

North Thurston Public Schools



Student & Family Handbook 2023-2024



Culture of
KINDNESS

SUPERINTENDENT

Dr. Debra Clemens

Welcome to the 2023-24 School Year!

In North Thurston Public Schools, we strive to ensure all students are “empowered and future ready!”

We are committed to a learning environment where all students feel encouraged, supported and part of a community-a culture of kindness.

Understanding district policies and student rights is an essential part of student success. This handbook contains student behavioral expectations and student/family rights and responsibilities. The policies are designed to protect the rights of all school community members. They are based on state law, county and city ordinances, State Board of Education bylaws, and regulations and policies adopted by our Board of Directors. This information is also available on our website under Family Resources.

Thank you for reviewing this important information as part of our shared responsibility for student success!



Dr. Debra Clemens, Superintendent, North Thurston Public Schools



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The Student and Family Handbook is updated regularly throughout the school year to reflect current policy and procedure. The current version can be found at <https://www.nthurston.k12.wa.us/handbook/>

Mission

North Thurston Public Schools is committed to excellence: preparing all students for rewarding careers, fulfilling lives, and compassionate global citizenship.

Beliefs

- High quality teaching is essential to student achievement.
- Compassionate attitudes and actions create a culture of service.
- Student voice increases engagement and belonging in our learning community.
- Investing in our staff is critical to student success.
- Healthy relationships are built on collaboration, respect for diversity, accountability, and trust.
- Family and community partnerships are essential to meet the needs of our students.

Vision

In North Thurston Public Schools, our vision is clear:

All students empowered and future-ready. Through our strategic planning process, our community defined five visionary goals for student success:

Goal 1 - Success in the Early Years

Every student will engage in meaningful learning opportunities that foster curiosity and joy of learning while developing the academic and social skills to meet/exceed standards by the end of Grade 3.

Goal 2 - Responsible, Resilient, Empowered Learners

Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.

Goal 3 - Critical Thinkers and Solution Seekers

Every student will demonstrate skills in creative and evaluative reasoning, communication, and collaboration to address challenges in a socially just and democratic society.

Goal 4 - Continuous Growth - All Students, All Subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

Goal 5 - Preparedness for Post-Secondary Success

Every student will successfully navigate the critical transitions in their personalized learning trajectory, and will graduate from high school prepared for success in college, career, and postsecondary experiences.

Purpose

This handbook sets forth the written rules and regulations of North Thurston Public Schools regarding student conduct, discipline, corrective actions and rights. This handbook provides an overview of the types of misconduct that will result in disciplinary action. In addition to these rules and regulations, each school in the district provides rules and procedures regarding the administering of discipline at that school.

Collaborative Commitments

The District Commits to:

- Create a culture of inclusion, equity, and accountability in our schools.
- Model courteous and respectful conduct.
- Develop the knowledge, understanding, mindset, and skills needed to teach in a culturally responsive way to provide all students access to rigorous curriculum and learning opportunities.
- Establish and maintain positive relationships with students and families using two-way communication.
- Hold all students to high-expectations, and provide quality, effective, and inclusive instructional practices.
- Help students to develop skills for learning as well as how to manage their emotions, solve problems, and make friends through Social Emotional Learning (SEL) curricula.
- Use Positive Behavioral Interventions and Support (PBIS) to structure safe, predictable, and positive school environments for students and staff whereby school-wide behavior expectations are clearly defined, explicitly taught, and consistently supported.
- Assist students who do not yet meet a behavior expectation to identify and develop lagging skills that underlay misbehavior to improve behavior.
- Use a variety of methods (instructive, reflective, restorative) to shape student behavior when harm occurs.
- Implement a disciplinary response that would be least disruptive to the student-school relationship while maximizing instructional time.
- Display compassion and empathy.

Student & Family Commits to:

- Attend school regularly, be on time to classes, and arrive prepared to learn.
- Understand and follow district and school policies, and student conduct expectations.
- Advocate for individual educational, cultural, social, and emotional needs.
- Support a safe and positive school culture.
- Respect the rights and property of others.
- Identify themselves to and follow the instructions of all school staff.
- Accept reasonable consequences when failing to meet behavioral expectations.
- Learn from mistakes.

We All Commit to Student Rights to:

- An equal education opportunity with due process of law.
- Access to clean and safe schools, current curriculum, safe transportation, school supplies, 21st century technology, and to supports needed for learning assistance, specialized instruction, transitional bilingual education, and English language learning.
- Be known and cared for at school.
- Be listened to and have their voice heard.
- Be taught by highly qualified teachers, principals, and support staff.
- Be free from discrimination because of national origin, race, creed, religion, color, age, veteran or military status, economic status, sex, sexual orientation, gender expression or identity, disability, or use of a trained service animal.
- Possess freedom of speech and press.
- Have the right to peaceful assembly and to petition.
- Be secure in person, papers, backpacks, and effects against unreasonable search and seizure except for lockers and desks.
- Have the right to confidentiality (FERPA).

Equity

NTPS is committed to actively implementing policies and practices to ensure every student is provided healthy, safe, engaging, high quality and supportive educational opportunities that lead to high academic and social-emotional outcomes.

In NTPS, our equity work calls us to identify disparities in our data, acknowledge our unconscious bias, and build personal and organizational capacity to lean into uncomfortable conversations about race, gender, gender identity, sexual identity, socioeconomic status, disabilities, and more.

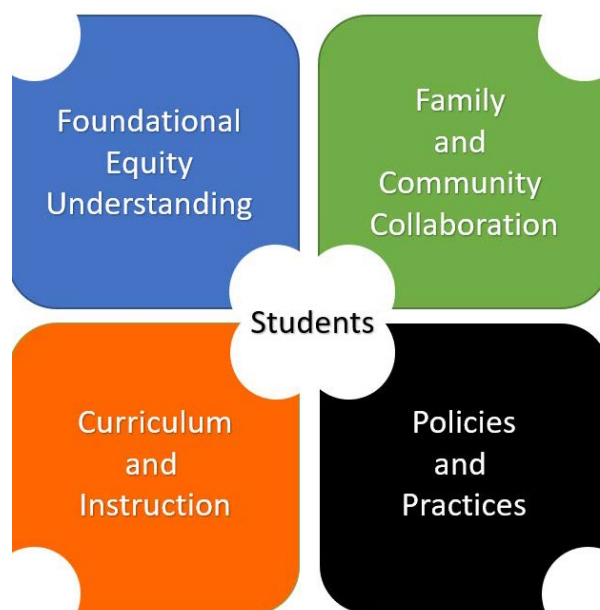
It is about ensuring that every student has the resources and support they need to be successful. In an equitable classroom, individual factors do not hold students from reaching their full learning potential.

We ask our teachers and staff to:

- Model equity for our students
- Hold students to high expectations
- Create an equitable classroom environment
- Give students a voice
- Embrace culturally responsive teaching

It is about partnering with others to include families, community, and tribal groups to best meet the needs of all our students.

Community Cafes is one practice that we use to engage parents/guardians and community members in meaningful conversations. An overview of some of the Equity work can be found on our Equity website at www.nthurston.k12.wa.us/equity.



Discrimination and Sexual Harassment

Discrimination

North Thurston Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Title IX Officer

Sean Dotson, Executive Director of Human Resources
sdotson@nthurston.k12.wa.us 360-412-4452
305 College St NE
Lacey, WA 98516

Section 504 Coordinator

Tammy Alonzo, Director of Student Information and Interventions
504@nthurston.k12.wa.us 360-412-4465
305 College St NE
Lacey, WA 98516

Civil Right Compliance Coordinator

Kirsten Rue, Director of Student Achievement
studentachievement@nthurston.k12.wa.us
360-412-4466
305 College St NE
Lacey, WA 98516

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of our district's nondiscrimination policy and procedure, contact your school or district office or view it online here: [Non-discrimination Policy 3210](#) and [Non-discrimination Procedure 3210P](#).

