

Nathan Hale High School **Student & Parent/Guardian Handbook 2022-2023**



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've 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 f 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?

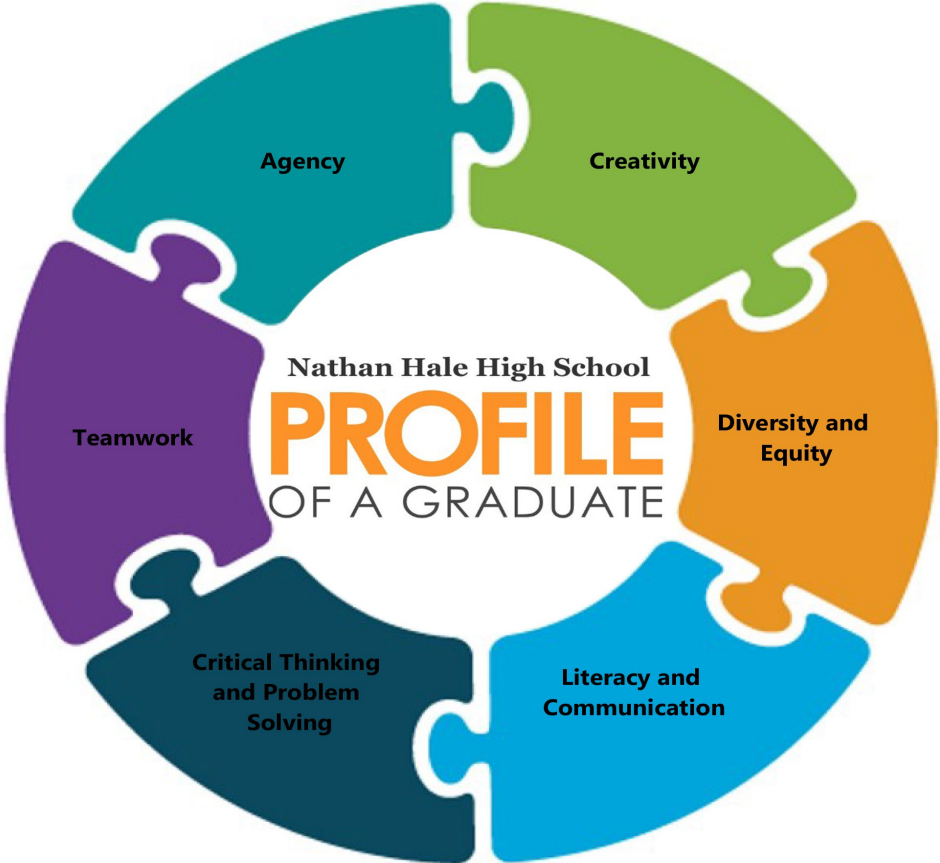
Connections

- 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?

Profile of a Graduate



Contacts at Nathan Hale High School

10750 30th Ave NE, Seattle WA 98125

Phone: 206-252-3680

Fax: 206-252-3681

Administration

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

Counseling

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

504 Coordinator/Intervention Specialist

Melinda Greene	252-3704
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Custodial Engineer

Ky Nguyen	252-3750
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Department Chairs

Art - Erin Shafkind

ELD - Esther Andrews

FCS/Health - Annemarie Michaels-Plumpe

Language Art - Sarah Fraser & Joel Jacobson

Math - Brian Coon

Music - Katrina Sibicky

Physical Education - Darby Haskins

Science - Rob Feigal-Stickles

Social Studies - Tony Renouard

Special Education - M. Balint, S. Miller, D. Ross

Technical Education - Brian Babinec

World Language - Rebecca Padilla

Lunchroom Manager , Amy Cheng	252-3751
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Nurse , Amy Dong	252-3687
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Psychologist , Scott Wetzler	252-3771
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Secretarial Staff

Rae Keyes, Administrative Secretary	252-3682
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Stacey McCue, Assistant Secretary	252-3686
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Martha Cunningham-Daniels, Attendance	252-3684
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TBH, Fiscal Office	252-3753
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Lori Miller, Registrar	252-3699
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Security , Ondrey Hansberry	252-3795
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Teen Health Center

Operated by Kaiser Permanente staff, the clinic 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 a.m. – 4 p.m. when school is in session. Please call for an appointment.

