

North Thurston Public Schools



Student & Family Handbook 2025-2026



**Expect Great
Things!**

SUPERINTENDENT

Troy M. Oliver

Welcome to the 2025-26 School Year!

North Thurston Public Schools students are empowered and future ready. We are committed to a learning environment where all students feel supported and can achieve great things.

Students and families should understand all district policies and student rights. 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, federal law, local 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!



Handwritten signature of Troy M. Oliver.

Troy M. Oliver, Superintendent, North Thurston Public Schools

Table of Contents

Mission, Beliefs, Vision, and Purpose	Page 1	Health & Wellness	Page 21
Collaborative Commitments	Page 2	Medication at School	Page 22
Equity	Page 3	Section 504	Page 22
Harassment, Intimidation, Bullying	Page 3	Activities & Athletics	Page 23
Discrimination and Sexual Harassment	Page 5	Electronic Resources	Page 23
Gender Inclusive Schools	Page 7	Parent/Guardian Communication	Page 24
Attendance Matters	Page 7	Student Records & Directory	Page 25
Student Support	Page 8	Military Student & Family Support	Page 25
Universal Dress Code	Page 9	Transportation	Page 26
Restorative Practices	Page 10	Notes	Page 27
Student Conduct and Discipline Information	Page 11	School Contact Info	Page 29
Harmful Substances	Page 21	Student Calendar	Page 30

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.ntps.org/family-resources/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 aspirational 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) and Restorative Practices 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 in meeting behavior expectations by identifying and developing lagging skills that underlay misbehavior.
- Use a variety of methods (instructive, reflective, restorative) to shape student behavior and repair relationships 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.

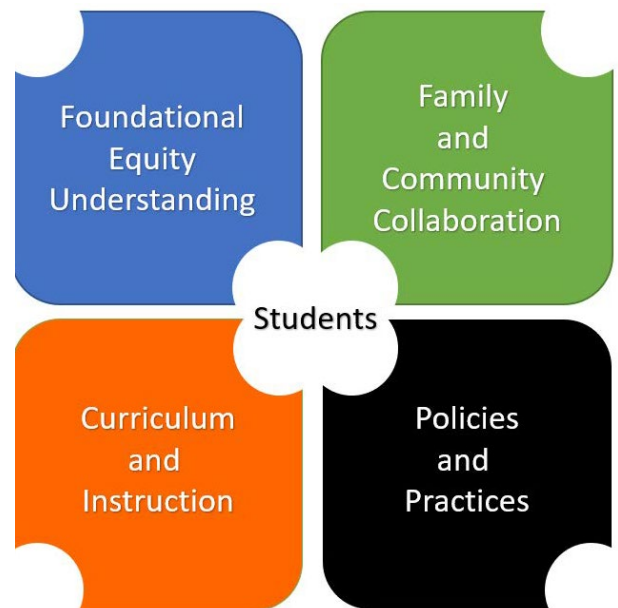
In NTPS, our equity work calls us to identify disparities in our data, acknowledge our unconscious bias, and build personal and organizational capacity to lean into uncomfortable conversations about race, gender, gender identity, sexual identity, socioeconomic status, disabilities, and more.

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](#).



Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

State law defines HIB in **RCW 28A.600.477(5)(b)(i)** as “any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in **RCW 28A.640.010** and **28A.642.010** (discrimination based on a protected class) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- (A) Physically harms a student or damages the student's property;
- (B) Has the effect of substantially interfering with a student's education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment;
- or
- (D) Has the effect of substantially disrupting the orderly operation of the school”

HIB may involve an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with). You may use our district's reporting form to share concerns about HIB ([NTPS HIB Incident Reporting Form](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Stephanie Weinheimer, Director of Student Achievement, 360-412-4466 or studentachievement@nthurston.k12.wa.us) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:

A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's [HIB webpage](#) or the district's HIB Policy [[3207](#)] and Procedure [[3207P](#)].

Our Schools Stand Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, ethnicity, color, national origin, immigration or citizenship status, sex, gender identity, gender expression, sexual orientation, homelessness, religion, creed, disability, neurodivergence, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy [\[3210\]](#) and Procedure [\[3210P\]](#), visit the district's [HIB & Civil Rights webpage](#).

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [\[3205\]](#) and Procedure [\[3205P\]](#), visit the district's [HIB & Civil Rights webpage](#).