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here: [Sexual Harassment of Students Prohibited Policy 3205](#) and [Sexual Harassment of Students Prohibited Procedure 3205P](#).

Complaint Options: Discrimination and Sexual Harassment

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

Complaint to the School District

Step 1. Write Out Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional

circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI: Email: Equity@k12.wa.us | Fax: 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit our website, or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education 206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | OCR Website

Washington State Human Rights Commission 1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](http://www.humanrights.wa.gov)

Gender Inclusive Schools Policy

North Thurston Public Schools believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity or sex. North Thurston Public Schools recognizes the importance of an inclusive approach toward transgender and gender-expansive students with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, restroom and locker room use and accessibility, sports and physical education, dress codes, and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in procedure 3211P. The superintendent will appoint a primary contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI. This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying, and discrimination.

Gender Inclusive Schools Coordinator

Sarah Rich, Assistant Superintendent of Instructional Services

Srich@nthurston.k12.wa.us 360-412-4416

305 College St NE

Lacey, WA 98516

Attendance Matters

Students who attend school regularly feel better about school and themselves. So, build the habit of good attendance early! Good attendance helps students do well in school, college, and at work.

- Preschoolers build skills and develop good habits for showing up on time!
- Elementary students read by the end of 3rd grade!
- Secondary students stay on track to graduate!
- College students earn their degrees!
- Workers succeed in their jobs!

If you are facing challenges related to health care, unstable housing, transportation or lack of food, your school can help. Let us connect you to services for the family. Contact your school or NTPS's Family & Youth Resource Center.

Please contact your student's school directly if:

- Your student will be, is, or was absent as soon as reasonably possible.
- You have a question about an automated message you've received.

Check student attendance anytime
online through Family Access

We define three levels of attendance: *regular, at risk, and chronically absent*.

- **Regular Attendance** absent less than 5% school days.
- **At Risk Attendance** absent between 5% and 9% school days.
- **Chronically Absent Attendance** miss 10% or more school days, regardless of the reason—that's 18 days in a school year or 2 days per month.

An awareness of chronic absenteeism and its potential impact will empower students, families, and communities to make informed decisions regarding missing school. NTPS is dedicated to providing the best educational experience for our students and part of that is reducing chronic absenteeism.

NTPS uses a **Multi-Tiered System of Support** framework to support student attendance. Tier 1 represents universal strategies to encourage regular attendance for all students. Tier 2 provides early intervention for students who need more support to avoid chronic absence. Tier 3 offers intensive support and interventions for students facing the greatest challenges to getting to school.

Attendance interventions include:

After 3 UNEXCUSED absences in a month - the school and family/student meet to create a plan and identify supports needed to improve attendance.

No later than 7 UNEXCUSED absences in a month - The school shall do one or more of the following:

- Enter into an agreement with the student and parent/guardian establishing attendance requirements.
- Refer student to a Community Engagement Board (CEB).
- File petition under subsection (1) of RCW 28A.225.030

After 7 unexcused absences in a month and not later than 15 cumulative unexcused absences in a school year - NTPS must file a truancy petition with Juvenile Court.

Student Support

NTPS uses a variety of strategies to support students in learning the [Washington State Social Emotional Learning Standards, Benchmarks and Indicators](#) (see NTPS SEL Policy 3112).

Positive Behavior Intervention Support (PBIS) is a pro-active approach to increasing positive student behavior through direct instruction. In every school, staff teach behavior expectations to students that are consistent with pro-social traits such as responsibility and respect. The behavior expectations are taught to students throughout the school year in different areas of the school. Students receive positive recognition for following behavior expectations. Students who have difficulty with learning behavior expectations are provided additional instruction in small groups or on an individual basis. Parents play a key role in supporting PBIS by positively acknowledging their students when they follow the behavior expectations at their school. [NTPS PBIS Webpage](#)

Social Emotional Learning (SEL) and Curriculum provides a foundation for safe and positive learning and enhances students' ability to succeed in school, career, and life. Extensive research shows a positive correlation between the skills taught throughout social emotional learning programs and positive behavior, academic achievement, and healthier life choices. [NTPS SEL Webpage](#)

SEL curriculum for Preschool and K-5 is *Second Step* where students learn to:

- | | |
|---------------------------------------|--|
| • Control impulses | • Solve problems effectively |
| • Communicate clearly and assertively | • Recognize emotions in oneself and others |
| • Maintain cooperative relationships | • Manage strong emotions |
| • Make responsible decisions | • Have empathy for others |



SEL curriculum for 6-12 is *Character Strong* which blends social emotional learning with character development. Students learn:

- | | | |
|-------------------------------|----------------|---------------|
| • Self-Awareness | • Patience | • Forgiveness |
| • Self-Management | • Kindness | • Commitment |
| • Social Awareness | • Honesty | • Humility |
| • Relationship Skills | • Respect | |
| • Responsible Decision-Making | • Selflessness | |



Universal Social Emotional Screeners and Supports:

Throughout the year, your student will participate in school-wide universal screening to determine their skill levels in social emotional learning, reading, writing and math. Students in need of additional support may be provided instructional at their level. This support is in addition to your child's regular classroom instruction. Throughout our schools, additional support for students may occur within or outside the classroom. Students are supported individually and in small group settings. Interventions for social emotional learning may include social skill building, organization/time management learning, mentoring, self-management skills, and others.

Mental Health:

NTPS is deeply concerned for each student's mental wellbeing. There is a mental health specialist assigned to each school. If you have concerns about your child's mental health, please see the [NTPS Mental Health Webpage](#) or contact your school counselor for a referral.

[Student Support Webpage](#)

Universal Dress Code

Students and their parent/guardians hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). Schools, in partnership with parents/guardians, are responsible for assuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

Core Values

In relation to student dress, the district's core values are the following:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or criticism for their physical appearance.
- Students have the right to be treated equitably.
- Students and staff are responsible for managing their own personal distractions related to the dress and physical appearance of others.

Universal Guiding Principles

Students must wear:

- Opaque top (shirt, blouse, sweater, sweatshirt, tank, etc.).
- Opaque bottom (pants, shorts, skirt, dress, etc.) that fully covers the rear.
- Clothing that covers undergarments or bathing suits of similar design (waistbands and bra straps excluded).
- Footwear (elementary students need to wear footwear that is safe for recess and PE).

This dress code permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g. recess, physical activity, science or CTE courses). Additionally, these guiding principles allow for reasonable variation in required student attire for participation in specific activities (e.g. swimming or gymnastics).

The following dress ("dress" includes clothing/jewelry/costumes/tattoos or other ornaments/images worn on the body) creates an unsafe learning environment and is **prohibited**:

- Dress that promotes drugs, alcohol, tobacco, violence, pornography, exclusive messaging, gang association/affiliation, or displays inappropriate pictures or writing.
- Dress that demonstrates hate group association/affiliation or exhibits hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups.
- Dress that covers the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose or masks worn to prevent the spread of COVID 19 or other communicable diseases).
- Scented products, to protect those with allergies.
- Jewelry that poses a safety hazard.

Exceptions to this dress code will be made for attire worn in observance of a student's religion.

Enforcement of Universal Dress Code

Typical consequences for a violation of this policy include parent/guardian contact or conference and the directive to cover, change, or remove the non-complying attire. A student may be instructed to leave their classroom briefly to change clothes.

