Washington State Charter School Commission

WHATCOM INTERGENERATIONAL HIGH SCHOOL CHARTER CONTRACT

Issue Date: June, 2019

CHARTER SCHOOL CONTRACT

FOR THE OPERATION OF WHATCOM INTERGENERATIONAL HIGH SCHOOL

PARTIES:

WASHINGTON STATE CHARTER SCHOOL COMMISSION

INTERGENERATIONAL HIGH SCHOOL

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PARTIES

This agreement is executed on this 22nd day of August 2019 by and between the Washington State Charter School Commission (the "Commission"), an agency of the State of Washington whose mission is to authorize high quality charter public schools throughout the state, and to ensure the highest standards of accountability and oversight for charter schools, and INTERGENERATIONAL HIGH SCHOOL ("Applicant"), a qualified public benefit nonprofit corporation.

RECITALS

WHEREAS, pursuant to chapter 28A.710 RCW, the Charter Schools Act, the people of the state of Washington provided for the establishment of public charter schools in the state of Washington.

WHEREAS, on March 1, 2019, INTERGENERATIONAL HIGH SCHOOL non-profit corporation submitted an application to open and operate a charter school referred to as WHATCOM INTERGENERATIONAL HIGH SCHOOL; and

WHEREAS, on May 30, 2019, the Commission approved the application subject to conditions outlined in Resolution 19-03A; and

WHEREAS, on [DATE], the State Board of Education certified that approval of the application is in compliance with the maximum limit on the number of charter schools allowed under RCW 28A.710.150.

NOW THEREFORE, in consideration of the mutual promises and other consideration recited in this agreement, the Parties agree to the Terms and Conditions of this Contract.

ARTICLE I: PURPOSE, TERM AND CONDITIONS PRECEDENT

Section 1.1 Purpose

This Contract outlines the roles, powers, responsibilities, and performance expectations governing Applicant's establishment and operation of WHATCOM INTERGENERATIONAL HIGH SCHOOL, (the "School"), a public school. Applicant must comply with all of the terms and provisions of this Charter School Contract ("Contract") and all applicable rules, regulations and laws.

Section 1.2 Term of Contract

This Contract is effective September 1, 2020 and will remain in full force and effect through September 1, 2025, unless sooner revoked or terminated as provided herein. Funding under this agreement shall not commence until the Pre-Opening Conditions (Attachment 1: Pre-Opening Process and Conditions) have been completed to the satisfaction of the Commission, and the school begins to operate.

Section 1.3 Pre-Opening Conditions

The School shall meet all of the Pre-Opening Conditions identified in Attachment 1: Pre-Opening Process and Conditions by the dates specified. Satisfaction of all Pre-Opening Conditions is a condition precedent to the formation of a contract. The Commission may waive or modify the conditions contained in the Pre-Opening Conditions or may grant the School an additional planning year upon good cause shown. If the School requires a delay of more than one year, it must request an extension from the Commission in writing by July 1, 2020.

ARTICLE II: DEFINITIONS

For the purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever capitalized, shall have the meaning set forth in this section:

"Applicant" means, in addition to the definition set forth in the Charter Schools Act, the qualified non-profit corporation that submitted the Application that was approved by the Commission and is subject to this Contract. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

"Application" means the application and supporting documentation submitted by the Applicant to the Commission seeking to open and operate a charter school in response to the Commission's solicitation. The Application is incorporated into, and made part of, this Contract. It is attached as Attachment 12: Public Charter School Application.

"Applicable Law" means all local, state, and federal laws, ordinances, rules and regulations applicable to the operation of a charter school in the State of Washington, as they currently exist or are amended throughout the duration of the Contract. When a provision of this Contract requires the School to comply with all federal, state, and local laws, ordinances, rules, or regulations, or some combination thereof, without specific reference or citation, the language encompasses those laws that are applicable to charter schools. If there is a disagreement about what laws are applicable or the extent to which a given law is applicable, the parties shall engage in good faith discussions in an effort to determine applicability and the associated scope. However, the Commission shall be the ultimate authority regarding what laws apply to the charter schools it has authorized and the extent to which they apply.

"Articles and Bylaws" means the Applicant's articles of incorporation and bylaws as defined in Chapter 24.03RCW.

"Asset" means land, infrastructure, improvements to land, buildings, leasehold improvements, vehicles, furnishings, equipment, collections, and all other tangible and intangible assets that are used in school operations, including Small and Attractive Assets.

"Attachment" means the following contract documents: Attachment 1: Pre-Opening Process and Conditions; Attachment 2: Governance Documents; Attachment 3: Board Roster and Disclosures; Attachment 4: Educational Program Terms and Design Elements; Attachment 5: Conflict of Interest Policy; Attachment 6: Education Service Provider (ESP) Contract Guidelines; Attachment 7: Physical Plant; Attachment 8: Statement of Assurances; Attachment 9: Identification of Documentation Required for Annual Performance Report; Attachment 10: Enrollment Policy; Attachment 11: Request for Proposals; Attachment 12: Public Charter School Application.

"Charter Schools Act" means all provisions of ESSB 6194 as codified, and any amendments thereto. ESSB 6194 was primarily codified in chapter 28A.710 RCW. Statutory terms defined in the Charter Schools Act shall have the same meaning in this Contract, unless otherwise indicated.

"Contract" means, in addition to the definition set forth in the Charter Schools Act, these Terms and Conditions, the Approval Resolution, the Application, Attachments, and the Master Calendar.

"Commission" means, in addition to the definition set forth in the Charter Schools Act, the authorizing entity responsible for discharging its obligations under this Contract, the Charter Schools Act, and conducting oversight to ensure that Applicant complies with its obligations in the operation of the School. The term Commission includes the Commission's staff, employees, or other designee.

"Encumber" means the use of money or assets as collateral for loans or extensions of credit, the granting of a lien or creation of a liability that is attached to real or personal property of the Applicant.

"Education Service Provider" (ESP) means an individual, partnership, or corporation that is paid \$10,000 or more to provide services necessary to operate and/or oversee the School's educational program. This includes, but is not limited to provision of school or program design and implementation, development of pedagogical approaches, curricula, instructional materials, assessments and professional development programs, and management services. School may only contract for management operations with a nonprofit ESP. For purposes of this contract, ESP does not include contracts between the School and a thirdparty to provide back-office functions such as fiscal services, accounting services or facilities operations, those contracts are governed by Section 5.19 Third-Party Education Service Provider Contracts

"Known" or "Knowledge" means that a representative of Applicant and/or the School is aware of a fact, circumstance, or result, or has information that would lead a reasonable person in the same situation to believe that the facts, circumstances, or results exist. When knowledge triggers or impacts a legal responsibility or obligation of the Applicant or School, then failure to act in accordance with those legal responsibilities or obligations may be considered a material and substantial violation of this Contract.

"Master Calendar" means the compliance calendar annually issued by the Commission.

"Performance Audit" means an objective and systematic assessment of a charter school or any of its programs, functions, or activities by an independent evaluator in order to help improve efficiency, effectiveness, and accountability. Performance audits include economy and efficiency audits and program audits. Performance audits must be conducted according to U.S. Government Accountability Office auditing standards, known as Yellow Book standards. RCW 43.09.430(6); http://www.sao.wa.gov/state/Pages/Aboutperformanceaudits.aspx#.V0XQs032ZEZ.; ESSB 6194, Sec. 103 (codified at RCW 28A.710.030(2)).

"School" means the school that the Applicant was authorized to establish that is governed by the Board. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

"School Board," "Charter School Board," or "Board" means the charter school board, as defined in the Charter Schools Act, and must at all times be appointed, operated, and governed in accordance with its Bylaws, the Application, legal obligations, and this Contract. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

"Small and Attractive Assets" include, but are not limited to Optical Devices, Binoculars, Telescopes, Infrared Viewers, Rangefinders, Cameras and Photographic Projection Equipment, Desktop Computers (PCs), Laptops and Notebook Computers, Tablets and Smart Phones, Television Sets, DVD Players, Blu-ray Players, and Video Cameras (home type).

ARTICLE III: SCHOOL'S MISSION

Section 3.1 Mission

The mission of the School is as follows: WIHS will ensure that Whatcom County high school students regardless of their life circumstances—develop the competencies and agency for success in college, career, and life.

ARTICLE IV: GOVERNANCE

Section 4.1 Governance

The School shall be governed by its Board in a manner that is consistent with the terms of this Contract so long as such provisions are in accordance with state, federal, and local law. The Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the contract, and approval of the School's budgets.

The Board shall be responsible for policy and operational decisions of the School, and, consistent with the terms of this Contract, shall be the employer of school employees. Nothing herein shall prevent the Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School. However, such delegation will not relieve the Board of its obligations under the law or this Contract, should the School fail to satisfy those obligations.

The Board shall govern the School in a manner that ensures that it will satisfy its legal obligations, including, but not limited to: compliance with all Applicable Laws, the Contract, and fidelity to the program and policies described and submitted in the Application. This includes the exercise of continuing oversight over the School's operations.

Section 4.2 Governance Documents

The Applicant and School shall maintain legal status and operate in accordance with the terms of the attached Governance Documents, Attachment 2: Governance Documents, and the Application.