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Stephanie Weinheimer, Director of Student Achievement

CONTACT: 305 College Street NE, Lacey, WA 98516, studentachievement@ntps.org, 360-412-4466

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Hayley Ortega, Director of Human Resources

CONTACT: 305 College Street NE, Lacey, WA 98516, executivedirectorhr@ntps.org, 360-412-4450

Concerns about disability discrimination:

Section 504 Coordinator: Tammy Alonzo, Director of Student Information and Intervention Services
CONTACT: 305 College Street NE, Lacey, WA 98516, 504@ntps.org, 360-412-4465

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Sarah Rich, Assistant Superintendent of Instructional Services
CONTACT: 305 College Street NE, Lacey, WA 98516, srich@ntps.org, 360-412-4416

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure ([3210P](#)) and Sexual Harassment Procedure ([3205P](#)).

I already submitted an HIB complaint—what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure ([3210P](#)) and the HIB Procedure ([3207P](#)) to fully resolve your complaint.

Who else can help with HIB or Discrimination Concerns?***Office of Superintendent of Public Instruction (OSPI)***

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint>
- Email: Ed.Language.Assistance@ed.gov
- Phone: 800-872-5327

Our Schools are Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211P], visit the district's [HIB & Civil Rights webpage](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Sarah Rich, Assistant Superintendent of Instructional Services, srich@ntps.org, 360-412-4416.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on pages 4-7.

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

NTPS requires that parents/guardians excuse their child's absence within five school days of the date of absence. Only absences that meet the legal definition of "excused absences" (see [district Policy and Procedure 3122](#)) may be marked as excused. Family vacations do not fall into the legal category of excused absences unless you seek and are granted prior approval of the principal or their designee. If your child will miss more than four days of school for a vacation or pre-planned extended absence, please contact the school's attendance office at least one week ahead of time to request a conference with the principal or their designee.

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 or excessive excused absences - 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
- Communicate clearly and assertively
- Maintain cooperative relationships
- Make responsible decisions
- Solve problems effectively
- Recognize emotions in oneself and others
- Manage strong emotions
- Have empathy for others



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

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



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. For purposes of clarity, “undergarments” includes bras, sports bras, underwear, boxers, lingerie, 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, unhealthy, or disruptive 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).
- Strong-smelling scented products cannot be applied at school or on school transportation, 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](#)

Restorative Centers

Each of our high schools has a Restorative Center. It is a physical space on campus where trained Student Advocates engage with students using Restorative Practices. It is designed to be open the majority of the school day and is overseen by a trained Staff Facilitator. The Restorative Center allows for discipline that is reparative, inclusive, and balanced, that emphasizes reparation to the community while promoting accountability and personal growth. *Not every discipline situation is appropriate to be handled by Student Advocates in the Restorative Center.* School administrators, with input from stakeholders to include the Student Advocates and the Facilitator, have discretion about how and when students are referred to the Restorative Center.

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:** 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.
15. **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.
16. **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.
17. **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.
18. **Illicit Drugs (not Cannabis):**
 - **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).
19. **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](#)).
 20. **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).
 21. **Intimidation/Non-Sexual Harassment:** Violent/frightening/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.
 22. **Cannabis:**
 - **Possession or Use:** Being under the influence of cannabis or the unlawful use, cultivation, possession, or transportation of cannabis. Possession of cannabis paraphernalia or items purported to be such is also prohibited.
 - **Distribution:** Distribution, sale, solicitation, or purchase of cannabis while on school district property.
 23. **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.
 24. **Property Damage/Vandalism:** Intentional damage of school property or the property of others.
 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 and/or audio recording on campus with any electronic device, including personal devices. 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.

A school authority will promptly notify the student's parents or guardians and, when necessary, the local 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 9.41.280 is a criminal offense.

The term "dangerous weapons" under state law includes:

- Any firearm;
- Any device commonly known as "nun-chu-ka sticks," 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 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 a prohibited behavioral violation for the class period, balance of the school day, or up to the following two days.
- 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 corrective action 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](#).
- Except in emergency situations, one or more alternatives forms of corrective action must be attempted first.
- Removals may be administered for some or all of the school day, or up to the following two days; if longer than two school days the school must provide notice and due process for a suspension.
- The person who removed the student must report the removal including the behavioral violation that led to the removal to the principal/designee as soon as possible, or immediately if the removal was because of an emergency situation.
- Notify the parent/guardian as soon as possible.
- If the removal was for an emergency situation the principal/designee must meet with the student as soon as possible and decide next steps.
- The student must be allowed to make up any assignments and/or tests missed during the classroom exclusion.
- 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.
- Except in emergency situations, one or more alternative forms of corrective action must be attempted first to support the student in meeting behavior expectations.
- An emergency situation means that holding a student’s informal hearing was not feasible before removing the student from school.
- Must provide early involvement of parents in efforts to support students in meeting behavioral expectations.
- Make every reasonable attempt to involve the student and parents in resolution of behavioral violations.