Restorative Practices

NTPS is deepening its application of Restorative Practices, which is a science that studies how to build social capital and achieve discipline through participatory learning and decision-making. While Restorative Practices does not eliminate traditional or exclusionary discipline, it does flip the script on traditional behavior management by promoting the power of relationship and community building, rather than the power of sanctions as a motivator. Restorative Practices provide a framework for responding to challenging behavior through authentic dialogue, self-reflection, empathy, accountability, and limit-setting.

The fundamental hypothesis of Restorative Practices is that human beings are happier, more cooperative and productive, and more likely to make **positive changes** in their behavior when those in positions of authority do things **with** them, rather than *to* them or *for* them.

- Restorative Practices have the potential to influence school climate and strengthen positive social connections between students and staff. The main goals are: **Accountability:** Restorative Practices provides opportunities for the people who have done harm to be accountable to those they have harmed and repair the harm they caused.
- **Community Safety:** Restorative Practices recognizes the need to keep the community safe by building relationships and encouraging the community to take responsibility for the well-being of all its members.
- **Competency Development:** Restorative Practices seeks to increase the cognitive, emotional and interpersonal skills of those who have harmed others, address underlying factors that lead students to engage in maladaptive behavior, and leverage the strengths of every member of the community.

[Restorative Practices Webpage](#)

Student Conduct Expectations and Discipline Information

The student is responsible as a citizen to observe the laws of the United States, the state of Washington, and local ordinances and laws. The student will respect the rights of others while in school, on school property, at all school activities, on district provided transportation or otherwise under school authority.

Students who involve themselves in criminal acts on school property, off school property at school-supervised events, or off school property when such acts have a detrimental effect upon the maintenance and operation of the schools or the District are subject to corrective action by the school as well as potential prosecution under the law.

The school community encourages students to report any situation which poses a danger to the health or safety of themselves and fellow students or which represents a violation of state laws and/or district policy. While in attendance at school or school-sponsored events, students must remove themselves immediately from any situation where violations of state laws and/or district policy are occurring.

Prohibited Behaviors:

The following behaviors are prohibited, in accordance with district policy and procedure, and may result in corrective disciplinary action:

1. **Academic Dishonesty:** Any student who knowingly submits the work of others represented as their own will be considered to have cheated or plagiarized. Cheating also includes the aiding or abetting of cheating by others.

2. **Alcohol:**

- **Possession or Use:** Being under the influence of or possessing, using, consuming or showing evidence of having consumed alcohol. Possession of empty alcohol containers on school property is also prohibited.
- **Distribution:** Transportation, delivery, or distribution of alcohol.

3. **Arson:** Knowingly and maliciously causing a fire or explosion on school property. The possession of fire ignition devices is prohibited.
4. **Bomb Threat:** To threaten to bomb or otherwise injure any public or private school building, structure, or place used for human occupancy; or to communicate or repeat any information concerning such a threatened bombing or injury, knowing such information to be false and with intent to alarm the person or persons to whom the information is communicated or repeated.
5. **Bullying:** Unwanted aggressive behavior by another person or group that involves an observed or perceived power imbalance and is repeated more than once or is highly likely to be repeated. It results in physical or educational harm. Cyberbullying is conducted with technology and is bullying. It creates a hostile environment at school.
6. **Disruptive Conduct:** Any conduct that materially and substantially interferes with the educational process.
- Such conduct includes, but is not limited to, preventing students from attending a class or school activity, interfering seriously with the conduct of any class or activity, setting off a false alarm or disarming an alarm, unauthorized use of lasers and similar devices, and gang-affiliated behavior/symbols.
7. **Explosives:** Possession, use, or threat of explosives on district property or school-sponsored events (e.g. firecrackers, bullets).
8. **False Reporting:** Knowingly and falsely reporting or corroborating misbehavior of others that did not occur, spreading a false rumor maliciously, or making defamatory statements.
9. **Fighting:** Mutual participation in physical violence, including deliberately arranging a fight or willingly participating in an arranged fight that creates substantial risk or serious injury to the participants.
10. **Harassment-Disability:** Conduct or communication that 1) is harmful, humiliating, or physically threatening, and 2) shows hostility toward a person or persons based on their real or perceived disability, including the use of a trained dog guide or service animal.
11. **Harassment-Gender, Gender Identity, Gender Expression:** Conduct or communication that 1) is harmful, humiliating, or physically threatening, and 2) shows hostility toward a person or persons based on their real or perceived gender, gender identity, or gender expression.
12. **Harassment-Race, Color, Nationality:** Conduct or communication that 1) is harmful, humiliating, or physically threatening, and 2) shows hostility toward a person or persons based on their real or perceived race, color, or nationality.
13. **Harassment-Religion:** Conduct or communication that 1) is harmful, humiliating, or physically threatening, and 2) shows hostility toward a person or persons based on their real or perceived religion.
14. **Harassment-Sexual Orientation:** Conduct or communication that 1) is harmful, humiliating, or physically threatening, and 2) shows hostility toward a person or persons based on their real or perceived sexual orientation.
15. **Harassment-Other Characteristics:** Conduct or communication that 1) is harmful, humiliating, or physically threatening, and 2) shows hostility toward a person or persons based on their real or perceived distinguishing characteristics or perceived distinguishing characteristics.
16. **Hazing:** any action taken or any situation created intentionally that causes embarrassment, harassment, or ridicule and risks emotional and/or physical harm to members of a group or team, regardless of the person's willingness to participate.
17. **Illicit Drugs (not Marijuana):**
- **Possession or Use:** Being under the influence of or engaged in the unlawful use, cultivation, manufacture, possession, transportation, or importation of any controlled drug or narcotic substance on school district

property. This includes the use or possession of any prescription or over-the-counter medication (e.g. aspirin, cough syrups, caffeine pills, nasal sprays).

- **Distribution:** Distribution, sale, solicitation, or purchase of any controlled drug or narcotic substance on school district property. This includes the distribution, sale, solicitation, or purchase of any prescription or over-the-counter medication (e.g. aspirin, cough syrups, caffeine pills, nasal sprays).
18. **Inappropriate Language/Imagery:** Freedom of student expression is part of the district's instructional program. However, student expression in the form of language or imagery may not be hateful, profane, foul, lewd, obscene, or plainly offensive or be used to cause a substantial disruption of the educational process or interfere with the rights of others. School-sponsored expression may be further regulated based on legitimate pedagogical concerns (see policy 3220, Freedom of Expression).
 19. **Inappropriate Physical Contact:** Intentionally touching, pushing, shoving, or kicking another person or unwanted touching of another person's body such that the person is uncomfortable with the behavior (this can include throwing, pushing, or shoving an object that comes into bodily contact with another person).
 20. **Intimidation/Non-Sexual Harassment:** Non-violent/non-sexual words or actions which intentionally or knowingly put another person in fear of injury to their property or person. Proof of actual fear is not required to establish intimidation. It may be inferred from conduct, words, or circumstances reasonably calculated to produce fear. Can involve publicly insulting another person with abusive words, gestures, or images; obtaining money or property by violence or threat of violence; forcing someone to do something by force or threat of force; subjecting another person to alarm by conveying a report that the student knows to be false; or use of electronic or telephonic means to convey embarrassing information about another person.
 21. **Marijuana:**
 - **Possession or Use:** Being under the influence of marijuana or the unlawful use, cultivation, possession, or transportation of cannabis. Possession of marijuana paraphernalia or items purported to be such is also prohibited.
 - **Distribution:** Distribution, sale, solicitation, or purchase of cannabis while on school district property.
 22. **Non-compliance:** Disregarding, showing contempt for, intentionally deceiving, or refusing to obey lawful authority/instruction of district staff, including failure to identify self to district staff.
 23. **Property Damage/Vandalism:** Intentional damage of school property or the property of others.
 24. **Sexual Harassment:** Conduct or communication intended to be sexual in nature, is unwelcome by the targeted person(s) and has the potential to deny or limit another student's ability to participate in or benefit from a school's education program. Sexual harassment may include, but is not limited to: making unwelcome, offensive, or inappropriate sexually suggestive remarks, comments, gestures, or jokes or remarks of a sexual nature about a person's appearance, gender, or conduct; using derogatory sexual terms for a person; standing too close, inappropriate touching, cornering, or stalking a person; sexting; or displaying offensive or inappropriate sexual illustrations.
 25. **Sexually Inappropriate Conduct:** Engaging in inappropriate sexual behavior, displaying and/or exhibiting indecent, lewd, profane or obscene sexual behavior or images, including pornography.
 26. **Technology Violation:** Unauthorized, illegal, or inappropriate use of the District's Internet telecommunication network system, electronic devices, personal student devices, including tampering with electronic hardware, data files, or software or unauthorized access to, or use of such technology. Students are prohibited from video recording on campus. Specific exceptions can be made by school administration on a case-by-case basis.
 27. **Theft/Possession of Stolen Property:** Taking or possessing the property of another without permission.
 28. **Threat of Violence:** Spoken, written or electronic statements or actions conveying the malicious intent of causing physical injury to another person or group of people (Note: if the behavior meets the definition of Discriminatory Harassment or Bullying, then the behavior should be categorized as such).
 29. **Tobacco Products/Vapor Devices:** A student shall not carry or smoke any kind of pipe, cigar, cigarette, e-cigarette, vaporizer, or any other smoking equipment or material, nor shall students be in possession of or use tobacco or

