

***-Nathan Hale High School
Student/Parent/Guardian
Handbook
2019-2020***



Our Mission

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

Table of Contents

<i>Nathan Hale Alma Mater</i>	<i>pg. 4</i>
<i>Ten Common Principles</i>	<i>pg. 5</i>
<i>Five Habits of Mind</i>	<i>pg. 6</i>
<i>Safety Procedures</i>	<i>pg. 7</i>
<i>Who's Who of Nathan Hale</i>	<i>pg. 8</i>
<i>Daily Schedule</i>	<i>pg. 9</i>
<i>Mentorship and Support Time</i>	<i>pg. 10</i>
<i>Reading at Nathan Hale</i>	<i>pg. 11</i>
<i>Attendance Policy</i>	<i>pg. 12</i>
<i>Grading Policy</i>	<i>pg.13</i>
<i>Dance Policy</i>	<i>pg. 17</i>
<i>Academic Honesty & School Expectations</i>	<i>pg. 18</i>
<i>Anti-Harassment & Bullying</i>	<i>pg. 20</i>
<i>Reset</i>	<i>pg. 22</i>
<i>Student Rights & Responsibilities</i>	<i>pg.24</i>
<i>Discipline Matrices</i>	<i>pg.29</i>

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'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 80n 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 award 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?

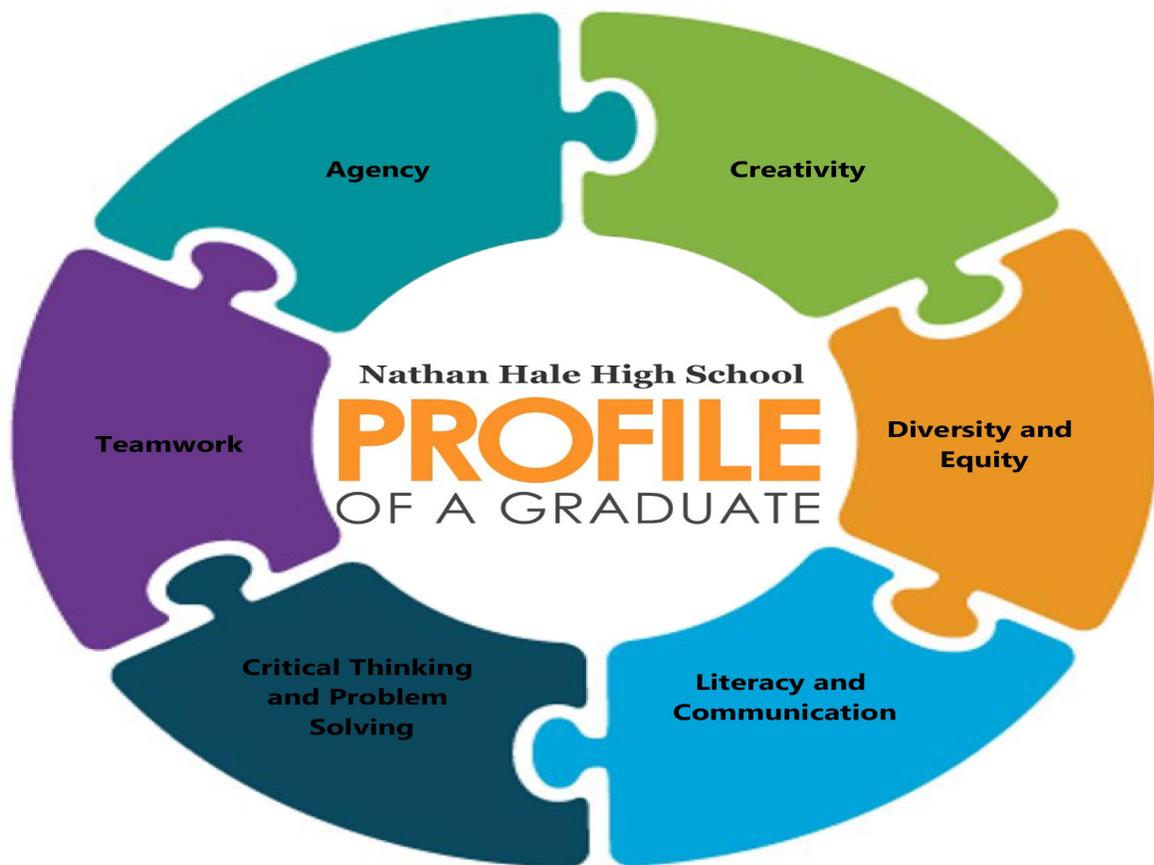
What is the effect?

