

# Nathan Hale High School Student/Parent/Guardian Handbook 2020-2021



## *Our Mission*

*The purpose of Nathan Hale high school is to ensure that **ALL** students will become honorable, thinking, skillful, global citizens!*

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## ***Nathan Hale Alma Mater***

### Core Values:

- ✚ We expect that teaching is the essential act of all adults at school
- ✚ We promote a climate of respect, trust and decency
- ✚ We expect all members to understand, model and promote social justice
- ✚ We believe that all students- wherever they are as learners will meet high standards
- ✚ We value a personal caring relationship with each student
- ✚ We commit ourselves to those students who historically have not been successful
- ✚ We expect that all discipline be firm, fair, positive and consistent

### ***ALMA MATER***

Through time we'll each go our way,  
but still there'll be ties that will stay,  
for we'll all remember the years we loved,  
and the school our hearts hold dear.

For pride, for your honor, for truth  
we pledge our full faith in you,  
for your spirit true, you'll be much honor due,  
we salute you nathan hale!

### ***FIGHT SONG***

**Yell:** Go raiders go! fight raiders fight! go raiders, fight raiders, go, fight, win!

**Sing:** Fight, raiders, fight (& fight) for the glory of Nathan Hale! Go raiders, go, for the heroes of old with spirit ever bold!

We'll stand firm and fight (& fight) with a will to victory to the red, white, and blue we will always be true fight on for hale!

n-a-t-h-a-n h-a-l-e

We'll stand firm and fight (& fight) with a will to victory to the red, white and blue we will always be true (fight on for hale!!)

## *Coalition of Essential Schools' Ten Common Principles*

1. The school should focus on helping young people learn to use their minds well. Schools should not be comprehensive if such a claim is made at the expense of the school's central intellectual purpose.
2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: Curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.
3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.
4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.
5. The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.
6. Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation – an "Exhibition." As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of credits earned by "time spent" in class. The emphasis on the students' demonstration that they can do important things.
7. The tone of the school should explicitly and self-consciously stress values of un-anxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity, and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Parents should be key collaborators and vital members of the school community.

8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils on the high school and middle school levels and 20 or fewer on the elementary level substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional schools decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.
10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

## ***Five Habits of Mind***

Students at Nathan Hale High School develop critical thinking skills and engage with topics by critically viewing material retrieved from various sources. They are taught to question:

### ***VIEWPOINT***

*From whose viewpoint are we seeing, reading or hearing? From what angle or perspective?*

### ***EVIDENCE***

*How do we know what we know? What's the evidence and how reliable is it?*

### ***RELEVANCE***

*What does it matter? What does it all mean? So what?*

### ***CONNECTIONS***

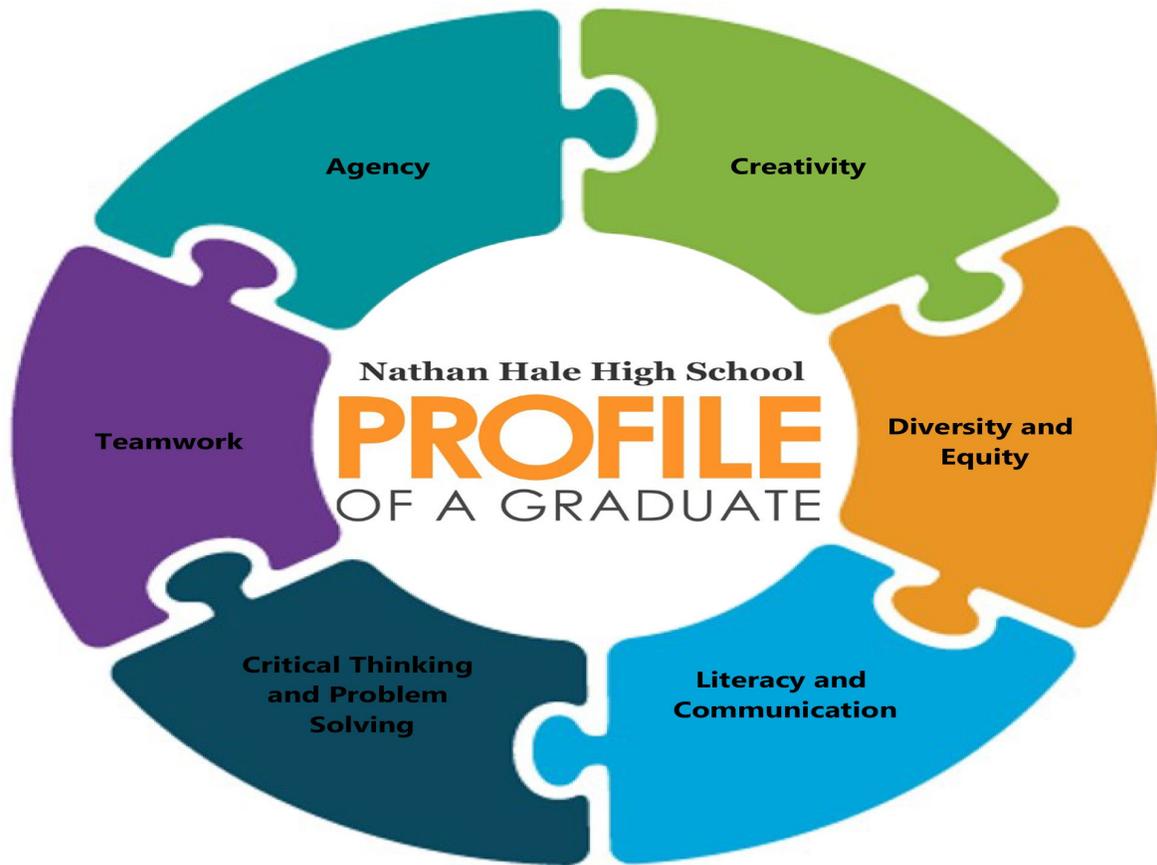
*How are things, events or people connected to each other? What is the cause?*