Due Process:

- Must conduct an Informal 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 behavioral violation in under RCW 28A.600.015 (6)(a) through (d) and after determining that if the student returned to school before completing a long-term suspension the student would pose an imminent danger to students or staff.
- Cannot be used for K-4.

- Except as provided under WAC 392-400-480 a long-term suspension may not exceed the length of an academic term or extend beyond the school year in which the behavioral violation occurred.
- Must consider individual circumstances.
- Except in emergency situations, one or more alternative forms of corrective action must be attempted first to support the student in meeting behavior expectations.
- An emergency situation means that holding a student's informal hearing was not feasible before removing the student from school.

Due Process:

- Must make reasonable attempt to invite parent/guardian to Informal Hearing.
- Must conduct an Informal 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 presence or behavior poses an immediate and continuing danger to students or staff or an immediate and continuing threat of material and substantial disruption of the educational process i.e. holding a student's informal hearing was not feasible before removing the student from school.
- For emergency removals, an immediate and continuing threat of material and substantial disruption of the educational process 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.

Duration

- An emergency removal must end or be converted to another form of corrective action within ten (10) school days of the start of the emergency removal. 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 material and substantial disruption.
- The district may not impose an emergency removal solely for investigating student conduct or conducting a threat assessment.

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.

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. 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.
- Except as provided under WAC 392-400-480, an expulsion may not exceed the length of an academic term or extend beyond the school year in which the behavioral violation occurred.

Limitations:

- Must be for a behavioral violation under RCW 28A.600.015 (6)(a) through (d) and after determining that if the student returned to school before completing a long-term suspension the student would pose an imminent danger to students or staff.
- Cannot be for K-4 unless for a firearm offense.
- Must consider individual circumstances.

Due Process:

- Must make reasonable attempt to invite parent/guardian to Informal Initial Hearing.
- Must conduct an Informal 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 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 either a temporary placement change, an alternative program, or a change to the student's service matrix** 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.

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.

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 federal civil rights law prohibits discrimination against individuals with disabilities and requires that students with disabilities have equal access to educational opportunities.
- **Section 504 is distinct from Special Education (IDEA).** Students who qualify for services under the Individual with Disabilities Education Act (IDEA) do not need a separate Section 504 plan, as IDEA provides more comprehensive protections.
- **Section 504 protects any student with a physical or mental impairment that substantially limits one or more major life activities.** These include learning, reading, concentrating, thinking, walking, breathing, seeing, hearing, and others.
- **Qualifying impairments may include ADHD, anxiety, depression, asthma, diabetes, epilepsy, anaphylaxis, cystic fibrosis, and other chronic conditions.** Eligibility is not based on diagnosis alone but also on how the condition impacts major life activities.
- **Parental consent is required before an initial evaluation under Section 504.** After evaluation, if a student is found eligible, the school will work with parents/guardians to develop a 504 plan that outlines necessary accommodations and supports.

- **If you suspect your child may have a disability or if you have concerns about their current 504 plan, contact your child's school to request an evaluation or reevaluation.** Schools have a legal obligation to evaluate students when there is reason to believe a disability may be present.
- **The Student Achievement Department has oversight of Section 504 throughout the district.** For more information, please contact Tammy Alonzo, Director of Student Information and Intervention Services, at 504@ntps.org.
- **For additional resources, visit the [NTPS Webpage 504](#)**

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, and perseverance.

Since co-curricular activities and athletics provide a unifying influence within our student body and between our school and community, participants must uphold the values of North Thurston Public Schools not only in the classroom, and hallways, but also in athletic arenas, and our community. This entails adhering to 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.

Artificial Intelligence

Artificial Intelligence (AI) is a powerful tool that can provide new learning opportunities and benefits for all students, but also has potential risks when not used appropriately. When utilizing generative AI tools to support the creation of student works, students are expected to adhere to these guidelines as well as additional guidance provided by their classroom teacher.

- Use AI responsibly: Students should use AI tools and techniques in a responsible and ethical manner. This includes not using AI to cheat, plagiarize, or gain an unfair advantage. Generative AI tools should only be used for school-related creative work (e.g., to generate text or other creative works) when given approval or guidance from classroom teacher.
- Understand the limitations of AI: Students should understand the limitations of AI and recognize that it is not a substitute for critical thinking, creativity, and problem-solving skills.
- Consider the potential biases of AI: Students should be aware that AI tools and techniques may be biased and should take steps to mitigate bias when using AI.
- Maintain data privacy: The use of AI should be done in a way that protects personally identifiable information (PII). Students should not share any PII with AI technologies, including name, birth date, address, or other financial or confidential information.
- Check sources generated by AI: AI is not perfect, has been known to create inaccurate information, and can be used to create misinformation and disinformation. Use SIFT research skills (Stop, Investigate the Source, Find Better Coverage & Trace to the Original Context) to check sources and find independent facts to confirm AI-generated content.
- Provide attribution: When using AI tools and techniques, students should provide proper attribution and credit to the source of the tool or technique.
- Seek guidance when in doubt: When students are unsure whether the use of AI is appropriate for a particular assignment or project, they should seek guidance from their teacher.

