

NORTH THURSTON PUBLIC SCHOOLS
Board of Directors and Nisqually Tribal Council
Joint Work Session

Tuesday, February 4, 2020 at 6:00 PM

Nisqually Administration Center

4820 She-Nah-Num Drive SE; Olympia, WA

- A. Introductions
- B. Nisqually Tribal Council Sharing
- C. North Thurston Public Schools Sharing
 - a. Update on Nisqually Tribal Flag and Land Acknowledgement Implementation –Kate Frazier
 - b. Update on Equity Work –Vicky Lamoreaux
 - i. Professional Development
 - ii. Graduation Policy
 - iii. Native Scholars
 - c. Billy Frank Jr. Event –Karen Johnson
- D. Closing
- E. Next Meeting: June 2, 2020 at 6:00 PM
North Thurston Public Schools District Office Board Room
305 College St NE; Lacey, WA 98516

NORTH THURSTON PUBLIC SCHOOLS
Board of Directors Meeting
Tuesday, February 4, 2020
6:00 p.m.
Nisqually Administration Center
4820 She-Nah-Num Drive SE
Olympia, WA

A. Attendees

School Board Members present: Mel Hartley, Gretchen Maliska, Dave Newkirk, Chuck Namit, and Graeme Sackrison

Nisqually Tribe Members present: Ken Choke, David Iyall, Hanford McCloud, and Jeff Wall

Others present: Dr. Debra Clemens, Monty Sabin, Courtney Schrieve, Vicky Lamoreaux, Sarah Rich, Teena Barnes, Karen Johnson, Kate Frazier, Karen Remy-Anderson, and Bill Kallappa (State Board of Education).

B. Nisqually Tribal Council Sharing

C. North Thurston Public Schools Sharing

a. Update on Nisqually Tribal Flag and Land Acknowledgement Implementation

Kate Frazier shared an update on the Nisqually Tribal Flag Display in the district and the implementation of the Land Acknowledgement.

b. Update on Equity Policy

Vicky Lamoreaux provided information regarding the district's equity work related to professional development, graduation policy and Native Scholars.

i. Professional Development

ii. Graduation Policy

iii. Native Scholars

c. Billy Frank Jr. Event

Karen Johnson discussed the Billy Frank Jr. Celebration that will take place at Nisqually Middle School on March 11, 2020.

D. Closing

The meeting adjourned at 6:40 p.m.

Respectfully submitted:



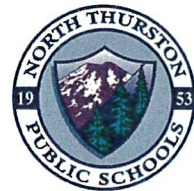
President



Secretary of the Board

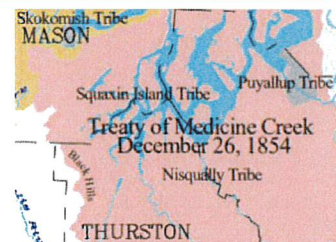
North Thurston Public Schools

Acknowledging Traditional Lands



What is Land Acknowledgement?

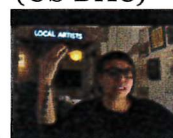
Land acknowledgement is the practice of opening meetings and events with a statement recognizing the indigenous inhabitants of the land. North Thurston Public Schools resides on the traditional lands of the Nisqually people. ([MAP](#))



“Acknowledgment is a simple, powerful way of showing respect and a step toward correcting the stories and practices that erase Indigenous people’s history and culture and toward inviting and honoring the truth.” (US DAC)

[Honor Native Land Video](#)

[Toronto Public Schools Recognize Aboriginal Lands](#)



NTPS Land Acknowledgement*

We acknowledge that North Thurston Public Schools resides on the traditional lands of the Nisqually people. The Nisqually have lived on and cared for this land and these waterways since time immemorial. We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal partners and all indigenous students, families, and staff in our community.

**(this is a living document that may grow or be clarified over time)*

The Nisqually Flag

We are honored to be gifted Nisqually Tribe flags to fly at each of our 22 schools.

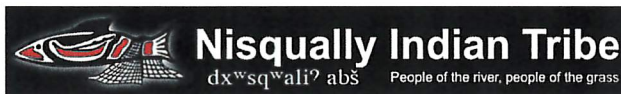
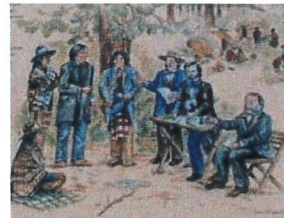
Flying this flag will serve as daily recognition of their traditional lands, thriving government and culture, and increase openness and awareness of all indigenous peoples and to our duty to equitably support and educate their children.



