



Roosevelt High School

Community Handbook

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Main Office
Roosevelt High School
206-252- 4810 Name

This community handbook is intended to be used as a guide for our community at Roosevelt.



ROOSEVELT HIGH SCHOOL COMMUNITY HANDBOOK

2024-2025



FALL 2024

SEATTLE PUBLIC SCHOOLS
1410 NE 66th St. Seattle, WA 98115

Table of Contents

Statement of understanding.....	3
Roosevelt Spirit Song and Alma Mater	3
The Roosevelt Spirit Song.....	3
Alma Mater	3
School Colors.....	3
Mission and Vision	4
Mission Statement	4
Vision Statement.....	4
Motto	4
Bell Schedule.....	4
Academic Expectations.....	4
Academic Resources.....	5
Academic Honesty and Plagiarism	5
Turning in and grading work	6
Retake Policy.....	6
Attendance Expectations.....	6
Classroom Expectations	6
School-wide Expectations for attendance.....	7
ATTENDANCE PROCEDURES FOR STUDENTS:	8
Behavior Expectations	8
Pride Profile.....	8
Safety and Security at Roosevelt	9
General Practices for Safety for all:.....	9
Guests at Roosevelt.....	10
Parking Lot.....	10
Lockdown	10
Shelter In Place.....	11
Evacuation (including fire drills).....	11
Earthquakes.....	12
Roosevelt Library	12
Hours.....	12
Expectations.....	12
Library Passes	12
Online Resources.....	13

School Counseling.....	13
Connect with your School Counselor	13
STUDENT SUPPORT SERVICES	13
Roosevelt High School Graduation Requirements and Core College Admissions Requirements	14
CRITERIA FOR GRANTING CREDIT	14
Graduation Requirements	14
Career and College Planning	15
College Planning Calendar and Checklist	16
Reporting concerns.....	16
Concerns with a grade.....	17
Concerns with another student	17
Concerns with a staff member	19
Teacher reporting of concerns	19
School activities and events.....	20
School Dances	20
Attendance at Games.....	21
Performances	21
Participation in Clubs/ Club Sports.....	22
Anti Hazing Policy.....	22
Staff Sponsors	22
Substance use, possession, or distribution.....	22
Dress Code	22
Core Values	23
Students must wear:	23
Students may not wear clothing, jewelry, or personal items that:	23
TECHNOLOGY POLICY	23
Digital Citizenship.....	24
Characteristics of a good digital citizen:	24
Acceptable Usage	24
Technology Etiquette and Cell Phone Policy	24
Supporting Interventions/Consequences for unauthorized use.....	24
Technology Security and Safety	25
School Contacts.....	26

Statement of understanding

This community handbook is intended to be used as a guide for our community at Roosevelt. The enrollment of students at Roosevelt indicates an agreement to the guidelines, policy and procedure set forth in this document. Roosevelt also adheres to the Basic Rules published by Seattle Public Schools. This document does not supersede any of the policy or procedure set forth by the district. Administration may alter or revise this document at any time.

Roosevelt Spirit Song and Alma Mater

The Roosevelt Spirit Song

Fight on for Roosevelt High School
Hurl back the foe
Bring home the glory of our victory
Go right in and fight
Fight on for Roosevelt High School
On field and floor
We're backing you, team
So top that score

Alma Mater

All hail to Roosevelt
In far flung West a school the best
exalt we to the skies.
Her fame goes far, a flaming star,
her spirit never dies!
On Puget Sound for miles around
her reputation known
For loyal sons and daughters
come to make her aims their own.
Oh Roosevelt, Oh Roosevelt
Our Alma Mater fair;
We'll live for you and ever be true
we'll never do and dare.
Oh Roosevelt, Oh Roosevelt, your staff shall never pale;
We'll sing your praise Through endless days;
All Hail!

School Colors

Green and Gold

Mission and Vision

Mission Statement

Roosevelt High School's mission is to help all students build a strong educational foundation for success in life. We trust in each other, believe in ourselves, and achieve individual and collective excellence. We create our future together. Each of us, Every day.

Vision Statement

Moving into the future, Roosevelt will become a safe space for all students to learn and grow. Our community will commit to the educational wellbeing of all students by ensuring safety, challenge, collaboration, and communication.

Motto

Trust, Believe, Achieve. Creating our future together. Each of us, Every Day.

Bell Schedule

Monday, Tuesday, Thursday, and Fridays

	Start Time	End Time	Total Time	Passing Time
1 st Period	8:50	9:50	60	5
2 nd Period	9:55	10:50	55	5
3 rd Period	10:55	11:55	60	5
Lunch	12:00	12:35	30	5
4 th Period	12:35	1:35	60	5
5 th Period	1:40	2:35	55	5
6 th Period	2:40	3:40	60	

Wednesday Early Release Schedule

	Start Time	End Time	Total Time	Passing Time
1 st Period	8:50	9:35	45	5
2 nd Period	9:40	10:25	45	5
3 rd Period	10:30	11:15	45	5
Lunch	11:20	11:50	30	5
4 th Period	11:55	12:40	45	5
5 th Period	12:45	1:35	50	5
6 th Period	1:45	2:25	45	

Academic Expectations

It is the expectation that all students engage with their academics to the best of their ability. Each student is responsible for alerting an adult if academic assistance is needed.

Academic Resources

Roosevelt offers several ways for students to receive academic supports.

- Conference with the teacher
- Homework center: Before school 7:30-8:30am in the Library; Tuesdays and Thursdays
- Tutoring Center: After school 3:45-5:15pm in Room 110; Mondays, Tuesdays, Thursdays.
- Connect with one of our Academic Intervention Specialists
 - Erin Bailey eebailey@seattleschools.org
 - Drea Jermann anjermann@seattleschools.org
- Head to the library! Ask for additional materials or support.

Academic Honesty and Plagiarism

Definition and Scope: Academic Dishonesty/Plagiarism is the deliberate submission of others' work as one's own or aiding another in such conduct, along with unauthorized use of sources, as outlined in the SPS's Student Rights and Responsibilities Handbook. Unauthorized use of AI or ChatGPT without proper citation is considered a breach of this policy, leading to potential disciplinary action.