*What is the effect? How do they "fit" together?*

### ***SUPPOSITION***

*What if...? Could things be otherwise? What are or were the alternatives?*

*Nathan Hale High School Profile of a Graduate*



# WHO'S WHO AT NATHAN HALE HIGH SCHOOL

10750 – 30<sup>th</sup> Ave NE, Seattle WA 98125 Phone: (206) 252-3680/Fax: (206) 252-3681

## **Administration**

William Jackson, III, Principal 252-3685  
Makela Steward-Monroe, Assistant Principal 252-3696  
Abby Hunt, Assistant Principal 252-3688  
Darby Haskins, Athletic Director 252-3754

## **Counseling**

Kristen Patterson, A-Gra 252-3697  
Kristie Thompson, Gre-N 252-3689  
Kelly Creech, O-Z 252-3695  
Lori Takahashi, Counseling Secretary 252-3694

## **Interventionist Specialist/Testing Coordinator**

Melinda Greene 252-3704

## **Custodial Engineer**

Manh Diep 252-3750

## **Department Chairs**

<i>Art</i> - Erin Shafkind	<i>Physical Education</i> – Darby Haskins
<i>ELD</i> – Esther Andrews	<i>Science</i> – Rob Feigal-Stickles
<i>FCS/Health</i> - Stefanie Konarska	<i>Social Studies</i> – Tony Renouard
<i>Language Art</i> – Mark Greenway	<i>Special Education</i> – M. Balint, S. Miller, D. Ross
<i>Math</i> - Brian Coon	<i>Technical Education</i> – Michael Grazewski
<i>Music</i> – Erica Ewell	<i>World Language</i> – Rebecca Padilla

## **Lunchroom Manager**

Amy Cheng 252-3751

## **Nurse**

Don Estes, RN 252-3687

## **Psychologist**

Scott Wetzler 252-3771

## **Secretarial Staff**

Rae Keyes, Administrative Secretary 252-3682  
Stacey McCue, Assistant Secretary 252-3686  
Martha Daniels, Attendance 252-3684  
Jana Pitman, Fiscal Office 252-3753  
Renee Jackson, Registrar 252-3699

## **Security**

Eric Walker 252-3795  
Malcolm Mack 252-3795

## **Teen Health Center**

Our services focus on prevention and include immunizations, asthma management, reproductive health care, and mental health counseling - **ALL** Services are free to students!

Hours: Weekdays, 8:00 am – 4:00 pm when school is in session. Please call for an appointment.