History of the Nisqually Tribe

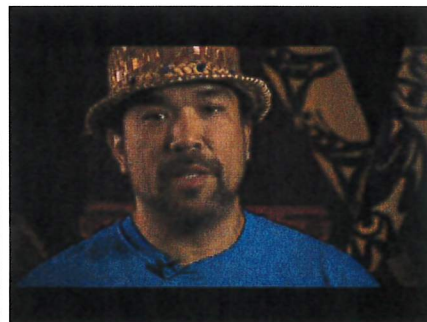
“For 10,000 years the Nisqually Tribe lived in relative peace and prosperity in its aboriginal homeland of about 2 million acres near the present-day towns of Olympia, Tenino, and Dupont, and extending to Mount Rainier.”

Their sovereignty, reservation, and rights are recognized in the 1854 Treaty of Medicine Creek. An example of a reserved right from the treaty includes, “The right of taking fish, at all usual and accustomed grounds and stations, is further secured to said Indians.”



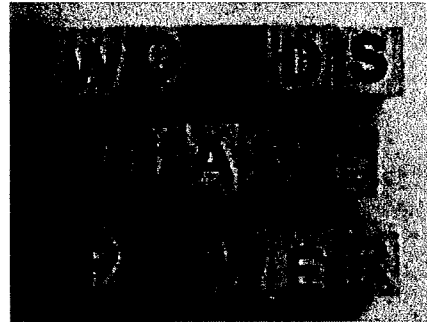
Nisqually Tribe Today

- 5,000 acre reservation
- 650+ enrolled tribal members
- Numerous government programs and services
- Contributes millions of dollars each year in charitable funds to community programs and local governments
- Strong economic development ([Video](#))
- Committed to cultural preservation, language, heritage
- Committed stewards and advocates for area natural resources and wildlife habitat.



Key Terms

- Indigenous
- Acknowledgement
- Treaty
- Sovereignty
- Tribe
- Reservation
- Ceded and Unceded Lands



Conversation Starters

Before Presentation

K-2: When something unfair happens to a friend, how might you respond?

3-5: What does the word 'Acknowledge' mean? When would you acknowledge something?

Middle School: Why do we fly flags? Are they a symbol or something more?

High School: If North Thurston Public Schools and the Nisqually Tribe are both government bodies, what responsibilities do they have to each other in their 'intergovernmental' relationship?

After Presentation

K-2: What questions or surprises do you have about the presentation?

3-5: How did your ideas about the word acknowledge change or get confirmed?

Middle School: How does flying the Nisqually flag for a month at every school show about the relationship between North Thurston and the tribe?

High School: In what ways is an acknowledgement both important and not enough?

Additional Information and Resource Links

[US Dept. of Arts and Culture. Honor Native Land](#)

[Nisqually Indian Tribe](#)

[Washingtontribes.org](#)

[Treaty of Medicine Creek](#)

[Since Time Immemorial Curriculum](#)



NTPS Native Student Programs Contact Jerad Koepp at
jkoepp@nthurston.k12.wa.us

Publication of Graduation Requirements

Prior to registering in high school, and each year thereafter, each student and his/her parents or guardians will be provided with a copy of the graduation requirements in effect for that student. The requirements will be those in effect when the student enrolled in ninth grade. Graduation requirements shall be included in the catalog.

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, the District will award grades and high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; or
- B. The course taught at the middle school level has been determined by the District to be similar or equivalent to a course taught at the high school level.

A student and the student's parent or guardian, must inform the school before the end of the 11th grade, if they do not want the course(s) taken before attending high school transcribed, or if they want to request that credit be transcribed with a non-numerical grade, such as "pass" or "credit". A non-numerical grade will not be included in the student's high school grade point average calculation. High school credit earned prior to high school and transcribed with a non-numerical grade will apply to fulfilling high school graduation requirements.

Awarding of High School Credit

The District will award high school credit for successful completion of a specific unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the District's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the District; or
- C. Successfully completing an established number of hours of planned instructional activities to be determined by the District.

Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the District for students enrolling from another state approved learning program, or from out-of-state or out-of-country. The District will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches District graduation requirements. Reasons for approval or disapproval shall be communicated to those making the request. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

CREDIT REQUIREMENTS

Class of:	2017	2018-2020	2021 & Beyond
Entering 9 th grade after July 1 of:	2013	2014-2016	2017
English	3	4	4
Mathematics	3	3	3
Science	2	2	3**
Social Studies	3	3	3
Arts	1	1	2*
Health & Fitness	2	2	2
Occupational Education/CTE	1	1	1
World Language			2*
Electives	7	6	4
Total Required Credits:	22	22	24

*Personalized Pathway Credit; ** Science- 2 credits must be lab-based courses

NON- CREDIT REQUIREMENTS

Class of:	2018	2019 & Beyond
Entering 9 th grade after July 1 of:	2014	2015
	ELA SBA One Math EOC Exam in Algebra1/Integrated Math 1 or Geometry/Integrated Math 2 or Math SBA Biology EOC Exam	Demonstrate Career and College Readiness
	High School & Beyond Plan	
	WA State History & Government	

Running Start

In order to enroll in the Running Start program, students need to do the following:

- A. Contact the college they are interested in attending and arrange to take the ASSET or COMPASS placement test. Minimum scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes.
- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Work Experience

The use of work experience as a part of the educational program of students should be regarded as part of the secondary school curriculum rather than just a device to relieve a worker shortage. The District may grant credit for work experience based on the following factors:

- A. The work program shall be supervised by the school;
- B. The work experience shall be specifically related to the school program of the student;
- C. Credit given for work experience shall represent growth in the student, and the type of work done should have definite educational value;
- D. The job in which experience is gained shall provide varied experience;
- E. A work experience program shall be supplemented by an adequate program of guidance, placement, follow-up and coordination between job and school by the career placement counselor;
- F. Work experience as a planned part of a school subject may be included in the credit given for that subject (e.g., sales training class);
- G. One credit may be granted for not less than one hundred eighty hours for instructional work based learning experience related to a student's school program;
- H. A student participating shall be legally employed and must have passed his/her sixteenth (16th) birthday;
- I. An employer's report of the student's work record, indicating satisfactory progress on the job shall be filed with the school;
- J. The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standards for graduation requirements, is acceptable.

National Guard High School Career Training

A maximum of 1.5 credits may be granted for National Guard high school career training in lieu of either required or elective high school credits. Approval by the District shall be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL form 115 or an equivalent from now or hereafter provided by the National Guard shall be completed and filed with the District.
- B. The number of credits toward high school graduation to be granted shall be calculated, agreed upon by the student and an authorized representative of the District, and such agreement noted on MIL Form 115 or such equivalent form.
- C. Credit toward high school graduation may be granted by the District upon certification by a National Guard training unit commander on the completion component of MIL Form 115 or such equivalent form that the student has met all program requirements.

Competency Testing

Credits earned via competency testing is defined in Policy 2409, Credit for Competency/Proficiency.

Seal of Biliteracy

To be awarded the Washington Seal of Biliteracy, graduating high school student must meet the following criteria:

- A. Demonstrate proficiency in English by 1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and 2) meeting state standards on the reading and writing or English language arts assessment.
- B. Demonstrate proficiency in one or more world language. For purposes of this section, "world language" is defined as a language other than English, including American sign language, Latin and Native American languages or other indigenous languages or dialects. Proficiency may be demonstrated by:
 - 1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
 - 2. Passing an International Baccalaureate with a score of 4 or higher;
 - 3. Demonstrating intermediate mid-level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed).
 - 4. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for competency-Proficiency; or
 - 5. Demonstrating proficiency in speaking, writing and reading the world language through other national or international assessments approved by OSPI.
 - 6. Credits earned in language course(s) replace competency credits earned in that language.

Home School Credit

Guidelines for granting high school credit for home schooling are as follows:

- A. To gain credit for a course of study, a student will provide the following:
 - 1. A journal that reflects the actual work completed during a home-study course of study;
 - 2. Exhibits of any specific projects completed; or
 - 3. Any such other performance based exhibits of specific course-related accomplishments.
- B. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available as an ancillary service of the District if it is regularly available to all students.
- C. Homeschool courses will be noted on the official transcript as homeschool courses and will not be used in calculating a student's GPA.

High School and Beyond Plan Requirement

Each student must have a *High School and Beyond Plan* to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High School and Beyond plans must be initiated for students during the middle school (grades 6-8) to guide their high school experience and prepare them for postsecondary education or training and their careers.

The District encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans.

