

Staff Handbook

Roosevelt High School

2017-18

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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.

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

Motto

What I Am To Be I Am Now Becoming

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

Key Administrative Responsibilities

Kristina Rodgers, Principal

C-SIP

Metro League Representative

August Mailing

Building Administrative Team

Budget

Building Leadership Team

Commencement

Extracurricular/Athletic Supervision

Professional Development

Staff Meetings

Grievances

Instructional Council

PTSA

PCR (Personnel Change Request) – initiate

Public Relations – Alliance for Ed, Community Partners, RHS Foundation, Golden Grads, etc.

Seat Count – overages

Staffing

Master Schedule

Certificated Evaluations

Family/Consumer Sciences

Special Education – all service models

Counseling

AIS

Long-term substitute

Classified Evaluations

Administrative Secretary

Counseling Secretary

Fiscal Specialist

Special Education I.A's

Roy Merca, Assistant Principal

Attendance Discipline (A-G)
BLT/IC/PTSA
Facility Use/Building Permits
Lunchroom/Hall/Grounds Supervision
Professional Development
SIT
IEP Meetings
Transportation/Orca Cards
Volunteers
Field Trips

Certificated Evaluations

Business Ed.
Health/PE
Social Studies
Activity Coordinator
Athletic Director

Classified Evaluations

Assistant Secretary

Jessica Proctor, Assistant Principal

Attendance/Discipline (H-N)

BLT/IC/PTSA

Extracurricular/Athletic Supervision

Lunchroom/Hall/Grounds Supervision

Professional Development

Room Assignments

Master Schedule

IEP Meetings

Forefront Liaison

SIT

Teaching Internships

Certificated Evaluations

World Language

Performing Arts

Language Arts

Classified Evaluations

Registrar

Michael Kelly, Assistant Principal

Attendance/Discipline (O-Z)

Building Leadership Team

BLT/IC/PTSA

Building Safety Committees/School Mapping

Emergency Procedures

Extracurricular/Athletic Supervision

Instructional Council

IEP Meetings

Lunchroom/Hall/Grounds Supervision

Student Handbook

Staff Handbook

Professional Development

SIT

Teen Health Clinic

Attendance Office

Certificated Evaluations

Visual Art

Math

Science

Librarian

Classified Evaluations

Bilingual IA's

Library Assistant

Attendance Secretary

Network Analyst

Strategic Plan

C-SIP

Here is a link to the current C-SIP for Roosevelt High School:

<http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/csip/roosevelt.pdf?sessionid=832db188eaf030cfd2bd5877d1cf73d6>

Dates in the Academic Year

| | |
|------------------------|------------|
| Start of school | 09/06/2017 |
| First quarter ends | 11/09/2017 |
| End of first semester | 01/30/2018 |
| Second semester starts | 02/01/2018 |
| Third quarter ends | 04/06/2018 |
| End of second semester | 06/22/2018 |

End of Year Schedule/Senior Finals

Third week of June

June 11: Regular bell schedule, all six periods meet for shortened time, Moving Up

Assembly, yearbook distribution and Campus Day activities

June 12: Early release, algebra and math EOC, periods 1/2/3 meet,

Senior Finals

June 13: Regular bell schedule, biology EOC and math makeup EOC, periods 4/5/6 meet,

Senior Finals

June 14: Regular bell schedule, seniors (and all other students) go to all six classes,

Senior Checkout

NOTE: Graduation is June TBA

Semester Exam Schedule: January 2018 and June 2018

(NOTE: The January schedule is for grades 9-12; the June schedule is only for grades 9–11.)

All scheduled classes must meet whether testing or not. Regardless of the length of the test, students will remain in the classroom for the entire period. Teachers are to provide meaningful activities during non-testing periods.

| Time schedule | Day 1—January 26, 2018 | Day 1—June 20, 2018 |
|----------------------|--------------------------------------|--------------------------------------|
| 8:45-9:40 | <i>Study Time/Teacher Assistance</i> | <i>Study Time/Teacher Assistance</i> |
| 9:45–11:15 | Period 1 Final | Period 1 Final |
| 11:20-12:10 | LUNCH | LUNCH |
| 12:15-1:45 | Period 4 Final | Period 4 Final |
| 1:50-3:15 | <i>Make Ups/Early Finals</i> | <i>Make Ups/Early Finals</i> |
| | Day 2—January 29, 2018 | Day 2—June 21, 2018 |
| 8:45-9:40 | <i>Study Time/Teacher Assistance</i> | <i>Study Time/Teacher Assistance</i> |
| 9:45-11:15 | Period 2 Final | Period 2 Final |
| 11:20-12:10. | LUNCH | LUNCH |
| 12:15-1:45 | Period 5 Final | Period 5 Final |
| 1:50-3:15 | <i>Make Ups/Early Finals</i> | <i>Make Ups/Earl Finals</i> |
| | Day 3—January 30, 2018 | Day 3—June 22, 2018 |
| 8:45-9:40 | <i>Study Time/Teacher Assistance</i> | <i>Study Time/Teacher Assistance</i> |
| 9:45-11:15 | Period 3 Final | Period 3 Final |
| 11:20-12:10 | LUNCH | LUNCH |
| 12:15-1:45 | Period 6 Final | Period 6 Final |
| 1:50-3:15 | <i>Make Ups/Early Finals</i> | <i>Make Ups/Early Finals</i> |