nicotine products at or near school or school-sponsored events/activities, or while a passenger in district vehicles, or on school property. Near school property is defined as being within the line of sight from the school.

30. **Trespass/Occupying Unauthorized Area:** Being present on school property in an unauthorized location, being unlawfully on school property (to include breaking into a school) without permission of school authorities or refusing to leave the school property when directed to do so by school authorities.
31. ***Violence without Major Injury:** Any use of physical force (e.g. assault, sexual assault, robbery) that does not result in major injury.
32. ***Violence with Major Injury:** Any use of physical force (e.g. assault, sexual assault, robbery) that results in a major injury.

**A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.*

33. **Weapons and Other Dangerous Devices:** Students will not possess, display, handle, or transmit weapons, other dangerous devices, or any item which reasonably appears to be such on school property, school-provided transportation, or at school-sponsored events. Any exception to the above will require explicit permission.

An appropriate school authority will promptly notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy will be subject to corrective action. Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility shall be expelled for not less than one year pursuant to RCW 28A.600.420. The superintendent may modify the one-year expulsion for a firearm on a case-by-case basis.

The district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9A.41.280 is a criminal offense.

The term "dangerous weapons" under state law includes:

- Any firearm;
- Any device commonly known as "nunchucks," consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as "throwing stars," which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
 - Any dirk or dagger;
 - Any knife with a blade longer than three inches;
 - Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
 - Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
 - Any razor with an unguarded blade;
 - Any slung shot, sandbag, or sandclub;
 - Metal knuckles;

- A sling shot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;
- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

The district also considers the following weapons in violation of this policy:

- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
- Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.
- Any personal protection spray devices (PPSD) not used other than in self-defense as defined by Washington state law (RCW 9.91.160). State law requires that students aged fourteen to seventeen have parent permission to carry a personal protection spray device (PPSD) that must be registered with school administration officials. Persons over eighteen years of age and persons between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices, nor may anyone under eighteen years or older deliver a spray device to anyone under fourteen or to anyone between fourteen and eighteen who does not have parental permission. Students who unlawfully carry, discharge, or distribute a PPSD will be subject to disciplinary action.

Corrective Actions

Students come to school to learn. Learning involves making mistakes. However, when students make negative choices involving a behavioral violation at school, on school grounds, at a school-sponsored event, or on school-district sponsored transportation, a corrective action may be necessary. Classroom, activity, and/or school level corrective interventions - also called “**other forms of discipline**” - may include:

Examples of Classroom Level Interventions:

- Student determines how to repair the harm
- Self-reflection activity
- Reteach behavioral expectations
- Behavior agreement
- Change in environment (special seating, providing a distraction, use of break system, removal of triggers)
- Teacher moves closer to the student
- Student spends extra time in classroom where harm occurred to repair the relationship(s) with staff/students
- Loss of classroom privileges
- Teach/model replacement skills directly related to behavior of concern
- Teacher or designated staff counsels with student in private
- Teacher or designated staff notifies parent/guardian
- Teacher or designated staff counsels with student and if possible, the parent/guardian
- Social-emotional check in

Examples of School Level Interventions:

- Family conference with teacher, school staff and administrator
- Develop a behavior plan (BIP, FBA)
- Develop a safety plan
- Behavior coaching for the student
- Reevaluate support/safety plans that are currently in place
- Restorative practices

- Informal Restorative Conversation
- Repairing Harm Circle
- Problem Solving Circle
- Referral to Restorative Center (High School)
- Referral to school support staff (nurse, counselor, mental health associate)
- Mediation
- Restitution of damages or stolen property
- Loss of computer privileges
- Community/school service
- Class schedule change
- Informal/formal check-ins with chosen staff
- Detention (before school, after school, lunch, for a set period of time)
- Referral to Student Intervention Team
- If the student has a disability, review and revise the IEP (Individualized Education Plan) or 504 Plan
- Pair student with a mentor
- Refer to community agency for support with identified needs (housing, food stability, leadership development, mental health counseling, social skill development, drug and alcohol assessment/treatment, etc.)

Exclusionary Interventions:

Classroom Exclusion, Suspension, Emergency Removal, Expulsion, from a class, subject, activity, and/or district transportation, and include a denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the district.

Each corrective action has limitations and due process requirements. These are summarized below.

Classroom Exclusion

Definition:

- “Classroom Exclusion” means the exclusion of a student from a classroom, instructional period, or activity area for prohibited behavior violations for no more than the balance of the day or class period.
- Classroom exclusion **does not** include action that results in missed instruction for a brief duration (i.e. 20 minutes) when the teacher or other staff attempts other forms of discipline to support the student in meeting behavioral expectations and the student remains under adult supervision.
- Classroom exclusion also **does not** include times when a student removes themselves for self-regulation or when a student takes a break as outlined in a behavior plan. See WAC 392-400-430 and 392-400-335.

Limitations:

- Must be for a prohibited behavior violation in NTPS Procedure 3240P.
- Some other form(s) of discipline must be attempted first unless the student’s presence poses an immediate and continuing danger or an immediate and continuing threat of substantial disruption.
- Removals may be administered for some or all of the school day; if longer than the one day the school must provide notice and due process for a suspension.
- The person who removed the student must report the removal to the principal/designee as soon as possible, or immediately if the removal was because of danger or threat of substantial disruption.
- Notify the parent/guardian as soon as possible.
- The student must be allowed to make up any assignments and/or tests missed during the classroom exclusion.
- If the removal was for danger or threat of substantial disruption the principal/designee must meet with the student as soon as possible and decide next steps.
- Without the consent of the teacher an excluded student may not return to the class, until the principal/designee and teacher have conferred.

Due Process:

- Any parent/guardian or student who is aggrieved by the imposition of classroom exclusion has the right to an informal conference with the principal for resolving the grievance within five (5) school business days.
- At such conference, the student and parent/guardian will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff will have an opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have the opportunity to address issues and questions raised and to ask questions of the parent/guardian, student, and staff members.