Telephone: (206) 302-1840

## ***Grades 10-12 Remote Learning Schedule***

### **Monday & Thursday**

#### **Morning Synchronous Learning Times (live instruction/blended learning)**

9:00-9:15 Check in with Mentorships

9:25-10:15 Period 1

10:25-11:15 Period 2

11:25-12:15 Period 3

12:20-1:10 Lunch and Enrichment

#### **Afternoon Asynchronous Learning Times (small group or independent work)**

1:15-2:00 Period 1

2:10-2:55 Period 2

3:05-3:50 Period 3

### **Tuesday & Friday**

#### **Morning Synchronous Learning Times (live instruction/blended learning)**

9:00-9:15 Check in with Mentorships

9:25-10:15 Period 4

10:25-11:15 Period 5

11:25-12:15 Period 6

12:20-1:10 Lunch and Enrichment

#### **Afternoon Asynchronous Learning Times (small group or independent work)**

1:15-2:00 Period 4

2:10-2:55 Period 5

3:05-3:50 Period 6

### **Wednesday**

9:00-9:50 Support 1-6

10:00-11:00 Mentorship

11:10-12:15 Support 1-6

12:20-1:10 Lunch and Enrichment

1:20-2:35 Support 1-6

## ***9<sup>th</sup> Grade Academy Remote Learning Schedule***

### **Monday & Thursday**

#### **Morning Synchronous Learning Times (live instruction/blended learning)**

9:00-9:15 Check in with Mentorships

9:25-10:45 Block 1

10:55-12:15 Block 2

12:20-1:10 Lunch and Enrichment

#### **Afternoon Asynchronous Learning Times (small group or independent work)**

1:15-2:30 Block 1

2:35-3:50 Block 2

### **Tuesday & Friday**

#### **Morning Synchronous Learning Times (live instruction/blended learning)**

9:00-9:15 Check in with Mentorships

9:25-10:15 Period 4

10:25-11:15 Period 5

11:25-12:15 Period 6

12:20-1:10 Lunch & Enrichment

#### **Afternoon Asynchronous Learning Times (small group or independent work)**

1:15-2:00 Period 4

2:10-2:55 Period 5

3:05-3:50 Period 6

### **Wednesday**

9:00-9:50 Support 1-6

10:00-11:00 Mentorship

11:10-12:15 Support 1-6

12:20-1:10 Lunch and Enrichment

1:20-2:35 Support 1-6

## ***Mentorship***

**Purpose:** Mentorship was developed from the Common principles that the school's goals should apply to all students, teaching and learning should be personalized to the maximum extent, all staff should promote a climate of respect, trust and decency, and staff should ensure that all students will become honorable, thinking, skillful, global citizens. The mentorship concept was also created to give students and staff the opportunity to develop personal, caring, and positive relationships at Nathan Hale High School. Our goal is to make sure that every student is connected to a staff member at Nathan Hale High School that can help each student successfully navigate their way through High School and beyond. A student who is connected to a group, sport, club, activity, or adult is more likely to be a successful student at Nathan Hale High School.

**Structure:** Mentorship classes are on Wednesday mornings. Daily check-ins with Mentorships also occur on Monday, Tuesday, Thursday, and Friday mornings.

9th Grade: Focuses on making academic connections, grades, building relationships, reflective/responsible scholarship and understanding the school's mission.

10th: Focuses on service learning, Naviance, grades, and making academic connections.

11th: Focuses on applying to colleges, colleges entrance exams, grades, college visits, resumes, and Naviance.

12th: Focuses on Goal Setting beyond High School, Support/responsible scholarship, grades, resumes, and Naviance.

## ***Support Time***

***Purpose:*** Support was born out the common principle that all students wherever they are as learners will meet high standards, staff will devote their time and efforts to those students who historically have not been successful in a school setting, and staff will commit to developing a personal, caring relationship with each student. Support gives teachers a common time to support all students during the school day, and it gives students the opportunity to take initiative to get support from various sources. Students and teachers can develop positive relationships outside the traditional class setting. Teachers have time to re-teach key concepts that might have been missed during the regular class period. Students have the opportunity to complete make-up work, retake tests, quietly work on homework or classwork, ask instructors clarifying questions, and receive additional instructional time or tutoring, and take responsibility for their learning.

***Structure:*** Dedicated support time is offered at three different times on Wednesdays.

## ***Nathan Hale Attendance Policy***

Students are expected to attend school and be actively involved in each class daily. Punctual attendance is the first requirement for success. The depth of coverage of material in class requires active student engagement, so when you are absent you are not actively engaged in the learning and it's hard to replicate that when you return. A large part of your learning takes place during class discussions and participation. Many of our teachers use project based learning methods and if you are absent, not only do you miss out on the learning, but also any group you are working in is affected.