Roosevelt High School Meeting Schedules for 2017-2018

Wednesday Professional Development Days

| | | | | | | | | | |
|--|--------|-------|--------|--------|--------|--------|--|-------|--------|
| | Oct 11 | Nov 8 | Dec 13 | Jan 10 | Feb 14 | Mar 14 | | May 9 | Jun 13 |
|--|--------|-------|--------|--------|--------|--------|--|-------|--------|

Wednesday Collaboration Days (PLC)

| | | | | | | | | | |
|---------|-------|------------|--|-------|--|-------|------------|--------|--------|
| Sept 20 | Oct 4 | Nov 1 & 29 | | Jan 3 | | Mar 7 | Apr 4 & 25 | May 23 | Jun 20 |
|---------|-------|------------|--|-------|--|-------|------------|--------|--------|

Wednesday Common Planning/Job Alike

| | | | | | | | | | |
|---------|--------|--------|--|--------|-------|--------|--------|------------|-------|
| Sept 13 | Oct 18 | Nov 15 | | Jan 17 | Feb 7 | Mar 21 | Apr 18 | May 2 & 16 | Jun 6 |
|---------|--------|--------|--|--------|-------|--------|--------|------------|-------|

Wednesday Common Planning/ Tech Time (Aligned with Department Meetings)

| | | | | | | | | | |
|---------|--------|--------|-------|--------|--------|--------|--|--------|--|
| Sept 27 | Oct 25 | Nov 22 | Dec 6 | Jan 24 | Feb 28 | Mar 28 | | May 30 | |
|---------|--------|--------|-------|--------|--------|--------|--|--------|--|

Building Leadership Team [BLT] – 4th Tuesday (Except Sept & June) at 3:45 PM

| | | | | | | | | | |
|-----------------------|----------------------|----------------------|--|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|
| Sept 12 th | Oct 24 th | Nov 28 th | | Jan 23 rd | Feb 27 th | Mar 27 th | Apr 24 th | May 22 nd | June 12 th |
|-----------------------|----------------------|----------------------|--|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|

Instructional Council [IC] Meetings – 3rd Tuesday (Except Feb) at 3:45 PM

| | | | | | | | | | |
|-----------------------|----------------------|----------------------|--|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|
| Sept 19 th | Oct 17 th | Nov 14 th | | Jan 16 th | Feb 13 th | Mar 20 th | Apr 24 th | May 15 th | June 19 th |
|-----------------------|----------------------|----------------------|--|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|

Staff Meetings – 3:45-4:45 PM

| | | | | | | | | | |
|-----------------------|---------------------|---------------------|----------------------|---------------------|----------------------|---------------------|---------------------|----------------------|-----------------------|
| Sept 20 th | Oct 4 th | Nov 1 st | Dec 13 th | Jan 3 rd | Feb 14 th | Mar 7 th | Apr 4 th | May 23 rd | June 13 th |
|-----------------------|---------------------|---------------------|----------------------|---------------------|----------------------|---------------------|---------------------|----------------------|-----------------------|

Department Meetings – (Aligned with Common Planning/Tech Days)

| | | | | | | | | | |
|-----------------------|----------------------|----------------------|---------------------|----------------------|--------|----------------------|------------------------|----------------------|-----------------------|
| Sept 27 th | Oct 25 th | Nov 22 nd | Dec 6 th | Jan 24 th | Feb 28 | Mar 28 th | April 18 th | May 30 th | June 20 th |
|-----------------------|----------------------|----------------------|---------------------|----------------------|--------|----------------------|------------------------|----------------------|-----------------------|

Parent Teacher Student Association [PTSA] Meetings – 3rd Wednesday at 7:00 PM

| | | | | | | | | | |
|-----------------------|----------------------|----------------------|--|----------------------|--|----------------------|------------------------|----------------------|-----------------------|
| Sept 20 th | Oct 18 th | Nov 15 th | | Jan 17 th | | Mar 21 st | April 18 th | May 16 th | June 20 th |
|-----------------------|----------------------|----------------------|--|----------------------|--|----------------------|------------------------|----------------------|-----------------------|

Safety Committee – 3rd Thursday at 8:00 AM (except Dec & June-2nd Thursday).

| | | | | | | | | | |
|-----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|
| Sept 21 st | Oct 19 th | Nov 16 th | Dec 14 th | Jan 18 th | Feb 15 th | Mar 15 th | Apr 19 th | May 17 th | June 14 th |
|-----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|

BAT Meetings: Mondays 9:30- 11:30 AM

Counseling Office Department Meeting: Tuesdays 8:45-10:15 AM

Student Intervention Team: Thursdays 8:45 – 10:00 AM

Schedules

School Year Calendar

Bell Schedule, Regular Day (Monday, Tuesday, Thursday, & Friday)

| | | |
|------------|-------------------------|---|
| Period 1 | 8:45–9:40 | |
| Period 2 | 9:45–10:40 | Fourth period classes in Business/Tech, ELL, Math, Science, Special Ed or World Languages take first lunch. |
| Rider Time | 10:40-11:00 | |
| Period 3 | 11:05-12:00 | |
| Period 4 | 12:05–12:35 First Lunch | Fourth period classes in Art (Performing or Visual), FACS, Language Arts, PE or Social Studies take second lunch. |
| | 12:40–1:35 Class Time | |
| | Or | |
| | 12:05-1:00 Class Time | |
| | 1:05-1:35 Second Lunch | |
| Period 5 | 1:40–2:35 | |
| Period 6 | 2:40-3:35 | |

