



WHATCOM
INTERGENERATIONAL
HIGH SCHOOL

Weaving communities together through learning

Charter Schools Program for Innovation and Excellence Application Narrative

April 5, 2021

Executive Summary

Whatcom Intergenerational High School (WIHS), will serve 120 students in grades 9-12 from Whatcom County beginning with 60 students in grades 9-10 in September 2021. We envision learning designed with students and supported by community elders who inspire students to develop deep inquiry skills, disciplinary knowledge, and critical consciousness in an effort to create more just and sustainable communities. The primary objective of WIHS is that students and future graduates bring their whole self and cultural knowledge to a school environment that supports them academically, socially, and emotionally to succeed in college, career, and life. We blend Indigenous ways of knowing along with Western teaching and learning practices through three core education design elements: **1) Phenomenon-based learning (PhenoBL), 2) critical literacy, and 3) intergenerational learning.** Our school culture is rooted in social justice and the First Peoples Principles of Learning (FPPL) where a sense of belonging and place is intentionally created so that learning can benefit the self, family, community, and future generations. The Charter School Program (CSP) Implementation Grant funds will be used to (1) prepare and equip our school, (2) develop and implement curriculum components with comprehensive faculty/elder development, and (3) inform the community about WIHS ensuring full enrollment. WIHS has a strong academic, operational, and financial foundation with a seasoned leadership team who are founders and leaders of charter, private, and international schools. We have hired seven highly qualified and mission-driven teaching staff, with masters' degrees and one with National Board Certification. WIHS has developed strong community partners who support the learning and growth of students and critical WA state partners who support us with funding and technical assistance.

A. GRANT PROJECT GOALS

WIHS' personalized curriculum and cohort-based learning with community elders will prepare students for success in college, career, and postsecondary opportunities. In meeting the CSP specific goals listed below, WIHS will meet its mission-specific goals of (1) 85%+ of students meeting or exceeding ELA Smarter Balanced Assessment (SBAC) proficiency goals and 60%+ meeting or exceeding Math SBAC proficiency goals and (2) All students grow 1+ levels in at least 3 out of 5 dimensions on the Phenomenon-Based Learning rubric. The CSP funds will be used to meet these specific goals:

Performance Measures	21-22 Targets	22-23 Targets	23-24 Targets
Goal #1: Fund furniture, fixtures, equipment and technology for a fully operating, inclusive, and welcoming school environment for a diverse student population.			
Justification: In order to create an inclusive and welcoming school environment, WIHS needs to furnish and equip our building with the equitable tools, systems, technology, and furniture necessary for collaboration, learning, and small group instruction. We will develop and use instructional materials that are decolonized and contextualized to meet students' diverse needs.			
Purchase laptops and software and create the infrastructure to implement a 1:1 device model for students and faculty.	65 student Chromebooks, 2 desktops for reception/resource room, 14 staff laptops purchased.	38 student Chromebooks and 2 staff laptops (30 new students and 8 replacements), 5 elder computers purchased.	38 student Chromebooks and 1 staff laptop (30 new students and 8 replacements), 5 elder computers purchased.
Purchase furniture and fixtures to create a welcoming and productive learning environment.	Classroom furniture, consumable supplies, and instructional technology for 60 students, 7 FTE staff, elders and family resource room purchased.	Classroom furniture, consumable supplies, and instructional technology to add 30 students and 1 teacher purchased.	Classroom furniture, consumable supplies, and instructional technology to add 30 students, and 1 teacher purchased.

Fulfill code requirements for a compliant school building and purchase kitchen appliances.	Commercial hand sinks, refrigerator, dishwasher, stainless steel countertops purchased.	N/A	N/A
--	---	-----	-----

Goal #2: Resource and design a decolonized curriculum rooted in social justice.

Justification: To prepare all students for college, career, and life, we must create an equity-driven decolonized curriculum where diverse voices are valued and celebrated. WIHS will create a WA standards-based Phenomenon-based curriculum rooted in social justice and the First Peoples Principles of Learning (FPPL) to support the social, physical, academic, cultural, emotional, economic, and spiritual needs of students.

Contract with the WIHS Principal and 7 teachers to develop a WA standards-based Phenomenon-based curriculum rooted in social justice and FPPL.	9 th and 10 th grade curriculum are resourced, developed and implemented.	11 th grade curriculum is resourced, developed and implemented.	12 th grade curriculum is resourced, developed and implemented.
Purchase classroom texts, resources, and assessments.	Reusable classroom resources for 60 students purchased.	Reusable classroom resources for 30 students purchased.	Reusable classroom resources for 30 students purchased.
Contract Year One with the Principal and community-based partners, to design the schools' expanded SEL programming (social, emotional, economic, and cultural learning).	Expanded SEL program based in FPPL and Restorative Practices developed and implemented.	N/A	N/A
The Principal, DOO and IL Americorp VISTA will design and deliver PD for teachers, staff, and elders on vision, mission, teaching and learning, operations, SEL expanded program and intergenerational learning.	Comprehensive PD on Phenomenon-based, critical literacy, and intergenerational learning is delivered for 10 teachers/ staff, & 12 volunteer elders.	Comprehensive PD is delivered for 1 new staff member and for 6 new volunteer elders.	Comprehensive PD is delivered for 1 new staff member and 6 new volunteer elders.

Goal #3: Recruit and retain a diverse student body with the following targets: 60% of students who qualify for Free and Reduced Lunch (FRL), 60% BIPOC (Black, Indigenous, and People of Color) students, and 15% of students who qualify for Special Education (SpEd) services.			
Justification: WIHS is committed to serving the most systematically marginalized students in Whatcom County. This includes Indigenous and Latinx families, students with disabilities, and students who qualify for FRL. To recruit a diverse student body and ensure access for all families to WIHS, we need to market and outreach to several different communities across Whatcom County.			
Targeted recruitment and outreach efforts to fully enroll students and recruit elders.	Americorp VISTAs implement Social Media (SM), design materials and recruit 60 students and 12 elders.	Americorp VISTAs implement SM, design marketing materials and recruit 30 students and 6 elders.	Americorp VISTAs to implement SM, design marketing materials and recruit 30 students and 6 elders.
Targeted enrollment materials translated to fully enroll systemically marginalized students.	60 students are recruited with 10 on the waiting list.	30 students are recruited with 10 on the waiting list.	30 students are recruited with 10 on the waiting list.

