



College Ready.  
Career Focused.  
Committed to a Just World.

# Roosevelt High School

Climate Handbook  
2021-2022

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# What it means to be a RIDER

**Respect.** We accept and celebrate others, as well as ourselves. We recognize our collective and individual humanity and intelligence, never forgetting “[In Lak’ech](#)” — you are my other me.

**Integrity.** We are honorable in word and deed. We take responsibility for our actions and hold ourselves and each other to the highest personal and academic standards.

**Diversity.** We embody racial and ethnic diversity, gender and sexual diversity, and cultural and linguistic diversity, with pride in who we are and all that we represent.

**Empowerment.** We are a team of individuals who asks the most of ourselves, and of others, because we know we have the tools, the intelligence and the drive to define and change our reality positively.

**Resolve.** We are committed to our education and our goals, and we will not waiver. We take ourselves seriously and work rigorously in all of our endeavors, knowing that our hard work and determination define both our present and our future. We are resilient - when we fall, we always rise.



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## **Guiding Principles**

Ensuring all students graduate on time, college ready, career focused and committed to a socially just world is the focus of all that we do. Because we all — students, families, staff and community members — come to Roosevelt with a multitude of experiences and backgrounds, we will work diligently to create shared values and explicitly teach behavioral expectations. The following principles will guide our work as we seek to create a safe, healthy, and productive school climate. Roosevelt High School staff will do the following:

**1. We will Define Behavioral Expectations** - We will define school-wide expectations, why they are important, and what we expect all stakeholders to do in order to uphold these expectations. The more clear we are about what we expect, and what others can expect from us, will increase the likelihood that those expectations will be met.

**2. We will Teach Behavioral Expectations** - We will teach and reteach behavioral expectations to all students. Instead of simply telling students what behaviors they should be doing, we will make sure that all behaviors are 1) taught, 2) modeled, 3) practiced, 4) observed, and 5) celebrated. Behavioral expectations should be taught using the same teaching strategies applied to our 'regular' curriculum. The general rule will be presented, the rationale for the rule will be discussed, positive examples ("right way") will be described and rehearsed, and negative examples ("wrong way") will be described and modeled. Students should be given an opportunity to practice the "right way" until they demonstrate proficiency. Most importantly, adults should model all the school-wide expectations.

**3. We will Acknowledge Positive Student Behaviors** - Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. All classroom teachers are expected to have meaningful and authentic ways of acknowledging positive student behavior in their classrooms. As a school community, we will also devise systems for celebrating positive student behavior.

**4. Intervene Early and Coach Often** - We know that it is best to intervene before negative behaviors occur and before they become habituated. However, if negative behaviors do occur, we will recognize them as coaching opportunities. Staff members should document all incidents using Synergy. The [Behavioral Referral Procedures](#) explains the difference between the Minor and Major Incidents and how the two should be documented. This documentation is accessible by school personnel and can be subpoenaed for legal purposes.

**5. Cohesion, Collaboration, Communication, and Consistency** - We recognize that we are united and interconnected in our effort. None of us can create a healthy and safe school culture on our own, and we will never be successful in our core mission unless we work as a team. It is absolutely essential that we are cohesive and consistent in upholding our school values and expectations, collaborating to improve our school climate, and communicating effectively with all stakeholders.

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# School-Wide Policies and Expectations

## Academic Honesty

**Policy:** Student work (including assessments and tests) must be original, not copied from another student or outside source unless properly documented.

**Purpose:** To ensure accurate assessment of student learning and that credit is given where due, it is important to maintain high expectations around documentation of borrowed ideas, shared work, and academic integrity.

### **Student Expectations** - *What is expected from all RHS students?*

- Submit original work only - do not cheat
- Document sources used to complete work
- Report violations

### **Student Supports** - *What will teacher, partners and families do to help students be successful?*

Classroom teachers will...

- Clearly and consistently communicate expectations to students
- Identify learning targets and goals for each assignment before assigning work
- Explicitly teach how to document sources
- Be present and aware during tests/quizzes/assessments
- Solicit student feedback to assess understanding
- Follow discipline guidelines for issues that may arise

Staff and Partners will...

- Clearly communicate policy and expectations to students
- Work with school staff and families to help students with chronic issues
- Monitor and assess implementation and fidelity of policies and success plans

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## Attendance

**Policy:** Students will be on time, in class each school day. Students will be in attendance 90% of the day or more, this equates to missing, at most, 2 days per month.