Bell Schedule, 75 minute Early Release for PD (Wednesday)

| Period | Time |
|----------|-------------|
| Period 1 | 8:45-9:30 |
| Period 2 | 9:35-10:20 |
| Period 3 | 10:25-11:10 |
| Lunch | 11:15-11:50 |
| Period 4 | 11:55-12:40 |
| Period 5 | 12:45-1:30 |
| Period 6 | 1:35-2:20 |

75 Minute Early Release Dates-Every Wednesday

Bell Schedule, One Hour Early Release

| | |
|------------|--|
| Period 1 | 8:45-9:30 |
| Period 2 | 9:35-10:20 |
| Rider Time | 10:20-10:40 |
| Period 3 | 10:45-11:30 |
| Period 4 | 11:35—12:10 First Lunch 12:15-1:00 Class Time Or 11:35-12:20 Class Time 12:25-1:00 2 nd Lunch |
| Period 5 | 1:05-1:50 |
| Period 6 | 1:55-2:35 |

Bell Schedule, Two Hour Late Arrival

| | |
|------------|---|
| Period 1 | 10:45-11:20 |
| Period 2 | 11:25-12:00 |
| Rider Time | 12:00-12:20 |
| Period 3 | 12:25-1:00 First Lunch 1:05-1:40 Class Time Or 12:25-1:00 Class Time 1:05-1:40 Second Lunch |
| Period 4 | 1:45-2:20 |
| Period 5 | 2:25-3:00 |
| Period 6 | 3:05-3:35 |

Stock Room Hours

In order to be more efficient in our activities involving the stockroom and our fiscal office, we are posting the following "office" hours. This will allow our fiscal specialist the opportunity to plan her days with fewer interruptions. Please respect our efforts to streamline the operations in the stockroom and follow the schedule published below.

Thank You,

Kristina Rodgers, Principal

Holly Poulias, Fiscal Specialist

Stockroom hours: 8:00–4:00

Mondays— closed 1st period & second lunch.

Tuesdays—closed 2nd period & between lunches

Wednesdays—closed 3rd period & between lunches

Thursdays—closed 5th period & between lunches

Fridays—closed 6th period & second lunch.

Stockroom hours for student services

Tuesdays, Wednesday, Thursdays before school and both lunches

Parents— Parents are welcome to drop in before school and during first lunch. Please feel free to make an appointment for other times

Attendance Policy for Seattle Public Schools

I. INTRODUCTION

Consistent attendance is essential for students to achieve academic success. Clearly outlined expectations and consistent procedures will assist our students in meeting academic requirements and finding academic success.

II. STATE COMPULSORY SCHOOL ATTENDANCE LAWS

The State compulsory attendance laws (RCW 28A.225) include provisions that:

- A. Require parents of any student between the ages of eight and eighteen to ensure that their child(ren) attend the school to which the student has been assigned.
- B. Require parents of any student who is age six (6) or seven (7) and who is enrolled in a public school to ensure that their child(ren) attend the school to which the student has been assigned. An exception shall be made for students whose parents formally remove them from enrollment if the student is less than eight (8) years old and a truancy petition has not been filed against the parent.
- C. Require Seattle Public Schools to distribute notice of the requirements of the compulsory attendance law annually to students and parents. The notice shall be in the parent's primary language, unless that is clearly not feasible.
- D. Require the school to notify the student's parent/guardian in writing or by telephone whenever the student has one unexcused absence within any month during the current school year. Such notice shall be in the parent's primary language, if feasible, and should inform the parent of the potential consequences of continued unexcused absences.
- E. Require the school to schedule an attendance conference with the parent/guardian and the student after the student has two unexcused absences within any month during the current school year. See Section V, below.
- F. Require the school to intervene to eliminate the student's absences. All such steps shall be documented in writing, and shall be available for review by the King County Juvenile Court in the event that a truancy petition is filed against the student. See Section VI, below.
- G. Give the Superintendent of Seattle Public Schools the authority to appoint community members to serve on community truancy boards established by the District.
- H. Require the District to file a truancy petition in King County Juvenile Court if a student has 7 unexcused absences in one month or 10 in the school year. Seattle Public Schools will not file a petition unless appropriate interventions are documented and the truancy continues.

III. MANDATORY ATTENDANCE CONFERENCE

As soon as possible after a student accumulates two unexcused absences during any month during the school year, a conference shall be scheduled at a time reasonably convenient for all attendees. Attendees should include the student, the parent/ guardian, and at least one school official. Other people may be invited if they would assist in resolving the attendance problem. An interpreter shall be provided for parents for whom English is not their primary language, as feasible. A copy of the letter inviting the parent or guardian to the conference will be kept at the school.

The purpose of the conference is to enter into an "Attendance Agreement" with the student and/or parent to correct the truant behavior. The Attendance Agreement is designed to assist the student in returning to regular attendance. Interventions shall be listed in the Agreement, along with the time frames for implementing the interventions. The Agreement shall also contain a statement by the student that he or she will return to regular attendance, along with steps the student will take to pursue this goal.

If the parent is unable or unwilling to attend the conference, the conference may be held without the parent, but the school must send a copy of the Attendance Agreement and any pertinent information to the parent. If appropriate, the conference with the parent may be held by telephone.

All conference attendees should sign the Agreement, including interpreters, if present. Once completed, the Attendance Agreement and a copy of the letter inviting the parent/guardian to the conference must be sent to the Truancy Office for review. If the Truancy Office determines that the Attendance Agreement is unsatisfactory or incomplete, the Agreement will be returned to the school for revision. The Truancy Office shall use the Attendance Agreement in Court if it becomes necessary to file a truancy petition against the student.