School staff will update students' plans to reflect high school assessment results and revised as necessary for changing interests, goals, and needs. Each students' High School and Beyond plan will be updated annually.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All High School and Beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students;
- D. Information about the College Bound Scholarship program established in Chapter 28B.118 RCW;
- E. A four year plan for course taking;
- F. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, work experience, and any community service;
- G. Students must demonstrate career and college readiness. They can demonstrate this in the following ways:

1. **Statewide high school assessment** by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English Language Arts and Mathematics;
2. **Dual Credit Courses** by completing and qualifying for college credit in dual credit courses in English Language Arts and Mathematics. A dual credit course is a course in which the student qualifies for college and high school credit upon successful completion of the course.
3. **High School Transition courses** by earning high school transition courses in English Language Arts and Mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college level placement at participating institutions or higher education as defined in RCW 28B.120.016. High School Transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.
4. **Advanced Placement (AP) and International Baccalaureate Programs** by earning high school credit, with a C+ grade, or receiving a three or higher on the AP examination, or equivalent in International Baccalaureate, or Cambridge International courses in English Language Arts and Mathematics; or receiving a four or higher on International Baccalaureate examinations. For English Language Arts, successfully completing any of the following courses meets this standard: AP Microeconomic, AP Psychology, AP United State History, AP World History, AP United States Government and Politics, AP Comparative Government and Politics, and any of the International Baccalaureate individuals and societies courses. For Mathematics, successfully completing any of the following courses meeting the standard: AP Statistics, SP Computer Science, AP Science Principals, AP Calculus and any of the International Baccalaureate Mathematics courses.
5. **SAT or ACT scores** by meeting or exceeding the scores established by the State Board of Education for the Mathematics portion and the Reading, English or Writing portion of the SAT or ACT.
6. **Combination of Options** by meeting any combination of at least one English Language Arts option and at least one Mathematics option described above.
7. **Armed Services Vocational Aptitude Battery** by meeting standard in the armed services vocational aptitude battery.
8. **Career and Technical Education courses** by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or the minimum criteria defined in RCW 28A.700.030.

Expedited Appeal Process for Waiving Student Assessment Requirements

For graduating classes of 2014, 2015, 2016, 2017, 2019, 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the Certificate of Individual Achievement is available for eligible students who have not met the State standard on the English Language Arts statewide student assessment, the Mathematics high school statewide assessment, or both. The student or the students' parent(s), guardians, or principal may initiate an appeal with the District and the District has the authority to determine which appeals to submit to the Superintendent of Public Instruction. For review and approval.

A student in the class of 2014, 2015, 2016 or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the State and District.

A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the State and District and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

The expedited appeal process will no longer be available after August 31, 2022.

Waiver of Graduation Requirements

A student or his/her parents/guardians may request a waiver of up to two elective credits during his/her year of expected graduation from high school due to unusual circumstances as defined in Policy 2418, Waiver of Graduation Requirements. The Superintendent or designee will review each request on a case-by-case basis and use his or her judgement, experience, and knowledge of the student to determine whether unusual circumstances exist to justify the waiver.

Graduation Ceremonies

Students must fulfill graduation requirements by the end of the last term of their senior year in order to participate in graduation ceremonies. Each student shall be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student shall receive a final transcript. Each student shall be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

Periodic and timely progress reports must be given to seniors and their parents/guardians if the student is in jeopardy of not graduating. Such notification shall be documented and retained in the student's file. Appeals regarding application of this provision shall be directed to the Superintendent.

Graduation ceremonies will be conducted in the following manner.