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



Safety Procedures at Nathan Hale

Fire Drill: Announced over the school speaker system

- Upon leaving classroom, students should be calm, and orderly exiting the classroom and through the building.
- Students will go to the pre-assigned evacuation location(s) on the football field, and form a line.
- Teacher(s) will take attendance immediately to ensure that all students are accounted for, and to report any missing students.
- Students will remain with their class until the **“All Clear”** signal is sounded or further directions are given.

Shelter-in-Place: Announced over the school speaker system

Shelter-in-Place is the process of keeping students and staff safe from dangers within the community. Hale would Shelter-in-Place in events such as a hazardous material incident, radiation incident, snowstorm, vague threats, or violence in the community that is not directed at Nathan Hale.

- Students are to remain in their classroom for extended class periods. Teachers will continue to teach, and conduct class as usual... Academics are on going.
- Keep to the normal schedule as much as possible. When possible, students may be released from the classroom to go to the bathroom.

Lockdown: Announced over the school speaker system

*Office calls 911 and makes an announcement over the loudspeaker, “Lock Down, Lock Down, Lock Down, this is not a drill”. **This is the signal for all students and staff to go immediately to the closest classroom.***

- Direct all students/visitors and any stray students to the nearest room, lock door, turn off lights, and provide maximum concealment (close blinds/drapes and cover windows to obscure visibility).
- Provide maximum cover (protection from weapons) by positioning yourself against the wall that provides the most protection, keeping seated as low as possible.
- Remain quiet until you receive further Instructions.
- Lock Down/Shelter in Place will continue until police or administration announces the **All Clear** on the PA system.

Earthquake: Announced over the school speaker system

- In classrooms, students should **drop, cover and hold**. The safest places would be under a desk, table, or against an inner wall for protection from falling plaster, light fixtures or other heavy overhead objects. Keep away from windows, file cabinets, and bookshelves. All students should remain in the drop, cover and hold position until the earthquake is over and/or until further instructions are given.

Reverse Evacuation: Announced over the school speaker system

Reverse evacuation procedure is conducted to keep students and staff safe from dangers outside of our school building. The goal is to ensure that all students outside of the school building return safely into the building and are accounted for.

- Verbal announcement, ***“Return to the building immediately! This is a Reverse Evacuation! Attend your mentorship”***
- Once all students, staff and approved visitors are inside, the building exterior doors will be locked and Shelter-In-Place procedures are initiated.
- After everyone has arrived in the classroom, attendance will be taken immediately.
- All individuals will remain in their classrooms or area until the “All Clear” signal is sounded.
- If administration/security/incident commander deem the situation critical, a Lockdown procedure will be communicated.

WHO'S WHO AT NATHAN HALE HIGH SCHOOL

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

Administration

Jill Hudson, Principal 252-3685
Makela Steward-Monroe, Assistant Principal 252-3696
William Jackson, Assistant Principal 252-3688
Darby Haskins, Athletic Director 252-3754

Counseling

Todd Caffey, A-G 252-3697
Serena Swanson, H-N 252-3689
Jessica Kruse, O-Z 252-3695
Lori Takahashi, Counseling Secretary 252-3694

Custodial Engineer

Manh Diep 252-3750

Department Chairs

Art - Erin Shafkind	Physical Education – Darby Haskins
ELL – TBD	Science – Rob Feigel-Stickles
FCS/Health - Cindy Jamieson	Social Studies – Tony Renouard
Language Art – Mark Greenway	Special Education – M. Balint, S. Miller, D. Ross
Math - Brian Coon	Technical Education – Stefanie Arneson
Music – Erica Ewell	World Language – 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 Pittman, Fiscal Office 252-3753
Imani King, Registrar 252-3699

Security

Pacifico Quitiquit 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.

