NORTH THURSTON PUBLIC SCHOOLS

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EXECUTIVE LIMITATIONS MONITORING REPORT

FROM: Dr. Debra Clemens, Superintendent
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EL-10.5 Advanced Academic Programs: The Superintendent shall not operate without developing and adopting culturally responsive advanced preparatory program(s) that enable all students to achieve the Board's Ends policies. This Executive Limitations Monitoring Report focuses on policy criterion 1, 2, 3, and 4.

Policy Criterion 1: the Superintendent will not:
Operate without establishing standards for academic program enrollment across grade levels.

Superintendent/CEO Interpretation:
The superintendent will not fail to establish standards for academic program enrollment across grade levels.

Policy Criterion 2: the Superintendent will not:
Operate without communicating enrollment standards to parents, school staff, and the public in a manner that facilitates timely enrollment.

Superintendent/CEO Interpretation:
The Superintendent shall not fail to communicate enrollment standards to parents, school staff, and the public in a manner that facilitates timeline enrollment.

Policy Criterion 3: the Superintendent will not:
Operate without ensuring advanced programs and course work are available for all students.

Superintendent/CEO Interpretation:
The Superintendent shall not fail to ensure advanced programs and course work are available for all students.

Policy Criterion 4: the Superintendent will not:
Operate without establishing procedures to identify when a student has achieved the recommended standards for success in advanced academic programs including a criteria that do not preclude the self-selection process in the high school years.

Superintendent/CEO Interpretation:
The Superintendent shall not fail to establish procedures to identify when a student has achieved the recommended standards for success in advanced academic programs including a criteria that do not preclude the self-selection process in the high school years.

Superintendent/CEO Evidence Report:
The following policies ensure that culturally responsive advanced preparatory program(s) that enable all students to achieve the Board's Ends policies.

Policy 2000 Student Learning Goals, adopted 1986, last amended 2020
Policy 2020 Course Design, Selection and Adoption of Instructional Materials,
Policy 2130 Program Evaluation, adopted 1986, last amended 2017
Policy 2190 Highly Capable Programs, adopted 2008, last amended in 2023
Policy 2195 Academic Acceleration, adopted 2018, last amended in 2021

Policy 2000, Student Learning Goals, states "the goal of the District is to provide opportunities for every student to develop the knowledge and skills essential to: 1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings; 2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history including different cultures and participation in representative government; geography; arts; health and fitness; 3. Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and 4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities."

Policy 2020, Course Design, Selection and Adoption of Instructional Materials, includes the following statement: "The Board recognizes its responsibility for the improvement and growth of the educational program of the schools. To that end, the course designs will be evaluated, adapted, and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable students to master foundational skills and knowledge to achieve college and career readiness." This newly revised and renumbered policy and accompanying procedure spells out the curriculum review steps including the role of the Instructional Material Committee (IMC), the review process for the IMC, and the process community members can use to view and challenge materials.

Policy 2130, Program Evaluation, outlines that the District will have a plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Policy 2190 Highly Capable Programs, outlines that the District will provide highly capable program for students in K-12 to accelerate learning and enhance instruction. The Board annually approved the highly capable plan. The superintendent establishes procedures "consistent with state guidelines for referral, screening, assessment, identification, and placement of highly capable students. The procedures include prioritizing equitable

identification of low-income students, use of universal screening for identification and placement decisions."

The District annually approves the District's highly capable plan including: the number of students the District expects to serve by grade level; the District's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation; a fiscal report; and assurances that the District is legally compliant.

The Superintendent has established procedures consistent with state guidelines for nomination, assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking.

We have significantly enhanced our recruitment and enrollment efforts around our Highly Capable Program in all grades by utilizing an online form for referrals and universal screening in grade 1.

A multidisciplinary selection committee makes the final determination of candidates qualified for the highly capable program. The committee makes their selections based upon the multiple objective measures used in the application process. The committee also determines the appropriate service option.

Policy 2195, Academic Acceleration, states, "The Board recognizes the need for all high school students to have greater access to rigorous advanced courses, including dual credit options. To that end, the District will automatically enroll students who meet the state standard on the eighth grade or high school English language arts or mathematics statewide student assessment in the next most rigorous level of advanced courses or program offered by the high school. Student who successfully complete the advanced courses will then be enrolled in the next most rigorous level of advanced courses, with the ultimate goal being the student's automatic enrollment in dual credit courses."

Beginning in middle school, every student must complete a High School and Beyond Plan. It's a tool for students, parents, and teachers to guide students through high school and think about their future. Plans are personalized and designed to help students set, visualize and work to achieve goals. Components include:

- Identification of career goals.
- Identification of educational goals.
- Four-year plan for course taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals.
- For students who have not met standard on a state assessment, interventions and academic support courses or both, that enable students to meet the high school graduation requirements.
- The plan is updated annually to reflect progress and changing interests, goals, or needs.

All of our middle and high schools have an advisory structure in place to support this work. At the high school level, each comprehensive school annually produces a course catalog that is available in both print and digital formats. The course catalog provides information to students, parents, and the community about programs and specialized offerings available at that school. Advanced programming and prerequisite requirements are outlined in this document.

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