Phone: 206-302-1840

2022-2023 School Schedule

Mondays, Tuesdays, Thursdays, Fridays

9th Grade

Period	Time
1st period	8:50 – 9:45
2nd period	9:50 – 10:45
3rd period	10:50 – 11:45
Lunch	11:50 – 12:20
Block 1	12:25 – 2:00
Block 2	2:05 – 3:40

10th-12th Grade

Period	Time
1st period	8:50 – 9:45
2nd period	9:50 – 10:45
3rd period	10:50 – 11:45
Lunch	11:50 – 12:20
4th period	12:25 – 1:40
5th period	1:45 – 2:40
6th period	2:45 – 3:40

Wednesdays – 75 minute early release

9th Grade

Period	Time
1st period	8:50 – 9:25
2nd period	9:30 – 10:05
3rd period	10:10 – 10:45
Lunch	10:50 – 11:20
Block 1	11:25 – 12:00
Mentorship	12:05 – 1:05
Block 1	1:10 – 1:30
Block 2	1:35 – 2:25

10th-12th Grade

Period	Time
1st period	8:50 – 9:25
2nd period	9:30 – 10:05
3rd period	10:10 – 10:45
Lunch	10:50 – 11:20
4th period	11:25 – 12:00
Mentorship	12:05 – 1:05
5th period	1:10 – 1:45
6th period	1:50 – 2:25

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 class is on Wednesdays.

- **9th grade** focuses on making academic connections, grades, building relationships, reflective/responsible scholarship and understanding the school's mission.
- **10th grade** focuses on service learning, Naviance, grades, and making academic connections.
- **11th grade** focuses on applying to colleges, colleges entrance exams, grades, college visits, resumes, and Naviance.
- **12th grade** focuses on Goal Setting beyond High School, Support/responsible scholarship, grades, resumes, and Naviance.

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.

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 Cunningham-Daniels, Nathan Hale's Attendance Secretary at 206-252-3684 or email halehs.attendance@seattleschools.org.

Grading Policy

Information on Weighted Grading

Grades The District shall employ a uniform eleven-point weighted grading system at the high school level, awarding the following marks:

(A A- B+ B B- C+ C C- D+ D E A) "D" mark is the lowest passing grade; an "E" mark indicates failure. The Superintendent or the Superintendent's designee shall establish and post a Seattle School District Uniform Grading Scale, which details the corresponding percentage grade range for each of the eleven grade marks. The Seattle Public Schools transcripts show official grade point averages (GPA's), as mandated by the state law.

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.

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.

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 may 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:

Fall: August 22 – November 5-19 (varies by sport)

coed cross-country, football (started 8/17, ends 12/3), coed golf, volleyball, Boys ultimate, girls swimming, slow pitch softball (ends 10/29), and girls soccer

Winter: November 14-February 4-25 (varies by sport)

boys and girls basketball (ends 3/4), Coed wrestling, boys swimming, girls bowling (starts 10/31), unified basketball, and gymnastics.

Spring: February 27-May 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. We are also located adjacent to or near Meadowbrook Park and Pond, and it is expected that we do our part to help maintain a clean, safe environment for people and wildlife. 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.

Nathan Hale Policies

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.

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 under Safety & Security section.

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.

Additional Resources

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

Starting September 1, 2022, King County Metro will be responsible for issuing ORCA Cards to youth. A statewide transportation funding package, Move Ahead Washington, allows riders 18 and younger to take transit for free. For the 2022-23 school year, students should continue using ORCA cards issued to them in the 2021-22 school year, or show their current year student ID card. A limited number of cards are available for students new to Seattle Public Schools or who didn't receive an ORCA card last school year. More information will be coming from King County Metro regarding registering student transit cards.

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 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.

District Calendar

<https://www.seattleschools.org/calendar>

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/wp-content/uploads/2022/08/Student-Rights-and-Responsibilities-Handbook-2022-2023-English.pdf>

For all other questions and/or concerns regarding student rights and responsibilities, and school discipline procedures, please visit <https://www.seattleschools.org/departments/discipline-and-behavior/rules-rights-and-responsibilities/>

Translations of the Student Rights and Responsibilities: <https://www.seattleschools.org/departments/discipline-and-behavior/rules-rights-and-responsibilities/>

Have a great year! Go Raiders!