Response Matrix: The SPS Discipline Matrix provides for either a classroom-based or school-based response (excluding exclusion) for instances of academic dishonesty/plagiarism. At Roosevelt, reports of plagiarism from teachers to the administration involve two areas of intervention.

1. Academic: Per SPS policy, the student will be given an opportunity, at the teacher's discretion, to demonstrate mastery of the skill(s) or content under strict supervision
2. Discipline: Administration once notified will conference with student and family to discuss further action. Possible resolution options are listed below. Disciplinary response will be issued based on history of discipline, severity of the violation, and other elements deemed appropriate by administration.

AI Tool Usage: During the 2024-25 school year, specific AI tools will be accessible to students. Current AI guidance for educators is available for review at the link below, with more comprehensive guidance being developed as we gain more understanding and familiarity with this technology.

<https://mysps.seattleschools.org/department/digital-learning/ai-guidance/>

Policy on Cheating/Plagiarism: The response to such behavior should involve a retake or revision coupled with the requisite disciplinary action as determined by the school. Our mandated grading practices aim to ensure grades are accurate, unbiased, and motivational, aligning with the fundamental goals of academic excellence.

Cheating fundamentally contradicts the essence of learning but should be considered a social behavior necessitating appropriate disciplinary measures. This behavior should be considered separately from the student's academic progress. In finding a solution, Cheating/plagiarism, should not render a student's grade inaccurate or allow them to opt out of learning because both responses are inequitable.

Resolution Options:

- Mandate a revision/retake for the concerned student.
- Implement heightened supervision during subsequent assessments to rebuild trust.

- Withdraw a distinct privilege or responsibility as a consequence, such as ability to attend dances or games.
- Explore real-world repercussions of cheating.
- Request restitution in the form of an apology.

At SPS we wish to uphold the principles of academic integrity, striving to create an environment where learning can thrive while fostering a culture of responsibility and growth.

Turning in and grading work

SPS requires the following practices for teachers:

1. Communication: SPS educators will provide biweekly check-ins with students and families for students at risk of earning an Incomplete, No Credit, or a failing grade.
2. Minimum Grades: SPS educators will not give any grades lower than 50% on any assignment or assessment even for a missed assignment.
3. Redemption: SPS educators will allow retakes and assignment revisions to the maximum extent possible.

Roosevelt students should give maximum effort to turn in work by the deadline given by teachers. However, if the student has no other option but to turn in work late or is unable to complete the assigned task in the given amount of time, it is the responsibility of the student to communicate their needs to the teacher. If a student needs assistance for this conversation, they may call on their counselor or administrator to help facilitate the discussion.

Retake Policy

SPS educators must permit retakes and assignment revisions to the maximum extent possible. Retake deadlines are to be determined by the teacher and must allow reasonable time, be communicated clearly, and must assess the same skills or concepts of the original assessment.

- Summative grades are eligible for retakes, excluding homework or formative grades.
- Retake grades supersede original grades without penalty.
- A single retake opportunity is allowed for summative assignments. For students dissatisfied with retake results, a meeting with the teacher is recommended to collaboratively devise a support plan.
- Reasonable prerequisites before retakes can be required, such as completing notes or test corrections.
- Retakes should cover the same content matter/standards as the original assignment.
- Retakes should be completed within two weeks (10 school days) of returning original grades, with possible adjustments communicated beforehand.

Attendance Expectations

Classroom Expectations

Students are expected to:

- Arrive at each of your assigned classes on time. Punctual attendance is the first requirement for success.

- Communicate with teachers prior to any planned absences.
- All students are expected to be in school and in their assigned classes, daily.
- Per District Policy, a student is considered absent if they enter class after 10 minutes have elapsed. However, students are still expected to attend any remaining class time, regardless of their arrival time. Students who leave class for more than 10 minutes without prior approval will be marked absent or left unexcused.
- A large part of learning takes place during class discussions and participation. Many of our teachers use instructional methods that require student participation; if students are absent, they miss out on that learning. Students are expected to follow classroom procedures to recover any missed instruction.
- Students may maintain their own attendance records and review the Source to receive up to date attendance information.
- Students are not to leave class for any reason without a pass.

Teachers are expected to:

- Take attendance for each class, accurately and in a timely manner.
- Communicate with families if they are concerned about attendance. They may also include counseling or administration if there seems to be a chronic issue.
- Establish classroom norms around make up work that adheres to the Seattle Public Schools policies.
- Communicate with students their expectations around using passes, entering late, and how students can communicate planned absences.
- Dismiss students at the bell, no sooner.

School-wide Expectations for attendance

All absences from school are considered unexcused unless the parent/guardian contacts the school by phone, email, or note within three school days (72 hours). Attn office phone number is 206 252-4814.

If there are questions or concerns regarding attendance, please contact the teacher or Attendance office.

Excused Absences:

- Participation in a school-approved activity (field trip), (auth in-building), (auth out-building)
- Request made by parent/guardian such as illness, health conditions, family emergencies, religious purposes, or educational opportunities.
- Disciplinary actions or suspensions

Unexcused Absences:

- Absences not authorized or excused from the above reasons, including vacations.

Tardiness:

- Students arriving late to school or class for any reason not described as an excused absence will be counted as unexcused tardy.
- Arrival to class late, by more than 10 minutes will be considered an absence.

ATTENDANCE PROCEDURES FOR STUDENTS:

If it is a pre-planned absence, please contact the attendance office as soon as possible so it can be entered. It is also requested that students notify their teachers via email ahead of time. If you will be gone on a pre-planned event, such as a field trip, make sure you fill out a pre-planned absence form and have teachers sign. You need to do this at least 3 days in advance.

If the absence was not pre-planned, please contact the attendance office within 72 hours of the absence, notify teachers if possible, and complete any make-up work or missed assignments.

A Parent Note, Parent E-mail or Parent Phone Call may excuse qualifying absences, within 72 hours (3 days). After the suggested time, it is possible the absences will not be excused.