Section 4.3 Non-Profit Status

The School shall be operated by a stand-alone public benefit non-profit corporation as defined under Washington at all times throughout the term of this contract.

Section 4.4 Organizational Structure and Plan

The School shall implement and follow the organizational plan described in the Application.

Section 4.5 Composition

The composition of the Board shall at all times be determined by and consistent with the Articles and Bylaws and Applicable Law. The roster of the Board and each member's disclosure form are attached to this Contract as Attachment 3: Board Roster and Disclosures (initially or as amended, the "Board Roster and Disclosures").

Section 4.6 Change in Status or Governance Documents

The Applicant shall not alter its legal status, restructure or reorganize without first obtaining written authorization from the Commission.

The Board shall notify the Commission of any modification of the School's Bylaws within five (5) business days of approval by the Board. Provided, however, that any change in the Bylaws that impacts a material term of this Contract requires written authorization from the Commission.

The Board shall notify the Commission of any changes to the Board Roster and Disclosures within five (5) business days of their taking effect and provide an amended Board Roster and Disclosures. If, at any time, the Board fails to operate in accordance with the terms of its Bylaws it shall immediately notify the Commission of that failure.

Section 4.7 Affiliation

Notwithstanding any provision to the contrary in the Contract, Application, or the Articles and By-laws, in no event shall the Board, at any time, be composed of voting members of whom a majority are directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School itself or of another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Commission may, at its sole discretion, waive this restriction upon a written request from the School.

As used in this provision of the contract, an individual is affiliated with a single entity if the individual is associated with, a member of, or has otherwise publicly linked himself/herself with the entity.

Section 4.8 Conflicts of Interest

The Board adopted Conflicts of Interest Policy is attached to this agreement as Attachment 5: Conflict of Interest Policy and shall at all times comply with its provisions. Any amendment to Attachment 5: Conflict of Interest Policy must be adopted by the Board and approved in writing by the Commission, which shall not be unreasonably withheld. Any approved changes may be made without amendment to this agreement.

Section 4.9 Open Meetings

Starting from the date that this Contract is signed, the Board shall maintain Board-adopted policies, meeting agendas and minutes, shall make such documents available for public inspection in accordance with the requirements in chapter 42.56 RCW, and shall otherwise conduct open meetings consistent with chapter 42.30 RCW, the Open Public Meetings Act.

Section 4.10 Public Disclosure Filing

Board members must file personal financial affairs statements with the public disclosure commission between January 1st and April 15th and/or within two weeks of becoming a member of the board. Board members must comply with the Board's Conflicts of Interest Policy and ethical obligations to determine whether the financial disclosures reveal a conflict of interest or ethical violation.

ARTICLE V: GENERAL OPERATIONAL REQUIREMENTS

Section 5.1 General Compliance

The School and the Board shall operate at all times in accordance with all Applicable Law, the Contract and Commission policies, as the same may be amended from time to time.

Section 5.2 Public School Status

The School shall be deemed a public school, and local education agency, subject to all Applicable Law, including but not limited to health and safety, parents' rights, civil rights, nondiscrimination laws, public records laws, student assessment, assessment administration, data collection, reporting, and remediation requirements. These requirements include, but are not limited to, those imposed under chapter 28A.642 RCW (discrimination prohibition); chapter 28A.640 RCW (sexual equality); the Individuals with Disabilities Education Improvement Act (20 U.S.C. Sec. 1401 et seq.); the Federal Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.), and the Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

Section 5.3 Nonsectarian Status

The School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School shall not be to any extent under the control or direction of any religious denomination.

Section 5.4 Access to Individuals and Documents

The School shall provide the Commission with access to any individual, documentation, evidence or information requested by the Commission. The School affirmatively consents to the Commission obtaining information and documents directly from any entity or individual who may possess information or documents relevant to the operation of the school and will sign any releases or waivers required by such individuals or entities. Failure to provide this access by the deadlines imposed by the Commission will be a material and substantial breach of the Contract.

Section 5.5 Ethics

The identified School representatives will adhere to the following ethical standards:

- a. No Board member, School administrator, or other School employee/representative authorized to enter contracts on behalf of the School, may be beneficially interested, directly or indirectly, in a contract, sale, lease, purchase, or grant that may be made by, through, or is under the supervision of the officer or employee, in whole or in part, or accept, directly or indirectly, any compensation, gratuity, or reward from any other person beneficially interested in the contract, sale, lease, purchase, or grant.
- b. No Board member or School administrator may use his or her position to secure special privileges or exemptions for himself, herself, or others.

- c. No Board member or School administrator may give or receive or agree to receive any compensation, gift, reward, or gratuity from a source except the School, for a matter connected with or related to their services as a Board member or School administrator unless otherwise provided for by law.
- d. No Board member or School administrator may accept employment or engage in business or professional activity that the officer might reasonably expect would require or induce him or her by reason of his or her official position to disclose confidential information acquired by reason of his or her official position.
- No Board member or School administrator may disclose confidential information gained by reason of the officer's position, nor may the officer otherwise use such information for his or her personal gain or benefit.
- f. Terms in this provision will be defined in accordance with the definitions set out in RCW 42.52.010. The Advisory Opinions of the Executive Ethics Board shall provide non-binding guidance for the parties' interpretation of this provision.

Section 5.6 Public Records

The Applicant shall comply with the provisions of the Public Records Act, chapter 42.56 RCW and is responsible for ensuring that the School, its Board, its employees, contractors, staff, and volunteers comply with the act and any associated Board policies. This provision survives the term of the contract as long as the Applicant has the public records generated during its operation of a charter public school in its possession. The provision shall remain in effect until the complete and successful transfer of the records to the appropriate public successor entities.

Section 5.7 Record Keeping

The Applicant will comply with all Applicable Law, and Commission record keeping requirements including those pertaining to students, governance, and finance. At a minimum, student records must include records concerning attendance, grades, meal status, special education, bilingual information, student programs, state assessments, emergency contact, student health information, and certificate of immunization or exemption. These records shall be maintained in accordance with governing document retention periods set out by the Secretary of State. This provision survives the term of the contract as long as the Applicant has the public records generated during its operation of a charter public school in its possession. The provision shall remain in effect until the complete and successful transfer of the records to the appropriate public successor entities.

Section 5.8 Non-Discrimination

The School shall not discriminate against any student, employee or any other person on the basis of race, ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by any other public school. It shall take all steps necessary to ensure that discrimination does not occur, as required by state and federal civil rights and anti-discrimination laws.

Section 5.9 Inventories

The School shall maintain a complete and current inventory of all school Assets that cost more than \$5,000 (including sales tax and ancillary costs) and Small and Attractive Assets that cost \$300 or more (including sales tax and ancillary costs). The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with public funds.

If the Contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, Assets shall be deemed to be public assets if at least 25 percent of the funds used to purchase the asset were public funds. Public funds include, but are not limited to, funds received by the School under chapter 28A.710 RCW, as well as any state or federal grant funds. Any assets acquired wholly with private funds shall be disposed of consistent with Washington nonprofit law, provided that the School must maintain records demonstrating the percentage of public funds used to acquire assets. If the School's records fail to establish clearly whether an asset was acquired with the use of public funds, the assets shall be deemed to be public assets.

Section 5.10 Administrative Records

The School will maintain all administrative records, including student academic records, required by law and Commission policies and procedures.

Section 5.11 Student Welfare and Safety

The School shall comply with all Applicable Law concerning health and safety, including, but not limited to, state laws regarding the reporting of child abuse and neglect, accident prevention, school safety plans, emergency drills, notification of criminal conduct to law enforcement as well as disaster response, and any applicable state and local regulations governing the operation of school facilities.

Section 5.12 Transportation

The School shall be responsible for providing students transportation in accordance with legal obligations and consistent with the plan proposed in the approved application, page 102.

Section 5.13 Staff Qualifications

Instructional staff, employees, and volunteers shall possess all applicable qualifications as required by state or federal law. Instructional staff shall maintain active certification in accordance with chapter 28A.410 RCW, unless instructional staff meets the requirements of RCW 28A.150.203(7).

Instructional staff must also adhere to the code of professional conduct, ethical standards governing educator conduct, and associated laws and regulations. If the Board or School administrator(s) have reason to believe that an employee with a certificate or permit authorized under chapter 28A.410 RCW or chapter 28A.405 RCW, has engaged in unprofessional conduct (Chapter 181-87 WAC) or lacks good moral character (Chapter 181-86 WAC) a complaint must be submitted to the Education Service District within which the school operates stating the basis for the belief and requesting submission of the complaint to OSPI. A copy of the School's complaint must simultaneously be sent to the Commission and OSPI's Office of Professional Practices. Certificated and licensed staff shall also be held accountable in accordance with the provisions of Title 28A RCW as well as any applicable state or federal laws.

Section 5.14 Staff Training

The School shall provide employees and staff with training required by applicable state and/or federal law as well as any additional training that is an essential design element of the educational program as required in Attachment 4: Educational Program Terms and Design Elements.

Section 5.15 Student Conduct and Discipline

The School's discipline policy must satisfy constitutional due process requirements. The School shall comply with the School's discipline policy and all Applicable Law relating to student discipline including, but not limited to, RCW 28A.150.300, 28A.600.015 and 28A.600.022.