B. EDUCATIONAL PHILOSOPHY, KEY DESIGN ELEMENTS AND SCHOOL CULTURE B1-B2.

With a commitment to desegregating learning and equalizing education opportunities for our most systemically underserved students, WIHS’ educational program will ensure that Whatcom County’s high school students—regardless of their life circumstances— develop the agency and competencies for success in college, career, and life. WIHS will serve a diverse student group in Whatcom County, including Indigenous students who have been displaced and Latinx migrant students who have relocated to the county. Separation from cultural practices and loss of Indigenous languages due to colonization and migration has led to inequitable educational opportunities for these students, often resulting in poor postsecondary outcomes, which are exacerbated by impacts of systemic barriers and racism. In 2019-2020, Indigenous, Latinx, and Black students were far more likely to be suspended due to behavioral incidents in Bellingham Public Schoolsⁱ. To address these educational inequities, WIHS will offer an evidence-based

holistic curriculum embedded with culturally responsive practices, through these three design elements: Phenomenon-based learning, critical literacy, and intergenerational learning.

B1. Design Element 1: Phenomenon-based Learning (PhenoBL)

Cultivating one's curiosity is crucial to staying engaged in high school, and PhenoBL is designed to awaken youth's motivations for learningⁱⁱ. PhenoBL is a Finnish model focused on the study of real-world conditions, or phenomena, through a holistic, multidisciplinary, and standards-aligned lens to create a community-based learning environment. WIHS students will engage in authentic investigations of real-world phenomena that focus on issues important to students' lives and the communities they reside in. Drawing also from the cultural and environmental richness of Whatcom County, students will participate in PhenoBL units that explore local topics affecting the region, such as sustainable fishing practices and food sources, and eco-healthy practices for restoration. Learners will investigate using multiple perspectives and similar methods, tools, and skills found in future postsecondary opportunities, jobs, and careers where similar approaches and skills are used. Research occurs in and out of the classroom as a part of a daily extended learning block that integrates WA K-12 Learning Standards and Next Generation Science Standards (NGSS) grade-level and content-area learning goals. Semesters end with students showcasing their learning through community presentations. WIHS will scaffold PhenoBL units ensuring that students move towards mastery of the PhenoBL 5 Dimensions (5D) Rubricⁱⁱⁱ that includes students ability to: learn holistically, learn authentically, understand contextuality, learn problem-based inquiry, and learn Process Skills. PhenoBL Units are designed to help students gain competencies and dispositions based on First Peoples

Principles of Learning (FPPL) which is critical to practicing cultural responsiveness for incoming Latinx and Indigenous students^{iv}, as shown in the table below.

<i>FPPL Competencies</i>	<i>PhenoBL Outcomes</i>
Personal, Social Awareness	Multidisciplinary and holistic inquiry with problem- based application to solve complex community-based problems.
Positive Personal and Cultural Identity	Understand and explore one’s cultural identity in a multicultural and supportive learning environment.
Communication and Critical Thinking	Collaborative learning through dialogue and social interaction and demonstrate learning at community showcases

Comparisons of learning outcomes for students engaging interdisciplinary curriculum in PhenoBL environments versus traditional instruction show that students: (1) retain content longer and have deep understanding of why and what they are learning^v (2) are provided with opportunities to develop their own ideas, awareness, and emotions, and creating motivating learning conditions for at-risk/reluctant learners^{vi}; (3) master the key competencies identified as essential for college and career readiness (5D rubric); and (4), demonstrate better problem-solving skills that can be applied to real-life learning situations^{vii}.

Design Element 2: Critical Literacy

The critical literacy learning framework is embedded in all units of study and related lessons from all disciplinary and interdisciplinary subjects and in the PhenoBL learning blocks. This framework, called the Four Resources Model^{viii}, requires students to read multiple texts for: ideology, word comprehension, identifying author purpose and arguments, and analyzing diverse texts to be engaged citizens in today’s world. Critical literacy “encourages individuals to understand and question the attitudes, values, and beliefs of written texts, visual applications,

and spoken words. The development of critical literacy pushes students to question issues of power; in essence, to become thoughtful, active citizens^{ix}.” Through these learning processes, students develop critical consciousness and agency to solve problems and create change beyond the walls of the classroom while navigating a complex global world. Critical literacy fosters opportunities for students to connect their cultural experiences to learning at school and helps students build literacy attributes in a culturally responsive environment to ensure that all students develop competencies for college, career, and life success. A 2008 OSPI report suggests that to close the achievement gaps for at-risk youth, schools “must be able to mobilize students’ cultures as a force for learning^x.” This pedagogical approach has been proven successful in high-performing countries, including New Zealand, Canada, Finland, and Australia, and has shown to close the achievement gaps between white students and students of color^{xi}. When systemically underserved students become critically literate learners, they engender a sense of political efficacy breaking the cycles that reinforce inequalities, leading toward community activism while developing a more agentic identity.

Design Element 3: Intergenerational Learning (IL)

Critical to WIHS’s model is that students have the opportunity to learn from Whatcom County’s community elders who will share their cultural knowledge, historical wisdom, and business and industry acumen through daily and weekly 1:1 check-in with students. A 2015 NEA report^{xii} found schools that offer support for at-risk youth by providing “mentors, tutoring, peer support networks, and role models” close the achievement gap more quickly. Intergenerational learning provides students with mentors and role models where students are supported and valued. The benefits of IL^{xiii} include: (1) increased positive attitude and reduction in stereotypic thinking

toward the other generation; (2) expanded self-concept/self-perception; (3) reduced isolation and loneliness because of social connectedness (4) reduced instances of depression; and (5) increased hope for the future.

B2. Essential Instructional and Classroom Design Elements

Mission Aligned Element & Instructional Approach	Culturally Responsive Aspects & Indicators of Implementation
<p><i>Phenomenon Based Learning (PhenoBL)</i>: interdisciplinary process to studying real-world phenomena including student-driven inquiry, applied research, and co-created learning with teachers and peers daily. Reinforces connections with the FPPL and aligns closely with the 21st-century competencies^{xiv}. Students presenting results to an authentic audience through the PhenoBL process.</p>	<p>Fosters cultural connectedness and a sense of place as students decide what local phenomena to study. Students’ cultural experiences and knowledge applied to the learning supporting the well-being of self, family, community, land, spirits, and future generations. All students experience: (1) learning PhenoBL skills that incorporate content area standards; (2) show progress on the PhenoBL 5Dimensions Rubric; and (3) demonstrate PhenoBL learning in at Community Learning Showcases.</p>
<p><i>Critical Literacy</i> Using the Four Resources Model of critical literacy, students build basic literacy and sophisticated critical analysis skills. Competencies include: (1) Text decoding (2) Text participation: (3) Text usage: (4) Text analysis.</p>	<p>Strategies in PhenoBL units ensures the curriculum connects learning to the students’ own cultural knowledge and their communities. Teachers receive PD on the Four Resources Model to incorporate in PhenoBL units. All students make progress toward critical literacy skills and competencies based on a variety of self, peer, and teacher assessments^{xv}. Four Resources Model anchor literary routines and curricular materials.</p>
<p><i>Intergenerational learning (IL)</i> Elders provide daily mentoring and support in and outside of the classroom. Inform PhenoBL unit development by providing teachers with feedback. Assist students in preparing their WIHS High School and Beyond Plan (HSBP) outlining their pathway to graduation and postsecondary goals.</p>	<p>Elders recruited through community-based partners that represent diverse socioeconomic, racial, and cultural backgrounds. Affords interactions across generations, thus supporting student identity development and fostering a sense of belonging and connection to a larger community. BIPOC Elder community experts are hired to inform the curriculum with cultural traditions and knowledge (i.e., sustainable fishing practices, language). Students’ develop and progress with their HSBP supported by elders.</p>