Suspension

Definition:

- “Suspension” means the denial of attendance for prohibited behavior violation for any single subject or class or for any partial or full schedule of subjects or classes.
- There are three kinds of suspension - **In-school, Short-Term, and Long-term.**

During the period of any suspension from school, students will not enter upon any property that is owned, leased, rented, or controlled by the district without the express prior approval of a building principal or designee.

In-school or Short-term Suspension

Duration:

- “In-school Suspension” means a student is removed from the regular educational setting but remains in school for ten (10) consecutive school days or less per semester.
- “Short-term Suspension” means a student is removed from school for up to ten (10) consecutive school days per semester.

Limitations:

- Must be for a prohibited behavior violation in NTPS Procedure 3240P.
- Grades K-4: No more than ten (10) cumulative school days per semester.
- Grades 5-12: No more than fifteen (15) cumulative days per semester.
- Must consider individual circumstances.
- Must attempt one or more other forms of discipline to support the student in meeting behavior expectations.

Due Process:

- Must conduct an Informal Initial Hearing in which the student is: a) notified of behavioral violation, evidence of violation, and the discipline that may be administered; b) given an opportunity to share their perspective and provide an explanation for the violation; c) given an opportunity to call their parent/guardian.
- Provide parent/guardian written notification (and district office) within one (1) day of the student’s Informal Initial Hearing.
- If they disagree with the discipline, parent/guardian/student has a right to an informal conference with the principal/designee. The principal/designee must provide the informal conference within three (3) business days of the request.
- Parent/guardian/student has five (5) school business days following receipt of written notice of suspension to appeal orally or in writing to the superintendent/designee.
- Parent/guardian/student has the right to request review and reconsideration of the appeal decision to the School Board within ten (10) days of the initial appeal decision.

Long-term Suspension

Duration:

- “Long-term Suspension” means a student is excluded for more than ten (10) and up to ninety (90) consecutive school days.

Limitations:

- Must be for a prohibited behavior violation in NTPS Procedure 3240P.
- Cannot be used for K-4.
- No long-term suspension will be imposed beyond the school year in which the student's misconduct occurred.
- Must consider individual circumstances.
- Must consider other forms of discipline to support the student in meeting behavior expectations.

Due Process:

- Must make reasonable attempt to invite parent/guardian to Informal Initial Hearing.
- Must conduct an Informal Initial Hearing in which the student is:
 - a. notified of behavioral violation, evidence of violation, and the discipline that may be administered;
 - b. given an opportunity to share their perspective and provide an explanation for the violation.
- Provide parent/guardian (and district office) written notification within one (1) day of the student's Informal Initial Hearing.
- If they disagree with the discipline, parent/guardian/student has a right to an informal conference with the principal/designee. The principal/designee must provide the informal conference within three (3) business days of the request.
- Parent/guardian/student has five (5) school business days to appeal orally or in writing to the Superintendent or designee.
- Parent/guardian/student has right to apply for readmission.
- Parent/guardian/student has the right to request review and reconsideration of the appeal decision to the School Board within ten (10) days of the initial appeal decision.
- Reengagement meeting and plan is required within twenty (20) calendar days of expulsion and within five (5) days of return to school or sooner if parent/guardian/student requests.

Emergency Removal

Definition:

- "Emergency Removal" means the immediate removal of a student from school because the student's statements or behavior pose an immediate and continuing danger to students or staff or substantial disruption of the educational process.
- For emergency removals, "substantial disruption" means "the student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day and school personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations."

Duration

- An emergency removal must end or be converted to another form of corrective action within ten (10) school days. See WAC392-400-510 through 392-400-480.

Limitations:

- Not required to identify a violation listed in NTPS Procedure 3240P.
- Student behavior must pose either: (a) an immediate and continuing danger; or (b) an immediate and continuing threat of substantial disruption.
- The district may not impose an emergency removal solely for investigating student conduct.

Due Process:

- Attempt to notify parents/guardians as soon as reasonably possible and provide reason the student's presence posed a risk of danger/disruption.
- Provide parent/guardian (and district office) written notice within 24 hrs., providing explanation of how/why the student's presence at school posed a risk of danger/disruption.

- If they disagree with the discipline, parent/guardian/student has a right to an informal conference with the principal/designee. The principal/designee must provide the informal conference within three (3) business days of the request
- Parent/guardian/student has three (3) school business days to appeal orally or in writing to the Superintendent or designee.
- Parent/guardian/student has the right to request review and reconsideration of the appeal decision to the School Board within ten (10) days of the initial appeal decision.
- If converted, school must provide new notice and due process rights.

Expulsion

Definition:

- “Expulsion” means a denial of admission to the student’s current school in response to a violation listed in WAC 392-400-430 through 390-400-480.

Duration:

- One calendar year expulsion is required for any student K-12 who brings or possesses a firearm or gun on campus, at a school activity, or on transportation; expulsion is from every school in the state. See RCW 28A.600.420 and NTPS Policy 4210.
- “Expulsion” for incidents other than firearms means a student is excluded for up to ninety (90) consecutive school days; and expulsion is only from the school where the incident occurred.
- Can extend beyond the current school year.

Limitations:

- Must be for a prohibited behavior violation in NTPS Procedure 3240P.
- Cannot be for K-4 unless for a firearm offense.
- Must consider individual circumstances.
- Must consider other forms of discipline

Due Process:

- Must make reasonable attempt to invite parent/guardian to Informal Initial Hearing.
- Must conduct an Informal Initial Hearing in which the student is:
 - a. notified of behavioral violation, evidence of violation, and the discipline that may be administered;
 - b. given an opportunity to share their perspective and provide an explanation for the violation.
- Provide parent/guardian (and district office) written notification within one (1) day of the student’s Informal Initial Hearing.
- Parent/guardian/student has a right to an informal conference with the principal/designee. The principal/designee must provide the informal conference within three (3) business days of the request
- Parent/guardian/student has five (5) school business days to appeal orally or in writing to the Superintendent or designee.
- Parent/guardian/student has right to apply for readmission.
- Parent/guardian/student has the right to request review and reconsideration of the appeal decision to the School Board within ten (10) days of the initial appeal decision.
- Reengagement meeting and plan is required within twenty (20) calendar days of expulsion and within five (5) days of return to school or sooner if parent/guardian/student requests.

Appeal procedures can be found in NTPS Policy 3241 and Procedure 3241P.

Students with Disabilities

NTPS discipline procedures for students with disabilities will be consistent with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act. These procedures apply under the following conditions:

- The student has an Individual Education Program (IEP), Individual Health Plan (IHP), and/or a Section 504 Plan. The student has not yet been determined eligible for Special Education services, **but** the parent/guardian has requested concern in writing (or orally) to the principal, teacher, or district special education staff that the student be evaluated for special education and related services; or the teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to Special Education or other supervisory personnel.

Limitations

- Students with disabilities can be suspended for up to ten (10) cumulative days a year. **Anything more is considered a placement change** and requires an IEP/504 team meeting, with parents/guardians, BEFORE imposing the action.
- If the behavior is determined to be a manifestation of the disability or a failure to implement the IEP or 504 plan, the district must return the student to the placement from which he or she was removed, unless the parent/guardian and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

See Notice of Special Education Safeguards NTPS Policy 2161 and Procedure 2161P.

Educational Services

During the suspension, expulsion, or emergency removal of a student, the school/district will provide the student with the opportunity to continue participating in the educational curriculum; meet the educational standards established by the district; and complete subject, grade-level, and graduation requirements (WAC 392-121-107).

Readmission

Any suspended or expelled student will be allowed to make application for readmission at any time. The application must be submitted to the principal of the school which the student wishes to attend. The application will include:

- a. A written statement stating why the student wants to return and why the school should consider;
- b. Evidence that supports the request;
- c. A supporting statement from the parent/guardian or others who may have assisted the student;
- d. Evidence the student has made an effort to keep up with their studies;
- e. Documentation of volunteer work and any efforts to make amends; and
- f. If the suspension was drug or alcohol-related, a copy of a drug and alcohol assessment and evidence of follow-up to the recommendations in that assessment.