Section 5.16 Transactions with Affiliates

The School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School, any member past or present of the Board, or any employee past or present of the School (except in their employment capacity), or any family member of the foregoing individuals, unless:

- a. The terms of the transaction do not violate the Schools' Code of Ethics and Conflict of Interest Policy, the fiduciary obligations applicable to non-profit boards and Section 5.5 of this Contract;
- **b.** The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person that is not such an affiliate, member or employee or an individual related thereto;
- c. The involved individual recuses him or herself from all Board discussions, and does not vote on or decide any matters related to such transaction;
- **d.** The Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Commission.

"Affiliate" as used in this section means a person who directly or indirectly owns or controls, is owned or controlled by, or is under common ownership or control with, another person. Solely for purposes of this definition, owns, is owned and ownership mean ownership of an equity interest, or the equivalent thereof, of ten percent or more, and the term "person" means an individual, partnership, committee, association, corporation or any other organization or group of persons. The Applicant, School and Board are Affiliates as defined in this provision.

Section 5.17 Contracting for Services

Nothing in this Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, related to the operation of the School consistent with the law and the terms of this Contract.

The terms of such contracts for services shall be negotiated between the School and the other entity. Such contracts shall, at all times, be subject to the requirements of this Contract and will not relieve the School of its responsibilities under this Contract. This provision is subject to the limitations set out in this Contract.

Section 5.18 School Authorized as Part of a Charter Management Organization [Intentionally Omitted]

Section 5.19 Third-Party Education Service Provider Contracts

- a. Limit to Scope of ESP Contracting. The School shall not, without written approval of the Commission, contract with an ESP to provide substantial educational services, management services, or both on behalf of the School. Substantial is defined as the assumption of responsibility for all or most of the educational, governance, or managerial components of a School's operations.
- b. Proposed ESP Contract. At least 90 days before the proposed effective date of an ESP contract, the ESP and the School shall enter into a legally binding and enforceable contract that is subject to approval of the Commission and the requirements of this Contract. Attachment 6: Education Service Provider (ESP) Contract Guidelines contains Education Service Provider Agreement Guidelines that the School must observe. Within 24 hours of entering into the proposed contract, the School shall forward the proposed ESP contract to the Commission for review.
- c. Required ESP Contract Terms. The proposed ESP contract shall set forth with particularity, among other things, (i) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to obtain or maintain the School's status under state and federal law, and (ii) the extent of the ESP's participation in the organization, operation and governance of the School.
- d. Review by Commission. The Commission shall review the proposed ESP Contract and determine, within 60 days of receiving it from the School, whether it meets approval of the Commission. Approval will be contingent on satisfaction of the terms of RCW 28A.710.130(4) and evidence that the ESP contract will not detrimentally impact the School's viability, or violate the terms of this Contract or the law.
- e. Representation by Attorney. The School shall be represented by an attorney during the negotiation of the proposed ESP Contract. Upon submission of the ESP contract for review by the Commission it shall be accompanied by a letter from a licensed attorney representing the School stating that the Management Contract meets the attorney's approval. Such attorney may not represent or be retained by the Management Provider.
- f. Effect of ESP Contract. The School will remain ultimately responsible and accountable for its legal and contractual obligations; an ESP contract will not relieve the School of those obligations.

Section 5.20 Complaints

The School shall establish a process for resolving public complaints, including complaints regarding curriculum, which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the Board, not the Commission.

Section 5.21 Notification to Commission

- a. Timely Notification. The School shall timely (within 24 hours) notify the Commission (and other appropriate authorities) in the following situations:
 - 1. The discipline of employees at the School that:
 - i. Results in suspension or termination;
 - ii. Resignation in lieu of discipline;
 - iii. Arises from misconduct or behavior that may have endangered the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting; or
 - iv. Is based on serious or repeated violations of law.
 - 2. Any complaints filed, or action taken, against the School by any governmental agency.
- b. Immediate Notification. The School shall immediately notify the Commission of any of the following:
 - 1. Known conditions that may cause it to vary from the terms of this Contract, applicable Commission requirements, federal, and/or state law;
 - 2. Non-compliance with the Applicant's legal obligations or Contract provisions;
 - 3. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to the School facility;
 - 4. Criminal allegations against, or arrest of any members of the Board or School employees for a crime punishable as a felony, crime involving a child, or any crime related to the misappropriation of funds or theft, if the Board, School, or any agent, employee, or representative thereof has reason to believe that an arrest occurred;
 - **5.** Misappropriation of school funds:
 - 6. A known default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or
 - 7. Any change in its corporate status with the Washington Secretary of State's Office or status as a 501(c)(3) corporation.

Section 5.22 School Calendar

The School shall adopt a School calendar with an instructional program that meets the compulsory school attendance requirements of state law, financial guidelines, and state regulations. By June 30th of each year, the School will develop a school calendar for the following year and submit it to the Commission. Any changes that cause the calendar to differ materially from the calendar proposed and approved in the School's charter application are subject to Commission approval.

Section 5.23 Litigation and Constitutional Challenges.

The Board shall, through web site postings and written notice with receipt acknowledged by signature of the recipient, advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.

Updated: August 13, 2019

Section 5.24 Multiple School Applicants and Operators

An Applicant that has been authorized to open one school must successfully execute its legal obligations to the satisfaction of the Commission before any subsequent school may open.

ARTICLE VI: ENROLLMENT

Section 6.1 Enrollment Policy

The School shall comply with Applicable Law and the enrollment policy approved by the Commission and incorporated into this agreement as Attachment 10: Enrollment Policy.

Section 6.2 Maximum Enrollment

The maximum number of students who may be enrolled in the first year of operation of the School shall be 75 students, with an ability to exceed this amount by no more than 25 students, to the extent that the School's facility and staffing can accommodate such a number and maintain compliance with Applicable Law and the Contract. If the School wishes to enroll more than the maximum number of students listed above, it shall, before exceeding this number, provide evidence satisfactory to the Commission that it has the capacity to serve the larger population. The maximum enrollment shall not exceed the capacity of the School facility.

Section 6.3 Annual Enrollment Review

As necessary, the maximum enrollment of the School will be adjusted annually by the Board in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the Contract, and assure that its student enrollment does not exceed the capacity of its facility.

Section 6.4 Decrease in Enrollment

The School shall immediately report a decrease in enrollment of 20%, or more, to the Commission.

Section 6.5 Student Transfers and Exits

Any student exiting out of the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states the reason for the transfer or exit and that the student's transfer or exit is voluntary. The School shall collect and report to the Commission, in a format required or approved by the Commission, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School shall notify the Commission and provide evidence that it made reasonable efforts to obtain the documentation described in this section.

Section 6.6 Right to Remain

The School shall comply with the McKinney-Vento Act, 42 U.S.C. 11432 et seg. Students who fail to attend the School as required by RCW 28A.225.010 may be removed from the School's rolls only after the requisite unexcused absences have been documented and all truancy procedures followed, consistent with chapter 28A.225 RCW, the provisions of the McKinney-Vento act, and Commission policy.

ARTICLE VII: TUITION AND FEES

Section 7.1 Tuition Fees

The School will not charge tuition. The School shall not charge fees except as allowed by Applicable Law.

ARTICLE VIII: EDUCATIONAL PROGRAM/ACADEMIC ACCOUNTABILITY

The School is required to implement, deliver, support, and maintain the design elements and education program terms described in its Application.

Section 8.1 Educational Program Terms and Design Elements

The School shall implement, deliver, support and maintain the essential design elements of its educational program, as described in its Application. Design elements include, but are not limited to, the mission, vision, objectives and goals, and the educational program terms identified in Attachment 4: Educational Program Terms and Design Elements.

Section 8.2 Material Revisions to the Educational Program Terms and Design Elements

Material revisions and/or amendments to the essential design elements and education program terms shall require the Commission's pre-approval. Failure to implement, deliver, support and maintain the essential design elements of the School's educational program is a material and substantial breach of the Contract.

Section 8.3 Content Standards

The School's educational program shall meet or exceed basic education standards. The School is also subject to the supervision of the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education. Standards that must be met by the school include, but are not limited to:

- a. Basic education, as defined in RCW 28A.150.200, .210 and .220;
- b. Instruction in the essential academic learning requirements (learning standards) and associated standards;
- **c.** Participation in, and performance on, statewide student assessments;
- **d.** Performance improvement goals and associated requirements;
- e. Accountability measures;
- **f.** State graduation requirements;
- g. Academic standards applicable to noncharter public schools;
- h. Standards and requirements contained in the Performance Framework; and
- i. Other state and federal accountability requirements imposed by law, regulation, policy or this Contract.

Section 8.4 Assessments

The School shall participate in and properly administer the academic assessments required by OSPI, the State Board of Education, and Applicable Law, as well as those assessments that are an essential design element of the educational program as required in Attachment 4: Educational Program Terms and Design Elements. The School shall comply with all assessment protocols and requirements as established by the OSPI and the State Board of Education, maintain test security, and administer the tests consistent with all relevant state and Commission requirements. The School shall follow OSPI's administration and security requirements associated with those tests being administered.