<p><i>Disciplinary Literacies (DL)</i> Daily standards-aligned instruction rooted in rigorous curriculum will in all disciplinary courses that reflect how students read, write, talk, and think while building habits necessary for success in college.</p>	<p>Students get access to learning how, for instance, a scientist reads and writes in their respective discipline. Ensures access to real-world applications for <i>all</i> students in school and beyond. Teachers receive PD on incorporating DL in their content area PhenoBL learning units.</p>
<p><i>Flexible Instruction blocks</i> Flexible instruction blocks four times weekly to support greater individualization for students, allowing teachers to personalize the learning experience for students who may need remediation or acceleration.</p>	<p>Allows students to receive regular targeted feedback and work at one’s independent level accelerates student learning, without creating the need for students to be removed from core content instruction. School schedule reflects these blocks of learning time.</p>
<p><i>WIHS PhenoBL Design Maps</i> Ensures that grade-level disciplinary standards are sequenced into PhenoBL units. Includes: learning targets to ensure all students are clear on unit goals, connections to thematic arcs, and formative and summative assessments.</p>	<p>The Design Map provides teachers with a roadmap for unit planning that allows them to focus on differentiation and incorporating culturally responsive content. All teachers have fully developed units via PD for 9-10 grades by June of 2021.</p>
<p><i>FPPL Learning</i> Helps to develop the WIHS culture of learning and a sense of place and belonging. It prepares students to work and lead with others while supporting well-being in the present.</p>	<p>Building social, emotional, physical, and spiritual competencies leads to academic success because learning is grounded in culture and identity. FPPL is introduced during home visits to discuss school culture and the dispositions and competencies students will build.</p>
<p><i>Community Learning Showcase</i> Public demonstrations of learning positions students as leaders in their community and deepens ties to community stakeholders.</p>	<p>Students present learning through multimedia and written performances and get feedback from community stakeholders.</p>

B3. School Culture

Achievement of the WIHS mission and vision requires a relevant, flexible learning environment anchored in culturally responsive learning practices.

Co-teaching and Block Learning

WIHS will have a main campus with classrooms that provide a point of connection for the larger WIHS community. Most of the learning experience will occur in our main building, and because phenomena occur everywhere, students will also be off campus in field studies with community

partners such as *Bellingham Makerspace* and *Animals As Natural Therapy*. This will enable them to conduct research and make meaningful observations about the phenomena they are studying in community contexts of their choice. Learning cohorts include a maximum of 20 students, a minimum of two licensed teachers, and instructional assistants and elders, depending on student needs. Math is taught in a separate block, English Language Arts/Art are, and Social Studies/Science are co-taught in interdisciplinary blocks, and all four subjects are embedded in a PhenoBL block.

Culturally Responsive Learning Environment

The school will serve students not served well academically and/or relationally in traditional public schools, including students who may be failing core courses and/or are chronically absent. Students with this profile need engaging, culturally relevant courses along with opportunities for extra help. A school culture of equity, relevancy, and support have shown to better support systemically underserved students in finding success in school and enrolling in postsecondary education options. The PhenoBL approach along with critical literacy compliments the access to equitable learning experiences and a school culture predicated on culturally responsive practices offering a rigorous and student-centered environment. This multi-pronged approach to school culture helps students, staff, and elders to build capacities of collaboration, agency, and cooperation.

WIHS is at the forefront of local public schools offering a very different approach to social and emotional learning and a unique approach to this dimension of learning as we implement a comprehensive SEL program rooted in the FPPL that includes students' social, physical, cultural, emotional, and economic learning. WIHS' SEL program includes: (1) daily routines and practices

grounded in holistic well-being defined by WIHS' evidence-based performance measures; (2) expanding Social and Emotional learning (SEL) to also include physical, cultural, and economic dimensions; and (3) adopting WIHS' education policy rooted in social justice and equity. SEL programming is an essential part of daily school-wide practices, routines, and building a school culture with students, elders, staff, and community. Students will begin their day with 45 minutes of morning activities (i.e., elder check-in, goal setting, yoga, movement, gardening). Throughout the day, students will be invited into cultural inquiry and development, have opportunities to discuss how emotions affect cognitive learning, and engage social aspects of learning through collaboration and cooperation where students' social, emotional, and physical development is supported in an intergenerational environment with elders as crucial partners in student success. These elements, along with the essential instructional design elements, work together to create a culturally-responsive learning environment that increases student engagement and motivation, leading to better academic outcomes for all students.

C. Curriculum, Instructional Strategies, and Technology

WIHS curriculum and technology choices are rooted in theory, research, and a commitment to learn Indigenous ways of knowing with Western knowledge. Curriculum encompasses socially-constructed knowledge^{xvi} and experience-based education^{xvii} situated in best practices for engaging and developing critical learners. The curriculum for all content area courses is selected based on alignment with WA K-12 Standards and NGSS, focus on student inquiry, and inclusion of culturally relevant texts. Teachers will ensure students engage in critical literacy to foster engagement and create stronger analytical readers who are informed consumers of all texts. It is critical that students have exposure to grade-level content to prepare for college-level math

and other content area standards. The WIHS PhenoBL curriculum is authentic, multidisciplinary, and developed by educators through the WIHS Design Map process (*see B2*). It is culturally responsive, in part because it is constructed from the interests and concerns of the learners themselves. Paris suggests that students as active agents are replacing “the banking method” of teacher instruction when they create content and engage in learning processes themselves, acknowledging that they are both knowledge holders and knowledge generators^{xviii}. The following table describes the instructional practices/ technologies, research, experience basis rationale, and connection to cultural responsiveness.