**Purpose:** It is the responsibility of Roosevelt High School to the community that all school members work to support students in the pursuit of their highest levels of academic and personal achievement. Recognizing the strong relationship between regular classroom attendance and high academic achievement, Roosevelt will create a system to promote this relationship and hold students accountable for regular attendance.

### General Guidelines for Attendance

1. Roosevelt High School recommends at least 90% average daily attendance—which allows for an average of 2 absences per month—in order to ensure the highest opportunity for success.
2. Students are expected to be in their assigned classes according to their schedules. Students who arrive to class after the second tone sounds are considered tardy. Students missing more than 25% of a class period are considered, late after tardy (LAT), an unexcused absence.
  - On A/B days, a student arriving within the first 22 minutes is marked tardy. Arriving 23 minutes or later, a student is marked absent (LAT).
  - On flex days, a student arriving within the first 18 minutes is marked tardy. Arriving 19 minutes or later, a student is marked absent (LAT).
  - On early dismissal days, a student arriving within the first 15 minutes is marked tardy. Arriving 16 minutes or later, a student is marked absent (LAT).

### **Student Expectations - *What is expected from all RHS students?***

- Students will attend and be on time to all classes on a daily basis. Students will attend every class that is considered to be his/her “official” and “current” schedule. Failure to follow a current schedule will constitute an unexcused absence.
- Students will communicate with teachers if they know they will be missing school for an appointment or family engagement. Students are responsible to pre-arrange make-up work.
- Students will, within 3 school days after returning from an excused absence, have a parent/guardian call the Attendance Office or provide a written excuse explaining the reason for the absence.
- Students will, when tardy, check with the teacher before leaving class to ensure that the absence notation is accurate.

- Students, when out of the classroom, are responsible to carry a hall pass at all times. Students must abstain from asking for a pass during the first/last 15 minutes of the period.

**Student Supports** - *What can teachers, school members, community partners, and/or families do to help students be successful?*

Classroom teachers will...

- Be familiar with and responsible for all procedures governing attendance.
- Create a syllabus attendance and participation policy.
  - Communicate the policy to students and parents/guardian verbally and in writing at the beginning of each semester.
  - Reteach when necessary.
- Maintain accurate records on student attendance, taking attendance within the first 10 minutes of class.
- Welcome and greet students as they enter the classroom.
- Conduct positive phone calls home to build relationships with parents/families.
- Maintain a system for re-engagement of absent students.
  - Provide any student who has been absent with missed class work and/or assessments.
  - Provide homework to the Attendance Office upon request.
- At the earliest sign that a student may struggle with attendance, make a phone call home to build a positive relationship with the family resulting in the student's desire to attend school and to encourage the family to invest in school attendance.
- Keep students in the classroom during the first and last 15 minutes of the period.

Support staff and school partners will...

- Be familiar with and responsible for all procedures governing attendance.
- Welcome and greet students as they enter the school/classroom.
- Conduct positive phone calls home to build relationships with parents/families.
- Leverage existing activities to communicate the importance of good attendance.
- Participate in SART meetings.

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## Dress Policy

**Policy:** The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. Attire depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited.

**Purpose:** In order to maintain a safe, respectful, and productive academic environment, all members of the Roosevelt Community need to model appropriate dress. As members of the RHS community, it is important that we are representing ourselves in a way that models respect for ourselves and others.

### **Student Expectations** - *What is expected from all RHS students?*

- Clothing cannot have images of illegal substances or weapons. (This includes marijuana, alcohol, guns, knives, etc.)
- Clothing cannot promote the degradation of any particular group of people
- Clothing needs to properly cover undergarments
- Clothing cannot include offensive language
- Clothing cannot promote gang membership or activities
- Clothing must be suitable for all scheduled classroom activities

### **Student Supports** - *What will teachers, partners and families do to help students be successful?*

Teachers will...

- Teach dress policy to all students
- Model respectful and appropriate dress to the students
- Follow the discipline guidelines if issues arise

Support staff and partners will...

- Teach dress policy and explain the importance of appropriate attire
- Model respectful and appropriate dress
- Monitor and assess implementation and fidelity of policies and success plans

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## Tardy Policy

**Policy:** Students are expected to be in class at the beginning of class. Classroom teachers should mark tardy any student who arrives after the bell. Any student who arrives after the bell rings will be marked tardy. Teachers should write a stage 2 referral for any student who is chronically late. If a student arrives more than 1/4 of the way through any period, they will be considered absent. Students who are chronically tardy will serve lunch detention and the family will be contacted.

