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EXECUTIVE LIMITATIONS MONITORING REPORT

EL-9 RELATIONSHIP WITH STUDENTS, PARENTS/GUARDIANS, AND THE PUBLIC
FROM: Troy Oliver, Superintendent
DATE: January 21, 2025

EL-9, Relationship with Students, Parents/guardians, and the Public Policy focuses on achieving the Board priorities established in the district Ends Policies and in the Superintendent's aligned Ends Policy Interpretation related to stakeholder relationships.

Accordingly, the Superintendent will not allow situations, conditions, procedures, or decisions which do not ensure these patrons are approached with respect, dignity, and courtesy at the district level and within each school and classroom.

Policy Criterion 1: Providing a welcoming, supportive environment.

Superintendent/CEO Interpretation:
The Superintendent shall not operate without policies and practices to ensure that students and parents/guardians are welcomed into our schools and facilities, and they are met with a supportive environment.

Superintendent/CEO Evidence Report:
The following policies and practices are examples of the ways that our district ensures that we do not fail to provide a welcoming, supportive environment.

Policy 2100 Educational Opportunities for Students with a Military Parent
Policy 2140 District Guidance and Counseling Program
Policy 3112 Social Emotional Learning
Policy 3115 Homeless Students Enrollment Rights and Services
Policy 3210 Non-Discrimination
Policy 3211 Gender-Inclusive Schools
Policy 4120 School-Support Organizations
Policy EL-11 Race and Equity

Practices:

- SEL (Social Emotional Learning): The district has adopted curriculum and teachers provide instruction at all levels for students to learn, practice, and demonstrate understanding of their emotions and behaviors. The Second Step curriculum is utilized at the elementary level, and Character Strong serves as our secondary curriculum.
- Mental health: NTPS employs 12 full-time mental health specialists who provide crisis intervention, counseling, therapeutic groups, family support, and referrals to outside agencies. These professionals hold either a Washington state license as a Licensed Mental Health Counselor (LMHC) or are a Licensed Clinical Social Worker (LCSW) and possess an Educational Support Assistant (ESA) certification in counseling or social work. One of the mental health counselors serves part time as the district social worker to better coordinate referrals to community supports throughout the district.
- Each of our high schools has support from a program at the Educational Service District 113 called True North. These individuals provide in-school support for students who are struggling with drug, alcohol, or tobacco use.
- Homeless Support: The district maintains a Homeless Liaison and a team of Navigators who serve to remove barriers to school attendance and engagement for our students who lack a fixed, regular and adequate nighttime residence. They ensure that homeless children and youth are identified, that they enroll in and have full and equal opportunity to succeed in school, and that they and their families receive educational services for which they are eligible.
- Positive Behavior Intervention Support (PBIS): The district implements PBIS district-wide to increase 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.
- Restorative Practices: Based on the belief 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. NTPS is training staff in strategies that help deepen our commitment to creating caring school climates based on respect, responsibility, and repair of harm. All high schools have opened Restorative Centers.
- Military Support: One dedicated NTPS staff to engage in advocacy and outreach on behalf of military families and their students, working to ensure that all military students thrive in NTPS schools. Some of the work includes Military Operation Backpack, Month of the Military Child events, holiday assistance, and Veteran's Day events. District partners with JBLM and other military affiliated agencies to provide support, including the placement of Military Family Life Counselors (MFLC's) at many of our schools and collaboration with our staff.

- Native Student Program: The Native Student Program is a supplemental program designed to assist American Indian and Alaska Native students with culturally unique academic needs to meet Washington State academic standards. This program provides academic support, cultural programs and activities, family events, and culturally relevant curriculum and resources. Ongoing partnership and consultation with the Nisqually Tribal Council further supports this work.

Policy Criterion 2: Engaging parents/guardians as partners in education ensuring that every student and their family receive regular feedback on student progress toward achieving the Board directed Ends (critical outcomes).

Superintendent/CEO Interpretation:
The Superintendent shall not fail to engage parents/guardians in their students' education and shall not fail to provide feedback on student progress.

Superintendent/CEO Evidence Report:
The following policies and practices support the engagement of parents/guardians in their students' education.

