFA)

Eric Bleak- Advisor

Teacher Chaperones:

Bliss, Wendy	Brosier, Brielle
Mendenhall, Sara	Cave, Kevin
Wallace, Diane	Franke, Carl
Mildenhall, Rich	Richardson, Patty
Wilding, Melissa	

February 20th, Preference (Drill Team)

Marcee Christensen - Advisor

Teacher Chaperones:

Quilter, Ron	Turley, Wade
Bringhurst, Jared	Woolf, Joe
Robinson, Taylor	Adkins, Robin
Murdoch, Mark	Berrett, Brandon
Denos, Ron	

April 10th, Prom (Juniors)

Aria Hadley-Hulet - Advisor

Teacher Chaperones:

Candland, Kirsten	Fielding, Logan
Myrick, Kyle	Gardner, Tim
Pearce, Courtney	Crandall, Lou
Shakespeare, Jerilyn	Davis, Kevin
Black, Fran	

May 24th, Senior Dance- Seniors Only (Seniors)

Jerilyn Shakespeare - Advisor

Teacher Chaperones:

Davis, Tierra	Reading, Victor
Edner, Heath	Smith, Derek
Langston, Janelle	Wilson, Steve
Mendenhall, Shelly	

*If you are unable to fulfill your assignment, please make arrangements with another DHHS staff member and inform the dance advisor.

DHHS Executive Council and Class Officers 2020-21

Exec Council Adviser – Robyn Dixon

President – Chase Fisher

Vice President – Benjamin Leavitt
Secretary/Treasurer – James Bleak
VP Assemblies – Tanner Esplin
VP Student Activities – Angelina Romero
VP Publicity and Media – Autum Rasmussen
VP Technical Operations – Tate Fergueson
VP Thunder Family – Jackson Turley
E&E Senior Chair – Sarah McArthur
Exec Council Video Specialist - Avery Owen
Cheer Rep- Hailee Heaton

Senior Class Adviser - Jerilynn Shakespeare

Senior Class President – Macy Hafen

VP Activities – Kara Oldroyd
VP Media/Publicity – Trevor Croft
VP Thunder Family – Riley Barben

Junior Class Adviser - Aria Hadley-Hulet

Junior Class President – Nathan Wade

VP Activities – Micah Hyde
VP Media/Publicity – Ava Graff
VP Thunder Family – Gracie Curtis
VP Video/Technical Operations – Emilee Cook
E&E Junior Chair – Alyssa Garr

Sophomore Class Adviser - Mrs. Brosier

Sophomore Class President – Logan Larson

VP Activities – Lucky Jamison
VP Media/Publicity – Lexi Bushnell
VP Thunder Family – Hailee Brinkerhoff
E&E Sophomore Chair – Joni Jackson

Elections and Eligibility - Logan Fielding

DHHS Clubs 20-21

Art Club	?
ASL Club	Melissa Wilding
Bible Club	?
Chess Club	David Stevens
Color Guard Club	?
Dance Arts National Honor Society	Courtney Pearce
DECA	Janelle Langston
Diversity Club	Robyn Dixon
FCCLA	Tierra Davis
FFA	Eric Bleak
Gaming Club	Ryan Lowe
Unified Studies Club	Ron Quilter, Taylor Robinson, and Ben Callahan
GSA Club	Jill Burkett
Historical Figures Appreciation Club	Robyn Dixon
Hope Squad	Brielle Brosier
HOSA	Ron Quilter
Improv Club	Zach and Shanna Coder
Japanese Club	Rich Mildenhall
Literature and Arts Club	Ryan Lowe
National Honor Society (NHS)	Teena Nelson
Orchestra Club	Kirsten Candland
Ping Pong Club	Jared Bringhurst
Psych Club	?
Skills USA	Steve Wilson
Spanish Club	Diane Wallace
Speech & Debate Club	Marla McPherson
Star Wars Club	Jared Bringhurst
Student Government	Robyn Dixon
Tri-M Music Honor Society	Kirsten Candland
UNICEF Club	Robyn Dixon

Bell Schedules

Monday & Thursday Homeroom

1A/5B	8:15 - 9:28
Homeroom	9:28 - 10:06
2A/6B	10:11 - 11:24
Lunch	11:24 - 12:09
3A/7B	12:14 - 1:27
4A/8B	1:32 - 2:45

Tuesday & Wednesday

1A/5B	8:15-9:37
2A/6B	9:42-11:06
Lunch	11:06-11:51
3A/7B	11:56-1:18
4A/8B	1:23-2:45

Friday

1A/5B	8:15-9:11
2A/6B	9:16-10:12
3A/7B	10:17-11:13
4A/8B	11:18-12:15
Lunch	12:15-12:30

Friday Assembly

1A/5B	8:15-9:00
2A/6B	9:05-9:50
Assembly	9:55-10:35
3A/7B	10:40-11:25
4A/8B	11:30-12:15
Lunch	12:15-12:30

Thor's Revenge

(DHHS Fight Song)

Our home is roaring as the lightning strikes!
Thor's hammer hits with thundering sights.
Our honor lies within the skies
As the pounding thunder roars!

The crash is heard both loud and clear!
We beat the rest as they shake with fear!
What is seen is our victory,
As the pounding thunder roars!

DH-HS, DHHS, DH-HS, GO THUNDER!