NORTH THURSTON PUBLIC SCHOOLS

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EXECUTIVE LIMITATIONS MONITORING REPORT

EL-11 Race and Equity

FROM: Troy Oliver, Superintendent DATE:

DATE: September 15, 2026

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 Criterion 2h:** Ensure that all students have equitable access to, and provision of, resources based on their unique needs. Identify and evaluate barriers that limit access to educational programs and create structures to minimize the impact.

Superintendent/CEO Interpretation:

The Superintendent shall ensure that all students have equitable access to resources for educational programs. Additionally, structures will be created to identify and reduce barriers that limit a student's access to these resources.

Superintendent/CEO Evidence Report:

It is important to optimize teaching and learning for all and ensure our students can access and participate in meaningful and challenging learning opportunities. An important part of this work is on addressing systemic barriers that result in inequitable learning opportunities and outcomes. Evidence of us addressing some of these barriers include:

- We have established a centralized translation and interpretation framework ensuring that vital district communications, including Individualized Education Program (IEP) meetings, report cards, and safety alerts, are proactively delivered in the primary languages spoken by our families.

- We continue to evaluate and expand our Dual Language Immersion programs to support native speakers in maintaining their heritage language while simultaneously ensuring English Language Learners have equitable access to rigorous academic content.

- The district has implemented mandatory, ongoing professional learning modules for all certificated and classified staff focused on culturally responsive instructional practices and methods to identify and interrupt institutional bias in the classroom.

- We have updated our human resources and hiring practices to actively recruit, retain, and support educators and administrators from diverse cultural, racial, and linguistic backgrounds to better mirror the demographics of the communities we serve.

- We provide comprehensive staff training on maintaining safe, welcoming, and affirming spaces for all students. This includes clear guidance on supporting student gender identity, respecting preferred names and pronouns, and fostering inclusive student-led organizations, such as Gender-Sexualities Alliances (GSAs), at the secondary level.

- We utilize an equity-centered evaluation tool during all instructional material adoption cycles. This ensures K-12 textbooks, literature selections, and historical curricula accurately represent diverse perspectives, cultures, and histories, allowing all students to see themselves reflected in their learning.
- We have eliminated virtually all academic fees; in the past we charged fees to cover the cost of consumable materials for science and music; in addition, we charged a fee for participation in field trips. Students now participate at no additional cost.
- We recognize the financial burden placed on families to purchase consumable school supplies for their children. Therefore, we have standardized our school supply lists. In addition, we have created a process for selling directly to parents at no profit, a school supply kit for grades K-5. The primary grade kits cost around $10 and intermediate grades cost $15. The kits include all the school supplies our teachers recommend.
- We recognize the importance of student participation in athletics and activities aligned to our Strategic Plan Goal; therefore, athletic and activities fees have been reduced. We have also implemented a process for families to access waivers for students who qualify for free and reduced meals. The family completes a consent form that authorizes us to share their free or reduced lunch status with other departments beyond nutrition services. As an example, for those families who have given us consent we are able to use their FRLP status to reduce or eliminate ASB fees. We are committed to an annual review of all student fee structures.
- We recognize that some students are better able to focus in the classroom when they have variable seating options. Therefore, we have expanded adaptive seating options for students who may need to move, sit or stand in a different way to maximize focus and engagement in the classroom. This seating may include therapy balls, standing desks, and seat cushions.
- We recognize that hearing the teacher clearly is of benefit to all students, including our hard of hearing students. Therefore, all of our classrooms are equipped with wireless FM systems that help students hear the teacher more clearly.

Conclusion:
While reducing systemic barriers for our students will continue to be an area of focus, the evidence shared demonstrates that we have made significant progress in this area and are in compliance with this criterion.