Telephone: (206) 302-1840

Schedule

Monday & Friday

1 st Period	8:45-9:35
2 nd Period	9:40-10:30
3 rd Period	10:35-11:25
4 th Period	11:30-12:25
Lunch	12:25-12:55
5 th Period	1:00-1:50
6 th Period	1:55-2:45
Reading	2:45-3:15

Wednesday & Thursday

1 st /2 nd Period	8:45-10:15
Mentorship	10:20-10:50
Support	10:50-11:20
3 rd /4 th Period	11:25-12:55
Lunch	12:55-1:25
5 th /6 th Period	1:30-3:00
Reading	3:00-3:15

Tuesday-Late Start

1 st Period	10:00-10:40
2 nd Period	10:45-11:25
3 rd Period	11:30-12:10
Lunch	12:10-12:40
4 th Period	12:45-1:25
5 th Period	1:30-2:10
6 th Period	2:15-2:55
Reading	2:55-3:15

9th Grade Academy

Monday & Friday

Block 1	8:45-10:05
Block 2	10:10-11:25
4 th Period	11:30-12:25
Lunch	12:25-12:55
5 th Period	1:00-1:50
6 th Period	1:55-2:45
Reading	2:45-3:15

Tuesday-Late Start

Block 1	10:00-11:05
Block 2	11:10-12:10
Lunch	12:10-12:40
4 th Period	12:45-1:25
5 th Period	1:30-2:10
6 th Period	2:15-2:55
Reading	2:55-3:15

Wednesday (A day)

Block 1	8:45-10:15
Mentorship	10:20-10:50
Support	10:50-11:20
Block 2	11:25-12:55
Lunch	12:55-1:25
5 th Period	1:30-3:00
Reading	3:00-3:15

Thursday (B day)

Block 1	8:45-9:30
Block 2	9:35-10:15
Mentorship	10:20-10:50
Support	10:50-11:20
4 th Period	11:25-12:55
Lunch	12:55-1:25
6 th Period	1:30-3:00
Reading	3:00-3:15

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 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. Students that are connected to a group, sport, club, activity, or adult is more likely to be a successfully student at Nathan Hale High School.

*

Structure: Mentorship classes are on Wednesday and Thursday.

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: Support days are on Wednesday and Thursday, immediately after Mentorship. Students must notify teachers ahead of time that they plan on seeing them either Wednesday or Thursday during Support.

1. *This is a time for students to work with staff or use the library with a pass AHEAD of time. Request a library pass from the librarian the day before or 8:15am-8:35am.*
2. *Students may NOT leave mentorship without a pass AHEAD of time.
NO PASSES FOR THE GYM.*
3. *Receiving staff member is responsible for issuing pass.*
4. *Mentorship staff WILL NOT issue passes for students to leave their class.*
5. *ANY staff member may request to see a student from the student's mentorship teacher.*
6. *Students working on group projects need to be sponsored by a receiving staff member who will give those students passes.*
7. *Students transition immediately after bulletin, attend ONE location and stay for entire Support period.*

Reading at Nathan Hale High School

“Reading is a basic tool in the living of a good life.” –Mortimer Adler

The Nathan Hale Community takes reading and literacy very seriously because we know accomplished and habitual readers are successful in life. Our reading programs are set up to ensure that all students develop the skills to be college and career- ready after high school.

Reading Period

The goal for reading period is to encourage/establish/cultivate joyful readers. Reading period is at the end the school day.

Nathan Hale Attendance Policy

You are expected to be in school and actively involved in each class daily. Punctual attendance is the first requirement for success – both here and in the “real” world. 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. Attendance and class participation are a basis for grading in classes. Check the syllabus for each class to see how this affects your grade.