The principal will consider the application, consult with the superintendent, and advise the parent/guardian and student of their decision in writing within five (5) school business days of receipt of such application. Readmission may be contingent upon any reasonable condition proposed by the principal, subject to the limits on behavior agreements, below.

The readmission process is separate and distinct from any reengagement meetings conducted by the district as required by state law, RCW 28A.600.

Reengagement

The district will reengage and assist students in returning to school from a long-term suspension or expulsion. Reengagement will consist of:

- A meeting with the student and their parents/guardians within twenty (20) days of the student's long-term suspension or expulsion and no later than 5 school days before the student's return to school.

- A reengagement plan which will be tailored to the student's individual circumstances, including consideration of the incident that led to the long-term suspension or expulsion.

Behavior Plans

The district may enter into behavior agreements with students and parents/guardians in response to behavioral violations, including agreements to reduce the length of a suspension, conditioned on the participation in treatment services, made in lieu of suspension or expulsion, or holding a suspension or expulsion in abeyance.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or receive educational services.

The duration of behavior agreements will not exceed the length of an academic term.

Nothing precludes the district from administering discipline for behavioral violations that occur after it enters into an agreement with the student and parents/guardians.

The district will provide behavior agreements in a language the student and parents/guardians understand.

Harmful Substances

To learn, students need to be healthy. The use of alcohol, drugs, and tobacco products by students is not only illegal, but also interferes with learning and damages student health.

Student possession, use or distribution of drugs, including e-cigarettes, vaporizers, and all other items generally considered to be drugs, either legal or illegal, unless the student has an approved medication at school form on file, is prohibited. Students are not permitted to use or possess electronic cigarettes or personal vaporizers on school property, on school transportation, or on school trips or at school-sponsored activities.

The prohibition of tobacco applies to all district employees, students, volunteers, outside contractors, visitors, and the general public. (See NTPS Policy 4215).

Additional requirements that impact student participation in athletics and/or activities in grades 7–12 and can be found in NTPS Activity/Athletics Conduct Expectations.

All tobacco products and paraphernalia, including e-cigarettes and vaping paraphernalia will be confiscated and disposed of in an appropriate manner. A parent/guardian conference with school administration or designee may occur.

Family and community partnerships are essential to meet student academic and health needs. To support students and families, NTPS provides a counselor and mental health specialist at each school who can teach students how to resist peer pressure to use drugs or alcohol, and address the legal, social, and health consequences of drug and alcohol use. (See NTPS Policy 2167).

NTPS partners with True North, a service of Capital Region ESD 113, in order to provide drug and alcohol screening, assessment, intervention, and referral services to students and their families who are impacted by alcohol, tobacco, and other drug use/abuse, and to assist in the development of a safe and drug free learning environment. These services are available on-site at our high schools to all NTPS students who need it.

Harassment, Intimidation, Bullying

Definitions

When someone says or does something unintentionally hurtful and they do it once, that's **RUDE**.

When someone says or does something intentionally hurtful and they do it once, that's **MEAN**.

Sometimes people don't get along and they engage in "mean behavior." Mean behavior does not always rise to the level of harassment, intimidation, or bullying. Mean behavior should be reported to school officials, but it will be addressed differently than harassment, intimidation, or bullying (HIB).

A key characteristic that differentiates "mean behavior" from harassment, intimidation, or bullying is that HIB creates a hostile environment for the victim:

Hostile Environment: *an environment created when the conduct is so severe that it limits a student's ability to participate in, or benefit from, the school's services, activities, and opportunities. Physical illness, anxiety about going to school, or a decline in grades or attendance could signal a hostile environment.*

In addition to defining "hostile environment," the following definitions are provided to help you determine whether the behavior of concern should be reported to school authorities as an incident of harassment, intimidation, and/or bullying:

- **HARASSMENT:** Any one-sided act which causes physical or mental harm, damages another's property, or which threatens a person or group and puts them in reasonable fear of harm to person or property. It does not have to involve repeated incidents. It occurs when conduct is based on a student's protected class (sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal) OR other distinguishing characteristics (for example, physical appearance, clothing or other apparel, socioeconomic status, or weight). There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment. Harassment creates a hostile environment at school.
- **INTIMIDATION:** Implied or overt threats of physical violence that substantially interfere with a student's education and creates a hostile environment at school.
- **BULLYING:** Unwanted aggressive behavior by another person or group who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. It results in physical, psychological, social, or educational harm. It creates a hostile environment at school.
 - **Cyberbullying:** Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices. Examples include mean texted messages or emails, rumors posted on social networking sites, sexted or other embarrassing pictures, videos, websites, or fake profiles. Because cyberbullying messages can be rapidly sent to many people, they can cause considerable damage to children.
- **SEXUAL ASSAULT:** In the case of sexual assault, the victim is encouraged to contact 9-1-1 immediately to report the incident to the police. If sexual assault is reported to any school official and the police have not been notified, that official must follow mandated reporting laws and notify law enforcement of the alleged assault. According to Washington State Law (RCW 70.125.030), "sexual assault" means one or more of the following:
 - Rape or rape of a child;
 - Assault with intent to commit rape or rape of a child;
 - Incest or indecent liberties;
 - Child molestation;
 - Sexual misconduct with a minor;
 - Crimes with a sexual motivation;

- Custodial sexual misconduct;
- Sexual exploitation or commercial sex abuse of a minor;
- Promoting prostitution;
- An attempt to commit any of the aforementioned offenses.

Reporting

Anyone who experiences or sees harassment, intimidation, or bullying behavior must report it to school counselors, teachers, or administrators. School administrators will act. The report can be verbal or put in writing using the Incident Reporting form found online (on both the school or district websites) or in the school office. Return the form to the school or district office. School staff will investigate the incident, communicate findings to the parent/guardian, and create a plan to stop the harassment, intimidation, or bullying.

Unresolved, severe, or persistent harassment, intimidation or bullying may require an extensive investigation. Our district will investigate these reports with reasonable promptness. During the investigation, the District will take appropriate measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the reporter and the alleged aggressor. If necessary, the District will implement a safety plan for the student(s) involved. Unresolved, severe, or persistent harassment, intimidation, or bullying may be reported using the “Unresolved, Severe, or Persistent HIB Reporting Form,” which is also available online (on both the school or district websites) or in the school office. Completed forms should be sent to the school principal and to StudentAchievement@nthurston.k12.wa.us.

Retaliation is prohibited and will result in appropriate discipline. It is a violation of district policy to threaten or harm someone for reporting harassment, intimidation, or bullying, or for participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

The district’s Compliance Officer for Harassment, Intimidation, and Bullying is the Director of Student Achievement, Kirsten Rue. Contact regarding HIB concerns is 360.412.4899, studentachievement@nthurston.k12.wa.us, or in person or by U.S. post mail at 305 College Street NE, Lacey, WA 98516.

Health & Wellness

Each school has a part-time Registered Nurse and full-time unlicensed health assistant trained to address student health needs during the school day. RNs review student Health History Forms that parents/guardians complete annually, prepare staff for any medical emergencies that might arise, administer state required vision and hearing screenings, ensure immunization compliance, provide physical and mental health supports to students, and carry out clinical assessment with a high degree of skill and nursing judgment.

- **Immunizations:** All students must be compliant with state immunization law to attend the first day of school. Please see the [Department of Health](#) website for more information.
- **Life Threatening Conditions:** All students with life-threatening conditions (e.g. asthma, diabetes, seizures) need to bring doctor orders and medications into the school before they can attend. If you have any questions, call your school's Health Room or Office.