IV. EXEMPTION FROM MANDATORY ATTENDANCE LAWS

Students are entitled to attend school until they reach age twenty-one (21) or until high school graduation, whichever comes first. However, students may be exempted from the compulsory attendance laws in certain circumstances. The fact that a student is eligible for exemption does not, by itself, diminish the student's right to receive an education. A student may be excused from the mandatory attendance laws in the following circumstances:

- A. The student is attending private school;
- B. The student is receiving authorized home-based instruction;
- C. The student is physically or mentally unable to attend school;
- D. The student has been temporarily excused upon the request of his or her parents for purposes agreed upon by the school authorities and the parent, provided that such absences not cause a serious adverse effect upon the student's educational progress.
- E. The student is attending a residential school operated by the department of social and health services or is incarcerated in an adult correctional facility;
- F. The student is at least age sixteen (16); is regularly and lawfully employed, and either the parent agrees that the student should not be required to attend school or the student is emancipated;
- G. The student is at least age sixteen (16) and the student has already met graduation requirements in accordance with state board of education rules and regulations;
- H. The student is at least age sixteen (16) and the student has received a certificate of educational competence under the rules and regulations established by the State Board of Education;
- I. The student is either below age six (6) or is age eighteen (18) or older and therefore is beyond the reach of the compulsory attendance laws;

- J. The student is enrolled full-time in a program such as Running Start and takes all courses at a Community College.

V. *DEFINITIONS*

The following Seattle Public Schools definitions apply to students at every age, and in every District school, except as otherwise noted:

- K. Absence means any time a student is not at school or participating in a school-sponsored activity in lieu of attending school (e.g. on a field trip).
- L. An absence from a class at the secondary level is defined as any time a student misses more than ten (10) minutes of a given class period.

Excused Absences

1. 1. Unplanned absences are excused when the student's personal illness or injury, or the illness, injury or death of a family member, prevents the student from attending school. The school may require a note from the student's doctor before excusing those absences if the student is absent due to illness or injury for an excessive number of days, generally more than 10 cumulative days in a semester or trimester.
2. 2. Planned absences are excused when the parent submits a request to the Principal or Assistant Principal at least three school days before the start of the planned absence and the Principal or Assistant Principal approves the absence. Planned absences are traditionally family trips of short duration, medical appointments, or religious or other special one-time events. Long-term absences or a succession of long-term absences may affect whether the student will be promoted.
3. 3. Absences due to short-term discipline of the student are excused on District attendance records unless the student is under court order to attend school without additional trancies or behavior problems.

Written or verbal notice of the absence by the parent or guardian to the school within two (2) school days of an unplanned absence will be used to establish the absence as an excused absence. Written or verbal notice by the parent or guardian to the school three (3) school days in advance of a planned absence will also establish the absence as excused if approved by the Principal or Assistant Principal. An excused absence may be one or more classes, up to the entire day. Principals may, at their discretion, require that notices regarding absences be made exclusively in writing. The Principal will make the final determination in cases where the classification of the absence as excused or unexcused is disputed.

Students whose absences are excused, including those who are absent due to short-term disciplinary sanctions, are to be given the opportunity to make-up missed class work.

Unexcused Absences

All other absences are considered unexcused. A student who has failed to attend the majority of hours or periods in an average school day will be marked as having an "unexcused absence." A student who misses individual classes will be marked as having one or more "unexcused class[es]."

Long-term Suspensions or Expulsions

The absences of students who have been either long-term suspended or expelled, and for whom space is available in the reentry program but who do not enroll and attend the reentry program, are unexcused. A

student with a long-term suspension for longer than twenty (20) school days will be dropped from enrollment from their school of origin.

Absences for longer than twenty (20) consecutive school days

Students who are absent for more than twenty (20) consecutive school days, whether the absences are excused or unexcused, will not be counted as enrolled students and will cease to be enrolled in the District, except in the following two circumstances:

4. 1. If there is an agreement between the appropriate school official and a student's parent or guardian that the student's temporary absence is not deemed to cause a serious adverse effect upon the student's educational progress, the absent student may remain as an enrolled student for at least two monthly enrollment periods, but the District will not include the student on its reporting of enrollment to the State for funding purposes.
5. Any agreement between the school and the parent or guardian under this section must be in writing and signed by the parties.
6. 2. A student who receives home/hospital services shall be counted as an enrolled student.

VI. INTERVENTIONS

Attendance is critical to the academic success of every student. If a student appears to have chronic absences, particularly unexcused absences, school and/or District officials shall take action. School based and central interventions will be taken before those required by State law, subject to sufficient funding and staff availability. Seattle Public Schools is dedicated to providing racially, culturally, and age-appropriate interventions, including bilingual interventions. Such interventions may include the following:

- A home visit by staff to discuss the situation;
- Determination whether the student needs to be evaluated for
 - Special education
 - Section 504 accommodation
 - Drug or alcohol dependence
- If the student is a special education student, the student's IEP or behavior plan may be evaluated to determine if it addresses chronic absenteeism;
- If the student receives Section 504 accommodations, the accommodation plan may be evaluated or adjusted to address chronic absenteeism;
- Referral of the student to a community truancy board;
- Adjustment of the student's transportation, if appropriate;
- Adjustment of the student's schedule or program, if appropriate;
- Arranging for counseling for personal problems affecting attendance;
- Seeking assistance from community agencies;
- Other interventions, as appropriate.

Interventions must be documented on the attendance agreement and should continue to be documented on an addendum to the attendance agreement as the interventions occur. Interventions will begin with the first unexcused absence, and shall not cease until the truant behavior stops. Judicial action will be utilized as a final intervention if school and central interventions are not successful.