**Purpose:** It is critical for students to be on time in order to maximize their learning opportunities. When students are late, they miss important instructions and activities. Furthermore, they can disrupt the learning of other students. Timeliness is an essential component of being college and career ready. Habitual tardiness negatively affects both the person who is tardy and the entire class environment; therefore, any missed class time will require make-up time through lunch detention.

**Student Expectations** - *What is expected from all RHS students?*

- On time, every class, every day.

**Student Supports** - *What will teachers, partners and families do to help students be successful?*

Classroom teachers will...

- Teach Tardy Policy and explain the importance of being present and on time
- Be present in hallways during passing time
- Welcome kids as they enter the classroom
- No hall passes during the **first/last 15 minutes**
- Use official passes only and maintain a system for using the pass
- Take accurate attendance at the beginning of the period
- Follow discipline guidelines if issues arise

Partners will...

- Communicate Tardy Policy and explain the importance of being present and on time
- Be present in hallways during passing time whenever possible
- Respectfully remind students to be on time to class
- Help students get a pass quickly and get to class quickly if late
- Work with school staff to help students with chronic tardy issues or absenteeism
- Monitor and assess implementation and fidelity of policies and success plans

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## **Food Policy**

**Policy:** Generally, food is not permitted in classrooms during class time. However, teachers can determine, establish, and clearly communicate their personal classroom policy around food and drinks. Any food teachers keep in a classroom must be in a closed container to keep mice at bay. **All COVID-19 Protocols with regard to distancing need to be followed.**

**Purpose:** Food in classrooms can be disruptive and messy. In order to keep our school looking clean and nice, and to limit distractions, it is important that all members of the school community work together.

### **Student Expectations - *What is expected from all RHS students?***

- Food is not permitted in classrooms during class time unless class rules state otherwise
- Food needs to be consumed in designated areas and be disposed of properly in the appropriate containers
- Drinks are permitted in closed containers
- Clean up after yourselves
- Food should be consumed in the cafeteria
- Food is not allowed in the library, gym, auditorium, weight room, and
  - several other locations.

**All COVID-19 Protocols with regard to distancing need to be followed**

### **Student Supports - *What will teachers, partners and families do to help students be successful?***

Classroom teachers will...

- Communicate food policy to all students
- Refrain from having food out in the classrooms
- Use closed containers for drinks, including water.
- Follow the discipline guidelines if issues arise

Partners will...

- Communicate food policy to all students
- Model policy
- Work with school staff and families to help students with chronic issues co-create and implement success plans
- Monitor and assess implementation and fidelity of policies and success plans

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## Language Policy

**Policy:** As representatives of RHS, students are to use appropriate language at all times.

**Purpose:** As representatives of Roosevelt High School both on and off campus, it is important to model what it means to be a RIDER all the time.

### **Student Expectations** - *What is expected from all RHS students?*

- Be Courteous
- Do not use curse words in the hallway, classrooms, or common areas
- Be professional and respectful
- Advocate for your needs respectfully (listen at least as much as you speak)
- Use please and thank you
- Ask instead of demand
- Disagree respectfully (no cursing, name calling, etc.)
  - This extends to the outside community, neighbors, local businesses and public transportation accessed before, during and after school

### **Student Supports** - *What will teachers, partners and families do to help students be successful?*

Classroom teachers will...

- Teach expectations to students
- Model professional and respectful language to students and adults
- Send students to the dean and write a referral if behaviors become an issue

Partners will...

- Consistently model appropriate behaviors
- Clearly communicate policy and expectations to students
- Work with school staff and families to help students with chronic issues
- Monitor and assess implementation and fidelity of policies and success plans

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## Lunch Policy

**Policy:** Students may go off campus during lunch or eat in designated spaces around the building. Food must be kept in designated spaces and behaviors must be representative of RIDER expectations. **All COVID-19 Protocols with regard to distancing need to be followed**

**Purpose:** As representatives of Roosevelt High School both on and off campus, it is important to model what it means to be a RIDER all the time, taking care to be respectful to our community and common spaces.