Instructional Strategies/Technologies	Research, Rationale, & Cultural Responsiveness
<i>Large Group Instruction</i> Diagnostic assessments and introduction to new content will be delivered via whole class instruction.	Ensures that every learner has a minimum, common baseline understanding that affords access to all material and provides a starting point for disciplinary knowledge acquisition and skill building.
<i>Small Group Instruction:</i> students work on skills gaps identified through regular formative and summative assessments.	Fryer and Dobbie ^{xix} identify small group tutoring as one of the most effective strategies for increasing achievement for students academically at-risk. Teachers can differentiate content, process, and products based on student needs.
<i>Critical Literacy—Four Resources Model:</i> students engage in whole group inquiry discussions via debates, Socratic seminars, etc...	Engagement in the Four Resources Model helps ensure students’ home and personal literacies/cultures are valued as equally important as school literacies/cultures.
<i>PhenoBL Large Group Instruction:</i> content and assessments are delivered via large groups.	Students enter PhenoBL experiences with differing skills and content knowledge. Large group instruction affords access to all material for all learners and provides a starting point for inquiry.
<i>PhenoBL Small Group Instruction:</i> to identify and research phenomena of interest, applying PhenoBL processes.	Students’ cultural experiences and interests drive identification and articulation of phenomena and students are respected as holders of knowledge.
<i>PhenoBL Block Time:</i> allows students a variety of options for multidisciplinary	Relevant tools found in day-to-day careers are used for extended and eventually off-site study and research.

study and accessing extra help.	
<i>Field Research:</i> 3-hour block on allows students extended time to work with elders in researching their phenomena.	Phenomena of study are scaffolded within themed units of study and based on student interests. Homework Help ensures that students are on track in content area classes.
<i>Inquiry-focused Practices:</i> Students conduct experiments, use technology to conduct research, interviews, and surveys to gather data and study phenomena of interest.	PhenoBL processes ensure all students develop dispositions and skills necessary for college and career success. PhenoBL aligns to 21st century skills such as collaboration, media literacy, financial literacy, problem-solving, and critical thinking.
<i>IL Relationship-building:</i> Volunteer elders offer students opportunities to build relationships with adults outside of their family network.	Ensures that students have opportunities to engage elders' ideas and receive support for their intellectual, cultural, social, emotional, and economic development.
<i>IL & Community Experts as Guest Teachers:</i> paid community experts who teach cultural ways of knowing within historical contexts related to units.	They encourage students to explore their own connections to their heritage and the community leading to belongingness.
<i>IL & Homework Help:</i> Volunteer elders will be trained in best practices and tutoring strategies.	Competencies and success in academic work leads to increased engagement in academics, better attendance, and higher achievement.
<i>IL & High School and Beyond Plan:</i> volunteer elders help students create their HSBP while assessing progress toward their plans.	Students learn skills needed for college preparedness and for lifelong learning and in doing so in a personalized way, students are more likely to recover from setbacks.

C1-C2. Key Curriculum Materials & Choices

WIHS will prepare students to demonstrate proficiency and beyond in all secondary-level WA State K-12 Learning Standards that include the CCSS and NGSS. Based on research and practice, the curricular materials based on the WIHS PhenoBL Design Unit mapping process, align to both the WA State Learning Standards and the school's learning philosophies described in **section B2**. The table below identifies the key instructional approaches, aligned standards, curriculum materials, and rationale for each content area.

Content Area & Instructional Approaches	Standards Alignment	Curriculum Materials
<i>English Language Arts & Art</i> (team taught): online, individual, small & whole group	WA State K-12 ELA & Visual Arts Standards	<i>Great Books</i> texts, high-quality rigorous novel sets and curated readings.
Rationale: Provides contextualized units of study in an interdisciplinary environment focusing on students acquiring 21st Century Skills through a focus on critical literacy and inquiry. Curated curricula emphasize decolonialized resources and promotes metacognitive skills enhancing student agency.		
<i>World Language:</i> large group, small group, individual	WA State World Lang. K-12 Standards	Rigorous units created by teachers for grades 9-12 scope/sequence.
Rationale: Units of study will include inquiry-based and thematic project work with nonfiction texts, interviews, primary sources, and field study with local community partnerships and experts with a focus on language acquisition and an exploration of culture and cultural expression.		
<i>Math:</i> small, large, & individual group	WA State Math K-12 Standards	<i>Illustrative Math</i> , Smarter Balanced Interim and Focused assessments, IXL adaptive practice.
Rationale: Provides research-based, and rigorous curriculum with a focus on mathematical practices and coherence. Pathways for remediation of unfinished work from previous grades are embedded, along with clear applications for units of inquiry. Project applications are contextualized for WIHS through support of a curriculum specialist from <i>Uncommon Schools</i> .		
<i>Science & Social Studies</i> (team taught): large & small group, field study	NGSS, Washington State K-12 Social Studies Standards	Rigorous units of study created by teachers for grades 9-12 scope and sequence.
Rationale: Integrated and co-taught units of study will include inquiry-based and thematic project work with nonfiction texts, interviews, primary sources, and field study with local community partnerships and experts. Place-and problem-based learning promotes connections between thematic units of study, in addition to the acquisition of rigorous academic and 21st Century skills.		
<i>PhenoBL:</i> small group & individual	WA State K-12 Standards for ELA, Math, NGSS, & C3 Framework for Social Studies	Contextualized units of study co-created by students, with guidance and support from teachers. Model units to scaffold both necessary skills and processes are created by WIHS Curriculum Design team.
Rationale: Relevant and real-world phenomena are chosen for extended and eventually off-site study and research, based upon student interest and aligned to larger PhenoBL themes. A deep focus on academic skills and inquiry prepares students for college and career, while supporting student motivation/agency.		

SEL Small Group	FPPL aligned to WA State SEL Standards	Units created by a multidisciplinary community-based team encompassing culturally responsive, FPPL, and restorative practices.
<p>Rationale: Restorative Practices effective at schools with similar demographics but expanding on traditional SEL instruction to move beyond compliance-oriented instruction in order to support authentic cultural expressions and ways of being in community. SEL curriculum includes social, emotional, physical, cultural and economic learning and well-being.</p>		

C3-C4. Technology Use & Suitability

WIHS will operate with a 1:1 student-to-computer ratio, with technology use integrated into the instructional model at all levels through *Project Foundry* learning management system (LMS). A 1:1 ratio supports student learning across flexible group sizes and allows students to access resources and materials across all learning environments, as well as allows teachers to work with students in small groups or individually to support their PhenoBL units of inquiry, a process that requires a high degree of personalization. Disciplinary units and PhenoBL inquiries are curated and housed in *Project Foundry*, which allows teachers to collect data and monitor growth on the PhenoBL and skill-based rubrics across a variety of student projects. Teachers are trained on the use of student technology beginning in May, with onboarding training for the use of *Project Foundry*. PD continues throughout the school year on a monthly cycle to support best practices in the on-going use of student technology and *Project Foundry* LMS. Due to ongoing uncertainties about the impact of COVID-19 on school openings, WIHS is prepared to use technology to support a virtual launch (should local public health mandates require it) or continue to integrate technology into the daily instructional program. Should a fully virtual program be necessary, WIHS would augment student connectivity with mobile hotspots in addition to student laptops, with all curriculum and resources being accessible through our

LMS. Smarter Balanced Assessment Consortium (SBAC) testing is also accessed through student technology, with SBAC interim assessments given twice per year, and summative assessments delivered online in grade 10.