### **Daily Attendance**

Schools are required to monitor attendance every day.

1. Teachers will use Power Teacher, the district's existing method of recording verified student attendance data.
2. Schools will be responsible for tracking observable attendance data, confirming student's participation in the learning process, and recording the attendance data in Power Teacher every day.

**Definition of an Absence from Remote Learning** Student presence is determined by engaging in planned asynchronous or synchronous activities. A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day. Evidence of student participation in remote learning may include, but is not limited to: (a) Daily logins to learning management systems; (b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or (c) Evidence of participation in a task or assignment.

### **Excused Remote Learning Absences:**

Absences due to the following COVID-19 causes will be considered excused:

- Student or family health issues
- Caring for a family member
- Student's employment or other family obligations during scheduled school hours
- Lack of necessary instructional tools (e.g., internet connectivity)
- Parent work schedule

### **Clearing Absences**

To excuse an absence, have a parent/guardian send an email to [halehs.attendance@seattleschools.org](mailto:halehs.attendance@seattleschools.org) or [madaniels1@seattleschools.org](mailto:madaniels1@seattleschools.org) or call (206) 252-3684. The attendance office will then clear that absence.

**Students must clear an absence through the attendance office within 48 hours of their return to school with a note/email.**

If you have any questions about your child's attendance record please contact Martha Daniels, Nathan Hale's Attendance Secretary at (206) 252-3684 or email [madaniels1@seattleschools.org](mailto:madaniels1@seattleschools.org)

## 2020-2021 Grading Policy

On August 12th, 2020 the SPS School Board voted to temporarily suspend portions of the district's high school grading policy (Policy 2420) so that students taking high school courses will earn "A-C-" or "Incomplete" final grades as measures of their learning progress. This revised grade scale, along with associated grading practices, seeks to minimize harm to students and promote equity during Remote Learning. The key grading changes are:

- "A-C-" or "Incomplete" grades are the only options for final grade marking for the 2020-21 school year. An Incomplete will only be earned through a detailed process.

The objective of 2020-21 school year grading guidance is to support student learning using grades, to provide students and families with feedback on student progress, and to provide interventions and support in situations where a student is finding it difficult to engage in learning.

1. *Weighted grading that provides additional “quality” points for Honors, Advanced Placement (AP) and International Baccalaureate (IB) course work and is used to determine class rank.*

<b>Percentage **</b>	<b>Letter Grade</b>	<b>Grade Point*</b>	<b>Honors Class Rank Weighting**</b>	<b>AP / IB Class Rank Weighting**</b>
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	Incomplete	-	-	-
60-66	Incomplete	-	-	-
Below 60	Incomplete	-	-	-

\* Based on WAC 392-415-040

\*\*WAC 392-415-040 does not assign percentages or class rank weighting; these columns are SPS-determined. Percentages will be rounded to the nearest whole number. For example, 81.4% rounds to 81%, 81.5% rounds to 82%

- **Information on Weighted Grading:**

*Weighted grading will be used to determine class rank only and will not affect a student's official, cumulative Grade Point Average (GPA).*

*Quality points used to determine class rank will be awarded as shown in the chart above:*

- AP or IB: 1.0 quality point
- Honors: .50 quality point

*Class Rank does not appear on official transcripts; however, many colleges and universities, scholarship programs and some employers do ask for rank on their applications.*

*Class Rank has been, and will continue to be, printed on the SPS Academic Course Histories.*

*Advanced course options: We recommend that students, families and counselors work together to make decisions about which advanced courses are taken. The goal is an appropriately balanced schedule that takes into account individual student interests and strengths [www.seattleschools.org](http://www.seattleschools.org)*

## ***Student Conduct and Expectations***

*The conduct of all students and staff alike is based on respect. We expect all of us to show respect to one another. Attitude is everything – think before you act and treat everyone as you wish to be treated.*

- ***Academic Integrity***

*At Nathan Hale High School, plagiarism is not tolerated. All students are expected to cite resources in your writing and research. You are expected to do your own work, which includes not cheating on exams and or copying other students' homework. Failure to follow this policy will result in loss of grade and or credit and students will be referred to administration for discipline.*

- ***Activities/ASB Card***

*Activity cards are available for purchase at a cost of **\$45.00** Additional benefits of purchasing an ASB card are discounts into certain school events, random school drawings, drama productions, spirit gear and ASB events such as Mx. Hale and the Talent Show.*