- *After the first **10 minutes** of the start of class, students will be **marked absent** if not present!*
- *On time, on task behaviors are expected for **ALL** students.*

Clearing Absences & Early Dismissals

If you are home sick, have a parent/guardian send a note or email to excuse absences, early dismissals, etc. to madaniels1@seattleschools.org. 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 need to leave school before the day is over, bring a note from your parent/guardian requesting an early dismissal. Take your note to the Attendance Office and Ms. Daniels will issue you an E.D. pass. If you arrive late to school and have no excused note, you **MUST** sign in with Ms. Daniels. If you do have a note, bring it to the attendance office and Ms. Daniels will issue you a pass to class.*

- ***What are parents are expected to do when their child is absent from school?***

Parent/ Guardians must notify Nathan Hale in written or verbal form within two days of any absence. If you make this notification in a written notice only you must include the reason why your child is absent and the date of the absence in the note. Parents can notify Nathan Hale of student absences over the phone as long as the reason is legitimate.

- ***When is a student considered to be truant?***

If she/he is absent from any class without a valid excuse or arrives late to class after the school’s attendance rules call the lateness truant. A truant day is when a student is absent without a valid excuse from classes for more than 51% of the school day. The missed periods do not have to be consecutive.

- ***What absences can be excused?***

Unplanned absences

Unplanned absences are excused when the student’s person illness or injury, or the illness, injury or death of a family member, prevents the student from attending school. You must notify the school within 48 hours of the absence. The school may require a note from your

doctor if the student is absent due to illness or injury for an excessive number of days.

Planned absences

Planned absences are when the parent submits a request to the Principal or Assistant Principal at three days before the start of the planned absence and the Principal or Assistant Principal approves the absence. Planned absences include a family trip, doctor or dentist appointment, religious holiday or other special one-day event. The school may require your child to complete missed assignments and/or make up other academic assignments for an extended planned absence. Planned Absence Forms are available in the Attendance Office. Absences due to short-term discipline of your child are excused on District attendance records.

- **What absences are unexcused?**

All other absences are considered unexcused. A student who failed to attend 51% of the school day 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 absences”

Any absence, whether planned or unplanned will remain unexcused when the parent does not provide an excuse within (two days) for unplanned absences and (three days) in advance for planned absences.

However, a parent’s request to “excuse my child’s absence” without a stated reason will result in the absence remaining unexcused. The Principal 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.

<i>EXCUSED ABSENCES</i>	<i>UNEXCUSED ABSENCES</i>
<i>Illness or injury</i>	<i>Sleeping late</i>
<i>Family emergency</i>	<i>Car breaking down</i>
<i>Known religious holiday</i>	<i>Traffic</i>
<i>Pre-Planned, Parent- Excused absences</i>	<i>Babysitting</i>
<i>College visitation</i>	<i>Outside job</i>
<i>Family trip</i>	<i>Leaving class without permission</i>
<i>Medical Appointments</i>	<i>Leaving class with permission but not returning as assigned</i>

**What is the attendance monitoring process?*

- 1. Students arrive to class on time.*
- 2. Teachers track student attendance.*
- 3. Teachers contact parent/counselor when attendance issues occur.*

- Administrators will work with attendance secretary to monitor and track attendance matters.

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

Grading Policy

In an effort to more accurately reflect student performance and course rigor, Seattle Public Schools (SPS) School Board revised a policy related to high school grading. There are two parts to this policy:

- An 11-point grading scale that includes plus (+) and minus (-) grades (see chart below).
- 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.