Neither short-term nor long-term Suspensions for non-attendance or truancy are appropriate interventions, and shall not be used to motivate regular attendance.

VII. ATTENDANCE TAKING MANDATORY

In order to enforce this School Board Policy and to ensure that the District is meeting its obligations under Washington's compulsory attendance laws, it shall be the responsibility of the teacher to maintain accurate attendance reports.

REFERENCE
RCW 28A.225

WAC 180-44-010

Originally Adopted:

H 10.01 Compulsory Attendance Procedure (August 1984)

H 10.02 Attendance Category Definitions (January 1979)

H 10.03 Exemption From Attendance Procedure (August 1984)

H 10.04 Attendance Remediation of Problems (August 1984)

H 10.05 Absences Due to Religious Observances (January 1983)

H 10.06 High School Attendance (October 1987)

H 12.00 Truancy Boards (November 1995)

D40.01 Attendance Procedure (September 2003)

Cross Reference:

Student Information Services Office Manual Truancy Manual

D40.00 Attendance Policy

D41.00 Attendance/Participation and Grades

It is the policy of the Seattle School Board that students' grades or credits may be affected by attendance, tardiness or participation in subjects or courses. However, grades cannot be reduced or credit denied for disciplinary reasons only.

A student's academic grade or credit in a particular subject or course may be adversely affected by reason of tardiness or absences if:

- attendance, tardiness, and/or participation is related to the instructional objectives or goals of the particular subject or course, and
- attendance, tardiness, and/or participation has been identified by the teacher as a basis for grading in the particular subject or course.
-

It shall be the responsibility of the teacher to ensure that proper notification of intent to consider attendance, tardiness, and/or participation as a basis for grading is provided.

Reference: RCW 28A.225; RCW 28A.600.030; WAC 392-400-235; WAC 180-44-010

Student Attendance Procedures

Please take attendance by the end of each period. Mark the student "Absent" or "Late." (Gym teachers are allowed to delay taking attendance.). A student is considered absent if they arrive to class after fifteen minutes have elapsed. During Finals week, please continue to take attendance.

Please make sure all attendance has been entered by 4:00 pm.

If students are absent but do not appear on your computer class attendance list, please let Diana VanAelstyn know by E-mail, a phone call, or a written note in her box.

If you do not complete your attendance in ESIS on a given day, you need to send Diana an E-mail, leave a phone message, or place a written note in her box.

Example: If you missed taking attendance on September 13, you will not be able to mark attendance in the computer for September 13 on September 14.

Please make any changes (deletions or corrections) to the attendance record promptly by using e-mail, the phone, or by leaving a note in Diana's mail box.

Please click the **Attendance Entry Complete** button when you have completed your attendance.

If a student is doing something for you and is late for their next class, give her or him a note and tell the student to come to the attendance office for a pink slip before going to the next class. The absence will get excused only if this procedure is followed.

If a student comes to your class with a note from a teacher, tell the student to bring the note to the attendance office (room 168) to get a pink slip.

If you notice that the student has already been marked absent and excused, and the student is absent in your class, **DO NOT REMOVE** the check in the box. The Attendance Office has already received notification that the student is out, excused.

Note: Substitute Attendance Sheets will be printed out by the Main Office. Substitutes will check into the main office, pick up the Sub folder and will be given their Substitute Attendance Sheets. Please return sub sheets to the Attendance Office by 3:00 p.m.

Sample Syllabus Language

Notification of Intent to Consider Attendance, Tardiness or Participation in Grading

The depth of coverage of material in this course requires active student engagement and participation. The failure to attend class prevents active student engagement. Because active student engagement is a necessary component of this class, attendance, tardiness, and class participation will be considered as a basis for grading in this course.

Attendance and participation will constitute ___ % of your grade for this course. Each student is given ___ points for Daily Participation or ___ points per week. Doing work for other classes or work not assigned to be done during class, sleeping, social talking, being tardy, or leaving class early without an excuse are all circumstances that may result in a loss of your daily participation points. **Students will receive no participation points for days on which they have unexcused absences.**

Field Trip and/or Travel Information

Teachers can find updated information about field trips in the Staff Share folder on the “Collaborate” drive on their computers: [My Computer>Collaborate>Staff Share>Field Trips](#)

Pre-Planned Field Trip Absence Form

You must turn this into the teacher *before* the field trip.

Student's Name: _____ Date(s) of Absence: _____

Destination: _____

SUPERVISOR: _____ Leave Time: _____ Return: _____

| Teachers: Please initial in the appropriate space. | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Will NOT need to make-up any work | | | | | | |
| WILL require make-up work | | | | | | |
| Will affect class progress and work CANNOT be made up | | | | | | |
| Puts student in danger of lower grade or failure | | | | | | |
| Current Grade in Class: | | | | | | |

Transportation

Public : _____ School Bus _____ Commercial Carrier

Private Automobile: _____ Adult Operated _____ Student Operated

Emergency/Medical Information

Medical/Health Provisions the Field Trip Supervisor should be aware of:

Special Medical/Health Conditions: _____

Medication: _____

NOTE: Any medication carried by a student should be in a container labeled with student's name, name of medication and dosage.

In case of emergency, the Field Trip Supervisor may contact:

Print Name: _____ Phone Number _____

If contact cannot be made, the Field Trip Supervisor has my permission to seek emergency medical care for my student. Please provide a phone number that is available during the time of the absence.

Parent permission

I have read the above and I am aware of the teacher comments regarding the effect(s) of this absence on the student's class progress. My signature below shows that I give permission for this absence.