### **Student Expectations - *What is expected from all RHS students?***

- Follow traffic rules
- Be courteous to neighbors and businesses by picking up after yourself and using good manners, language and behavior.
- Be on time to your class right after lunch
- Be courteous to the nutrition services staff and student employees
- Do not cut in line
- Report spills immediately
- Bus your own table
- **All COVID-19 Protocols with regard to distancing need to be followed**

### **Student Supports - *What will teachers, partners and families do to help students be successful?***

Classroom teachers will...

- Teach expectations to students
- Model good lunchtime etiquette
- Reteach students expectations around areas that food is permitted
- Follow discipline guidelines if issues arise

Partners will...

- Clearly communicate policy and expectations to students
- Model good lunchtime etiquette
- Be present in common spaces during lunch
- Work with school staff and families to help students with chronic issues
- Monitor and assess implementation and fidelity of policies and success plans

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## **Personal Electronics Policy**

**Policy:** Students are expected to follow the guidelines on the [RIDER Electronic poster](#) in each teacher's classroom. Phones may be used for educational purposes during class time as directed by a teacher, otherwise phones should be off or silent and stowed in a backpack out of sight.

**Purpose:** Personal electronics can be very distracting in classrooms and in the hallways during class time. In order to eliminate as many distractions as possible, and to keep all RIDERS on time, on task and on a mission, it is important to follow responsible use guidelines and maximize opportunities to learn.

### **Student Expectations - *What is expected from all RHS students?***

- Students may use personal electronics during lunch, passing time and before and after school
- If a student has an emergency and needs to make a phone call during class, they are expected to ask permission before class begins, get a hall pass, and go to an office.
- Taking pictures or videos is only allowed if permission is given by the subject of the picture or video.
- Posting or sharing videos or pictures during school time is not allowed.
- Social media - postings referencing bullying, drugs, weapons or illegal activity can and will be addressed as it relates to RHS, the community and individual safety.
- If phones become an issue, they will be confiscated and secured for the day.

### **Student Supports - *What will teachers, partners and families do to help students be successful?***

Classroom teachers will...

- Teach electronics policy to all students
- Model proper use of electronics to the students
- Reteach students the policy if they are not meeting expectations
- Use the RHS Electronics Guidelines poster to indicate to students the permitted level of use for the day
- Use discipline guidelines if issues arise

Partners will...

- Teach electronics policy to all students
- Model appropriate use of electronics

- Respectfully remind students of electronics policy if not meeting expectations
- Monitor and assess implementation and fidelity of policies and success plans

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## **Special Events Policy**

**Policy:** All students are expected to be exemplars of RIDER ideals during all special events including; assemblies, sporting events and field trips. **All COVID-19 Protocols with regard to distancing need to be followed**

**Purpose:** As representatives of Roosevelt High School both on and off campus, it is important to model what it means to be a RIDER all the time.

### **Student Expectations** - *What is expected from all RHS students?*

- Be gracious hosts and visitors
- Help visitors navigate their way around RHS
- Demonstrate hospitality towards guests (including substitute teachers)
- Be respectful of others' spaces (including other schools, public areas, transit and places of business)
- Clean up after yourselves
- Use appropriate receptacles to dispose of trash and recycling
- Leave an area better than you found it
- Be Respectful of those around you
- Use appropriate language
- Do not cat call or yell derogatory terms/sayings
- Use good sportsmanship, even as a fan

### **Student Supports** - *What will teachers, partners and families do to help students be successful?*

Classroom teachers/coaches/chaperones will...

- Clearly and consistently communicate expectations to students
- Model appropriate behavior
- Sit with students during assemblies and special events
- Follow discipline guidelines if issues arise

Partners will...

- Consistently model appropriate behaviors
- Clearly communicate policy and expectations to students
- Work with school staff and families to help students with chronic issues
- Monitor and assess implementation and fidelity of policies and success plans

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## **Hallway & Flex Space Policy**

**Policy:** All students are expected to uphold RIDER ideals in the hallways before, during and after school. **All COVID-19 Protocols with regard to distancing need to be followed**

**Purpose:** As representatives of Roosevelt High School both on and off campus, it is important to model what it means to be a RIDER all the time.

### **Student Expectations - *What is expected from all RHS students?***

- Use volume, language and actions that are appropriate to the time and space and that display respect for others
- Get to your destination on time without hanging out in the hallways
- Use a hall pass during class time
- Phones need to be put away during class time, including the hallway
- Acknowledge and greet others in the hallway

### **Student Supports - *What will teachers, partners and families do to help students be successful?***

Classroom teachers will...