*The policy affects grades awarded in high school starting September 1, 2010**

Percentage **	Letter Grade	Grade Point*	Honors Class Rank Weighting**	AP/IB Class Rank Weighting**
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	D+	1.3	1.8	2.3
60-66	D	1.0	1.5	2.0
Below 60	E	0	0	0

* 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:

- o AP or IB: 1.0 quality point
- o 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

Nathan Hale Dance Policy

*We have three dances during the school year - **Homecoming 8:00-11:00pm** - (October 9, 2015) **Winter Ball 8:00-11:00pm**- (TBA) and **Prom 8:00-11:00pm** (May 21, 2016).*

Because we are committed to providing a safe, fun atmosphere for Hale students and their guests, the following will be in effect:

- 1. All tickets will be pre-sold. You must have an ASB card to purchase a ticket. There will be **No** in and out privileges – once you leave you may not return. **No** one will be admitted into the dance after **10:00pm**.*
- 2. The dance is for high School age people. **No** middle school students will be allowed. If you wish to bring a guest who is not a student of NHHS, you must complete the NHHS Dance Guest Request Form - **PRIOR** to buying the ticket for your guest. **All guests must be under 21 years old**.*
- 3. An Administrator at their school who vouches for them must sign Guest forms. These forms will be available in the Activity Center about 3 weeks prior to the dance. **No** form no entry for the guest. Any **forged signatures** will result in the forfeit of future dance/event attendance by the NHHS student and his/her guest.*
- 4. Every attendee must present current high School picture ID (ASB card) **and is subject to a search**. All non-Hale students must have a guest pass/driver license and be the guest of a student of NHHS. They, too, must have current high School picture ID/Driver's License (no exceptions).*
- 5. Dances are a school-sponsored event, and dress code applies, students can and will be removed from the dance if dressed inappropriately by school personnel.*
- 6. Students who are suspected of being **under the influence of drugs/alcohol** will be subject to an evaluation from school personnel and failure or refusal of test will result in student(s) being removed from the event and parents being notified - all school/district discipline and sanctions apply. This includes those relating to dress code, alcohol and other drugs – both being in possession and/or being under the influence. If this should happen, you will be banned from school dances for the rest of the year. **Seniors with or under the influence of any drugs/alcohol at Prom will not walk at Graduation**.*
- 7. School appropriate conduct is expected at all times. School District Policy prevents “freak-dancing” at school events. No lewd or crude conduct will be allowed, including on the dance floor, (i.e. simulated sexual acts) and or Lap Dancing. The ultimate arbiter of what is lewd will be the adult of the group sponsoring the dance. Any attendees who are judged to have committed lewd or crude acts will be escorted out of the dance (with no money refund) and will not be allowed to attend the next NHHS dance.*
- 8. Tickets **once** purchased are **non-refundable**.*

****To purchase a school dance ticket, you must have a Student ID card.***

Nathan Hale High School Dance Contract

Dances must be a safe and fun environment for all those attending, so it is your individual responsibility to follow the terms of this contract in order to provide this.

SEXUAL ASSAULT AND HARASSMENT

Consent in the form of verbal permission is required for any type of physical contact, including dancing, with another person. Any unwanted attention, touching or verbal comments such that the person is uncomfortable, intimidated or threatened is strictly not allowed.

***IF YOU EVER EXPERIENCE OR SEE ANY SEXUAL ASSAULT OR HARASSMENT PLEASE TALK TO A TEACHER OR ADMINISTRATOR National sexual assault and harassment hotline: 800.656.HOPE (4673)**

ILLEGAL SUBSTANCES

No alcohol or drug use prior to or during the Nathan Hale High School dance will be tolerated. Students found under the influence will be dealt with by administration and the police.

BEHAVIOR

All dancing must be appropriate and consensual, which includes not being raised off the dance floor, kissing for an extended period of time, or dancing in an overtly sexual manner. Students may dance with one other student, but not dance in a large compact group, or “mosh pits”. There must be enough room for other students or chaperones to safely walk through the dance floor.

CONSEQUENCES

Violations of the terms of this contract will result in possible arrest, expulsion, suspension (up to 90 days) and/or drug and alcohol counseling. With repeated violations of this contract, administration has the right to end a dance early and cancel all future dances.

I, _____, have read and understood this contract as well as the consequences, and will fully abide by its policies at Nathan Hale High School Dances.