D. ASSESSMENT & DATA

D1. Performance Management Plan

WIHS administration and staff will use multiple measures to assess and ensure success, equitable outcomes, and innovative experiences for all students. Our goals include:

GOAL 1: 85%+ students meeting or exceeding ELA Smarter Balanced Assessment (SBAC) proficiency goals and 60%+ meeting or exceeding Math SBAC proficiency goals.

GOAL 2: All students grow 1+ levels in at least 3 out of 5 dimensions on the rubric.

WIHS will use identified performance standards to benchmark, monitor, and report on student progress, using assessment practices to drive instruction. Assessment practices are chosen in order to be vertically aligned measures of both proficiency and growth and integrated into instructional practices to allow student understanding and ownership of assessment for learning. Formative data is collected by teachers and stored in an online database, analyzed by faculty teams during quarterly data dives. Data trends are used to inform both co-planning and school-wide planning and interventions. The WIHS profile of an ideal graduate is used to backwards plan academic skill milestones and monitor student growth on the identified skills. WIHS uses a variety of assessment tools to monitor performance and drive instruction. The table in this subsection details the measurement standards, method of data collection (tool) and frequency (baseline, interim, or summative) for core subjects to evaluate student mastery.

Subject &	Assessments: Baseline, Interim, & Summative
----------------------	--

Standards	
Reading (CSSS)	-Smarter Balanced Assessment Consortium, (SBAC) Interim Comprehensive Assessment -SBAC Interim Assessment Blocks (IAB's) and focused assessments; aligned skills-based rubrics -SBAC Summative ELA Assessment (Grade 10)
Writing (CSSS)	-CCSS Anchor Standards -aligned rubrics -Rubric evaluation, student work samples -Anchor standards aligned evaluation rubrics, community presentation of student work
Math (CSSS)	-SBAC Interim Comprehensive Assessment (IAB's) -SBAC (IAB's) and focused assessments; aligned skills-based rubrics -SBAC Summative Math Assessment (Grade 10)
Science (NGSS)	-Skills-based rubric evaluation -Student work, Aligned Anchor Standards rubrics, (Project Investigation & presentation evaluation rubrics) -WA Comprehensive Assessment of Science (WCAS) (Grade 11)
Social Studies (WA GLEs)	-Skills-based rubric evaluation -Student work, skills-based rubric -Aligned Anchor Standards rubrics, (Investigation rubric, Project presentation evaluation rubric)

As referenced in the chart above, WIHS has created a series of interdisciplinary skill-based rubrics, aligned with the CCSS that evaluates students on milestones and sub milestones necessary for achieving or exceeding the state standards. Rubrics are designed to benchmark academic growth in cross-cutting skills within disciplinary classes as in PhenoBL inquiries.

D2. Data-Informed Policy and Culture of Data-Driven Instruction

WIHS uses assessments to ensure alignment of high expectations of learning, and monitoring student growth. The selection of assessments contains the baseline and formative, interim, and summative assessments used by instructional staff in order to compile a comprehensive data profile of student learning. Data is used by instructional staff on weekly, quarterly, and an annual basis in order to make instructional decisions and inform curriculum design. Dedicated

Data Days and monthly team meetings are used for teachers/administrators to review student performance data and adjust instruction. Data is maintained and reported to the WIHS Board of Directors in an accessible dashboard and reviewed quarterly with a published annual performance report. This data is used to inform school initiatives and budget priorities.

D3. Data Use and Instructional Strategies

To ensure that all students receive the differentiated instruction that will enable them to meet and exceed their academic goals, WIHS uses the following Multi-Tier System of Supports (MTSS) to identify students in need of increased academic support and to drive decision making.

Performance Indicator	Instructional Strategies & Supports	Assessment Data and Reporting & Responsibility
At and above proficiency, (SBAC IAC Levels 3 & 4)	ELA: Thematic inquiries and projects, extensions through Flex Time and PhenoBL. Math: IXL adaptive program, Classroom differentiation, thematic extension through Flex Time and PhenoBL.	Skills-Based rubrics Conferences, SBAC Interim Assessments, Quarterly progress and narrative reports by teachers.
Not yet proficient (SBAC IAC Level 2)	Above content plus: Small group instruction based on specific standards/skills.	Skills-Based rubrics, SBAC Focused assessments, Quarterly progress and narrative reports, Progress updates every month.
Significantly below standard (SBAC IAC Level 1)	Above content plus: One-on-one and small-group instruction targeting foundational literacy and math skills based on specific standards and skills. Further diagnostics to determine barriers to learning.	Skills-Based rubrics, SBAC Focused assessments, Quarterly progress and narrative reports, & Progress updates every two weeks by classroom, Special Education Teacher, & contracted specialists

E. EFFECTIVELY SERVING ALL STUDENTS

WIHS will be serving some of Whatcom County’s most systematically marginalized youth and families, including (but not limited to): students of color, Indigenous youth, students experiencing homelessness, students in foster care, migrant students, and students with

disabilities. The racial disparities are clear. For instance, in 2019-2020, Indigenous, Latinx, and Black students were far more likely to be suspended due to behavioral incidents in Bellingham Public Schools^{xx}. Most K-12 public schools--including Whatcom County public schools--approach social and emotional learning from a deficit-oriented perspective, especially with marginalized youth who are racialized and often come from disenfranchised backgrounds^{xxi}. Existing programs tend to focus on student compliance with expected behavioral and social norms that are often void of unique cultural expressions of diverse ways of knowing and being. School cultures like this contribute to educational and health disparities often resulting in poor postsecondary outcomes often exacerbated by the impacts of poverty. In response, WIHS elders, staff, and community partners will implement an SEL program building upon the strengths and unique lived experiences of students, including experiences shaped by race, ethnicity, class, LGBTQ+ identities, life circumstances, gender, etc. that is rooted in FPPL. WIHS has employed several strategies to ensure accessibility to systemically underserved community a voice in this process including conducting design clinics where they live and work, offering free programming and events, partnering with community-based organizations who serve systematically marginalized communities, and ensuring translation of materials and events.

E1. Supporting “Educationally Disadvantaged” Students

WIHS ensures equitable academic and nonacademic outcomes for all students not only in their learning (**see B2**) but also in the implementation of a culturally responsive school culture where the FPPL practices promote a culture where: (1) learning ultimately supports the well-being of self, family, community, land, spirits, and future generations; (2) learning is holistic, contextual, reflective, experiential, and relational-focused on connectedness, reciprocal relationships, and

sense of place; (3) learning involves recognizing the impact of one's actions and developing personal and social responsibility; and (4) learning requires exploration of one's identity and culture to find one's purpose(s). Students also build a relationship with culturally-competent elder fostering belongingness and are taught by highly-qualified, respectful, and curious teachers trained in culturally responsive practices.