Policies & Procedure

For more expectations and information about Electronic Resources and Digital Citizenship, and appropriate use of AI for learning, please see [NTPS Policy 2022, Procedure 2022P, and 2023A Student AI Code of Conduct](#).

Parent/Guardian Communication

NTPS uses ParentSquare to keep families informed quickly and accurately. When you register your child to attend school, you consent to receive district and school communication through emails, text messages, and phone calls. ParentSquare is our district's communications platform for classrooms, clubs, schools, and the district.

ParentSquare communications include:

- General announcements
- School closures/delays
- Emergency information
- Daily attendance notifications

ParentSquare allows you to customize where and how often you receive communications from your school or the district. After registering your ParentSquare account, you can:

- Continue to receive one “daily digest” email per day or choose to receive an instant notification for every post in ParentSquare.
- Request changes to your contact information.
- Find and send a direct message to your child’s teacher.

We highly encourage all parents/guardians to download the ParentSquare mobile app as a convenient way to stay connected with your child’s learning. You can also access ParentSquare on the web. If your family takes no action, you will receive communications via email by default.

For assistance with ParentSquare, or support with editing delivery settings or your login credentials, contact your child’s school or visit <https://www.ntps.org/family-resources/family-tech-tools/parentsquare>.

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; | • My TRL (Timberland Library Card) |
| • District social media posts; | • Washington State Immunization Information System (WA IIS) |
| • District websites; | • OSPI Directory Information (High School Only) |
| • Videos, including release of district-created videos to local media; | • Washington Student Achievement Council (WSAC) |
| • Sports teams news reports and other coverage, including rosters | • Institution of Higher Education (High School Only) |

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 valid for the school year in which it is submitted. A new letter must be submitted each school year.

Military Connected Student and Family Support

North Thurston Public Schools is a PURPLE STAR district. We earned this designation by setting up systems to help our schools respond to the educational and social-emotional challenges that military-connected children face during their transition to a new school. We take pride in supporting military-connected students as they move in and out of our school district due to a parent’s change in duty station and are committed to keeping them on track to be college, workforce, and life-ready.

Military families are invited to consult the district [Military Family Support Webpage](#) on our district site for more information about supports, services, and events. Our district also provides a Military Support Liaison who can be reached at militarysupport@ntps.org.

Requests by Military Recruiters

Federal law requires the district to provide military recruiters with secondary 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](#)

[illegible]

[illegible]

School Contact Information

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

2025–26 Planning Calendar



SEPTEMBER 2025						
S	M	T	W	T	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			

OCTOBER 2025						
S	M	T	W	T	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	

NOVEMBER 2025						
S	M	T	W	T	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						

DECEMBER 2025						
S	M	T	W	T	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			

JANUARY 2026						
S	M	T	W	T	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

FEBRUARY 2026						
S	M	T	W	T	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

MARCH 2026						
S	M	T	W	T	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				

APRIL 2026						
S	M	T	W	T	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		

MAY 2026						
S	M	T	W	T	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						

JUNE 2026						
S	M	T	W	T	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				

Important Days

September 4: First Day for **Grades 6–12**
September 4 & 5: Family Connections Grades 1–5
September 8: First Day for **Grades 1–5**
September 4, 5, & 8: Family Connections Kindergarten
September 9: First Day for **Kindergarten**
September 15: First Day for **Preschool**
June 12: Last Day for Preschool
June 17: Last Day of School—half-day release

Half Days

October 27–31: Fall Conferences
January 30: End of First Semester
March 30–April 3: Spring Conferences

ACT Days

Academic Collaboration Time, 50-minute early release
Wednesdays, October 1–April 29

No-School Days

November 3: Teacher Professional Development Day
November 11: Veterans Day
November 26–28: Thanksgiving Break
December 22–January 2: Winter Break
January 9: Teacher Professional Development Day
January 19: Martin Luther King Jr. Day
February 16: Presidents' Day
April 6–10: Spring Break
May 22: Snow Day Makeup Day, *if needed*
May 25: Memorial Day

<https://ntps.news/calendar>

Updated June 2, 2025