STUDENT SIGNATURE: _____ **DATE:** _____

PARENT SIGNATURE: _____ DATE: _____

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. We also expect each of us to be respectful of the building in which we live. We do not tolerate graffiti, defacing the building, garbage in the halls, and so on. It is up to each of us to keep this place looking nice and feeling good. 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 \$40.00. Additional benefits of purchasing an ASB card are discounts into school dances, random school drawings, drama productions, spirit gear and ASB events such as Mr. 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. *Lose ASB privileges, such as attending dances and other ASB sponsored events.*
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. You can pick up club information in the activity center, which lists all of our clubs, and find one you'd like to join, Drama, FCCLA, GSA, Photo,, Robotics, Mathematics, and various Multicultural Clubs.

- ***Nathan Hale Athletics***

*Nathan Hale offers a full slate of interscholastic sports teams that are divided into three seasons:
FALL: Coed cross-country, football, coed golf, volleyball, and women's soccer
WINTER: Coed basketball, wrestling, coed swimming, and women's gymnastics.
SPRING: Coed tennis, men's and women's track, baseball, softball, and men's 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, except football players who need one every year.*

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 earn a minimum of a 2.5 GPA to be eligible to do their job. They too, will be on probation if they don't meet the standard. After five weeks, a grade check is done and if they now meet the standard, they are good to go. If they have not achieved the 2.5 GPA, they are done.*

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. 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, detention assignment, 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.

- ***Visitor Policy***

Visitors are not allowed on NHHS campus without prior permission during school hours. Any visitations must be pre-approved by administration, and visitors must check in the main office beforehand, and wear a visitor's badge.

- ***Locker Policy***

*Students will be issued a locker at the beginning of the year. The school is not responsible for any loss or damage to items that are placed in lockers. For your own safety, keep your combo to yourself. By law, lockers are the property of the school and so **administrators and security have the right to open them if there is probable cause to believe there is something inside that is unsafe and/or illegal.** For this reason, only school issued locks is allowed – anything else will be cut off. If you need a repair or forgot your combination, see the custodian in room 1413.*

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 and sent home. 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. If they are seen, they will be confiscated and kept until the end of the period, the day, or until parent or guardian and may have a conference with the administration. If an emergency you need to use a phone, come to the Main Office.*

- **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** – seattlepublicschools.org under Safety & Security section.*

- **Lost And Found**

The lost and found is located in the Attendance Office. If you can't find something you KNOW you had when you came to school, check with one of the secretaries in the main office to see if it's in the lost and found or check with security. Conversely, if you find something that isn't yours, turn it in to the main office or security – the owner will be forever grateful!

- **Daily Bulletin**

May be accessed online at <http://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.

- **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

- **School Sponsored Field Trip(s)**

*Expectations - NH students are to conduct themselves as honorable Students during field trip events, and will abide by all school district rules regarding school sanctioned field trip(s) off campus. Any student who conducts behavior that can negatively impact the Nathan Hale School community will be subject to **Standard Discipline for Exceptional Misconduct** – seattlepublicschools.org under Safety & Security section.*

- **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** – seattlepublicschools.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 under Safety & Security section for more information.*

Reset

In an effort to support the social, emotional and academic growth of all students, while keeping Nathan Hale a safe inclusive school, students who make a poor choice will have an opportunity to learn. Restitution (Reset) encourages self-discipline, internal control of behavior, and respect for self and others. The restitution (Reset) process not only makes amends to the person who was wronged, but it also strengthens the offender. There are still rules and consequences with restitution, but the rules are devised from a social contract. Social contracts are beliefs created by the students encompassing the values of how they want to be. We believe that everyone makes mistakes and that learning from our mistakes helps us grow stronger.

*Reset will occur Wednesdays after school. Failure to attend assigned reset can result in progressive disciplinary action. Follow the **Standard Discipline for Exceptional Misconduct** – seattlepublicschools.org under Safety & Security section for more information on progressive discipline.*

All District Calendars - located in 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/SSR%20final%20version%202019-2020.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/SSR%20final%20version%202019-2020.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!