Policies:
Policy 2130 Program Evaluation
Policy 2420 Progress Reports
Policy 4130 Title 1 Parental Involvement

Practices:

- Conferences, family connection meetings, report cards, and quarterly progress reports: Conferences are held twice per year to ensure that parents/guardians are aware of student progress. The first few days of the school year, elementary students begin the year with Family Connections meetings where students and families meet their teacher and learn about the classroom and curriculum. Report cards provide end of semester information including grades, and quarterly progress reports provide first quarter and third quarter updates.
- School Messenger: This service is used to broadcast messages relevant to parents/guardians to ensure they have access to up-to-date accurate information.
- Skyward Family Access: This electronic system provides parents/guardians access to student grades, attendance, report cards, schedules, test scores, discipline, and other information.
- Remind App: Remind is a teacher communication tool that allows teachers to connect safely and directly with families and students. All NTPS families have an account created for them. Students and families are grouped into classes for the teacher to message as a group or directly via text, email, or push notifications in the Remind app. Phone numbers and email addresses used for families are dependent on the contact information on file.

- Superintendent's Parent Advisory Council: The Council is comprised of student parents/guardians from each of our schools selected by principals. In most cases the representative is the elected parent-teacher association president. The council meets a minimum of three times per year to discuss current issues and give parent feedback and input to the superintendent.
- Parents of students in Title 1 programs are asked to provide input into programs, activities and procedures for their students.

Policy Criterion 9: Providing reasonable accessibility and protection against unsafe conditions that might threaten the health or well-being of students.

Superintendent/CEO Interpretation:
The Superintendent shall not fail to establish conditions that safeguard the health and well-being of students.

Superintendent/CEO Evidence Report:
The following policies and practices ensure safe environments for our students.

Policies:
Policy 3143 Notification and Dissemination of Information about Student Offences and Notification of Threats of Violence or Harm
Policy 3205 Sexual Harassment of Student Prohibited
Policy 3207 Prohibition of Harassment, Intimidation, and Bullying (HIB)
Policy 3210 Non-Discrimination
Policy 3225 School Based Threat Assessments
Policy 3240 Student Conduct Expectations and Reasonable Sanctions
Policy 3241 Student Discipline
Policy 3247 Use of Restraint or Isolation
Policy 3420 Student Safety
Policy 3421 Child Abuse, Neglect, and Exploitation Prevention
Policy 3432 Emergencies: Student/Staff Safety
Policy 4310 Relations with Law Enforcement and Child Protective Agencies
Policy 4311 School Resource Officer
Policy 5015 Civility
Policy 5253 Maintaining Professional Boundaries
Policy 8123 Student Conduct on Buses

Practices:

- Nurses, health rooms, health room assistants (HRAs): NTPS maintains staffing to support the physical, emotional, and mental health of our students. Nurses also participate in interdisciplinary collaborative processes to enhance safety, education, and social emotional well-being.
- Threat Assessment Policy: NTPS exercises a formal process to address school-based threats so that appropriate preventive or corrective measures can be taken to maintain a safe and secure school environment, protect and support potential victims, and provide assistance to the individual being assessed.

- Student Rights and Responsibilities Handbook: The district publishes a handbook for students and families that is available on our website. The handbook provides information regarding policies related to student behavioral expectations and supports our work to communicate and partner with families in sharing the responsibility for student success.
- Discipline: Each school in the district establishes student behavioral expectations and proactively teaches those expectations across various school settings; all schools identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.
- Harassment, Intimidation, and Bullying (HIB): It is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community and NTPS has put in place various HIB prevention measures, including directions on how to report HIB located on the district's website and in our schools, annual age-appropriate education of all students regarding how to recognize and report HIB if it happens, and annual staff training.
- School Resource Officer (SRO) program and related training: NTPS partners with the City of Lacey Police Department and the Thurston County Sheriff's Department to provide School Resource Officers. The SROs focus on keeping students out of the criminal justice system by developing positive relationships with students and addressing crime affecting our schools. Mandatory training includes civil rights, child development, trauma informed practices, mental health, and de-escalation.
- Restraint and Isolation: Restraint or isolation may be used when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm. Restraint or isolation cannot be used as a form of discipline or punishment and must be discontinued as soon as the likelihood of serious harm has dissipated. Students are closely monitored at all times when restraint and isolation is used, and parents are notified within 24 hours of the incident.
- Mental health: NTPS employs 12 full time mental health specialists who provide crisis intervention, counseling, therapeutic groups, family support, and referrals to outside agencies. These professionals hold either a Washington state license as a Licensed Mental Health Counselor (LMHC) or are a Licensed Clinical Social Worker (LCSW) and possess an Educational Support Assistant (ESA) certification in counseling or social work. One of the mental health counselors serves part time as the district social worker to better coordinator referrals to community supports throughout the district.

Conclusion:
The Superintendent/CEO evidence stated above demonstrates that we are in compliance with these three criteria in this Executive Limitations Policy.