If you need an Early Dismissal slip, please have a parent call, email or send a note with the student. You need an Early dismissal slip before you leave the school grounds. When you return, please check back in at the Attendance Office and show the early dismissal slip.

Participation in athletics/ activities: You are expected to fill out the Game-Day form and attend all classes on game days. Failure to do this may result in ineligibility to play.

Please see Superintendent Policy 3121SP for details about District and State Attendance policy

Behavior Expectations

We expect all Roosevelt students and staff to uphold dignity and respect in their actions. Below is our PRIDE profile, outlining some of our community values, and giving examples of specific behaviors we are looking for in our spaces.

Pride Profile

ROOSEVELT STUDENTS SHOW P.R.I.D.E. BY...

	In classrooms	In Hallways	In Community Events/ Spaces
Passion	<ul style="list-style-type: none">• Participate and remain engaged• Offer new Ideas• Invest in your own learning• Share your perspectives	<ul style="list-style-type: none">• Walk quietly and quickly to class• Affirm and support others• Use hallway time to reflect on learning experiences	<ul style="list-style-type: none">• Demonstrate positive school pride• Cheer for all
Respect	<ul style="list-style-type: none">• Meet Classroom Expectations• Use Active Listening• Help Others• Honor Diversity	<ul style="list-style-type: none">• Pick up after self• Follow Requests of Staff• Honor personal boundaries of others	<ul style="list-style-type: none">• Follow requests of staff• Use supportive and affirming language
Integrity	<ul style="list-style-type: none">• Accept accountability	<ul style="list-style-type: none">• Maintain clean and safe space	<ul style="list-style-type: none">• Clean up after themselves

	<ul style="list-style-type: none"> • Produce original work • Communicate Openly • Honesty and honor 	<ul style="list-style-type: none"> • Be an Ally • See something, say something 	<ul style="list-style-type: none"> • Uplift others • See something, say something
Determination	<ul style="list-style-type: none"> • Participate • Seek help and accept help when needed • Advocate for self • Demonstrate Resilience • Attend class regularly and on time 	<ul style="list-style-type: none"> • Make positive choices for the community • Move to the appropriate location in a timely manner 	<ul style="list-style-type: none"> • Makes positive choices for the community • Demonstrates confidence in their peers
Excellence	<ul style="list-style-type: none"> • Help others • Bring their best self consistently • Engage in Self Reflection • Use Collaboration to learn 	<ul style="list-style-type: none"> • Bring their best self • Engage with adults and peers with positive intent 	<ul style="list-style-type: none"> • Bring their best self • Engage with adults and peers with positive intent • Consistently encourages other to engage positively

We also expect staff and parents to adhere to the SPS civility guidelines, found at <https://www.seattleschools.org/wp-content/uploads/2023/09/Workplace-Civility-Admin-Guidelines-ADA.pdf>

Safety and Security at Roosevelt

Safety is one of our prime goals at Roosevelt. Below are the practices and procedures for various situations. Please understand, in the event of a crisis, Administration will communicate once the situation is managed. One of the roles of Administration is to act as Incident Commander, meaning they are working to navigate the situations and ensure safety and security. It is important for the Roosevelt community, (students, staff, and parents) support our work by adhering to the expectations laid out below.

General Practices for Safety for all:

There are several things each of us can do to ensure a safe and secure learning environment. Please see the following guide to help you know what healthy practice in a comprehensive high school looks like:

1. Do not prop exterior doors open! In fact, if you see a door propped open, shut it! This includes times when events are occurring in the building. We are in a busy community, and an open door can look like an invitation for non-RHS community members to enter our space.
2. If you see an adult without a visitor badge, an SPS or a School ID, please report it to the main office immediately. It is helpful to note where and when you saw the person so we can locate them quickly and assist them to get a visitor badge.

3. Students from other schools are not permitted on campus during the school day. If you are aware of non- RHS students on campus, please alert the main office.
4. See something, Say something. If you feel you are witnessing a situation that may cause harm to others, please alert security, admin, or the main office. It is better to be safe and report.

Guests at Roosevelt

All guests must check in at the main office before entering any other part of the building regardless of whether they have an appointment. Visitors must display a badge where it is easily seen. This policy includes parents, guardians, guests, and community partners. Non-RHS students are not permitted to be on campus during the school day.

Parking Lot

Due to a lack of space, the parking lot is currently reserved for staff and visitors only. Staff must display their parking pass in the front of their car, in an easily visible location such as the rear-view mirror. Visitors must request a visitor pass from the main office.

Vehicles that fail to display proper identification will be given a warning on the first offence, will be stickered on the second offense, and will be fined \$50.00 on the third offence.

Lockdown

A lockdown is the process of protecting students and staff from external and internal dangers. A lockdown is used when there is an immediate threat of violence in, or immediately around, the school.

Main Office will announce, **“Please secure your room at this time, our school is in a lockdown, Lockdown, lockdown”**

Admin will call 911 and notify Safety and Security Office

Teachers will:	Students Will:
Check hallways for students and usher them to shelter	Remain calm, silent and follow the instructions of the teacher/ supervising adult. If out of a classroom, move to the nearest classroom IMMEDIATELY
Lock the door, close windows/ blinds, turn off lights and provide maximum concealment	Move SILENTLY to the space least able to be seen from doors or windows
Provide maximum cover by positioning students/staff against the wall that provides the most protection, keeping everyone seated as low as possible and remaining quiet	Refrain from using phones, or other devices during the lockdown.
Monitor e-mail for urgent messages	

1. A lockdown continues until police or principal/administrator unlocks the doors and verbally gives the “all clear” signal.
2. Students/staff and visitors who are outside the building must implement the safest approach for the circumstances. This may include reverse evacuation, relocation, or searching for cover and concealment.
3. If needed, contact the main office at 206 252-4810.