Section 8.5 Graduation Requirements for High Schools

The School's curriculum shall meet or exceed all applicable graduation requirements as established by the State Board of Education.

Section 8.6 English Language Learners

The School shall at all times comply with all Applicable Law governing the education of English language learners including, but not limited to, the Elementary and Secondary Education Act (ESEA), Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), RCW 28A.150.220, RCW 28A.180.010 to 28A.180.080. The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall employ and train teachers to provide appropriate services to English language learners. The School must implement, deliver, support, and maintain an education program that provides all the legally required education and services to English language learners.

Section 8.7 Students with Disabilities

The School shall provide services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall also comply with all applicable federal and State laws, rules, policies, procedures and directives regarding the education of students with disabilities including, but not limited to, chapter 28A.155 RCW.

ARTICLE IX: FINANCIAL ACCOUNTABILITY

Section 9.1 Legal and Accounting Compliance

The School shall comply with all Applicable Law, including but not limited to, state financial and budget rules, regulations, and financial reporting requirements, as well as the requirements contained in the Commission's Charter School Performance Framework, chapter 108-30 WAC. The School shall also adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the Commission or the state auditor, including annual audits for legal and fiscal compliance.

Section 9.2 Governance, Managerial and Financial Controls

At all times, the School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to:

- a. Generally Accepted Accounting Principles and the capacity to implement them;
- **b.** A checking account;
- c. Adequate payroll procedures;
- d. An organizational chart;
- e. Procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year;
- f. Internal control procedures for cash receipts, cash disbursements and purchases;
- g. Procedures identified in the Application; and
- h. Maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

Section 9.3 Non-Commingling

Assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Commission. Additionally, public funds and assets received by the School shall be tracked and accounted for separately.

Section 9.4 Encumbrances

The School may issue secured and unsecured debt, including pledging, assigning or encumbering its assets to manage cash flow, improve operations, or finance the acquisition of real property or equipment. Provided that the School shall not:

- a. Pledge, assign or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
- **b.** Encumber its assets in a manner that will jeopardize its fiscal viability;
- c. Pledge the full faith and credit of the state or any political subdivision or agency of the state;
- d. Encumber other funds that contain a restriction or prohibition on such encumbrance; or

e. Encumber any funds or assets in violation of the law.

Section 9.5 Bank Accounts

The School shall, upon request, provide the Commission with the name of each financial institution with which it holds an account along with the associated account number. At the election of the Commission, the School may be required to obtain documentation from all of the School's bank accounts or to sign a release and authorization that allows the financial institution to provide documents and information directly to the Commission.

Section 9.6 Quarterly Reports

The School shall prepare quarterly financial reports for the Commission in compliance with generally accepted accounting principles. Such reports shall be submitted to the Commission 45 days after the quarter end for quarters 1, 2 and 3 and 180 days after the year end. The form of the quarterly reports will be determined by the Commission. Fourth quarter and year end reports shall be submitted with the annual independent financial audit.

Section 9.7 Accounting Methods and Records

The School agrees to maintain financial records in accordance with generally accepted accounting principles and to make such records available promptly to the Commission upon request. When the request is for onsite inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

Section 9.8 State Accounting Requirements

The School shall use and follow all policies and requirements issued by the Washington State Auditor's office concerning accounting for public school districts in the state of Washington. The School shall also comply with public school budget and accounting requirements, the Accounting Manual for School Districts and the Administrative Budgeting and Financial Reporting Handbook.

Section 9.9 Financial Records and Separate Accounting

The School shall record all financial transactions in general, appropriations, and revenue and expenditures records. In addition, the School shall make appropriate entries from the adopted budgets in the records for the respective funds, and shall maintain separate ledgers accounting for funds by funding source. Accounts must be reconciled on a monthly basis.

Section 9.10 Location and Access

The School shall maintain, or cause to be maintained, books, records, documents, and other evidence of accounting procedures and practices which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this Contract. These records shall be subject at all reasonable times to inspection, review, or audit by personnel duly authorized by the Commission, the Office of the State Auditor, and federal officials so authorized by law, rule, regulation, or contract. The financial records must be maintained for immediate access by the Commission and reasonable access by the public as required by law.

Section 9.11 Filing and Notice

The School shall comply with notice and filing requirements of non-profit corporations.

Section 9.12 Disbursement Procedures

The School shall establish procedures for ensuring that funds are disbursed for approved expenditures consistent with the School's budget.

Section 9.13 Compliance with Finance Requirements

The School shall comply with all other legal requirements imposed on charter school finances, budgeting, accounting and expenditures. The Parties will collaborate to assure that they each remain reasonably current on the impact of any legal modifications on charter schools. The School holds ultimate responsibility for compliance with the legal requirements associated with charter school finances, budgeting, accounting and expenditures.

Section 9.14 Budget

Section 9.14.1 Annual Budget Statement

The governing board of the School shall adopt an annual budget statement that describes the major objectives of the educational program and manner in which the budget proposes to fulfill such objectives.

Section 9.14.2 Annual Budgets

On or before July 10th of each year, the School will submit to the Commission the School's proposed budget for the upcoming fiscal year (September 1 through August 31st). The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall:

- a. Be presented in a summary format which is consistent with accepted practice in the field;
- **b.** Be presented in a summary format that will allow for comparisons of revenues and expenditures among charter schools by pupil;
- **c.** Be presented in a format approved by the Commission;
- **d.** Show the amount budgeted for the current fiscal year;
- **e.** Show the amount forecasted to be expended for the current fiscal year;
- **f.** Show the amount budgeted for the upcoming fiscal year;
- g. Specify the proposed expenditures and anticipated revenues arising from the contracting of bonded indebtedness by a capital improvement zone, if applicable;
- h. Balanced with expenditures, inter-fund transfers, or reserves not in excess of available revenues and beginning fund balances; and
- Reconcile beginning fund balance on a budgetary basis. Schools with under 1,000 full-time equivalent students for the preceding fiscal year may make a uniform election to be on the cash basis

of revenue and expenditure recognition, except for Debt Service Funds. All other schools shall be on the modified accrual basis for budgeting, accounting, and financial reporting. The School's reconciliation shall include but need not be limited to the liability for accrued salaries and related benefits. The reconciliation shall be included with the final version of the amended budget and the annual audited financial statements.

Section 9.14.3 School Funding

The School will receive funding in accordance with the provisions of chapter 28A.710 RCW and associated rules and procedures.

ARTICLE X: AUDITS

Section 10.1 Audits

The School shall comply with all audit obligations imposed by law, but not limited to, audit requirements of the State Auditor's Office, audit requirements for non-profit corporations, and those imposed by the Commission. Within the scope of its responsibilities, the State Auditor's Office may conduct the following types of audits:

- a. Financial;
- **b.** Accountability;
- **c.** Federal single;
- d. Special investigation (includes fraud audit); and
- e. Performance.

The School must contract for an independent performance audit of the school to be conducted: (a) The second year immediately following the school's first full school year of operation; and (b) every three years thereafter. The performance audit must be conducted in accordance with the United States general accounting office government auditing standards.

The School shall be financially responsible for all costs associated with the audit(s). The Commission retains the discretion to require audits as it deems appropriate. The School shall provide the Commission with a copy of any audits prepared under this provision by the deadlines imposed by the Commission. Failure to comply with this provision shall be considered a material and substantial violation of the terms of this contract and may be grounds for termination, revocation or other remedy as provided by this agreement.

ARTICLE XI: SCHOOL FACILITIES

Section 11.1 Accessibility

The School facilities shall conform with Applicable Law governing public school facility access.

Section 11.2 Health and Safety

The School facilities shall meet all Applicable Laws governing health, safety, occupancy and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment. Any known change in status or lapse into non-compliance with this provision must be immediately reported to the Commission.

Section 11.3 Location

The School shall provide evidence that it has secured a location that is acceptable to the Commission by March 15, 2020. The school may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission. Attachment 7: Physical Plant, contains the address and description of the approved facility.

Section 11.4 Construction/Renovation and Maintenance of Facilities

The School will be responsible for the construction/renovation and maintenance of any facilities owned or leased by it (to the extent agreed upon in any such lease). The School will be responsible for ensuring compliance with all accessibility requirements contained in Applicable Law.

Section 11.5 Use of the Facility by the School

The School will use the facility for the sole purpose of operating a public school as authorized by this Contract. The School will not conduct, nor will it permit, any activity that would threaten or endanger the health or safety of occupants, the structural integrity of the facility, or the insurability of the facility, or violate applicable state or federal law. The school shall have a policy regarding the use of the facility by third parties that is submitted to the Commission for approval.

Section 11.6 Inspections

The Commission will have access at all reasonable times and frequency to any facility owned, leased or utilized in any way by the School for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Contract and all Applicable Law. These inspections may be announced or unannounced as deemed appropriate by the Commission, or its designee, in the fulfillment of its oversight responsibilities.

Section 11.7 Impracticability of Use

If use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct/renovate or upgrade a facility cannot be secured, the School shall be responsible for securing an alternative facility. The School may move into that facility only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified by the Commission. The Commission shall not be obligated to provide an alternative facility for use by the School.