- ***Fine/Fee Policy***

*Failure to return books and/or pay fees will result in a fine card being sent to Fiscal office. In addition Student Athletes will be fined if uniforms and or equipment are not turned in on a timely manner; also ALL fines must be paid off in order to turn in your sports packet. Failure to pay fines may lead to:*

1. *Loss of ASB privileges*
2. *Any unpaid fines as a senior will prevent you from walking in the graduation ceremony as well as picking up your diploma and the sending out of your transcript.*

- ***Clubs***

*We have a wide variety of clubs who are always looking for new members. Pay attention to your school email, mentorship, and other online announcements for promotions of all of our clubs.*

- **Nathan Hale Athletics**

*Nathan Hale offers a full slate of interscholastic sports teams that are divided into three seasons:*  
SEASON 2: 12/28-2/28--boys and girls basketball, COED wrestling, boys swimming, girls bowling, unified basketball, and gymnastics.

SEASON 3: 3/01-5/02--coed cross-country, football, coed golf, volleyball, Boys ultimate, girls swimming, slow pitch softball, and girls soccer

Football: 2/17-5/09

SEASON 4: 4/26-6/27-- Coed tennis, Coed track, baseball, fastpitch softball, girls ultimate, boys and girls lacrosse, unified soccer, and boys soccer.

- **Athletic Eligibility**

*Students participating on any athletic team must meet the eligibility standards that include:*

1. **Earning a 2.0 GPA** the grading period before your season begins
2. **Maintaining a 2.0 GPA** during your participation season
3. *Completing and returning the required paperwork, including the athletic fee*
4. *Have a current ASB Card*
5. *Be clear of all school fines*
6. *Have a current physical on file, which is good for two years.*

*Failure to meet all requirements will result in you being ineligible for five weeks. During that time you may practice, but not compete. After five weeks you must be at a 2.0 GPA to continue to play. If you aren't, you are done for the season.*

*Students running for or holding an elected office (**Class, ASB, and Cheer**) must maintain a minimum of a 2.0 GPA to be eligible to do their job. Once elected, they will also agree to and follow a code of conduct.*

**There is No Pay To Play Policy**

*The Seattle School District has instituted a NO pay to play policy for athletics.*

- **Community Expectations**

*We are located in a residential and business neighborhood. The neighbors are expecting us to stay out of their yards and off of their property, and behave in their businesses. Remember you represent your family, friends, school and community at all times (even during remote learning). Our reputation in the community is important and the expectation is that each of us will do our part to be good neighbors and act right when we are out and about.*

- **Student Grievance Procedure**

*Sometimes you may feel you have not been treated fairly by a staff member. If so, you have the right to file a grievance against that staff person. To do so, contact the Main Office for the paperwork. The student body annually selects an ombudsperson whose job it is to handle student grievances. This is a person who is seen as fair and unbiased. Once a grievance is filed, the ombudsperson will talk with the parties involved and try to resolve the issue in such a way that both sides are satisfied. Situations that are grievable include, but are not limited to: grades, student/staff conflict, and other times you feel you have been treated unfairly. Situations that are not grievable through this method are: suspensions, expulsions and sanctions for criminal acts. There is a different process to have a hearing in those cases.*

## ***Dress Code***

*Students are 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 must wear:*

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

***As detailed in the policy, students may not wear attire that intentionally shows private parts, presents a health or safety hazard, and/or would contribute to a hostile or intimidating school environment.***

## ***Anti-Harassment/Bullying Policy***

*Harassment, Intimidation and Bullying are defined as any intentionally written message or image (including those that are electronically transmitted), or verbal or physical act. These include, but are not limited to, acts shown to be motivated by race, creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, honorably discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability, or other distinguishing characteristics, when an 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 education or work environment; or*
- *Has the effect of substantially disrupting the orderly operation of the school or work place.*

*Harassment, intimidation, and bullying are not acceptable behaviors at NHHS, and **will not be tolerated**. Students are prohibited from engaging in 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. Hazing will not be tolerated as well – we **Do Not** allow Freshman Friday, cheerleading or athletic initiations etc. Any student involved in any harassing or hazing may be*

subject to disciplinary actions. District policy – If being “**Harassed/Bullied**” at any time, incidents need to be reported to an adult/staff member and/or security immediately.

- **Cell Phones & Electronic Policy**

Our policy is that all electronics – including cell phones - need to be turned off and be out of sight during class time and in all offices. Cell phones can be used for educational purposes only with prior permission from the teacher, examples calculators and calendar.