Supporting English Language Learners (ELL)

WIHS will meet all applicable legal requirements for ELL students as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements, including all those described by WAC 392-160. WIHS will implement policies to assure proper identification, placement, evaluation, and communication regarding ELL students and the rights of students and parents. Based upon expected student demographics, WIHS will provide a supportive mainstream model utilizing sheltered instruction concepts to make core content accessible. Students receiving EL support will receive targeted instruction from an EL specialist in a mainstream setting through a 'push-in' model, with some students pulled out to receive small-group instruction based upon identified student learning outcomes. All teachers will be coached by an ELL-certified faculty member on implementing Project GLAD strategies in disciplinary classes through monthly PD cycles. When students exit the program, they will be monitored and provided support as needed.

Students At-Risk for Academic Failure

WIHS supports students at-risk for academic failure through trust-based relationship building amongst students, teachers, staff, and elders. Staff and elders help students progress towards graduation through their High School and Beyond Plan. Students will meet twice annually through student-led conferences, and Cohort leaders (teacher and elder) will have regular contact with the parents/caregivers, especially if concerns about academic performance arise. Mindful that some students may require assistance to meet their needs, WIHS provides additional supports to specific student subgroups, detailed in the table below:

Stakeholder	Culture-Building and Maintenance Strategies
Culture Committee	Culture Development: a diverse group of students, staff, parents, and community partners create the restorative practices SEL expanded Framework
Students	<ul style="list-style-type: none"> -<i>Morning Cohort Meetings</i>: On Mondays, students meet with their cohort to discuss well-being and their week’s goals. On Fridays, students reflect on the past week’s learning, their role in it, and how FPPL were enacted. -<i>Restorative Practices (RP)</i>: students build communication, advocacy, and conflict resolution skills with restorative practices. -<i>Community Learning Showcase</i>: students share their learning and the impact of their inquiries; community members give feedback and suggestions for next steps, to build connections with outside stakeholders. -<i>College Visits</i>: students visit at least three colleges during their time at WIHS to learn about admissions and skills for thriving in a college setting. -<i>Ongoing Student Input</i>: Gathering student input regarding school culture through Discovery Cafés and student leadership committee will be implemented once operational; this provides opportunities for ongoing feedback and student voice in creating and maintaining school culture.
Parents/ Guardians	<ul style="list-style-type: none"> -<i>Home Visits</i>: parents learn about WIHS culture, commitments, expectations, and engagement opportunities through discussion with a teacher/administrator/elder before the school year begins. -<i>Back-to-School Night</i>: parents learn about the WIHS culture and academic practices and have opportunities to build community with one another. -<i>Student-led Conferences</i>: conferences give parents, students, and school staff opportunities to connect about student progress and deepen relationships. -<i>Family Network</i>: the Network ensures that parents/caregivers have access to a welcoming resource room with translated materials, technology, and training in areas of their interests and informs staff of culturally-responsive practices. -<i>Community Meals</i>: students and families share resources and build community.

E2. Supporting Students with Disabilities and Students with Gifted/Talented Needs

WIHS is prepared to meet the specific learning needs of students with mild, moderate, and severe disabilities in a least restrictive learning environment. As such, services to students with disabilities will be provided that allows identified students equal access to the general curriculum and instructional strategies. Inclusion is a priority and the preferred method of educating all students, and the primary setting for delivery of Specially Designed Instruction (SDI) is in the general education classroom through a 'push-in' or co-teaching delivery model. If a student's IEP requires pull-out services, WIHS will provide those services in compliance with the student's IEP, and in the least restrictive environment. All special education services will be delivered by our Special Education director/teacher or agencies qualified to provide special education services as required by law. The Special Education teacher is the initial provider of services and support to students with special needs, and WIHS contracts with other professionals, such as school psychologists, occupational therapists and speech pathologists to provide those services to students as needed. Gifted and Talented students receive support through the High-Capacity Learners (HiCap) Program. HiCap students are identified through a mix of objective and subjective measures including assessments (e.g. SBAC assessments) and an open referral process. HiCap students receive additional supports and learning to develop the attainment of academic skills, pursue accelerated learning opportunities to develop independence and creativity in their learning. PhenoBL personalized approach facilitates enrichment opportunities for all students.

E3. Meeting Nutritional Needs

WIHS envisions a Food and Nutrition program that plans to provide and excite students with healthy food choices. Besides providing a healthy daily meal program which involves breakfast, lunch, and snacks WIHS plans to supplement the program with fruits and vegetables from local farms and gardens. Creating a meal plan that is creative and represents the Pacific Northwest, WIHS plans to teach students about the responsibility and sustainability of food while honoring and representing cultures and traditions of our students and community.

E4. Meeting Transportation Needs

WIHS will launch at the Bellis Fair Mall. This unique location allows WIHS to be centrally located, off a major highway with a bus stop at WIHS’ private school entrance. WIHS will provide bus passes. Bellis Fair Mall is within walking/biking distance to four of our target neighborhoods. The majority of WIHS students will walk, bike or take public transportation.

F. STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

F1. Staffing and Recruitment

The founding team has been hired and faculty began PD with a virtual onboarding conference in March 2021 and will continue with a monthly cycle. The following staffing plan will be used:

Position	21-22	22-23	23-24	24-25	25-26
Principal	1	1	1	1	1
Director of Operations	1	1	1	1	1
General Education Teachers	7	8	8	8	8
Special Education Teacher	1	1	1	1	1
Office Manager	1	1	1	1	1
Paraeducator			1	1	1
Total FTEs	11	12	13	13	13

F2. Professional Development (PD)

PD is designed to anchor WIHS teachers in theories and research related to core design elements of PhenoBL, critical literacy and intergenerational learning. Teachers will be able to implement FFPL and routines and practices associated with our SEL program towards ensuring student achievement. PD will allow WIHS staff time to create student-focused and culturally responsive learning that supports inquiry, research, and continuous improvement. The PD plan from August 2021- June 2022 includes:

- Mission/Vision to understand underpinnings of school, develop collegial culture of respect and curiosity, and discuss needs led by Principal/Lead teacher/CEO
- Culturally responsive practices, FFPL & restorative practices to understand daily routines/school-wide practices for school culture led by Principal/Lead teacher
- Critical & disciplinary literacies to engage in learner-centered literacy activities based on Four Resources model and DL practices led by Principal/Lead teacher
- PhenoBL Design Map Process & 5D Rubric to understand the framework for creating units, designing with PhenoBL rubric dimensions led by Principal/lead teacher
- Operations: discuss, guide and prepare teachers, staff and volunteers for all operational aspects like HR, Safety, Family Network, Facilities and Technology led by DOO/Principal

Staff Retention

Teachers and staff who are experts in their field, care about young people, committed to social justice, and respect the cultural diversity that families bring to a learning environment are crucial to a successful school. To that end, WIHS has recruited highly-qualified teachers who are disciplinary experts, demonstrate excellent pedagogical strategies, and are dedicated to serving all young people within a social justice framework. WIHS aims to achieve an 80% teacher retention rate of high-performing teachers. Informed by TNTP report on teacher retention,

WIHS will implement the following to support retention: (1) Hold high expectations for all teachers; (2) Maintain positive working conditions that build trust and transparency among colleagues and respect for the profession; (3) Create intentional schedules with opportunities for planning time, support, and collaboration; (4) Invest teachers in a meaningful evaluation system and provide ongoing coaching, mentorship, and PD; and (5) Conduct satisfaction surveys and use the data to improve systems and structures.