ARTICLE XII: EMPLOYMENT

Section 12.1 No Employee or Agency Relationship

Neither the School, its employees, agents, nor contractors are employees or agents of the Commission. The Commission or its employees, agents, or contractors are not employees or agents of the School. None of the provisions of this Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Contract.

Section 12.2 Retirement Plan

The School's employees shall be members of the State of Washington's public employees' retirement system to the extent authorized by law.

Section 12.3 Teacher Membership in Professional Organizations

Teachers at the School have the right to join, or refrain from joining, any lawful organization for their professional or economic improvement and for the advancement of public education.

Section 12.4 Background Checks

- a. The School will obtain and retain copies of fingerprint and background checks (record checks) through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050, and through the federal bureau of investigation before hiring an employee or allowing contractors on school premises when the employee, board member, or contractor will have unsupervised access to children. This shall be an ongoing requirement; background checks will be renewed every two years to determine whether conduct has occurred post-employment. If the employee or contractor has had a record check within the previous two years, the school, may rely on the information contained in OSPI's record check data base to satisfy this requirement. When necessary, applicants may be employed on a conditional basis pending completion of the record check(s).
- b. Each year the School will conduct record checks on volunteers using the Washington Access to Criminal History (WATCH) program before the volunteer is allowed to have unsupervised access to children at the school, or during school sponsored or affiliated events. A copy of the results of the check shall be maintained by the school.
- c. The School shall give notice to the Commission of any employee it finds who has a prior conviction of a felony, or any crime related to theft or misappropriation of funds, and of any employee who is convicted of a felony during the term of an employee's employment. The School shall also give notice to the Commission of any employee who has been convicted of an offense enumerated or referenced in chapter 28A.410 RCW.
- d. Employee rosters and proof of background check clearance shall be provided to the Commission as required by the Charter School Performance Framework, chapter 108-30 WAC.

ARTICLE XIII: INSURANCE AND LEGAL LIABILITIES

Section 13.1 Insurance

The School will maintain adequate insurance necessary for the operation of the School, including but not limited to property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School, and its employees with policy limits as set forth below:

- a. Comprehensive general liability: \$3,000,000
- **b.** Officers, directors and employees errors and omissions: \$50,000
- c. Professional liability insurance: \$1,000,000 per occurrence, plus \$3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.
- d. Data Breach Insurance: \$1,000,000
- e. Property insurance: As required by landlord or lender
- f. Transportation/Motor vehicle liability (if appropriate): \$3,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.
- g. Fidelity/Crime Coverage: \$500,000
- h. Workers' compensation: Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of this Contract.

The Commission shall be named as an additional insured on all of these insurance policies. The Commission may reasonably require the School to adjust the coverage and limits provided for under the terms of any particular contract or policy. The School will pay any deductible amounts attributable to any acts or omissions of the School, its employees, or agents. Failure to maintain insurance coverage in at least the minimum limits required by this contract is grounds for revocation.

Section 13.2 Insurance Certification

The School shall, by August 1st of each year, provide the Commission with proof of insurance as required by state law and Commission policy.

Section 13.3 Risk Management

Within 24 hours of identification of any pending or threatened claims or charges the School will inform the Commission and provide the Commission's counsel and risk manager with all notices of claims. In addition to satisfying its indemnification obligations, the School will cooperate fully with the Commission in the defense of any claims asserted against the Commission, its board members, agents or employees arising from or related to the operation of the School and comply with the defense and reimbursement provisions of all applicable insurance policies.

Section 13.4 Limitation of Liabilities

In no event will the State of Washington, or its agencies, officers, employees, or agents, including, but not limited to the Commission, be responsible or liable for the debts, acts or omissions of the School, its officers, employees, or agents.

Section 13.5 Faith and/or Credit Contracts with Third Parties

The School shall not have authority to extend the faith and credit of the Commission or the State of Washington to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Commission and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

Section 13.6 Indemnification

To the fullest extent permitted by law, the School shall indemnify, defend and hold harmless the Commission, State, agencies of State and all officials, agents and employees of State, from and against all claims for injuries or death arising out of or resulting from the performance of the contract by the Schools' agents, employees, representatives, or contractors. The School's obligation to indemnify, defend, and hold harmless includes any claim by Schools' agents, employees, representatives, or any contractor or its employees. The School expressly agrees to indemnify, defend, and hold harmless the Commission and State for any claim arising out of or incident to School's or any contractor's performance or failure to perform obligations under the contract. The obligation of indemnification includes all attorney fees, costs and expenses incurred by the Commission and/or State in defense of any suits, actions, grievances, charges and/or proceedings. This obligation shall survive the term of this contract.

ARTICLE XIV: OVERSIGHT AND ACCOUNTABILITY

Section 14.1 School Performance Framework

- a. Annually, the School and Commission must set performance targets designed to help the School meet its mission-specific educational and organizational goals, applicable federal, state, and Commission expectations. Once agreed upon, those performance targets shall be incorporated into the contract though amendment.
- b. The School shall annually Meet Standards or Exceed Standards on the Commission's Charter School Performance Framework set out in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and as set out in this Contract. The specific terms, form, and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Commission and will be binding on the School.
- c. The Commission will monitor and periodically report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. Such reporting will take place in accordance with the Commission's Master Calendar and required school data reporting per OSPI rules and policies.
- d. The School's performance in relation to the indicators, measures, metrics and targets set forth in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and the School specific performance measures set out in this Contract shall provide one basis upon which the Commission will base its decisions to renew, revoke, terminate or take other action on the Contract.
- e. The specific terms, form, and requirements of the Performance Framework may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law. In the event that any such modifications or amendments occur, the Commission will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Performance Framework as initially established in the Contract.
- f. The Commission reserves the right to amend the Charter School Performance Framework set out in chapter 108-30 WAC in accordance with the legal requirements that govern amendment of agency rules. The School will be required to comply with any amendments of the Charter School Performance Framework.

Section 14.2 Performance Audits and Evaluation

Annually, the school shall be subject to an annual review by the Commission or its designee.

Section 14.2.1 Annual Performance Review

The School shall be subject to a review of its academic, organizational, and financial performance at least annually and is required to comply with obligations as indicated in Attachment 9: Identification of Documentation Required for Annual Performance Report.

The School agrees to make all documentation, records, staff, employees, or contractors promptly available to the Commission upon request.

Section 14.2.2 Data and Reports

The School shall promptly provide to the Commission any information, data, documentation, evidence and reports necessary for the Commission to meet its oversight and reporting obligations as outlined in chapter 28A.710 RCW. When the request is for on-site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

The School shall also provide required documentation, data, information and reports identified in Attachment 9: Identification of Documentation Required for Annual Performance Report by the deadlines identified in the Master Calendar.

The School shall submit all data, worksheets, reports, and other information required by OSPI in accordance with the deadlines imposed by OSPI.

Failure to provide reports, data, documentation, or evidence by the date due is a material violation of the Contract.

Section 14.3 Multiple School Applicant and Operator Oversight.

Once an Applicant is operating more than one school, the Commission may require the Applicant to address identified concerns or deficiencies in all of its Schools without conducting an investigation or inquiry at each School. The revocation of one school's charter shall create a presumption that all other contracts with the Commission shall be revoked. The Applicant bears the burden of rebutting the presumption.

ARTICLE XV: COMMISSION'S RIGHTS AND RESPONSIBILITIES

Section 15.1 Oversight and Enforcement

The Commission will manage, supervise, and enforce this Contract. It will oversee the School's performance under this Contract and hold the School accountable to performance of its obligations as required by federal and state laws and regulations, the Performance Framework, as well as the terms of this Contract. This may include, but is not limited to, taking corrective action, development of corrective action plans, imposing sanctions, renewal, revocation, or termination of this Contract.

Section 15.2 Right to Review

The Commission is a state educational agency with oversight and regulatory authority over the schools that it authorizes as provided by the provisions of chapter 28A.710 RCW. Upon request, the Commission, or its designee, shall have the right to review all records created, established or maintained by the School in accordance with the provisions of this Contract, Commission policies and regulations, or federal and state law and regulations. This right shall be in addition to the Commission's right to require the School to submit data and other information to aid in the Commission's oversight and monitoring of the School as provided under this Contract and governing law. When the request is for on-site inspection of records, the Commission shall be granted immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; the School must adhere to this timeframe.

This information, regardless of the form in which it is disclosed, will be used by the Commission, and its authorized representatives, to satisfy its obligations to audit, evaluate, and conduct compliance and enforcement activities relative to the School.

Section 15.3 Inquiries and Investigations

The Commission may conduct or require oversight activities including, but not limited to, inquiries and investigations consistent with chapter 28A.710 RCW, regulations, and the terms of this Contract. The Commission may gather information or evidence from any individual or entity with information or evidence that may be relevant to the inquiry or investigation.

Section 15.4 Notification of Perceived Problems

The Commission will notify the School of perceived problems about unsatisfactory performance or legal compliance within reasonable timeframes considering the scope and severity of the concern. The School will be given reasonable opportunity to respond to and remedy the problem, unless immediate revocation is warranted.

Section 15.5 Other Legal Obligations

Nothing in this Contract will be construed to alter or interfere with the Commission's performance of any obligations imposed under federal or state law.