Signature of Parent/Guardian: _____ Date: _____

Bilingual Instructional Assistants

Fall 2017

| Name | Office | Schedule | Language(s) | Telephone |
|-------------|--------|----------|-----------------------|-----------|
| Peony Chung | 142D | M, W, F | Cantonese Mandarin | 2-5772 |

Library Services

Virtual Library Card: www.roosevelths.seattleschools.org

Under the "Academic" tab choose "Library" from menu on the left-hand side.

Mrs. Sorge, Librarian: cesorge@seattleschools.org

Library Hours:

Monday— Friday, 8:15 a.m.– 3:45 p.m.

General Guidelines:

- The Library is a place of study.
- Computers are for school-related work only.
- Passes are required to be in the library during class time.
- Request equipment early for class projects.
- Drinks are permissible, if they are in leak proof containers.
- Eating is not allowed.

Roosevelt High School Library Catalog:

- Books
- DVD & VHS
 - Accessed through "*Copy Categories*"
 - Available for overnight checkout
- eReference [electronically formatted reference books]
 - Accessed through "*Copy Categories*"
 - Password is the school mascot
- Websites
 - Identified with disc icon
 - "*No copies*" indicates that we do not own it, but we may use it
- WebPath Express
 - Separate choice in the left-hand menu on the catalog page
 - Retrieves collections of websites

Seattle School District Library Resources:

- Most items of interest to you will be under "Resource by Subject"
 - User name is "*studentsps*"
 - Password is "access"

Roosevelt Counseling Department

2017-2018 Vision, Mission and Responsibilities

Vision Empower all students to reach their fullest potential by providing a comprehensive school counseling program to facilitate their academic, career, social and emotional development.

Goals Maintain a welcoming, helpful and informative counseling office. Provide students, parents and staff with responsive services, as well as structured outreach. Respond quickly to parent inquiries. Keep parents informed about their students; provide information to parents about counseling and intervention programs through individual contact, regular newsletter articles, and presentations. Contribute to the school community by advising student groups and serving on RHS committees. Participate in staff development and professional growth activities.

All Counselors carry out grade specific activities

9th grade: Establish Ninth grade At-Risk List and communicate frequently with students on that list, along with their parents/guardians. Provide guidance lessons to reinforce high school graduation and college admission requirements, as well as develop a high school & beyond plan with each student.

10th grade: Meet with 10th graders who are “not progressing” to talk about strategies for success; involve parents in the process. Provide career interest guidance lessons.

11th grade: Mail out checklists second semester to each junior regarding his/her progress toward graduation. Visit classrooms to inform students about the PSAT, SAT and ACT, Running Start, college and post-high school planning. Provide guidance lessons to help students start searching options for college other post high school programs.

12th grade: Meet with seniors to monitor their graduation progress. Provide information, assistance, letters of recommendations and evaluations for students for colleges, scholarships, vocational programs, and other post-high school options. Help students apply for scholarships and financial aid. Present guidance lessons about applying to college and other post high school options. Collect data on senior’s future plans.

In addition to grade specific activities, all counselors:

- Monitor the students in their caseloads regarding class selection, graduation requirements, 2.0 GPA, options to retake classes, academic progress and HSPE/Smarter Balance/EOC preparation.
- Monitor, interpret and update student transcripts.
- Counsel students struggling with grades, attendance, classroom issues, and personal issues.
- Conduct parent/teacher/student conferences.
- Communicate with parents/guardians of non-progressing students about options for improving academic progress.
- Provide referral services.
- Consult with teachers about non-progressing students.
- Serve on the SIT (Student Intervention Team).
- Provide assistance for placement of students in credit retrieval programs.
- Provide information and counseling regarding post-high school options.
- Participate in implementation of the Forefront Suicide Prevention Program
- Develop and distribute 504 plans

Each counselor also has individual responsibilities:

Carrie Richard (A-E)

- Organize & supervise the Roosevelt scholarship process
- Present Curriculum night workshop on Graduation Requirements/Admission Requirements for 10th grade parent/guardians
- Coordinate scholarships for senior events

TBA, Head Counselor (F-K)

- Provide leadership and coordination on counseling programs and procedures.
- Represent the Counseling Department on the RHS Instructional Council and at District Meetings.
- Provide communications: PTSA Communications, Roosevelt Profile, official letters and documents.
- Organize Curriculum Night workshops & present workshop on College Admission Testing for 11th grade parents/guardians.
- Organize College Information Night for juniors and their parents/guardians in February/March.
- Organize and conduct counseling department meetings.
- Coordinate 8th grade visits for registering and welcoming new Roosevelt students.
- Coordinate selection of Valedictorian
- Coordinate PE waiver process
- Coordinate classroom guidance lessons
- Coordinate with Mary to maintain counseling department website

Brenda Espinosa-Gonzales (L-Q plus Y)

- Coordinate Financial Aid Workshop.
- Present Curriculum Night workshop to 9th grade families regarding success in high school

Frank Heffernan (R-X plus Z)

- Chair of SIT
- 504 coordinator
- ***Coordinate SAT/ACT for students needing accommodations.***
- ***Coordinate Pre-College testing.***
- Present Curriculum Night Workshop for 12th grade parents/guardians on “Nuts and Bolts of College Applications”

Erin Bailey, Academic Intervention Specialist

- Coordinate administration of state testing.
- School-wide tracking of state test results and alternative
- Work with Bilingual Department to coordinate and administer ELPA
- Coordinate placement of students into support classes
- Lead school-wide intervention efforts including Mindfulness initiative

