Strategic Plan

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 post-secondary experiences.

CORE BELIEFS
We believe:
- 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.

MISSION
Committed to excellence: Preparing all students for rewarding careers, fulfilling lives, and compassionate global citizenship.
Student Support Cycle

- Postvention
- Intervention
- Prevention

Key Elements:
- PBIS - SEL - Trauma-Informed
- Data Dashboard, Tiered Fidelity Inventory - Second Stage K-5 - 6-12 SEL Pillar
- Other Forms of Discipline
- Classroom Discipline
- Suspension, Continued Ed Services
- Restorative Circles
- Restorative Practices
NTPS Data Dashboard Overview

The purpose of the NTPS Data Dashboard is to provide district and school leaders access to key data related to our Strategic Plan. These data support the Team Initiated Problem Solving cycle for school MTSS Leadership Teams. Teams can access the data within the dashboard to compare the school to other schools and the district, analyze patterns across grade levels and among student groups, and look for trends. These data should inform school improvement plans and support ongoing evaluation of improvement efforts.

Click here for more information and tips!

Elementary Schools  Middle Schools  High Schools

Elementary Schools

Attendance  Goal 2b

- School View (updated June 2019)
- District View (updated June 2019)

Discipline  Goal 2a

- District View (updated September 2019)
- School View (updated October 2019)

EES Surveys  Goal 3a (updated April 2019)

easyCBM  Goal 4

- School View (updated June 2019)
- District View (updated June 2019)
- Fall to Winter Growth (updated March 2019)

Equity  Goals 1, 4, 5 (updated August 2019)

Self-Assessment Survey  Goal 2a (updated May 2018)

Smarter Balanced Assessments (SBA)  Goal 4

- SBA Format - School View
- SBA Format - District View
Tiered Fidelity Inventory
Meadows Elementary 2018-2019

The Tiered Fidelity Inventory of SWPBIS provides an external, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports.

Table 1: Meadows PBIS Tier Implementation

<table>
<thead>
<tr>
<th>Tier 1 BOQ Tier 1 BOQ Tier 1 TFI</th>
<th>Tier 2 TFI Tier 2 BAT Tier 2 TFI</th>
<th>Tier 3 TFI Tier 3 TFI Tier 3 TFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 81 97</td>
<td>92 89 83</td>
<td>32 74 91</td>
</tr>
</tbody>
</table>

The TFI shows Tier 1 implementation features at 97%, Tier 2 implementation at 88%. The TFI shows Tier 3 implementation at 91%. When a school has full implementation of PBIS they will see scores at 80% or higher.

Tiered Fidelity Inventory Evaluation

<table>
<thead>
<tr>
<th>Tier 1 Celebrations</th>
<th>Tier 1 Proposed Actions Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Tier 1 systems and supports in place</td>
<td>Create built in Fidelity Checks at each Tier 1 meeting for members to ensure fidelity of practice</td>
</tr>
<tr>
<td>All students and staff interviewed knew Mustang Motto</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2 Celebrations</th>
<th>Tier 2 Proposed Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team has right people at the table to make decisions about Tier 2 supports</td>
<td>Create built in Fidelity Checks at each Tier 2 meeting for members to ensure fidelity of practice</td>
</tr>
<tr>
<td></td>
<td>Create data decision rules to use when screening students in to Tier 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3 Celebrations</th>
<th>Tier 3 Proposed Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team has right people at the table to make decisions about Tier 3 supports</td>
<td>Create built in Fidelity Checks at each Tier 3 meeting and BSP Review Meeting for members to ensure fidelity of practice</td>
</tr>
<tr>
<td>Meet weekly</td>
<td></td>
</tr>
</tbody>
</table>
Social-Emotional Learning at NTPS

At North Thurston Public Schools, our vision is clear: All students empowered and future-ready. Social Emotional Learning (SEL) 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. Children learn social-emotional skills in a variety of ways...
## Goal 2 Focus for 2019-20

### Alignment to Key Actions

2.2.B. Foster a community-wide commitment to student success by allocating district and community resources based on student and family needs

### Next Steps/Strategies

- Family and Youth Resource Center (FYR-Center) – expand on strong partnerships
- 1.0 FTE additional school counselor at each comprehensive high school
- 3.0 FTE additional Mental Health Specialists
- 3.5 FTE additional School Psychologists

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### All Students Empowered and Future-Ready

Counseling and Support Services include: School Counselors, Drug and Alcohol Prevention, Mental Health Therapists, Behavior Specialists
MENTAL HEALTH CAMPAIGN

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.