Updated: August 13, 2019

Section 15.6 Oversight Fee

The Commission shall be paid an authorizer oversight fee in accordance with RCW 28A.710.110 and associated rules adopted by the State Board of Education (SBE).

ARTICLE XVI: BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION

Section 16.1 Breach by the School

Violation of any material provision of this contract may, in the discretion of the Commission, be deemed a breach and be grounds for corrective action up to and including revocation or nonrenewal of this Contract. In making this determination, the Commission will consider the underlying facts and circumstances including, but not limited to, the severity of the violation as well as the frequency of violations and adhere to the applicable procedures contained in chapter 28A.710 RCW, and its rules and procedures. Material provisions include, but are not limited to, provisions imposing a requirement to comply with the Commission rules and policies and all Applicable Laws.

Section 16.2 Termination by the Commission

This Contract may be terminated, after written notice to the School, and the charter revoked by the Commission in accordance with the provisions of chapter 28A.710 RCW and associated rules and policies. In order to minimize the disruption to students, the termination protocol developed pursuant to RCW 28A.710.210 will be followed.

The Commission may terminate the Contract for any of the following reasons:

- a. Any of the grounds provided for under chapter 28A.710 RCW, as it exists now or may be amended;
- b. A material and substantial violation of any of the terms, conditions, standards, or procedures set forth in the Contract;
- c. Failure to meet generally accepted standards of fiscal management and/or school's lack of financial viability;
- **d.** Failure to provide the Commission with access to information and records;
- e. Substantial violation of any provision of Applicable Law;
- f. Failure to meet the goals, objectives, content standards, performance framework, applicable federal requirements or other terms identified in the Contract;
- g. Bankruptcy, insolvency, or substantial delinquency in payments, of the School;
- h. It is discovered that the Applicant submitted inaccurate, incomplete, or misleading information in its Application or in response to a Commission's request for information or documentation; or
- The school's performance falls in the bottom quartile of schools on the State Board of Education's accountability index.

This Contract may also be terminated if the Commission determines that there are insufficient funds available for the operation of the School. Insufficient funds shall include, but not be limited to, reduction in, or elimination of, state allocation of funds. It shall also include depletion of grants or other funding sources to a degree that the Commission determines the School is no longer financially viable. Such termination will be effective on the date identified in the notice, which will be 30 days, or sooner, if the Commission determines that a shorter period is warranted.

Section 16.3 Other Remedies

The Commission may impose other appropriate remedies for breach including, but not limited to, imposing sanctions or corrective action to address apparent deficiencies or noncompliance with legal requirements. These may include a requirement that the School develop and execute a corrective action plan within a specified timeframe. Failure to develop, execute, and/or complete the corrective action plan within the timeframe specified by the Commission will constitute a material and substantial violation of the Contract. This provision shall be implemented in accordance with the chapter 28A.710 RCW and the associated rules and guidance issued by the Commission.

Section 16.4 Termination by the School

Should the School choose to terminate this Contract before the end of the Contract term, it must provide the Commission with notice of the decision immediately after it is made, but no later than ninety days before the closure of the school year. Notice shall be made in writing to the Commission. The School must comply with the Commission's termination protocol.

Section 16.5 Invalid Provisions

If any provision of this Contract or the legal authority for entering into the Contract is invalidated by the decision of any court or competent jurisdiction, the Commission shall determine whether any of the Contract provisions can be given effect in light of the decision and notify the Board of the extent to which the Contract can remain in effect without the invalid provision. If the Commission determines that the decision implicates the legal authority for entering into the Contract, or materially and substantially alters the Contract provisions, the Contract shall terminate on the date that the decision becomes final.

If the legal authority for entering into this Contract is invalidated, then this Contract shall immediately terminate when the Court's order becomes final.

Section 16.6 Termination for Withdrawal of Authority

In the event that the Commission's authority to perform any of its duties is limited in any way, such that it cannot perform its duties or obligations under law and/or this Contract, after the commencement of this Contract and prior to normal completion, the Commission may terminate this Contract, in whole or in part, by seven (7) calendar days (or other appropriate time period) written notice to Applicant. No penalty shall accrue to the Commission in the event this section shall be exercised.

Section 16.7 Termination for Non-Allocation of Funds

If funds are not allocated to continue this Contract in any future period, or it appears that the legislature may not enact a budget before the end of a fiscal year, the Commission may terminate or suspend this Contract by seven (7) calendar days (or other appropriate time period) written notice to the Board. No penalty shall accrue to the Commission in the event this section shall be exercised.

Section 16.8 Termination for Conflict of Interest

Commission may terminate this Contract by written notice to Applicant if it is determined, after due notice and examination, that any party to this Contract has violated the ethics or conflicts of interest provisions of this Contract, or any other laws regarding ethics in public acquisitions and procurement and performance of contracts.

Section 16.9 Dissolution

Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the Commission may supervise the winding up of the business and other affairs of the School; provided, however, that in doing so the Commission will not be responsible for and will not assume any liability incurred by the School under this Contract. The Board and School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the school shall survive the term of this contract.

Section 16.10 Disposition of Assets upon Termination or Dissolution

All assets, including tangible, intangible, and real property in use by the School but originally owned by the state or assets purchased using at least 25 percent of public funds are the property of the state and shall be returned to the state upon termination or dissolution, in accordance with Commission policy and governing law. School owned assets, including tangible, intangible, and real property, remaining after paying the School's debts and obligations and not requiring return or transfer to donors or grantors, or other disposition in accordance with state law, will be disposed of in accordance with governing state and federal law, including, but not limited to RCW 28A.710.210, and the rules adopted thereto. This provision shall survive the term of this contract.

ARTICLE XVII: MISCELLANEOUS PROVISIONS

Section 17.1 Merger

This Agreement, and all attachments, exhibits, and amendments thereto, contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Contract shall be deemed to exist or to bind any of the Parties hereto.

Section 17.2 Amendments

No amendment to this Contract will be valid unless ratified in writing by the Commission and the Board and executed by authorized representatives of the Parties.

Section 17.3 Governing Law and Enforceability

This Contract shall be construed and interpreted in accordance with the laws of the state of Washington and the venue of any action brought hereunder shall be in the Superior Court for Thurston County.

Section 17.4 Severability

If any provision of this Contract or any application of this Contract to the School is found contrary to law or invalid, such provision or application will have effect only to the extent permitted by law and the invalidity shall not affect the validity of the other terms or conditions of this Agreement.

Section 17.5 No Waiver

The Parties agree that no assent, express or implied, to any breach by either party of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.

Section 17.6 No Third-Party Beneficiary

This Contract shall not create any rights in any third parties who have not entered into this Contract, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Contract.

Section 17.7 Non-Assignment

Neither party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment.

Section 17.8 Records Retention

School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim, or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved. This provision shall survive the term of the contract.

Section 17.9 Confidential Information

a. The parties recognize that they are both bound by the requirements of the Family Educational Rights and Privacy Act Regulations (FERPA), (20 U.S.C. § 1232g; 34 C.F.R. § 99), and they will safeguard such information in accordance with the requirements of FERPA. The parties further recognize that that some of the information exchanged under this agreement will be confidential.

- b. The term confidential information as used in this Contract means any and all information provide by one party to the other that is exempt from mandatory disclosure under the terms of the state public disclosure laws codified at chapter 42.56 RCW. The term "confidential information" includes, but is not limited to:
 - 1. Any personally identifiable student-related information, including, but not limited to:
 - i. Student names;
 - ii. The name of a student's parent or other family members;
 - iii. Student addresses;
 - iv. The address of a student's family;
 - v. Personal identifiers such as a student's social security number or student number;
 - vi. Personal characteristics that would make a student's identity easily traceable;
 - vii. Any combination of information that would make a student's identity easily traceable;
 - viii. Test results for schools and districts which test fewer than ten students in a grade level: and
 - ix. Any other personally identifiable student-related information or portrayal of student related information in a personally identifiable manner. See, in particular, RCW 42.56.230(1) which exempts personal information in files maintained for students in public schools from mandatory public disclosure; RCW 42.56.070 and 42.56.080 which recognize exemptions from mandatory public disclosure information contained in other statutes such as the federal FERPA and its implementing regulations which prohibit the unauthorized public disclosure and redisclosure of "personally identifiable student information" in or from student "education records"; and the provisions of this contract.
- c. Confidential information disclosed under this agreement will be used solely for legally authorized purposes including, but not limited to, the audit, evaluation of the School and associated compliance and enforcement activities.
- d. Only employees of the parties, and legally authorized individuals, will have access to confidential information described in this agreement. Any re-disclosure of personally identifiable information will occur only as authorized under this agreement and 34 C.F.R. § 99.33.
- e. Confidential information exchanged under this agreement will be destroyed when the purpose for which the information was required has been completed, and will not be duplicated or re-disclosed without specific authority to do so. Provided, however, that the parties must also comply with all legally imposed document retention requirements and litigation holds.
- f. The parties will safeguard confidential information by developing and adhering to policies governing physical, electronic, and managerial safeguards against unauthorized access to and unauthorized disclosure of confidential information.
- g. If a party receives a public records request, court order, or subpoena for Student Data, provided under this agreement the party shall, to the extent permitted by law, notify the other party within two (2) business days of its receipt thereof, and will reasonably cooperate with the party in meeting FERPA

obligations in complying with or responding to said public records request, subpoena, and/or court order.