Shelter In Place

Shelter-In-Place is the process of keeping students and staff safe from dangers within the community or during non-imminent threats. Schools would Shelter-In-Place in events such as hazardous materials incidents, radiation incidents, snowstorms, vague threats, or violence in the community that is not directed at the school; **ACADEMICS ARE ONGOING**

Teachers will:	Students will:
If students and/ or staff are outside, teachers will direct students to the next class as quickly as possible. If the class is conducted outside, such as gym, teacher will move students to an inside space during the shelter-in-place.	Ensure you are in a classroom space with a teacher/ supervising adult
Lock doors, continue teaching	Continue with the lesson for the day. Please note, this may become an extended period. We will attempt to keep a normal class schedule; however this is not always possible in these situations. Remain in the class until instructed to move on.
Monitor email for urgent messages	

Staff and students: Remain in classes until the “all clear” signal is announced.

Evacuation (including fire drills)

In the event of an evacuation, such as fire drills, hazardous materials, or other scenarios, each classroom will have a designated location on the field to meet. It is the responsibility of the students to remain with their supervising adult.

Teachers will:	Students will:
Retrieve classroom emergency pack a. Class list for each period (Update every semester) b. Field Map c. Wear safety vest d. Provide notes for substitute teacher	Line up by the door and await teacher instructions. Do not bring your belongings.
Exit and shut classroom door	Follow teacher
Proceed with class to designated spot on the field, using the appropriate exit	Remain with class and teacher. Do not take a different route than what is laid out unless instructed by your teacher
Take attendance at the field. Area leaders will check for additional/ missing students. Hold up the Green card if you have your class, and the Red if there is additional/ missing students	Remain with your teacher on the field.
Await the “all clear” from administration	Await the “all clear” from administration

Earthquakes

When you feel an earthquake or during a drill- The office will announce “Drop, cover, and hold we are in an earthquake”. In the event of a real earthquake, DO NOT wait for an announcement. Procedures: drop, cover, and hold until movement stops completely.

1. Drop, cover, and hold until movement stops completely. The safest places would be under a desk, table or against an inner wall for protection from falling plaster, light fixtures, or heavy overhead objects. Keep away from windows, file cabinets and bookshelves.
2. Remain calm
3. Listen for instructions to evacuate or remain

When told to evacuate or if communications are down and you are able to determine a safe route to exit:

1. Evacuate to designated areas on the football field. Please review fire drill procedure for where your class is located on the field. Bring first aid kits/meds with you.
2. Teachers will take attendance
3. Teachers will report names of missing people to Area Leaders
4. Area leaders: report missing students/staff to Central team.

Roosevelt Library

Librarian: Andrea Redmond, Email: aaredmond@seattleschools.org

Hours

- Monday, Tuesday, Thursday* and Friday 9:15am-4:00pm.
 - *Library is closed on Thursdays from 10:30-11:30am
- Wednesday: 9:15am-2:25pm

Expectations

- Students are expected to sign in when entering the library.
- During class time, students must present a pass from their teacher before using the library.
- The library is a place of study. Students who use the library should respect the space by engaging in classwork, study, research, or other quiet activities provided by the librarian. Any disruptive behavior may result in removal from the library and loss of library privileges.
- Food and drink are to remain outside the library space.

Library Passes

If you need more time to work, the Librarian can provide you with a pass in collaboration with your teacher(s). There are times when the library is in use by a class, or a school event, therefore it is important to communicate your needs beforehand. Please see Ms. Redmond for more information.

Online Resources

Our online library can be found at

<https://spscatalog.seattleschools.org/cataloging/servlet/presentadvancedsearchredirectorform.do?l2m=Library%20Search&tm=TopLevelCatalog&l2m=Library+Search>

School Counseling

Roosevelt High School counselors are advocates for all students. Guided by the American School Counseling Association National Model and using a social justice/racial equity lens, our counseling team designs and delivers comprehensive school counseling programs that promote student achievement and success in the personal-social, academic, and career development areas. These programs are comprehensive in scope, preventive in design and developmental in nature. We work with groups and individual students to help them create strategies for success in a variety of ways. Through grade-level guidance curricula, students attain knowledge, attitudes, and skills for goal setting and developing plans for their future. Through responsive services, we work with our student support team to address concerns related to academics and social-emotional well-being. We collaborate with families, teachers, other school staff, outside providers, and community organizations to support our students. A goal is to challenge students to become aware of their individual strengths, to develop methods for dealing with difficulties, to set goals, to make choices and to consider consequences.

Connect with your School Counselor

Last names start with:	Name of Counselor	Email @seattleschools.org	Phone Number (206 area code)
A-D	Carrie Richard	Clrichard	252-4835
E-Ki	Ron Stuart	Rjstuart	252-4826
Kj-Ri	Courtney Judkins	Cjjudkins	252-4825
Rj-Z	Frank Heffernan	Fheffernan	252-4836
Secretary	Corrine Collins	Cocollins	252-4827

STUDENT SUPPORT SERVICES

In addition to our counseling team, we have several staff who support students in a variety of ways. Students who need additional support may reach out to the following staff.

Academic Intervention Specialist/ 504 Specialist	Erin Bailey	Eebailey	252-5770
Academic Intervention Specialist	Drea Jermann	anjermann	252-4840
Psychologist	Katherine Dynes	kadyes	252-4824
Career Connected Learning Coordinator	Edward Rho	Ewrho	252-4972
Tier 2 Coordinator	Tim LeBeau	Tjlebeau	252-4845
Social Worker	Ashely Holguin	Anholguin	252-4810
Special Education Department Chair			
Special Education Department Chair	Jay Brock	jrbrock	252-5002

Nurse	Enid Moore	Semoore1	252-4817
NeighborCare/ Teen Health Care	Various Providers		206-527-8336

Roosevelt High School Graduation Requirements and Core College Admissions Requirements

CRITERIA FOR GRANTING CREDIT

Roosevelt will grant credit toward graduation if:

1. The student has completed requirements for a class offered for credit by the Seattle School District.
2. The student has earned credit at an institution accredited to give high school or college credit, and:
3. Roosevelt has in its possession an official transcript from the accredited institution.
 - a. The hours a student spent in class at the accredited institution are reasonable equivalent to 75 hours for .50 credit and 150 hours for 1.00 credit and Roosevelt's Principal or the Principal's designee gives prior approval for a student seeking credit outside of Roosevelt.
 - b. Running Start classes are in a special category. Students may be asked to earn college credits as well as high school credit for each Running Start class.