YOU ARE NOT ALONE!

MENTAL HEALTH IS FOR EVERYONE

MAY IS MENTAL HEALTH MONTH!

TALK TO A FRIEND, TRUSTED ADULT OR COUNSELOR. TEXT HELP TO 741741 TO BE CONNECTED TO A TRAINED CRISIS COUNSELOR.

50%

OF NTTPS STUDENTS SAID THERE WERE ADULTS THEY COULD TURN TO FOR HELP WHEN FEELING SAD OR HOPELESS.

1 IN 3 STUDENTS IN NTTPS WERE BOtherED BY NOT BEING ABLE TO STOP OR CONTROL WORRYING.

1 IN 4 STUDENTS IN NORTH THURSTON PUBLIC SCHOOLS HAVE SERIOUSLY CONSIDERED ATTEMPTING SUICIDE IN THE LAST YEAR.

1 IN 5 NATIONWIDE 1 IN 5 TEENS AND YOUNG ADULTS LIVE WITH A MENTAL HEALTH CONDITION.

SCHOOL COUNSELOR

Call the Crisis Clinic Youth Help Line
360-586-2777

Talk to a friend, trusted adult or counselor. Text HELP to 741741 to be connected to a trained crisis counselor.

NOT FEELING OK INSIDE?

REACH FOR HELP OUTSIDE!

Call the Crisis Clinic Youth Help Line
360-586-2777

Talk to a friend, trusted adult or counselor. Text HELP to 741741 to be connected to a trained crisis counselor.

HAPPY

IRritable

ANXIOUS

DEPRESSED

EMPTy

LONELY

REJECTED

DISCOURAGED

SAD

HAPPY

CONTENT

OPTIMISTIC

PEACEFUL

VIBRANT

POSITIVE

RELAXED

SAD

HAPPY

HOPeful

PAllen

LONELY

ALONE

BROKEN

GLoomy

ANXIOUS

IRritable

DISCOURAGED

SAD

HAPPY

CONTENT

OPTIMISTIC

PEACEFUL

VIBRANT

POSITIVE

RELAXED
Student Support Cycle

- Postvention
- Intervention
- Prevention

PBIS - SEL - Trauma-Informed - Mental Health

Data Dashboard, Tiered Fidelity Inventory - Second Step K-5 - 6-12 SEL Pillar
Recent Policy Changes:

Research on best practices...

- Limit the use of exclusionary discipline
- Minimize the impact of exclusionary discipline on students who are excluded
- Reduce disparities
- Increase student/family engagement

Intended Impact

To eliminate...

It’s about equity!
### Training: District Administrators, Counselors, and Office Professionals

<table>
<thead>
<tr>
<th>Discipline Includes</th>
<th>Parent/Family Notification Required</th>
<th>Who Responsible</th>
<th>Documentation Required</th>
<th>Send To</th>
<th>Who Enters</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Other Forms of Discipline”</td>
<td>Not required, but best practice.</td>
<td>It depends.</td>
<td>School Form <em>ODR Minor</em></td>
<td>School PBIS</td>
<td>School PBIS</td>
</tr>
<tr>
<td>Classroom Exclusions</td>
<td>Yes. Informal. Phone, email, in person</td>
<td>Teacher or Admin.</td>
<td>District Classroom Exclusion Form</td>
<td>Laura Duncan within 24 hours</td>
<td>Skyward</td>
</tr>
<tr>
<td>Suspensions</td>
<td>Yes. Formal. Suspension/Expulsion Letter within 24 hours</td>
<td>Admin. with OP support</td>
<td>District Suspension/Expulsion Cover Sheet AND Copy of Suspension/Expulsion Letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expulsions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Expulsions</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Classroom Exclusions

- Per WAC 392-400-335, classroom exclusions must be reported to the principal, including the behavioral violation that led to the classroom exclusion, as soon as possible. The teacher, principal, or designee must notify the student's parents as soon as reasonably possible, which may require language assistance for parents with limited-English proficiency.