Section 17.10 Order of Precedence

The items listed below are incorporated by reference herein. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable Law;
- **b.** Terms and Conditions of the Contract;
- c. Attachments; and
- **d.** Any other provisions incorporated by reference or otherwise into the Contract.

Section 17.11 Taxes

The School shall be responsible for adherence to all state and federal tax laws and regulations including, but not limited to, all payments accrued on account of payroll taxes, unemployment contributions, any other taxes, insurance or other expenses for the School's employees, contractors, staff and volunteers which shall be the sole liability of the School.

Section 17.12 Waiver

Waiver of any breach of any term or condition of this Contract shall not be deemed a waiver of any prior or subsequent breach. No term or condition of this Contract shall be held to be waived, modified, or deleted except by a written instrument signed by the parties.

Section 17.13 Captions

The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 17.14 Gender and Number

The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 17.15 New School Application and Response

This Contract is entered into as a result of the approval of the application submitted by the School in response to the Commission's New Schools Application (NSA). The NSA is attached as Attachment 11: New Schools Application to this Contract and the School's application submitted in response to the NSA is attached as Attachment 12: Charter Public School Application to this Contract.

ARTICLE XVIII: NOTICE

Section 18.1 Notice

Any notice required or permitted under this Contract will be in writing and will be effective upon personal delivery, emailing, or three days after mailing when sent by certified mail, postage prepaid, addressed as follows:

> **Cindy Reuther** 431 N State Street #2 Bellingham, WA 98225 Cindy.reuther@intergenerational.school (651) 402-9802

Joshua Halsey Washington Charter School Commission PO Box 40996 Olympia, WA 98504-0996 Joshua.Halsey@k12.wa.us (360) 725-5511

Any change in address shall be immediately given to the other party in writing. Any notice that is undeliverable due to change of address without proper notification to the other party will be deemed received on the date delivery to the last known address was attempted.

If a notice is received on a weekend or on a national or Washington state holiday, it shall be deemed received on the next regularly scheduled business day.

IN WITNESS WHEREOF, the Parties have executed this Contract to be effective September 1, 2020.

APPROVED BY A QUORUM OF THE COMMISSION ON AUGUST 22, 2019:

Cindi Williams, Chair

Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:

INTERGENERATIONAL HIGH SCHOOL Charter School Board

46 Washington State Charter School Commission

Updated: August 13, 2019

APPENDICES

Attachment 1: Pre-Opening Process and Conditions

Attachment 2: Governance Documents

Attachment 3: Board Roster and Disclosures

Attachment 4: Educational Program Terms and Design Elements

Attachment 6: Education Service Provider (ESP) Contract Guidelines

Attachment 7: Physical Plant

Attachment 8: Statement of Assurances

Attachment 9: Identification of Documentation Required for Annual Performance Report

Attachment 10: Enrollment Policy

Attachment 11: Request for Proposals

Attachment 12: Public Charter School Application

Attachment 1: Pre-Opening Process and Conditions

| TASK | DUE DATE | STATUS/ NOTES | COMPLETE |
|---|-------------|------------------|----------|
| School Facility/Physical Plant: | ' | 1 | |
| Provide the proposed location of the School; identify any repairs/ renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion. | 3/15 | | |
| Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more. | 3/31 | | |
| School possesses appropriate documents that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment. Copies of documents are on file with the Commission. | 5/31 | | |
| The School facilities have met all applicable Department of Health requirements to serve food. Food Safety Permit is on file with the Commission. | 8/1 | | |
| The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy is on file with the Commission. | 8/1 | | |
| School Operations: | | | |
| Board approved (with signature page and date) special education policies and procedures (2161 and 2161P). In addition, evidence of submission of policies and procedures to OSPI are on file with the Commission. | 2/15 | | |
| If the School wishes to offer a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state, the admissions policy must be approved by the Commission. | 2/15 | | |

| The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to short-term suspensions, students with disabilities and a reengagement plan. | 8/1 |
|---|------|
| The school has provided evidence of a uniform system of double-entry bookkeeping that is consistent with generally accepted accounting principles Generally Accepted Accounting Principles (GAAP). | 4/14 |
| Copy of Employee Handbook and related employee communication which includes at a minimum, expectations for employee performance and behavior, compensation and benefit information, emergency response information, annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue In the event of disagreements. | 6/15 |
| The school has provided evidence of a student handbook. Student Handbook must contain at a minimum the following: School's mission statement, School's Contact Information, School Calendar, School Attendance Policy, Student Discipline Policy and Student Rights and Responsibilities. | 6/30 |
| An annual school calendar approved by the Board of Directors for the first year of the School's operation is on file with the Commission. School calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations. | 6/30 |
| Provide evidence that students representing 80% of the projected fall membership have enrolled, including name, address, grade and prior school attended. | 7/15 |
| The School has established a process for resolving public complaints, including complaints regarding curriculum. The process includes an opportunity for complainants to be heard. School's process is on file with the Commission. | 7/1 |

| The required Safe School Plan consistent with the school mapping information system pursuant to RCW 28A.320.125; RCW 36.28A.060, is on file with the Commission. For more information on a Safe School Plan, please visit: https://www.k12.wa.us/safetycenter/Planning/Manual.a spx | 7/1 | |
|---|------|--|
| The School, through website posting and written notice with receipt acknowledge by signature of the recipient, must advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations. | 7/1 | |
| PRE-OPENING SITE VISIT | 7/15 | |
| Prior to a School opening, Commission staff will conduct a site visit to verify that that school has completed or is on track to complete each pre-opening condition and confirm the School is ready to open. | | |
| State assessment schedule is on file with the Commission. | 7/15 | |
| An employee roster and proof of background check clearance for members of the Charter school board, all staff, and contractors who will have unsupervised access to children is on file with the Commission. | 8/1 | |
| The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to short-term suspensions, students with disabilities and a reengagement plan. | 8/1 | |
| The school has policy and procedures for requesting, maintaining, securing and forwarding student records. | 8/1 | |
| The school has provided evidence of a working system for the maintenance of a proper audit trail and archiving of grade book/attendance (i.e. attendance logs). | 8/1 | |

| The school has provided evidence of an adequate staff configuration to meet the educational program terms outlined in the charter, its legal obligations, and the needs of all enrolled students (% of staff positions filled) and/or a plan for filling open positions. | 8/1 |
|--|---|
| Evidence that instructional staff, employees, and volunteers possess all applicable qualifications as required by state and federal law. | 8/1 |
| The school has provided evidence that the Civil Rights Compliance Coordinator, the Section 504 Coordinator, the Title IX Officer and the Harassment, Intimidation, Bullying (HIB) Compliance Officer, and State Assessment Coordinator have been named and submitted to OSPI and the Commission. | 8/1 |
| Provide evidence that all employees have completed training on child abuse and neglect reporting or has comparable experience. | 8/15 |
| School Governance: | |
| Within two weeks of contract execution, charter school board members must submit a Personal Financial Affairs Statement to the Public Disclosure Commission. The Commission will confirm that each charter school board members has submitted their Statement with the Public Disclosure Commission. | Within 2 weeks of execution of contract |
| Charter school must submit annual board meeting schedule including date, time, and location to Commission and assure the Commission that the meetings are posted on school website. | 1/1 |
| Evidence that membership on the Board of Directors is complete and complies with the school's board bylaws (i.e. board roster with contact information for all board members, identification of officers, and term of service). | 3/31 |
| Resume of each board member is on file with the | 3/31 |

| Board Disclosure forms are complete and on file with the Commission. | 3/31 |
|---|------|
| For School's whose 501c3 status was pending at the time of submission of the charter school application, the School must submit to the Commission verification of its 501c3 status once it has been approved by the Internal Revenue Service (IRS). | 3/31 |
| Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team. | 5/31 |
| Annually, the School and Commission must set performance targets/mission-specific goals designed to help the School meet its mission-specific educational and organizational goals. Once agreed upon, those performance targets shall be incorporated into the charter contract through amendment. These targets must be set by July 1st of each year of the School's operation | 7/1 |
| Budget: | |
| Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement. | 2/15 |
| Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement. | 5/15 |
| The School has provided evidence of an authorization process that identifies 1) individual(s) authorized to expend School funds and issue checks; 2) safeguards designed to preclude access to funds by unauthorized personnel and/or misappropriation of funds; and 3) individual(s) responsible for review and monitoring of monthly budget reports. | 7/1 |

| A copy of the annual budget (using the Commission budget template) adopted by the School Board is on file with the Commission. | 7/10 |
|--|------|
| *Note: Schools should populate Column L: Details of Tab 8: Yearly Budget of the Commission budget template. | |
| Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement. | 8/15 |
| Evidence that the School has obtained and maintains insurance in the coverage areas and minimum amounts set forth in the charter contract. | 8/1 |

Note:

- If a due date falls on a Saturday or a Sunday, the document/report will be due on the next
- If a due date falls on a holiday, the document/report will be due the next business day.