Graduation Requirements

Counselors meet with all students starting first semester of 9th grade to go over high school graduation requirements, as well as to talk about course requirements for admission to four-year colleges, and other post-secondary plans. Graduation requirements are subject to change and college admission requirements can vary. So, it is important for students to communicate frequently with their counselors.

The general graduation requirements for Roosevelt High School are set out below, with an indication of the MINIMUM needed for four-year college:

Fine Arts	2.0 credits or 1.0 and 1.0 in PPR (Personalized Pathway Requirements: 1.0 credit in art meets the admissions requirement for most colleges)
Health	.5 credits
Language Arts	4.0 credits: LA 9A, LA 9B, LA 10A, LA 10B, 1.0 AP LA or CIHS LA, 1.0 LA options (4.0 credits for college)
Math	3.0 credits: and through algebra 2 (3-4 credits for college, including senior year of math or math-based science)
PE	1.5 credits (including personal fitness class)
Career and Technical Education	1.0 credit
Science	3.0 credits (2 -3 credits lab science for college)
Social Studies	3.0 credits: Washington State History (may be taken in middle school), WH I, WH 2, AP Human Geography, US History, American Government (3.0 credits for most colleges)

World Language	2.0 credits or 2.0 PPR (minimum of 2 credits at two levels in the same language for college admissions)
Additional Classes	4 credits additional classes.
TOTAL	24 credits
Other requirements	24 credits for Class of 2021 and beyond, with no more than 2.0 TA credits, High School & Beyond Plan, 60 hours service learning, , State exit testing standards or alternative in Language Arts, math, and science. All fees must be paid to receive diploma.

Career and College Planning

In your ninth-grade year you should be planning the courses necessary for entrance to a college, university, a training program for a particular vocation, or for employment after high school graduation. During your ninth-grade year, counselors will work with you to start a High School and Beyond Plan. This blueprint will include the courses required for high school graduation, as well as help you figure out what you need for your post-high school goals. Consultation with your parents and counselor throughout high school will assure you of appropriate course choices for these goals.

A high school diploma enables you to go to work, to enter some apprenticeship programs, enlist in the military, or to seek further education.

Running Start

This program allows qualified students to

- Take both high school and college classes.
- Earn college credit free of tuition charges. (accepted at some but not all four-year colleges).
- Apply credits earned through college courses toward high school graduation requirements.

What are the qualifications to attend this program?

- A student must take a qualifying test and be prepared to take college level courses and do college level work.
- A student must be a junior or senior.
- A student must purchase his/her own books for classes and pay all college fees. *
- A student must provide his/her own transportation. See your counselor for more information.
- Students eligible for Free/Reduced lunch are eligible for programs at the college to cover these fees or allow for borrowing books.

Expectations for Students Participating in Running Start:

- Students participating in Running Start online are expected to work on assignments and classwork during the designated time in their schedule.
- Students remaining on campus for their classes are expected to stay in the library during their Running Start times. Students may also participate in online courses from home.
- Students participating in Running Start are expected to respect the learning time of their peers. Failure to do so may result in discipline.

- Full time Running Start students are not to be on campus unless they are participating in Free and Reduced Lunch or other services. In this case, students are only permitted on campus during lunch time or by appointment.

College Athletic Eligibility

Review the NCAA Guide for the College-Bound Student Athlete, available at www.ncaa.org and/or for NAIA eligibility <http://www.naia.org/>, plus talk to your counselor.

College Planning Calendar and Checklist

Ninth Grade Year

- Enroll in required courses and choose world language as an elective.
- Become acquainted with your counselor.
- Establish a good grade point average.
- Complete 9th grade Naviance lesson for High School & Beyond Plan – Strengths Explorer

Sophomore Year

- Familiarize yourself with college conferences and set goals.
- Complete 10th grade Naviance Lesson for High School and Beyond Plan – Career Exploration

Junior Year

- Persist in college prep academic courses; consider AP or CIHS options for extra rigor
- Attend selected college rep visits at RHS and the local National College Fairs.
- In the fall take the PSAT/NMSQT at Roosevelt High School (practice for the SAT).
- Complete 11th grade Naviance Lesson for HS&B Plan – College SuperMatch
- Continue to actively research possible colleges and universities.

Senior Year

- Take (or retake) the SAT, ACT, SAT Subject tests if you choose.
- Meet with your counselor to plan your official recommendation and necessary paperwork.
- Plan carefully for deadlines; allow three weeks for counseling office processing.
- File the Financial Aid Form (FASFA) as soon after October 1 as possible.
- Ask for seventh semester grades to be forwarded to schools who want them.
- Be sure to request a final transcript be sent to the school you choose.

Reporting concerns

Please note: If your reported concern relates to self-harm, abuse, or assault, including sexual assault, school staff are mandatory reporters; this means that we will need to contact Seattle Police, CPS, and/or possibly medical personnel. As mandatory reporters we are required to make these reports, but it is your choice if you would like to speak to these agencies when they come to campus. If you want to speak to them, and they come to campus, it is your right to have a trusted adult (teacher, other staff member, etc.) with you during your meeting. If your concern has occurred off campus or at a non-school based event, the school's response is limited by WA State law. However, and the school's scope of action is likely to refer you to Seattle Police or another community agency for resolution. However, we will continue to work with you in a supportive capacity around supporting your safety at school.

Concerns with a grade

Every effort shall be made by our school staff to give you an opportunity to voice your concern.

1. Make an appointment to talk to your teacher, at a time that is convenient for both of you. You may want to ask a parent to also attend this meeting. You should prepare for the meeting by organizing your thoughts and gathering any relevant documentation such as test grades, homework assignments, and major projects. If you need assistance with this, please reach out to your counselor or administrator.
2. If needed, you, your parent, or both should make an appointment to talk with a counselor or the department head or the ombudsperson. This staff person will listen and offer comments. The person selected should be an individual with whom you feel comfortable. You should also prepare for this meeting and bring appropriate documentation.
3. If after talking with the school members listed above you still have concerns, you may submit a written summary of these concerns to the Principal. This summary should include information about the situation as well as references to prior meetings or actions. Everyone involved agrees to recognize that reasonable persons may arrive at different conclusions about these concerns.
4. At the Principal's convenience, your concerns will be reviewed. Any follow-up with you, your parents, and/or your teacher is at the Principal's discretion.