Staff Evaluation and Teacher Coaching/Feedback

WIHS will use the Center for Educational Leadership (CEL) 5D+ Rubric for Instructional Growth and Teacher Evaluation designed to assess teachers' effectiveness in five dimensions and 30 subscales. Teachers will self-assess during PD in August 2021 and growth goals will be set. Student performance data and teacher action research will also inform the process of goal setting and monitoring. Throughout the year, the Principal will conduct weekly coaching conversations with each teacher to review student achievement data and track teacher progress toward meeting and exceeding goals set in their plan. Prior to each coaching conversation, the Principal will conduct a classroom observation focused on the teacher's identified areas of growth to provide specific, actionable feedback in the coaching conversation, aligned to the 5D+ Framework. At mid-year, the Principal and teacher engage in a coaching conversation to reflect on progress made. At year-end, the Principal and teacher have a summative evaluation conversation during which the 5D+ Rubric for Instructional Growth and Teacher Evaluation is rescored based on the year's input from coaching and observation.

G. FINANCIAL MANAGEMENT AND MONITORING PLAN

G1. Operational and Financial Capabilities

The operations and finance team includes a CEO, DOO, and business management team with significant experience in financial management, fundraising, and overseeing internal controls. The accompanying operating budget, CSP budget and budget narrative demonstrate financial viability, sustainability and assumptions demonstrate capacity to manage the implementation of our proposed activities. WIHS has secured grants including \$10,000 from Whatcom Community Foundation, \$11,500 from OSPI, \$80,000 from WA Charter Schools Development, and \$400,000 from WA Charter Schools Association. See attachments for evidence of funding.

G2. Facilities Plan

WIHS has secured a facility in Bellis Fair Mall. See facilities plan and floor plans in attachments.

G3. Sufficient Resources for At-Risk Support

WIHS supports at-risk students through extra support for academic learning and personalized, scaffolded and engaging curriculum. We incorporate 1:1 technology and ensure that all families have access to internet services at home. We have incorporated time for community members to gather monthly and for students to showcase their learning in a school gallery and at quarterly community presentations. We spend funds to hire BIPOC community members to inform curriculum and SEL programming and work with students. Several mission-aligned partnerships will support at-risk students during the school day and after school.

H. BOARD CAPACITY AND GOVERNANCE STRUCTURE

H1. Composition and Selection Process

The WIHS Board of Directors (BOD) fulfills its roles through strategic governance and monitoring. The BOD has four primary responsibilities: (1) Hire, monitor, and evaluate CEO performance; (2) Monitor academic, financial, and operational outcomes; monitor board goals; (3) Ambassadorship: Share the WIHS vision and mission and seek

volunteers/partnerships for the organization; (4) Financial Support: Contribute to WIHS financially and seek financial support for the organization. The WIHS BOD is a 7-member board who each add organizational capacity through their diverse experience. Board members are experts in education, finance, management, and fundraising, who also demonstrate a commitment to equity and a deep understanding of the needs of students in WA. Potential new members are recruited based on existing need for specific skills as well as a deep commitment to the ideals in the WIHS mission and vision. The board executive committee uses a recruitment rubric which helps to identify gaps in areas of expertise, prior board experience, diversity, and recruit for new members. New member selection follows an interview process to determine qualifications, expertise and dispositions required of effective members. The Board assesses membership gaps and reviews recruiting goals during an annual self-assessment.

H2. Policies & Procedures

WIHS's charter is granted to the Board of Directors who holds the school's overall legal, financial, and fiduciary responsibility. Policies and procedures ensure monitoring of performance and academic, financial, operational, and legal compliance. The BOD uses a dashboard based on academic, financial and operational indicators to track progress on Performance Framework goals. The BOD also uses a standing committee structure that meets monthly to allow for the time to dive into school performance data as well as enable individual member expertise to best support the school. Committees consist of the Academic Excellence, Finance & Fundraising, and Governance Committees. The CEO reports to the BOD and develops a thriving BOD/CEO relationship based on goals, clear communication, and reporting. The board

delegates day-to-day operations to the CEO and would only be involved in school operations to address personnel or student issues through a formal grievance/complaint process. Evaluation of the CEO includes goal setting, reflection on progress, feedback with the BOD Chair, and an end-of-year evaluation. The WIHS Board meets monthly and is held in accordance with the Open Public Meetings Act, (OPMA). WIHS retains its own legal counsel and maintains general liability insurance as necessary.

H3. Investment in Board Development

Assessment and reflection are core functions of the WIHS Board. Members engage in annual self and board evaluations designed to measure success as individuals and as a team. WIHS uses *BoardOnTrack’s* platform, trainings, and coaching to maximize board engagement and enhance governance capacity. The BOD participates in the following development and training:

August	Board Retreat: Diversity, Equity, Inclusion training, set annual board goals, DEI committee roles
September	OPMA training for all new board members
October	Financial Training
November	DEI Training continued
January	Board members complete Conflict of Interest Statements & Complete Board Self-Assessment
February	Board members complete F-1’s and Public Disclosure Forms
March	Continued DEI training
April	Finance and fundraising training
May	Review board goals against performance
June	Complete Board Self-Assessment, CEO annual performance and evaluation, and Establish CEO professional development plan for next year, review Board transitions and recruiting plan

I. SCHOOL LEADERSHIP AND MANAGEMENT

I1. Leadership and Administrative Roles

WIHS is a small school with a Principal, DOO, CEO and 8 teachers. Daily management of the school will be led by the Principal with support from the DOO to ensure academic and operational effectiveness. The CEO reports to the Board and the Principal and DOO report to the CEO. The teaching staff will report to the Principal and the office manager will report to the DOO. Roles and responsibilities are outlined below:

Role	Responsibilities
Principal	Lead and provide PD for teachers to ensure student success; monitor academic and culture data to ensure student progress; work to establish a positive and structured culture; monitor the SEL program to identify trends and develop strategies for teacher and elder support measures; and manage teaching staff and Americorp VISTA members.
Director of School Operations	Engage with prospective parents and community; recruitment of new students; manage enrollment process; lead daily operations of school; and manage office manager and vendor relationships.
CEO	Work closely with CFO to ensure financial sustainability and reporting; oversee grant writing and fundraising; partner with the BOD to articulate vision, strategy and set long-term goals that align; manage Principal and DOO to ensure alignment with mission, vision, and student academic success.

