NORTH THURSTON PUBLIC SCHOOLS

ADMINISTRATIVE CENTER ◆ 305 COLLEGE STREET NE, LACEY, WASHINGTON 98516-5390
TELEPHONE: (360) 412-4400◆FAX: (360) 412-4410

EXECUTIVE LIMITATIONS MONITORING REPORT

EL – 11 Race and Equity, Criterion 2i

FROM: Troy Oliver, Superintendent
DATE: July 14, 2026

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.

Accordingly, the Superintendent will not fail to:

Policy Criterion 2i: Recognize and value the funds of knowledge that students and families bring to each classroom, school, and our system as a whole.

Superintendent/CEO Interpretation:
The Superintendent shall not fail to recognize the funds of knowledge that students and families bring to our schools, including historically accumulated knowledge, skills, experiences, cultural practices, languages, and ways of knowing that students and families develop through their homes, communities, occupations, and lived experiences.

Superintendent/CEO Evidence Report:

- **Community Cafés** provide opportunities for families from diverse communities to share their perspectives, strengthen relationships with district leaders, and help shape district decision-making.
- **Dual Language Programs** that promote bilingualism, biliteracy, cross-cultural understanding, and the recognition of multilingualism as a tremendous educational asset.
- **Multilingual Learner (ML) Programs** that build upon students' home languages and cultural backgrounds while supporting academic achievement and English language development.

- **Native Student Program** that partners with local tribes to provide culturally responsive programming, Native language learning opportunities, leadership development, and curriculum that honors Indigenous history, culture, sovereignty, and perspectives.
- **Cultural and Heritage Courses** provide students with opportunities to explore the histories, cultures, and contributions of diverse communities. Courses such as AP African American Studies, U.S. History Through Native Perspectives, Literature Through Native Perspectives, Native Civics, and Hispanic Heritage courses help students deepen their understanding of multiple perspectives while fostering pride in identity, critical thinking, and cultural awareness.
- **Ethnic Studies and Culturally Responsive Instruction** that encourage students to examine diverse perspectives, challenge stereotypes, and develop a greater understanding of the experiences and contributions of historically underrepresented communities.
- **Since Time Immemorial (STI)** implementation, ensuring that all students learn about the history, sovereignty, cultures, and contemporary contributions of Washington's Tribal Nations through curriculum developed in partnership with tribes and aligned with state requirements.
- **One School, One Book Initiative** that creates shared learning experiences and strengthen connections among students, families, and staff through literature and discussion.
- **Student Leadership and Student Voice Opportunities** that empower students to share their perspectives, participate in decision-making, and help shape their school communities.
- **Family Engagement Events** that invite families to share their cultures, traditions, experiences, and expertise through multicultural celebrations, literacy nights, family learning events, and school activities.
- **Partnerships with Community Organizations and Tribal Nations** that connect students with local history, cultural knowledge, community resources, and authentic learning experiences beyond the classroom.
- **Professional Learning for Staff** focused on culturally responsive teaching, belonging, inclusive practices, and strategies for building meaningful relationships with students and families.
- **Inclusive Curriculum Development** that incorporates multiple perspectives, diverse authors, local history, and instructional materials that reflect the experiences of the students and communities we serve.
- **Language Access Services**, including translation and interpretation, to ensure all families have equitable access to information, educational opportunities, and meaningful participation in their children's education.

- **Restorative Practices** emphasize relationship-building, accountability, student voice, and community-centered approaches to creating safe and supportive learning environments.
- **Equity Mini Lessons** that help students explore identity, belonging, empathy, respect, and inclusive school communities while fostering meaningful classroom conversations.
- **Educators of Color Network and Equity Professional Learning Cohorts** that support staff leadership, foster culturally responsive practices, and build districtwide capacity to create inclusive and equitable schools.

Conclusion:
The Superintendent evidence stated above demonstrates that we are in compliance with Executive Limitations Policy 11, Criterion 2i.