- **Illness or Injuries at School:** If your student is injured or is too sick to remain at school, they will be sent home only after the school contacts you or the emergency contact person you listed on the enrollment form. If no one is available, your student will be kept at school. If there is an emergency, school staff members will act on the parent's/guardian's behalf and call 911. If your student presents with COVID-19 symptoms, they will be sent to the school designated quarantine room to be picked up immediately.

Please make sure your contact information is correct and current. Call your student's school to update. In an emergency, staff will call 911 and the emergency contact listed in our Student Information System.

MEDICATION AT SCHOOL

As permitted by Washington state law, nurses and health room assistants administer prescribed or nonprescribed medications in limited situations.

Before dispensing medications to students, the following requirements must be met:

- Parent(s)/guardian(s) must **hand deliver** to the school a written authorization form signed and dated giving the school health professionals written permission to administer medications;
- The written authorization form must be signed by a licensed health care professional with prescriptive authority giving the name of medication, written instructions, dosage, time, dates to be given, and student name;
- The medication must be supplied to the school in the original container, and the written authorization must match exactly the information on the container. *No more than a 20-day supply will be accepted by the school;*
- Medication is to be brought to the school by a parent/guardian. **Please do not send medication with a student.**
- All medications must be picked up prior to or on the last day of school or shall be properly destroyed.
- No prescribed medication shall be administered by injection by staff except when a student is susceptible to a predetermined, life-endangering situation.
- [NTPS Webpage Immunization/Health Forms and Information](#)

Section 504

As a parent/guardian of a North Thurston Public School student, did you know:

- All students are protected under Section 504 of the Rehabilitation Act of 1973. This is a Civil Rights statute that prohibits discrimination against students with disabilities.
- This is a different program from Special Education. Students qualifying for Special Education services do not need to be assessed for coverage under Section 504.
- Section 504 protects any student who has a mental or physical impairment that substantially limits one or more major life activities including walking, learning, breathing, seeing, hearing, learning, concentrating, etc.
- Mental impairments include ADHD, anxiety, depression or physical impairments including asthma, cystic fibrosis, anaphylaxis, diabetes mellitus, as well as other chronic physical or mental illnesses that may impact a student's ability to carry out major life functions.
- Parents/guardians and students are encouraged to be a part of the planning process once a student has been evaluated and is eligible for a Section 504 plan.
- If you have a concern about your student's possible eligibility for Section 504 or about accommodations presently being provided under a Section 504 plan, please contact the school regarding a Section 504 evaluation or reevaluation.
- The Student Achievement Department has oversight of Section 504 throughout the district. For questions or more information on Section 504, please contact Tammy Alonzo, Director of Student Information and Interventions Services at 504@nthurston.k12.wa.us.

Office of the Education Ombuds

The Office of the Education Ombuds (OEO) is a state agency that works with families, communities, and schools to address problems and resolve concerns collaboratively, helping reduce educational opportunity gaps and ensure K-12 students thrive. OEO services are free and confidential. Anyone can contact them with questions or concerns about school. They aim to listen, share information and referrals, and provide support in multiple languages (telephone interpretation is available). To get help or learn more about what OEO does, please visit their website: <https://www.oeo.wa.gov/en>, email oeoinfo@gov.wa.gov, or call: 1-866-297-2597 (interpretation available). Frequently Asked Questions: <https://www.oeo.wa.gov/en/about-us/frequently-asked-questions>

Activities and Athletics

North Thurston Public Schools believes that co-curricular activities and athletics are integral to a student's education. Activities such as clubs, music programs, and student government, provide students with opportunities outside the school day to apply learning, collaborate with peers, pursue their passions, and/or address barriers to a socially just and democratic society.

Athletics provide students with a safe, structured environment in which athletes develop leadership and character traits such as respect for self and others, responsibility, trust, loyalty, confidence, self-control, and perseverance.

Since co-curricular activities and athletics provide a unifying influence upon our student body and between our school and community, participants must represent North Thurston Public Schools in the classroom, in the hallways, in the athletic arena, and in the community by following all rules and guidelines for student conduct.

Contact your school's club advisor or athletic director for more information. See NTPS procedures 2150P and 2151P.

Electronic Resources

The North Thurston Public Schools Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The Board also believes that students need to be proficient and safe users of information, media, and technology to succeed in a digital world.

District educational technology provides a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools, just as individuals in workplaces and other real-life settings use these tools. The district's technology enables both educators and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives.

Digital Citizenship

Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use. Successful, technologically fluent digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. They cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. Expectations for student and staff behavior online are no different from face-to-face interactions.

Digital Resources

All use of the district technology must support education and be consistent with the mission of the district. In using district electronic resources, students should accept responsibility to:

- Be held strictly responsible for all activity that takes place on their accounts and devices;
- Not attempt to access other users accounts, files, or misrepresent them on the network;
- Be aware the district has the right to examine all data created on, posted, stored on, or transmitted by the network or district devices;
- Respect all internet filter and network security measures and not attempt to bypass those protections;

- Not attach any unauthorized devices or install any software on district computers or network without permission from technology services;
- Not use any district resources for cyberbullying, impersonating others, hate mail, harassment, or intimidation of any kind.

Policies & Procedure

For more expectations and information about Electronic Resources and Digital Citizenship please see NTPS Policy 2022 and Procedure 2022P.

“If learning is an act of exploration, then technology equips the explorer for the journey of a lifetime.” – John Maschuk

Parent/Guardian Communication

NTPS uses **School Messenger** to keep families informed quickly and accurately. When you register your child to attend school, you consent to receive district and school communication through phone calls, emails, and text messages.

School & District messages include:

- School closures
- Emergency information
- Attendance reports
- General announcements

School Messenger allows you to personalize communications from the school or district. After activating your School Messenger account, you will be able to:

- See your related School Messenger contacts
- View the last 30 days of School Messenger messages
- Change your communication preferences
- Opt-in to push notifications (mobile only)

The School Messenger mobile app is available on the Android Google Play and Apple iOS app store under the name “School Messenger.” You can also create an account online if you prefer to use the web version.

For assistance with School Messenger, or support with editing delivery settings or your login credentials, contact your child’s school or www.nthurston.k12.wa.us/schoolmessenger.

Student Records & Directory

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age rights with respect to student’s education records. Parents/guardians and students have the right to:

- **Records.** Requests for student educational records should be directed to the building registrar at the student’s school. Records include grades, test scores, attendance, discipline, and other information about a student that the district collects and maintains on a routine basis.
- **Privacy.** You have a say in whether your child’s photos, names and other directory information are used in publications on our website or by the media.

The law allows districts to disclose what they call “directory information” without your consent for the following purposes:

- Yearbooks;
- District social media posts;
- District websites;
- Videos, including release of district-created videos to local media;
- Sports teams news reports and other coverage, including rosters
- My TRL (online-only Timberland Library Card)

If you do not want this information released, you must submit a letter to your child’s school, **each school year**, by September 29, requesting that your student’s Directory Information not be released for the purposes listed above. Each letter is good for one school year only.

Requests by Military Recruiters

Federal law requires the district to provide military recruiters with student contact information unless parents/guardians tell the district not to do so. If you want your child's contact information **withheld** specifically from military recruiters, you must inform your school in writing by September 29 of **each year**.

Transportation

Getting to school safely and on-time requires a **safe, responsible, & respectful** school bus environment. Students are expected to do their part to make this happen!