Concerns with another student

If you are in conflict with another student, and unable to resolve, you are welcome to report to a trusted adult. There are several options for resolution after your report:

1. The trusted adult may invite the other student(s) to share their side, then determine next appropriate steps.
2. You and the other student may have a restorative conversation, facilitated by the trusted adult.
3. The adult may deem it necessary to report to administration, at which time, the steps below may be followed.

If you believe your situation falls under the classification of Harassment, Intimidation, Bullying, it is your responsibility to report to a trusted adult on campus.

As defined in legislation, "harassment, intimidation or bullying" (HIB) means any intentional electronic, written, verbal, or physical act including, but are not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010, or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

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

The HIB form is found at this website below and is available in multiple languages.

<https://www.seattleschools.org/departments/student-civil-rights/hib/>

When your concern is escalated to school administration, here is what you can expect to happen:

1. An administrator will call you in, in private, to talk to you about your concern. They will ask if you would like to have anyone else in the room while this conversation occurs. This could be a friend, another adult, or a family member.
2. Your administrator will actively listen to you. They may ask follow-up questions with the intent of fully understanding your concern. These questions are for clarification, not for passing judgement. Administration will hold space for your truth and for any discomfort you may be feeling.
3. Your administrator will talk you through possible next steps and outcomes for your situation. This will often include describing how a school-based investigation takes place (*outlined in part e below*) and how you wish to be identified in the process. Your reporting status options in an investigation can be:
 - a. **Anonymous:** you can report without revealing your identity. No disciplinary action can follow from an anonymous report, however we may engage in safety planning if appropriate.
 - b. **Confidential:** you can ask that your identity be kept from the accused and/or any other involved students. No disciplinary action can follow from a confidential report, however, we may engage in safety planning if appropriate.
 - c. **Non-Confidential:** you can give permission for individuals involved in the incident to have report details. Disciplinary action can come from this type of report. Safety planning may also be a part of the follow up process.
4. If you decide you want to proceed with an investigation, your administrator will ask you to fill out an Incident Reporting Form. It can be completed [online](#) or in person. A written report is required to begin a school-based investigation. Your administrator will proceed with the investigation according to your preferred status.
 - a. A school-based investigation will include at a minimum:
 - i. A confidential interview with the reporter and/or alleged victim. In this case, confidential means that only those who need to know the information shared in the interview will receive that information. This may mean that a teacher, or another staff member may receive information about the interview.
 - ii. A confidential interview with the alleged aggressor, if known
 - iii. Confidential interviews with other students or staff members who may have knowledge of the alleged incident.
 - b. During the investigation, your administrator will take assurances to guard the safety of the reporting student and/or the alleged victim if they are different, which may include the creation of a formalized safety plan. A safety plan is tailored to a specific student's needs.
 - c. The investigation will be completed as soon as practicable, but generally no later than five (5) school days from the initial complaint or report. If more time is needed, your Administrator will provide you and/or your family weekly updates.
 - d. No later than two (2) school days after the investigation has been completed, your Administrator will respond in writing or verbally to the alleged victim and their parent/guardian and of the alleged aggressor stating:
 - i. the results of the investigation
 - ii. whether the allegations were found to be factual under the District's policies; when making a decision, an administrator must find it "more likely than not" that reported behavior occurred based on the evidence in the investigation
 - iii. whether there was a violation of policy

- iv. the process for the alleged victim to file an appeal if they do not agree with the outcomes
- v. the process for the alleged aggressor to appeal if they do not agree with the disciplinary outcomes
- e. If there is a finding, corrective action/discipline will be made for the aggressor. These actions will be made in accordance with district policy. Depending on the severity of the conduct, remedial action may include, but is not limited to, counseling, education, change in classrooms/schedule, suspension, and/or referral to law enforcement. Corrective measures may be postponed until the conclusion of any appeal process, if applicable.
- f. Legal requirements regarding the confidentiality of student records generally prohibit RHS Administrators from giving specific information on student discipline or consequences that result from an investigation to the alleged victim, their family, or the broader community.

Concerns with a staff member

If there is a concern regarding a staff member, please make an appointment with your administrator or send an email detailing your concern. Once your concerns are heard, your administrator will make every effort to address the situation with the teacher. Some steps may include:

- Scheduling a conversation with you and the staff member to come to a resolution.
- Addressing the staff member confidentially regarding your concerns. Please note administrators will not share information regarding personnel with families. If the concern necessitates a confidential conversation, no updates will be able to be shared. However, should the issue persist, please continue to connect with the administrator and update the information.

Teacher reporting of concerns

Teachers may report concerns voiced by students or regarding student behavior, academics, mental health, or other issues using our Referral for Intervention Form. Teachers are encouraged to contact families before using this system to build community and partnership. This referral is sent to the administrative staff, who then forwards the information to the appropriate staff member(s). When appropriate, families will also be notified about the referral, and invited to participate in student support plans.

Referrals can be filled out using a link provided by Administration. Please have the following information for referrals:

- Student name (first and last if possible)
- Date of incident/ report
- Any previous Interventions
- Date and result of parent contact

Depending on the circumstance, other information may be required. Referrals can be made for the following reasons:

- Behavior: Defiance, Misconduct, Defacement of school property, cheating, etc. (Referred to Admin)

- Mental or Physical wellness check: Changes in behavior, concerning statements, issues with classmates (Referred to Tier 2 coordinator, Counseling, and Social Worker)
- Academic Concerns (Referred to AIS)
- Attendance (Referred to Admin, Attendance office, Counseling and others as appropriate)
- Other: includes other areas of support needed for students not mentioned above. (Referred as appropriate)

****Please note, this referral is NOT for situations of immediate crisis. If you believe a student is in imminent danger, call the main office immediately****

School activities and events

School Dances

Dance Hours: Dances may occur from 8:00pm-11:00pm. Adult supervision ends no later than 11:30

Transportation: It is the responsibility of the student and their family to arrange safe and secure transportation to and from the dance.