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper

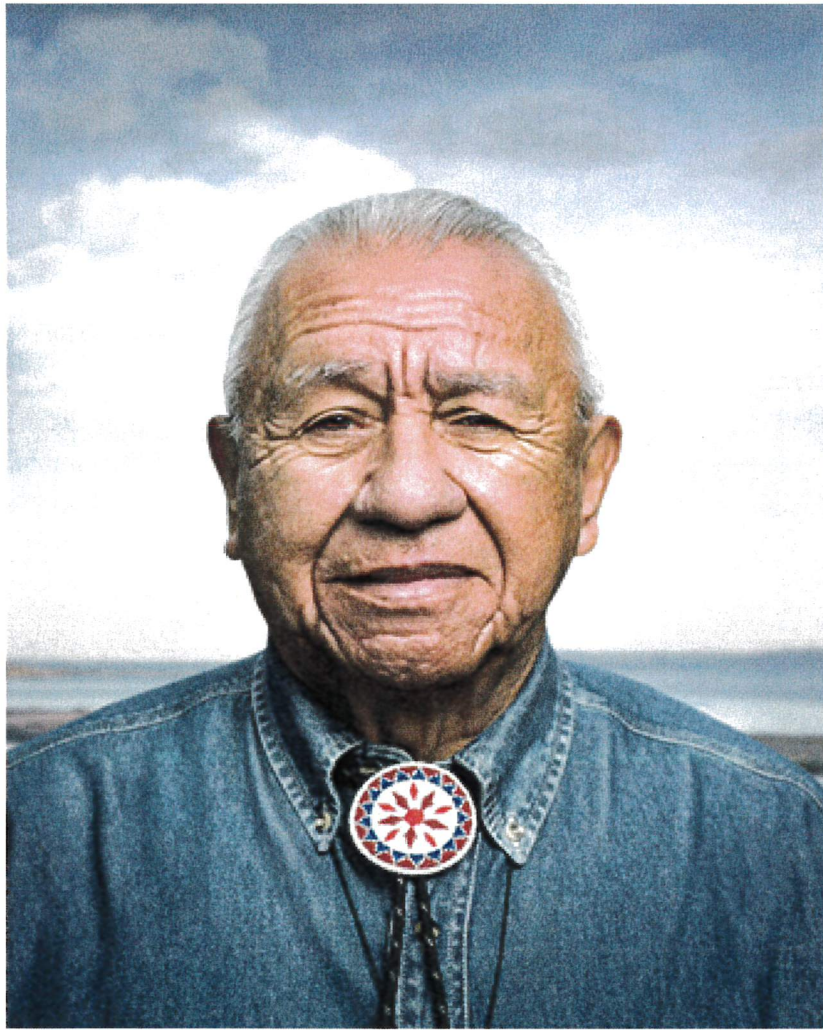
cap and gown as designated by the school administration and the class advisor and officers.

- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will use good taste in their choice of accessories for their attire. Traditional regalia and items of cultural significance are allowed.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

Withholding of a Diploma

The District may withhold a student's diploma and/or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the District will release the diploma or transcript. In the event that the District has imposed other forms of corrective action for violations of school rules, the District may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the District will grant the diploma.

Implemented:	June 16, 1986	North Thurston School District Board of Directors
Amended:	April 14, 1989 June 3, 1991 December 6, 2004 April 13, 2009 April 25, 2017 January 15, 2020	North Thurston School District Board of Directors



Billy Frank Jr.
A celebration of his
life and legacy!
Nisqually Middle School
March 11th, 2020
5:30 p.m.

Billy Frank Jr. Celebration

March 11, 2020

Nisqually Middle School

5:30-7:30 p.m.

History

The Billy Frank Jr. celebration began as a vision of a group of educators from North Thurston Public Schools and Nisqually Tribal representatives which formed the district's Since Time Immemorial Committee. The enthusiastic work of the STI committee led to the desire to honor and celebrate the life and legacy of Billy Frank Jr. A sub-committee was formed which was devoted to the organizing of this much anticipated event. After two years of planning, the first Billy Frank Jr. celebration was held last year on March 6, 2019 at Nisqually Middle School. The committee was extremely pleased with the outcome of the first celebration.

This year, the Billy Frank Jr. planning committee has grown to include more school district administrators and Tribal community members. We are looking forward to the second annual Billy Frank Jr. celebration and providing our community an opportunity to learn, honor and appreciate his legacy.

Members of the Billy Frank Jr. celebration committee include:

- Callie Birkliid
- David Crane
- Karen Johnson
- Bill Kallappa
- Jerod Koepp
- Josh Parker
- Jennifer Todd
- Mike Smith
- Jeffrey Wall
- Mary Ziegert

Agenda

5:15 PM Doors Open

5:30 PM Event Starts

5:45 PM – Land Acknowledgment-Main gym

- Welcome-Willie Frank & Karen Johnson
- Blessing
- Performance: Canoe Family

6:30 PM

- Booths – Aux Gym
- Snacks – Cafeteria
- Closing performance

We are honored to have several community organizations participate in our event by providing informational booths. All North Thurston Public Schools will also have a school display available to view.

Confirmed community organizations include:

Canoe Family

Thurston County Solid Waste

Office of Native Ed/Social Studies at OSPI

Timberland Regional Library

AWSP – Association of WA School Principals

Saint Martin's Education Dept. In-service teachers

League of Women Voters

Port Blakely – Donating trees

Salmon Defense

Nisqually Environmental Team