JoEllen Hathaway, Assistant AIS/AP Test Coordinator

- Coordinate AP testing
- Co-coordinate EOC testing
- Other testing support duties as determined by Erin/JoEllen

Mary O'Connor, Counseling Secretary

In addition to regular Counseling Secretary Duties:

- Coordinate College and Military Rep Visits to Roosevelt
- Oversee College/Service Learning Bulletin Boards, and Service Learning Notebook
- Prepare Summer Opportunities Bulletin
- Coordinate with TBA to maintain counseling department website
- Disseminate 504 plans to teachers

Athletics—Sports and Head Coaches

| Sport | Head Coach | Contact Info |
|-----------------------|---------------------|--|
| Fall | | |
| Football | Matt Mueting-Nelsen | mbmuetingnelse@seattleschools.org |
| Girls Soccer | Stanley Holmes | president@pugetsoundpremierleague.com |
| Volleyball | Lamar Hurd | lahurd@hotmail.com |
| Boys Cross Country | Howard Collier | Howard.collier@highlineschools.org |
| Girls Cross Country | Donna Jornlin | donnaj@westsideschool.org |
| Girls Swim | Brenda Tomtan | rooseveltswimmingbt@gmail.com |
| Golf | Chris (Max) Rose | cmrose@seattleschools.org |
| Winter | | |
| Boys Basketball | Ben Scheffler | Bscheff23@gail.com |
| Girls Basketball | Jason Thomas | jbthomas@seattleschools.org |
| Wrestling | Gerard Miller | cp4jm@comcast.net |
| Gymnastics | Zoe Whisler | Zoelle.whisler@gmail.com |
| Boys Swim | Chris Holland | ckholland@seattleschool.org |
| Spring | | |
| Baseball | Shea Tonkin | sheatonkin@gmail.com |
| Softball | TBA | |
| Boys Track and Field | Howard Collier | Howard.collier@highlineschools.org |
| Girls Track and Field | Howard Collier | Howard.collier@highlineschools.org |
| Boys Soccer | Gary Hunter | grhunter@seattleschools.org |
| Tennis | TBA | |

Staff Members of the Month Award

Purpose: To recognize exceptional achievement by staff at Roosevelt. Some ideas on what could be recognized:

- Service to the RHS community.
- Support of individual student or group of students beyond one's job description.
- Achievement/recognition in professional community.
- Leadership within department, school or RHS community.
- Accomplishments connected to professional growth or student success.

Process:

1. Two staff members are selected each month: one teacher and one support staff.
2. Teacher nominations are generated through at-large nominations. Nominations are due on the last Monday of the month. It is encouraged that each month at least one teacher in each department is nominated. Department heads should provide their departments with nominations forms at monthly department meetings. Nominations are due in the main office on the last Friday of the month.
3. Support staff members are nominated through an at-large process with nominations due on the last Friday of the month.
4. One teacher and one support staff will be selected by the /principal/administrative team.
5. Each winner is awarded the following:
 - The coveted stuffed Roosevelt Pony to cherish forever.
 - Each winner's picture is taken with his or her pony and placed in a display case.

Staff Member of the Month Nomination Form

Staff Member _____

Certificated Teacher Support Staff

Brief description of why you are nominating this staff member: _____

INCIDENT/INJURY OR OCCUPATIONAL ILLNESS REPORT

NAME (LAST, FIRST, MI) _____ HOME ADDRESS _____ CITY/STATE _____
ZIP _____

PH# _____ WK PH _____ HIRE DATE _____ DOB _____ M F

ID# _____ JOB TITLE _____ DEPARTMENT _____

FT, Hourly, Sub, Temp, Volunteer SEA, SAEOP, 609, Maint/Trans, Other _____ School/Building

Assigned _____
Circle one

circle Union represented

Date of Incident _____ Time of Incident _____ am/pm What time did you start work? _____

Specific location of Incident _____
(building, classroom, lab, shop, stairs, playground, gym, cafeteria, etc)

Parts of the body affected (low back, right wrist, eye, etc):__-

What were you doing when the Incident occurred? _____

Object or substance that directly caused the Incident (machine that struck you, chemical, item
lifted) _____

In your opinion, could anything be done to prevent similar incidents in the
future? _____

Describe in detail how the Incident occurred (include tools, machinery, chemicals or fumes that may have been
involved):

Witnesses to incident: Names and phone numbers _____

To whom did you report the incident? _____ When? _____ Explain any delays in reporting the
incident or

in seeking medical treatment _____

Did you receive first aid? _____ Were you seen by a nurse? _____ By
Whom? _____ When? _____

Where? _____ Was 911 called? _____ Were you transported by ambulance? _____ Treated in an
ER? _____ Where? _____

Hospitalized?_____ Have you missed time from work?_____ Dates_____ Were you seen by a physician?_____

Doctor: Name_____ Address_____ Phone_____

Signature of Injured Person *Date* _____
Signature of Supervisor/Principal/Manager
Date

Mail this form within 24 hours to Risk Management MS 23-361 or fax to 206/252-0708

*This form is NOT a claim for damages. This form is to be completed by SPS District Personnel Only.
Revised 1/11*

On-the-job incident and/or injury

On August 15, 2012, the Office of Risk Management announced that CorVel Corporation has been selected to process on-the-job injury claims for Seattle Public Schools employees starting on August 1, 2012. Through CorVel, a registered nurse will be available by phone to assist employees twenty-four hours a day, seven days a week. In addition, Risk Management announced a change in the process for reporting an incident and/or injury. Here are the instructions:

- Call the 24/7 Nurse Hotline at 1-877-764-3574 to report all incidents/injuries. CorVel will assign a claim number and send out the claim packet.
- Call your supervisor to report every injury that happens on the job—no matter how small.
- You must fill out the SPS Accident/Injury or Occupational Illness Report form. The internal SPS form is on the previous page of this handbook. You must complete and sign this form and have it signed by your supervisor, principal, and/or manager. You or your supervisor should send the form to Risk Management.
- To be considered for time loss, you must be examined by a doctor. All orders from a doctor must be in writing.

