NORTH THURSTON PUBLIC SCHOOLS

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EXECUTIVE LIMITATIONS MONITORING REPORT

EL-11 Race and Equity

FROM: Dr. Antonio Sandifer, Director of Equity and Languages
DATE: July 18, 2023

The Race and Equity Policy focuses on achieving the Board priorities established in the district Ends Policies and, in the Superintendent's aligned Ends Policy Interpretation, with respects to interrupting and eliminating systemic racism in our district.

The superintendent shall not fail to interrupt factors that perpetuate systemic inequities and/or practices that contribute to over and under representation of any student group compared to peers. The superintendent shall confront the institutional bias that results in predictability of student success or lack thereof, including but not limited to race and ethnicity, gender identity and sexual orientation, socioeconomic status, ability, language, and culture.

Policy Criteria 2d: provide an environment that supports the creation and implementation of culturally responsive instructional practices and curriculum.

Superintendent/CEO Interpretation:
The Superintendent shall not fail to provide an environment that supports the creation and implementation of culturally responsive instructional practices and curriculum.

Superintendent/CEO Evidence Report:

- We are improving district-wide implementation of Since Time Immemorial, a curriculum to support the teaching of tribal sovereignty, tribal history, and contemporary tribal affairs.
- All elementary schools are participating in the One School, One Book program in which students read and discuss a unique book each month as a school. The ten chosen books explore our social justice standards and help build a sense of school community.
- We are expanding our Dual Language program from its original school at Lydia Hawk (grades K-3) to Mountain View, starting with Kindergarten in 2023-2024.
- We are continuing to engage with the Embracing Equity Leadership Residency which cultivates the skills and capacity needed on an anti-bias, anti-racist journey for organizational change. The program includes a robust equity audit, goal setting, coaching, and communities of practice to build and sustain organizational

change. Last year two schools completed the residency and this year staff from the district office and school board are participating.

- We provide district-wide mandated equity lessons for all staff which focus on the Social Justice Standards.
- We have provided professional development for over 50 teachers to become trained Ethnic Studies teachers.
- We develop diverse course offerings, including English through Native Perspectives, U.S. History through Native Perspectives, and Civics through Native Perspectives.
- Universal Design for Learning (UDL) gives all students an equal opportunity to succeed. This approach to teaching and learning offers flexibility in the ways students access material and show what they know.
- We are implementing restorative practices at all levels and opening restorative centers in our high schools. These practices foster healthy relationships by responding to student behavior in a manner that repairs harm and builds community.
- We build staff and student cultural competency with monthly themes and celebration.
- Our Multicultural Action Committee mini grants support multicultural celebrations in schools.

Conclusion:

This evidence demonstrates that we are in compliance with this criterion under professional development in this Executive Limitations Policy.