Entry: All students MUST provide a photo ID upon entering the dance. The name on the ID must coincide with a name on the guest list. Students arriving at the door without an ID will not be allowed entry.

Chaperones: Parents are encouraged to volunteer to chaperone for dances. Please contact our Athletics and Activities coordinator for more information.

Backpacks/ Bags: Backpacks or large bags are never permitted at dances. Please note all purses, handbags and pockets are subject to search upon entry.

Tickets: There will be no sale of tickets at the door. Tickets must be purchased ahead of time and connected to the name of a Roosevelt student.

Guest Passes: Guest pass forms and tickets must be completed and purchased one week prior to the event. Students are limited to one (1) guest pass, and guests must be approved by RHS and the Guest's home school prior to purchasing a ticket. Guests are also required to present a photo ID at the door.

Conduct and Behavior:

- **Dress code:** All persons entering events must adhere to the SPS dress code. Tops, bottoms, and shoes are required. Explicit language, or depiction of drug or alcohol paraphernalia is prohibited.
- Consistent with district rules and procedures, students who are suspected to be under the influence of alcohol and/or a controlled substance will be sent home. Parents of students found to have used or have in their possession, and/or under the influence of alcohol, and or a controlled substance will be called to come to the dance as soon as possible to take charge of their student(s). Students will not be allowed to attend any dances for the remainder of the school year.
- Additional security specialists will be hired for explicit purpose of monitoring student dance behavior.
- Students will be required to forfeit all admissions fees if dismissed from the dance.

Attendance at Games

Entry and tickets: Students and families may purchase tickets at the door for sporting events. Please note, most events are now accepting electronic payments only. Please check with Athletics about payment options before attending games.

Any person suspected to be under the influence of alcohol, or a controlled substance will not be allowed to enter the event.

Dress code: All persons entering events must adhere to the SPS dress code. Tops, bottoms, and shoes are required. Explicit language, or depiction of drug or alcohol paraphernalia is prohibited.

Backpacks/ Bags: Backpacks or large bags are never permitted at games. Please note all purses, handbags and pockets are subject to search upon entry.

Conduct and Behavior: We expect students and parents to represent RHS with respect and dignity. The following behaviors are prohibited and may result in expulsion from the game or event:

- Being under the influence of, distributing, or possessing alcohol, controlled substances (including marijuana), or weapons.
- Using excessive inappropriate language
- Defacing or mutilating property
- Interfering with game play in any way
- Not following the direction of school or district officials
- Smoking, vaping, or use of any tobacco products

Please note that all SPS football games do not allow for “in and out” privileges. If you exit the event, you may not be allowed re-entry.

Performances

Entry and Tickets: While many events are free of charge, several performances require the purchase of tickets. Please see the communication from the Performing Arts department prior to the performance to know what the procedure is for entry.

General Conduct: Typically, performances are held in the auditorium, and it is possible there will be assigned seats on your ticket. Please remain in your seat during the performance. Here are some other expectations for audience behavior:

- Turn off all cell phones and other electronic devices.
- Do not use flash or take video during the performance.
- If you need to leave for any reason, please do so between music pieces, or during a scene change.
- Respect the performers by remaining silent during the performance.
- Clap at the end of a piece, or scene.
- Do not bring food or drink into the auditorium.
- At the conclusion of a performance, please exit quickly and calmly.

Participation in Clubs/ Club Sports

Students are encouraged to engage with their peers who hold similar interests. Roosevelt has a variety of clubs students may join. Oftentimes, students will want to start their own club. However, to be a school-sponsored club, there are some guidelines.

- All clubs must have an adult advisor.
- All clubs must maintain a constitution, which must be on file with the Activities Coordinator

Anti Hazing Policy

It is the strict and non-negotiable policy of Roosevelt High School that any form of “hazing” is not permitted.

The definition of Hazing by SPS is: Initiating or harassing another student with meaningless, difficult, dangerous, or humiliating tasks through unsafe or illegal behaviors that cause, or are likely to cause, physical injury or endangerment.

We want everyone to have a safe and positive experience. Hazing will not be tolerated and students violating this policy will be subject to discipline ranging from school-based discipline to suspension from games/activities to suspension from school. Let us all treat each other with respect and build our teams and clubs up for the enjoyment of all participants.

Staff Sponsors

Any staff wishing to sponsor a club must participate in the club advisors training prior to the club becoming active. Trainings are offered through our Athletic and Activity Coordinator.

Substance use, possession, or distribution

Roosevelt has a no-tolerance policy for the distribution of illicit substances, including alcohol, drugs, or tobacco. Students engaging in this behavior will be disciplined to the furthest extent possible.

School staff will report to an administrator immediately if a student is suspected of being under the influence. Security and Administration will assess the student and conduct next steps.

Substance use is considered a medical issue and will be handled as such. Students believed to be under the influence will have their family contacted and will be asked to receive medical care. In extreme cases, the nurse may recommend a call to emergency services. A formal request for a drug and alcohol assessment may be issued in the form of a Notice of Disciplinary Action. Student may return to school once this is completed.

Seattle Public Schools Dress Code

The primary responsibility for a student’s attire resides with the student and parents or guardians. The Seattle School District and Roosevelt High School are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student. Students are given the most choices possible in how they dress for school. The restrictions outlined below are to support the overall educational goals of the school.

Core Values

In relation to student dress, the district's core values are the following:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming.
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce, or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity.
- Students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance.

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear.

This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g. physical activity, science or CTE courses). Also, this policy allows for reasonable variation in required student attire for participation in activities like swimming or gymnastics.

Students may not wear clothing, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material;
- Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose); or
- Demonstrate gang association/affiliation.

Attire worn in observance of a student's religion are not subject to this policy.