I2. Leadership and Governance Capability

The WIHS organizational structure allows the leadership team to effectively deliver student outcomes. Key risks/challenges have been identified, with associated strategies:

Challenge	Strategies to Address Challenge & Responsibility
Enrollment	Outreach has been an ongoing part of WIHS. We offer learning studios, information sessions, and opportunities for families and communities to be involved and have ownership. Principal and DOO

Financial Sustainability	Developed a conservative budget to prioritize non-negotiable expenses. We reach full enrollment in Year 3 for a long-term sustainable budget. CEO, CFO, Board
Teaching Staff	Hired 7 highly qualified staff to ensure everyone is mission aligned and on-boarded into the educational design concepts and principles for our September 2021 launch. Provided a competitive compensation package and mission-driven work environment. Principal and DOO
Leadership Capacity	Partnered with the charter sector for leadership development and technical assistance. Ensure succession plans are in place. Principal, DOO, CEO
Political Environment	Engaged with the WIHS community in charter school awareness. Develop marketing to advocate for policies that support charter stability in the WA Charter sector. Principal, CEO and Board

J. STUDENT DEMAND AND COMMUNITY/LOCAL SUPPORT

J1. Community Need and Demand and Family and Community Engagement

For the past 4 years, WIHS has been co-designing with the Whatcom County community. Building upon the strengths and lived experiences of hundreds of students, community partners, and educators, we have engaged in collaborative design actions that include: (1) engaged in over 10 focus groups to gather input related to community and student needs through community-building activities and curriculum design and development; (2) created an Elder committee to guideways to structure student-Elder relationships; (3) ensured board members represent culturally and racially diverse experiences of the community; (4) operationalized First Peoples Principles of Learning and Restorative Practices in the curriculum design process through partnerships with CBOs.

J2. Community Resources and Partnerships supporting community engagement

WIHS partners with the following mission-aligned community organizations to ensure equitable access and outcomes for all students as a collaborative effort:

Partner	Purpose & Collaborative Support of Students
---------	---

<i>Animals as Natural Therapy (ANT)</i>	They serve youth ages 6-18 needing social-emotional support while working with horses addressing needs like: anger management, trust-building, etc. Will help to implement WIHS' unique SEL programming.
<i>MakerSpace</i>	They support entrepreneurs by offering access to sophisticated technology and tools with hands-on experiential learning like 3D printers, woodworking, and musical production. Will be integrated into PhenoBL units.
<i>Children of the Setting Sun</i>	They offer Indigenous performing arts to create cross cultural understanding and will partner in co-designing PhenoBL units and Storytelling Studios.
<i>AmeriCorps VISTA</i>	Work with WIHS to recruit and train volunteer elders and recruit and evaluate our enrollment and outreach efforts.
<i>Whiteswan Environmental</i>	A native-led nonprofit that reconnects Coast Salish youth and community with their culture and ancestral homelands to ensure Schelangen (way of life). Will inform PhenoBL & FPPL integration/programming.
<i>Bellingham Youth Media Project</i>	They offer curriculum that infuses technology and learning. Will partner on co-creations of media literacy units.
<i>Nooksack Salmon Enhancement Agency</i>	They work to restore sustainable wild salmon habits through education and scientific monitoring. Will support co-designing environmental experiences to integrate into WIHS curriculum.

ⁱ OSPI. (2020, 09 01). *Diversity Report Card*. Washington State Report Card OSPI.

<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100020>

ⁱⁱ Symeonidis, V., & Schwarz, J. F. (2016, December). Phenomenon-based teaching and learning through the pedagogical lenses of phenomenology: The recent curriculum reform in Finland. In *Forum Oświatowe* (Vol. 28, No. 2 (56), pp. 31-47). University of Lower Silesia.

ⁱⁱⁱ Silander, P. (2016). Phenomenon-based learning rubric. Retrieved from <http://nebula.wsimg.com/c58399e5d05e6a656d6e74f40b9e0c09?AccessKeyId=3209BE92A5393B603C75&disposition=0&allo%20worigin=1>

^{iv} Chrona, J. L. (2016). First Peoples Principles of Learning. Retrieved from <https://firstpeoplesprinciplesoflearning.wordpress.com>

^v Penuel, W. R., Means, B., & Simkins, M. (2000). The multimedia challenge. *Educational Leadership*, 58(2), 34-38.

^{vi} Gürsoy, E. (2010). Implementing environmental education to foreign language teaching to young learners. *Educational Research*, 1(8), 232-238.

^{vii} Garcia, E. (2014). The need to address non-cognitive skills in the education policy agenda. Washington, DC: Economic Policy Institute. Chicago.

-
- ^{viii} Victoria State Government. (2018). The four resources model for reading and viewing. Retrieved from <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/fourres.aspx>
- ^{ix} Tompkins, G. E. (2010). *Literacy for the 21st century: A balanced approach* (5th ed.). Boston, MA: Pearson Education.
- ^x Office of the Superintendent of Public Instruction (OSPI). Ninth grade course failure analytics. Retrieved from <http://www.k12.wa.us/DataAdmin/PerformanceIndicators/9thGrade.aspx>
- ^{xi} The Learning Exchange. (2018). Four resources model. Retrieved from <https://thelearningexchange.ca/projects/four-resources-model/?pcat=999&sess=8>
- ^{xii} Alston, D. (2006) *Closing achievement gaps: An association guide*. pp. 18-19. Washington, D.C.: National Education Association.
- ^{xiii} Knight, T., Skouteris, H., Townsend, M., & Hooley, M. (2014). The act of giving: A systematic review of nonfamilial intergenerational interaction. *Journal of Intergenerational Relationships*, 12(3), 257-278.
- ^{xiv} Battelle for Kids. (2019). Framework for 21st Century Learning. Retrieved from <http://www.battelleforkids.org/networks/p21/frameworks-resources>
- ^{xv} Sandretto, S., & Klenner, S. R. (2011). *Planting seeds: Critical literacy instruction and the tension of assessment: How do I know what they have learned?* Wellington: NZCER Press.
- ^{xvi} Vygotsky, L. (1978). *Mind in society*. London, UK: Harvard University Press.
- ^{xvii} Dewey, J. (2011). *The child and the curriculum* (Reprint 1902 ed.). Eastford, CT: Martino Fine Books.
- ^{xviii} Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.
- ^{xix} Dobbie, W., & Fryer, R. (2012). Getting beneath the veil of effective schools: Evidence from New York City. Retrieved from https://scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf
- ^{xx} OSPI. (2020, 09 01). *Diversity Report Card*. Washington State Report Card OSPI. <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100020>
- ^{xxi} Pyscher, T., & Crampton, A. (2020). Issue 43: Possibilities and Problems in Trauma-Based and Social Emotional Learning Programs. *Occasional Paper Series*, 2020(43), 1.