- Clearly and consistently communicate expectations to students
- Model appropriate behaviors
- Be in the hallways during passing time, welcoming students to class
- Follow discipline guidelines if issues arise

Partners will...

- Consistently model appropriate behaviors
- Clearly communicate policy and expectations to students
- Be present in the hallways during passing time, during lunch, and before and after school
- Work with school staff and families to help students with chronic issues
- Monitor and assess implementation and fidelity of policies and success plans

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# School Expectations Lessons

## Learning Target

I can understand and demonstrate the expectations of students at Roosevelt and how all community members will support each other in meeting expectations.

## Rubric:

4 - I understand, can consistently demonstrate, and can teach others about the behavioral expectations at Roosevelt High School.

3 - I understand and can consistently demonstrate the behavioral expectations of students at RHS.

2 - I understand the behavioral expectations of students at RHS, but need help to demonstrate them consistently.

1 - I do not understand the behavioral expectations of students at RHS.

## Time Needed:

1 class period

## Strategies used:

Jigsaw

Gallery Walk

Modeling

## Materials Needed:

Copies of handouts (1 for each group)

Copy of each policy

11X17 sized paper, 1 for each group

Markers

Gallery walk half sheets for each student

Exit Tickets

## Procedures:

1. Show the climate guide to the students. Let them know, these are expectations for all students at Roosevelt and the standards that all students will be held to.
2. List the different policies on the board, or show on the overhead.
3. Divide the students into small groups. Hand each group a handout and a copy of each policy.

4. Have the groups self-assign roles
  - a. Facilitator – responsible for keeping the group focused and moving through the tasks
  - b. Recorder – responsible for filling out handout, making sure all points are included on poster
  - c. Timekeeper – responsible for helping the group keep up a good pace to complete all the tasks, monitors time to make sure the group is able to finish on time
  - d. Participants – responsible for actively helping to complete all tasks in the group, and responsible for presenting the poster to the class
5. Tell the groups they have three tasks (as outlined by their handout)
  - a. Read the policy and fill out graphic organizer
  - b. Create a poster with key information that is visually attractive and clearly communicates policy, include a catchy phrase to help people remember the expectation
  - c. Create a short scene to be acted out in front of the classroom to illustrate the policy, how others will support and what happens if the expectations are not met.
6. Tell the groups they have 30 minutes to complete their tasks. Ask the timekeeper to monitor the time parameters, the facilitator to assign time to each task, and the recorder to track responses.
7. Circulate through groups during work time.
8. When work time is completed, have each group present their poster and short scene.
9. Have the students hang their posters in the room after their group presents their poster.
10. Hand out the gallery walk sheet.
11. Have the students do a silent gallery walk
  - a. Look at each poster
  - b. Observe what you like about the poster
  - c. What could the group do differently to enhance the message of the poster?
12. Discuss the posters as a class.
13. Record any questions about the policies the students cannot answer.
14. Have students complete an exit ticket.

### **Follow up**

1. Have students from a different period evaluate the posters the next day to refresh their memories about the policies.
2. Ask the students to work in small groups to and post sticky notes on the posters saying what they like and what needs to be changed.
3. Have them add any missing information to the posters and repost.

### **Matrix**

As a staff decide which subject area will take on each section of the building. Go over the expectations of that area with students walking through problem solving possibilities of issues that may arise.

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# RHS Student Expectations

Policy Name: \_\_\_\_\_

Policy Purpose (in your own words): \_\_\_\_\_

As a group, think of examples of what actions, words, and thoughts are examples of meeting expectations and examples of not meeting expectations. Record your responses in the chart below.

Examples of Meeting Expectations	Examples of not meeting expectations

How are other people in and out of the building going to help support students?