- **Digital Citizenship**

Based on [Seattle Public School Board Policy 2023](#), Seattle Public Schools views the use of electronic resources as central to the delivery of its educational program and expects that all students will use electronic resources as an essential part of their learning experiences. As such, it is important that students understand their responsibilities as digital citizens and that student actions reflect appropriate, legal, responsible, and healthy behavior related to current technology use, including digital literacy, ethics, etiquette, and security. Digital citizenship includes the important skills to access, evaluate, develop, produce, and interpret media, as well as Internet safety, cyberbullying prevention and response, and permanence and impacts of their digital identity.

Students are responsible for adhering to the following technology use guidelines:

- Students may not share their username or password with another person other than a parent or guardian or leave an open file or session unattended or unsupervised. Students are responsible for all activity under their account and may only log in under their assigned username.
- Users are responsible for the appropriateness and content of material they may transmit or publish on the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.
- Use of the system to access, store or distribute obscene or pornographic material is prohibited and a violation of law subject to legal action.
- The unauthorized installation, use, storage or distribution of copyrighted software or materials on District computers is prohibited.
- No user shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified or abused in any way.
- Malicious use of the system to develop programs that harass other users, to gain unauthorized access to any account, computer or computer system is prohibited.
- Subscription to or use of mailing lists, bulletin boards, chat groups and commercial on-line services and other information services must be approved.

All students will sign a computer use agreement to have access to Seattle Public Schools technology. Any student who fails to adhere to the guidelines within and above may be subject to disciplinary action.

- **Tobacco/Drugs & Alcohol Policy**

Use of any controlled substance (tobacco, drugs, and alcohol) is prohibited on school grounds or at any school function, school property, classroom, neighborhood, and school field trips- **Standard Discipline for Exceptional Misconduct** – [seattleschools.org](http://seattleschools.org) under Safety & Security section.

- **Daily Bulletin**

May be accessed online at <https://halehs.seattleschools.org/>.

- **The Source and Schoology**

Is a district provided communication opportunity for families to access online student academic achievement, attendance, assignments, grades and homework. Access is available at the top of the Nathan Hale website (<https://halehs.seattleschools.org/>) under Student Family Portals.

- **Transportation**

Seattle Public Schools provides an ORCA Card to students who qualify for bus transportation. These cards are issued one time only and are good for the school year. Should the student misplace or break their card it is their responsibility to replace it, please contact Transportation 252-0900

- **Weapons**

The Seattle Public Schools has a no tolerance policy with regard to weapons of all kinds. Student possession or use of guns (loaded or not, operable or not, “real” or not). Knives of any length (including pocket knives). Pepper spray, laser pens and other weapons and objects capable of causing bodily harm will, in almost all cases; result in suspension/expulsion from school. Follow the **Standard Discipline for Exceptional Misconduct** – [seattleschools.org](https://seattleschools.org) under Safety & Security section for more information.

- **Gambling**

Of any kind is not allowed in school. Follow the **Standard Discipline for Exceptional Misconduct** – [seattlepublicschools.org](https://seattlepublicschools.org) under Safety & Security section for more information.

**All District Calendars** - located in [www.seattleschools.org](http://www.seattleschools.org)

**Student Rights and Responsibilities**

Sets forth the rules and regulations of Seattle Public Schools regarding student conduct, discipline, and rights and responsibilities. The Student Rights and Responsibilities is created in compliance with the requirements of State law and community expectations. Throughout this handbook you will see references to sections of the Washington Administrative Code (WAC 392-400), which are the State regulations that govern use of corrective action (i.e., discipline, suspension, and expulsion) for any student by a school District.

[https://www.seattleschools.org/UserFiles/Servers/Server\\_543/File/District/Departments/Discipline/2020-21%20Basic%20Rule%20Flyer%20Final%20-%20English.pdf](https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Discipline/2020-21%20Basic%20Rule%20Flyer%20Final%20-%20English.pdf)

For all other questions and/or concerns regarding student rights and responsibilities, and school discipline procedures, please visit

[https://www.seattleschools.org/UserFiles/Servers/Server\\_543/File/District/Departments/Discipline/SSR%2020-21%20English\\_August\\_2020.pdf](https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Discipline/SSR%2020-21%20English_August_2020.pdf)

Translations of the Student Rights and Responsibilities can be found here:

<https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=18473>

*Have a great year! Go Raiders!*