- All districts must enter Classroom Exclusions into CEDARS

- OP’s will support by sending Laura Duncan e-copy of all Classroom Exclusion Reports.
Suspension/Expulsion Letter Details

• **Step 1:** Your administrator tells you that a Suspension/Expulsion/Emergency Expulsion letter is needed

• **Step 2:** He/she gives you the **Suspension/Expulsion Cover Sheet** with offense facts & brief description

• **Step 3:** You use the cover sheet to create the **S/E/EE Letter**. (templates are located on the s:drive)
  • The basic information should be:
    • Factual explanation of the offense, brief but complete: Who (student only), What, When, Where, Why (quote any foul language)
    • No other names (Do not name other students or staff involved in the incident)
  • For out of suspensions/expulsions we are required by law to provide continued services in the form of classwork/course work. Please provide the name and phone number of an administrator, counselor or teacher for the student to contact with questions regarding this work.
  • **Administrator reviews for accuracy then signs the letter.**

• **Step 4:** You/Admin. provides Parent/Guardian with **Suspension/Expulsion** letter within 24 hours.

• **Step 5:** Scan a copy of the **Letter AND Discipline Letter Cover Sheet** to the Student Achievement office (lduncan@nthurston.k12.wa.us) within 24 hours of suspension.

• **Step 6:** Place a copy of the **letter** in the student’s Discipline file.

  Any questions regarding discipline, please call Laura x-40232
Sample SUSPENSION Letters

North Thurston Public Schools
Classroom Exclusion Report

School ___________________________ Date _____________

Student Name ___________________________ Grade _________

Time removed from class ___________________________

Time returned to class ___________________________

Incident:

________________________________________

<First Name> is given the opportunity _____________

<His/Her> contact person will be _____________

<First Name> is given the opportunity _____________

The District's discipline procedure provides _____________

In order to exercise this right, you must _____________

writing. The District's discipline procedure _____________

short-term suspension. In order to exercise _____________

Contact the Superintendent or before the expiration _____________

information about these processes can be _____________

State law requires that this emergency expulsion action within ten school days. If the _____________

If you have any questions or concerns, please _____________

Sincerely,

Teacher ___________________________ Signature _____________

Administrator ___________________________ Signature _____________

Sincerely,
F. Classroom Exclusions

1. Teacher authority. In accordance with RCW 28A.600.020(2), a teacher may exclude a student from the teacher’s classroom or instructional or activity area for behavioral violations of the District’s student discipline policy which cause the disruption of the educational process while the student is under the teacher’s immediate supervision, subject to the requirements identified in the following subsections of this section.

2. Other forms of discipline. The teacher must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations, unless the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process. “Disruption of the educational process” means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students “Other forms of discipline” means actions used in response to behavioral violations, other than classroom exclusion suspension, exclusion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

G. Limitations on classroom exclusion.

1. Duration of classroom exclusion. A classroom exclusion may be administered for all or any portion of the balance of the school day or until the principal or designee and the teacher have conferred, whichever occurs first; provided, however, in no event without the consent of the teacher shall an excluded student be returned during the balance of the particular class or activity period from which the student was initially excluded. Only the District may exclude a student from the student’s classroom or instructional or activity area for longer than the balance of the school day, providing parental notice and due process for a suspension, expulsion, or emergency expulsion under state law.
Student Support Cycle

- Prevention
- Postvention
- Intervention

Restorative Practices
PBIS - SEL - Trauma-Informed
Mental Health

Data Dashboard, Tiered Fidelity Inventory - Second Step K-5 - 6-12 SEL Pillar

Suspension, Continued Ed Services
Restorative Circles
Exclusion, Classroom Discipline
Other Forms of Discipline