Teachers	Parents	Partners

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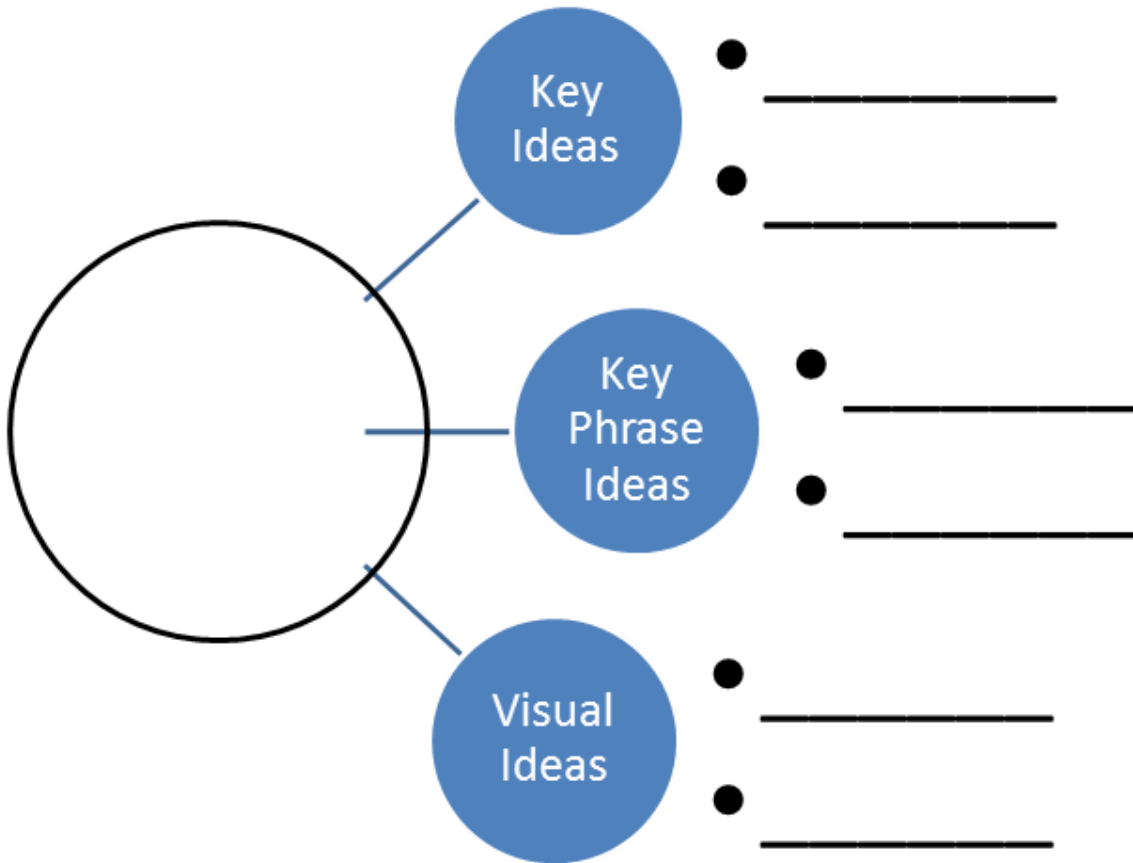
Policy Name	+	△
Academic Honesty		
Attendance		
Dress		
Tardy		
Food		
Language		
Lunch		
Personal Electronics		
Special Events		
Hallway		

Poster

As a group, create a poster that includes the following:

- Policy name
- Key points all students need to know about the policy
- A phrase that makes it easier to remember the policy
- Visuals that relate to the policy and are easy to see/read from 5-10 feet away
- Color!

**Use this graphic to help you brainstorm ideas:**



## Write a short scene:

As a group, create a short scene that will help your classmates understand the policy. You are going to act it out in front of the class. Your scene needs to integrate all of the things in your poster and also demonstrate how one of the different groups will support kids in meeting their expectations.

Set the scene (where will the scene take place):

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Who are the characters:

---

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Describe the plot:

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How will the issue be resolved?

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Look back over your short scene outline. Does the scene meet all the requirements (identify the policy, mention the key phrase, illustrate how another group will help students meet expectations)? If not, rework it. If it does meet the requirements, practice the scene until time to present.

## Exit Ticket

Please circle below your present level of understanding.

Score	Level of comprehension
4	I understand, can consistently demonstrate, and can teach others about the behavioral expectations at Roosevelt High School.
3	I understand and can consistently demonstrate the behavioral expectations of students at RHS.
2	I understand the behavioral expectations of students at RHS, but need help to demonstrate them consistently.
1	I do not understand the behavioral expectations of students at RHS.

Write down any questions you have about the climate guide on the back of this paper.

## Exit Ticket

Please circle below your present level of understanding.

Score	Level of comprehension
4	I understand, can consistently demonstrate, and can teach others about the behavioral expectations at Roosevelt High School.
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