Safe

- Use your Smart Tag every day
- Listen to the driver
- Stay seated and face forward
- Keep hands and feet to yourself
- Report unsafe behavior to the driver
- Kindergarten students must be met at the bus unless a waiver is signed



Responsible

- Bring your Smart Tag every day
- Keep the bus clean
- Use an 'inside' voice
- Keep food and drinks in your backpack
- Stay seated until the bus stops at your busstop

Respectful

- Use kind language and actions
- Follow directions
- Move directly to your seat
- Say "thank you" & "you're welcome"
- Keep hands and feet from touching others
- Classroom behavior = school bus behavior

Remember

Please remember it is important for both parent/guardian and student to memorize:

- Your bus route number
- Your bus stop location
- Your regular pickup and drop-off times

Students in Homeless Situations

The district provides transportation for students in homeless situations which includes temporarily staying with friends and/or family members. *For more information, please contact our district's McKinney-Vento Liaison at 360.412.4902.*



How to get on the bus?	How to get off the bus?
<ul style="list-style-type: none"> • Be at your bus stop 5 minutes early • Wait for the bus driver to cross you • Stand safely away from the door until open • Wait your turn to board the bus • Use the handrail while climbing the stairs • Use your Smart Tag to tag onto the bus • Go directly to your seat 	<ul style="list-style-type: none"> • Wait for the bus to come to a complete stop before standing • Use your Smart Tag to tag off the bus • Use the handrail when descending the stairs • Stop, Stop, Cross: <ul style="list-style-type: none"> ✓ Stop at the crossing arm and wait for the bus driver to signal that it is safe ✓ Stop again at the front corner of the bus and wait for the bus driver to signal it is safe to cross ✓ Cross when safe

Policies & Procedure

District policies and procedures can be accessed on our district's website: [District Policies and Procedures](https://www.nthurston.k12.wa.us/handbook)

[illegible]

School Contact Information

ELEMENTARY	ADDRESS	PHONE	WEBSITE
Chambers Prairie	6501 Virginia Street SE, Lacey, WA 98513	(360) 412-4720	www.nthurston.k12.wa.us/chambersprairie
Evergreen Forest	3025 Marvin Road SE, Lacey, WA 98503	(360) 412-4670	www.nthurston.k12.wa.us/evergreenforest
Horizons	4601 67th Avenue SE, Lacey, WA 98513	(360) 412-4710	www.nthurston.k12.wa.us/horizons
Lacey	1800 Homann Drive SE, Lacey, WA 98503	(360) 412-4650	www.nthurston.k12.wa.us/lacey
Lakes	6211 Mullen Road SE, Lacey, WA 98503	(360) 412-4600	www.nthurston.k12.wa.us/lakes
Lydia Hawk	7600 5th Avenue SE, Lacey, WA 98503	(360) 412-4610	www.nthurston.k12.wa.us/lydiahawk
Meadows	836 Deerbrush Drive SE, Lacey, WA 98513	(360) 412-4690	www.nthurston.k12.wa.us/meadows
Mountain View	1900 College Street SE, Lacey, WA 98503	(360) 412-4630	www.nthurston.k12.wa.us/mountainview
Olympic View	1330 Horne St NE, Lacey, WA 98516	(360) 412-4660	www.nthurston.k12.wa.us/olympicview
Pleasant Glade	1920 Abernethy Road NE, Lacey, WA 98516	(360) 412-4620	www.nthurston.k12.wa.us/pleasantglade
Seven Oaks	1800 Seven Oaks Road SE, Lacey, WA 98503	(360) 412-4700	www.nthurston.k12.wa.us/sevenoaks
South Bay	3845 Sleater-Kinney Road NE, Olympia, WA 98506	(360) 412-4640	www.nthurston.k12.wa.us/southbay
Woodland	4630 Carpenter Road SE, Lacey, WA 98503	(360) 412-4680	www.nthurston.k12.wa.us/woodland
MIDDLE SCHOOL	ADDRESS	PHONE	WEBSITE
Aspire	5900 54th Avenue SE, Lacey, WA 98513	(360) 412-4730	www.nthurston.k12.wa.us/aspire
Chinook	4301 6th Avenue NE, Lacey, WA 98516	(360) 412-4760	www.nthurston.k12.wa.us/chinook
Komachin	3650 College Street SE, Lacey, WA 98503	(360) 412-4740	www.nthurston.k12.wa.us/komachin
Nisqually	8100 Steilacoom Road SE, Lacey, WA 98503	(360) 412-4770	www.nthurston.k12.wa.us/nisqually
Salish	8605 Campus Glen Drive NE, Lacey, WA 98516	(360) 412-4780	www.nthurston.k12.wa.us/salish
HIGH SCHOOL	ADDRESS	PHONE	WEBSITE
Envision Career Academy	411 College Street NE, Lacey, WA 98516	(360) 412-4880	www.nthurston.k12.wa.us/envision
North Thurston	600 Sleater-Kinney Road NE, Olympia, WA 98506	(360) 412-4800	www.nthurston.k12.wa.us/norththurston
River Ridge	350 River Ridge Drive SE, Lacey, WA 98513	(360) 412-4820	www.nthurston.k12.wa.us/riverridge
Timberline	6120 Mullen Road SE, Lacey, WA 98503	(360) 412-4860	www.nthurston.k12.wa.us/timberline
ALE SCHOOL	ADDRESS	PHONE	WEBSITE
Ignite Family Academy	4611 6th Avenue NE, Lacey, WA 98516	(360) 412-4907	www.nthurston.k12.wa.us/ignite
Summit Virtual Academy	305 College Street NE, Lacey, WA 98516	(360) 412-4408	www.nthurston.k12.wa.us/summit
District Office	305 College Street NE, Lacey, WA 98516	(360)412-4400	www.nthurston.k12.wa.us/ntps

180 Day Student Calendar – 2023-24

Board approved 1/10/2023

SEPTEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 4 - Labor Day (No School)
- 5 - Teacher 1st Day (No School)
- 6 - 1st Day of School
- 11 - 1st Day of Kindergarten
- 14 - 1st Day of Preschool
- 20 - ACT Early Release

MARCH 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 - Professional Development (No School)
- 6 - ACT Early Release
- 20 - ACT Early Release
- 25-29 - Conferences, K-12 (1/2 Day)

20

OCTOBER 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 6 - Professional Development (No School)
- 11 - ACT Early Release
- 25 - ACT Early Release
- Oct 30-Nov 3 - Conferences, K-12 (1/2 Day)

21

APRIL 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 1-5 - Spring Break
- 10 - ACT Early Release
- 12 - End of 3rd Quarter
- 24 - ACT Early Release

17

NOVEMBER 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- Oct 30-Nov 3 - Conferences, K-12 (1/2 Day)
- 8 - ACT Early Release
- 9 - End of 1st Quarter
- 10 - Veterans Day Observed (No School)
- 22-24 - Thanksgiving Break (No School)

18

MAY 2024

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 8 - ACT Early Release
- 22 - ACT Early Release
- 24 - Snow Make Up Day (if needed)
- 24-27 - Memorial Day (No School)

21

DECEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 13 - ACT Early Release
- 20-Jan 2 - Winter Break (No School)

13

JUNE 2024

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 5 - ACT Early Release
- 13 - Last Day of Preschool
- 18 - Last Day of School (1/2 Day)
- 19 - Juneteenth
- 20-21 - Snow Make Up Days (if needed)

JANUARY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1-2 - New Year's Day (No School)
- 10 - ACT Early Release
- 15 - M.L. King Day (No School)
- 24 - ACT Early Release

20

JULY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 4 - Independence Day

FEBRUARY 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

- 2 - End of Semester 1/2 Day
- 7 - ACT Early Release
- 19 - Presidents' Day (No School)
- 21 - ACT Early Release

20

AUGUST 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

25 January 2023