TECHNOLOGY POLICY

Roosevelt High School has made a commitment to intentionally support student growth and differentiation through the effective use of technology. Our school staff has also observed that students' personal devices can be a distraction to student learning. Per SPS Procedure 2022SP, school staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day. Our policy is specific in defining when and where devices may be used. The following policy applies to electronics, including personal listening devices.

Digital Citizenship

Digital Citizenship refers to the responsible use of technology to engage with others in any form. It is the responsibility of each student to maintain positive digital citizenship. This includes social media, search history, direct messages, and any other online content. Instances of cyber-bullying, arrangement or promotion of violence, slander, or distribution of personal information may result in discipline.

Characteristics of a good digital citizen:

- Be aware of your digital footprint.
- Protect your privacy and the privacy of others.
- Respect others: if you would not say it in person around those you admire, do not say it online.
- Utilize online resources for learning but use a critical lens. (Be sure to look into the source)

Acceptable Usage

All use of electronic devices on school grounds and all use of district electronic resources must be for educational purposes during class time. This includes use of school equipment and personal devices such as personal laptops or iPads.

Some examples of educational uses of technology include using the Internet for research, checking grades on the Source, creating multimedia projects, reading eBooks, typing notes, word processing, and using calculators and graphing software. Electronic device usage before and after school, during assigned lunch period and passing times is acceptable time for personal device use that may not be considered for educational purposes. Each teacher may establish guidelines for their classrooms around the use of technology. Failure to meet teacher expectations may result in disciplinary action. The teacher is responsible for clearly communicating classroom expectations.

Technology Etiquette and Cell Phone Policy

Technology used at Roosevelt must not distract from the learning environment.

- Unless given specific permission from staff, personal technology must be inoperable and away during class time. In each classroom, technology will be put in a PHONE AWAY ZONE during learning time.
- Students will still have access to use their devices before/after school, passing, lunch, and during designated learning activities or as part of an accommodation in a learning plan.

Supporting Interventions/Consequences for unauthorized use

- In classrooms, technology use will follow the guidelines of the teacher. Personal or school issued technology may be confiscated if the guidelines are not followed.
- 1st incident – Verbal Reminder
- 2nd incident – teacher holds phone and/or headphones until the end of the period. & teacher contacts parent to report of student's inappropriate digital citizenship, incident is tracked by teacher. (If student refuses, parents and admin will be contacted via the referral system for follow-up).
- 3rd incident – phone and/or headphones go to office, incident is tracked with a referral, student must pick up at end of day.
- 4th incident – Admin/Counselor meets with student to create an appropriate digital citizenship contract to be completed with parent signature.

Technology Security and Safety

The school is not responsible for lost, stolen, or damaged personal electronic devices. Students who bring personal devices to school do so at their own risk. Students may keep devices with them instead of storing them in lockers, but they must be kept out of sight with ringers and sound off during class periods. Some teachers may request that students utilize phone pockets in the classroom to minimize distractions.

It is essential that students do not adjust or change the school's computer settings. Tampering with school technology includes attempted hacking or breach of the school or district's website and/or files. Using technology in a harmful and unsafe manner is not allowed and is subject to disciplinary action. Using technology outside of the school day for cyberbullying (Snapchat, Facebook, Instagram, etc.) affects the school environment and therefore will be pursued by Roosevelt administration and Seattle Police Department as appropriate.

Use of technology must not violate the Seattle Public Schools' cyberbullying policy:

It is the policy of the Seattle School Board to prohibit harassment, intimidation and bullying by any means, including but not limited to electronic, written, oral or physical acts, either direct or indirect, when such intentional electronic, oral, written or physical acts physically harm, substantially interfere with a student's education, threaten the overall educational environment and/or substantially disrupt the operation of school. This includes, but is not limited to, harassment, intimidation and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability. This prohibition shall apply to all District employees, volunteers, parents/guardians and students, including conduct between students, between adults and between adults and students.

School Contacts

Title	Name	Phone	Email@seattlepublic schools.org
Principal	Tami Brewer	206-252-4815	Tbrewer
Assistant Principal serving students A-Gil	Ivory Brooks	206-252-4870	idbrooks
Assistant Principal serving students Gim-Nob	Rachel Langness	206-252-4812	Rllangness
Assistant Principal serving students Noc-Z	Maggie Mattmiller	206-252-4851	Mmattmiller
Administrative Assistant (Main Office)	Marjorie Gamble	206-252-4810	Mgamble
Counselor serving students A-D	Carrie Richard	206-252-4835	Clrichard
Counselor serving students E-Ki	Ron Stuart	206-252-4826	Rjstuart
Counselor Serving students Kj-Rj	Courtney Judkins	206-252-4825	Cjjudkins
Counselor Serving students Rk-Z	Frank Heffernan	205-252-4836	Fheffernan
Counseling Secretary	Corrine Collins	205-252-4827	Cocollins
Athletic Director/ Activities Coordinator	Danny Thompson	206-252-4861	Djthompson1
Athletic Administrative Assistant	Sarah Thomas	206-252-4810	Sathomas
Academic Intervention Specialist	Erin Bailey	206-252-5770	Eebailey
Academic Intervention Specialist	Drea Jermann	206-252-4936	Anjermann
School Psychologist	Katherine Dyne	206-252-4824	kadynes
Tier 2 Coordinator	Tim LeBeau	206-252-4845	Tjlebeau
Social Worker	Ashley Holguin	206-252-4908	Anholguin
Registrar	Dana Miller	206-252-4906	Dtmiller
Fiscal Specialist	Rayna Bauer	206-252-4866	Rcbauer
Attendance Secretary	Sunshine Feldman	206-252-4814	Srfeldman
Librarian	Andrea Redmond	206-252-4953	Aaredmond
Nurse	Enid Moore	206-252-4817	Semoore1
Teen Health Center (NeighborCare)	Various Providers	206-527-8336	
Security	Marcel Howard	206-252-4941	Mmhoward
Security	Robert Bishop	206-252-4941	Rdbishop
Maintenance	Than Sibounhevang	206-252-4910	Thsibounhevang