Safety and Security

Full Lockdown

Review lockdown procedures at least annually with your students; post lockdown instructions in room.

Prepare window blackout materials (for windows without blinds)

These procedures are to be followed should an intruder on campus pose an imminent danger to the safety of students and staff.

For a lock down, the announcement will be, "Mr. Lincoln is in the building" Then a bell will ring. Sweep any student in the hallway into your room when this occurs then lock your door. Explain to students that we are in a situation which may or may not be a drill and is to be taken seriously.

If the school goes into a lockdown during passing periods, lunch, after school activities or before/after school, students are to enter the nearest classroom with a teacher at the door as quickly and quietly as possible.

If the fire alarm goes off during a lock down situation or drill, do not evacuate the building. The alarm will be shut off, the situation assessed and in case there is a need to evacuate, the alarm will be set off for a second time. If the alarm is set off for a second time, then evacuate and follow normal evacuation procedures.

The "all clear" signal is one long bell, followed by an announcement over the public address system by an administrator.

During the lockdown:

- Students are to sit down.
- No student is allowed to leave the room during a lockdown.
- Teachers with students in outdoor areas move indoors if it is safe to do so.
- Lock all doors (lock exterior doors near your room)
- Close windows and blinds. Cover exposed windows and turn off lights.
- Instruct students to stay calm, stay quiet, stay low, stay out of sight.
- Do not open your door for any reason until an "all clear" is received
- Do not call the Main Office during a lock down unless they have something relating to the lock down to report.

Injury/Death at School or School Event

The first adult at the scene should assess the situation. Try and maintain calm and reassure others. Clear all students and bystanders from the immediate area. Try to create privacy for the student or staff member involved.

Administer CPR and/or first aid as needed and as training allows.

Designate a student to call the Main Office and let them know that help is needed. You can also send a student to the Main Office to inform staff members that an emergency has occurred.

The Main Office will contact 911 and send an administrator and/or support staff to the scene.

Identify witnesses and retain them in a supervised area. This procedure can facilitate the process of gathering information and of providing support.

Bomb Threat

Upon receiving a threatening phone call, ask questions of the caller, if possible. Asking questions will help you gather more information about the caller in order to help staff members assess the seriousness of the call.

Hang up the phone after talking to the caller. Call the main office immediately and relay the message to an adult that a bomb threat has been made.

If the report is on your voice mail, hang up the phone (do not delete the message), and call the main office immediately.

Please keep the message about the threatening phone call confidential.

Once the main office has been notified of a bomb threat an administrator will call District Security and the Seattle Police Department. If the authorities or principal (or principal designee) deems the call serious, the building will be evacuated immediately using the fire alarm system.

Duck, Cover and Hold

In an actual earthquake no one is exempt from the consequences; therefore, no one is exempt from drill participation. All staff is expected to cease regular activity and take part in the drill.

If you are outdoors, move away from the building, poles, wires, and other elevated objects. When you are clear from the building, you should crouch low on the ground to avoid injury from falling objects or debris. If you are in the gymnasium or theatre, move students and staff outdoors as soon as possible.

Duck—Take cover under a nearby desk or table, positioning as much of the body as possible under cover

- Cover—Cover eyes by leaning the face against the arm.
- Hold—Hold on to the table legs or side of the desk. Remain in position until the ground stops shaking, objects stop falling, or the teacher indicates that this phase of the drill has ended.

Fire or Earthquake Evacuation

Exit Routes

Students and staff members should be familiar with exit routes; diagrams of these should be posted in all rooms.

Evacuation

Students, faculty, and others in the building should evacuate the building immediately upon hearing the fire alarm. Evacuation routes posted in the classrooms should be used. Teachers (or sub) should take emergency packs with them to the field.

Students should not be permitted to stop for coats, books, or other belongings during the evacuation.

Teachers should stand at their door until all students have filed out. Students should exit the building in an orderly manner. If the designated route is blocked students should proceed to the next nearest exit or the designated alternative route.

Once students reach the field they should go directly to the location of their homeroom (2nd period) teacher on the field.

Students are to remain with their class.

Teachers should take attendance on the field.

Teachers should report any students absent from their homeroom (2nd period) class.

Field captains will pick up your attendance and deliver it to the command post.

Staff Forms

Building Use Form

See Marjorie Gamble in the Main Office.

Extra-time (Forms in the Main Office)

General Reimbursement (See Holly Poulias in the bookroom)

Service Learning Documentation

See Mary O'Connor in the Counseling Office

Film Viewing Form

(For "R" Rated Films Only)

Directions: Complete the following form for film usage in the classroom. **This form is for rated "R" films only.** Please submit to your administrator at least one week prior to watching the film.

Date Submitted: _____ Viewing Date: _____

Instructor: _____

Course(s): _____

Film title: _____

Synopsis of Video: _____

Relevance of Film to curriculum/course of study: _____

Alternative Assignment (student/family choice not to view): _____

Please attach the documentation parents and students will receive/have received regarding the viewing of this movie.