Attachment 2: Governance Documents

INTERNAL REVENUE SERVICE P. O. BOX 2508 CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

JUN 29 2018

INTERGENERATIONAL HIGH SCHOOL C/O CINDY REUTHER 431 N STATE ST STE 2 BELLINGHAM, WA 98225

82-3673961 DLN: 17053031339028 Contact Person: MS. REPENNING ID# 31797 Contact Telephone Number: (877) 829-5500 Accounting Period Ending: December 31 Public Charity Status: 170(b)(1)(A)(ii) Form 990/990-EZ/990-N Required: Yes Effective Date of Exemption: December 9, 2017 Contribution Deductibility: Addendum Applies: No

Employer Identification Number:

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

INTERGENERATIONAL HIGH SCHOOL

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

steplen a martin

Director, Exempt Organizations Rulings and Agreements

Letter 947



Filed Secretary of State State of Washington Date Filed: 12/09/2017 Effective Date: 12/09/2017 UBI #: 604 199 433

ARTICLES OF INCORPORATION

| MRTICEES OF INCOME CILITION |
|--|
| UBI NUMBER |
| UBI Number: |
| BUSINESS NAME |
| Business Name: INTERGENERATIONAL HIGH SCHOOL |
| REGISTERED AGENT CONSENT |
| To change your Registered Agent, please delete the current Registered Agent below. Registered Agent Consent (Check One): I am the Registered Agent. Use my Contact Information. |
| I am not the Registered Agent. I declare under penalty of perjury that the WA Nonprofit Corporation has in its records a signed document containing the consent of the person or business named as registered agent to serve in that capacity. I understand the WA Nonprofit Corporation must keep the signed consent document in its records, and must produce the document on request. |
| RCW 23.95.415 requires that all businesses in Washington State have a Registered Agent. Some of this information is prepopulated from information previously provided. Please make changes as necessary to provide |

| REGISTERE | DAGENT | RCW 23.95.410 | |
|--------------------------|-----------------------------|---------------------------------------|---|
| Registered Agent Name | Street Address | | Mailing Address |
| STEVEN ANDERSON | 720 W BOONE WA, 99201-25 | E AVE, SUITE 200, SPOKANE, 50, USA | 720 W BOONE AVE, SUITE 200, SPOKANE, WA, 99201-2560, USA |

ARTICLES OF INCORPORATION

Do you have a Articles of Incorporation you would like to upload? - Yes Articles of Incorporation Articles -- Signed.pdf

PURPOSE OF CORPORATION

THE CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL AND SCIENTIFIC

This document is a public record. For more information visit www.sos.wa.gov/corps

information in this section.

UPLOAD ADDITIONAL DOCUMENTS

Do you have additional documents to upload? No

AUTHORIZED PERSON

I am an authorized person.

Person Type: INDIVIDUAL

First Name:

STEVEN

Last Name:

ANDERSON

Title:

This document is hereby executed under penalty of law and is to the best of my knowledge, true and correct:

PURPOSES, INCLUDING, FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS WITHIN THE MEANING OF §501(C)(3) OF THE INTERNAL REVENUE CODE OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

ANY OTHER PROVISIONS

Required by IRS for Tax Exempt Status https://www.irs.gov/: Required by IRS for Tax Exempt Status

DURATION

Duration: Perpetual

EFFECTIVE DATE

Effective Date: 11/27/2017

INITIAL BOARD OF DIRECTORS

| Title | Initial Director Type | Entity Name | First Name | Last Name | Address |
|------------------------------|--------------------------|----------------|---------------|--------------|--|
| INITIAL BOARD OF DIRECTOR | INDIVIDUAL | | CINDY | REUTHER | 431 N STATE ST APT 2, BELLINGHAM, WA, 98225-5342, USA |
| INITIAL BOARD OF DIRECTOR | INDIVIDUAL | | KAREN | DADE | 431 N STATE ST APT 2, BELLINGHAM, WA, 98225-5342, USA |
| INITIAL BOARD OF DIRECTOR | INDIVIDUAL | | TRACEY | PYSCHER | 431 N STATE ST APT 2, BELLINGHAM, WA, 98225-5342, USA |

INCORPORATOR

| Title | Incorporator Type | Entity Name | First Name | Last Name | Address |
|-----------|----------------------|----------------|---------------|--------------|---|
| INCORPORA | ATOR INDIVIDUAL | | CINDY | REUTHER | 431 N STATE ST APT 2, BELLINGHAM, WA, 98225-5342, USA |

DISTRIBUTION OF ASSETS

UPON THE DISSOLUTION OF THE CORPORATION, ITS ASSETS SHALL BE DISTRIBUTED TO ONE OR MORE ORGANIZATIONS OR ENTITIES EXEMPT FROM TAXATION PURSUANT TO § 501(C)(3) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE.

FILING CORRESPONDENCE ADDRESS

Attention:

STEVEN O. ANDERSON

Email:

SANDERSON@STAMPERLAW.COM

720 W BOONE AVE, SUITE 200, SPOKANE, WA, 99201-2560, USA

Note: If you would like to have your document mailed to an address other than the registered agent's address, please provide the

This document is a public record. For more information visit www.sos.wa.gov/corps

ARTICLES OF INCORPORATION FOR INTERGENERATIONAL HIGH SCHOOL

ARTICLE I NAME

The name of this Corporation is "Intergenerational High School".

ARTICLE II DURATION

The period of its duration shall be perpetual.

ARTICLE III PURPOSES

- 3.01 The Corporation is organized exclusively for charitable, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations within the meaning of §501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code.
- 3.02 Subject to the foregoing, the purpose of forming this nonprofit Corporation shall be to provide education to students in the State of Washington in any combination of grades ranging from kindergarten through twelve (12).
- The Corporation shall admit and assist any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to its general membership. It shall not discriminate on the basis of race, color, national and ethnic origin in administration of its policies.
- 3.04 The foregoing notwithstanding, the Corporation shall be entitled to serve any other purpose, as determined by its Board of Directors, consistent with the limitations set forth in paragraph 3.01 of this Article,

ARTICLE IV POWERS

4.01 The Corporation shall have all powers conferred on, or not prohibited of, nonprofit organizations organized pursuant to Chapter 24.03 of the Revised Code of Washington; provided, however, the Corporation shall have no power or authority to carry on any activity not permitted to be carried on by (1) an organization exempt from federal income tax pursuant to \$501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code, or (2) an organization, contributions to which are deductible under §170(c)(2) of the said Code.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, nor intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE V NON-PROFIT CORPORATION

- The Corporation shall be organized and operated as a non-profit, non-stock Corporation pursuant to Chapter 24.03 of the Revised Code of Washington.
- 5.02 No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, directors, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above.

ARTICLE VI BOARD OF DIRECTORS

- The Corporation shall be managed by its Board of Directors, which shall be no less than three (3) and no greater than nine (9) in number, as determined from time to time by majority vote of the Board of Directors.
- 6.02 Unless otherwise provided in the Corporation's Bylaws, vacancies on the Board of Directors shall be filed by majority vote of the remaining Board of Directors.

ARTICLE VII INCORPORATOR

The name and address of the incorporator is:

Cindy Reuther 431 N. State Street, #2 Bellingham, WA 98225

ARTICLE VIII INDEMNIFICATION

The Corporation shall indemnify its officers and directors to the full extent permitted by law.

ARTICLE IX BYLAWS

The Board of Directors shall adopt, by majority vote, such bylaws as it deems appropriate and as not inconsistent with these Articles, for the internal governance of the Corporation.

ARTICLE X AMENDMENT

These Articles may be amended by majority vote of the members of the Board of

ARTICLE XI DISSOLUTION

Upon the dissolution of the Corporation, its assets shall be distributed to one or more organizations or entities exempt from taxation pursuant to § 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE XII REGISTERED OFFICE AND AGENT

The registered agent and registered office address of the Corporation shall be as follows:

Steven O. Anderson Stumper Rubens, P.S. 720 W. Boone, Suite 200 Spokane, WA 99201

DATED this

CINDY REUTHER

SIGNED AND ATTESTED to before me this 14th day of Navember, 2017.

NOTARY PUBLIC in and for the State of Washington, residing at Bellingham My commission expires: 07/19/2020

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OF WASHING

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BYLAWS OF INTERGENERATIONAL HIGH SCHOOL

ARTICLE I OFFICES

1.01 Registered Office and Registered Agent. The registered office of the Corporation shall be located in the state of Washington at such place as may be fixed from time to time by the Board of Directors upon filing of such notices as may be required by law. The registered agent shall have a business office identical with such registered office.

ARTICLE II CHARITABLE PURPOSES/NEGATION OF PECUNIARY GAIN

Charitable purposes. The Corporation is organized exclusively for charitable, scientific, literary, or educational purposes within the meaning of §50l(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws, as designated in the Restated Articles of Incorporation, filed with the Secretary of State on December 9, 2017, and as amended thereafter.

Notwithstanding any provisions of these Bylaws to the contrary, this Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization qualified for tax-exempt status under §50l(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws. Furthermore, this Corporation shall neither conduct nor carry on any activities which subject the Corporation to liability for excise taxes imposed pursuant to §§4941, 4942, 4943, 4944, or 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws.

The Corporation shall not devote any part of its activities to carrying on propaganda, or otherwise attempting to influence legislation; nor shall the Corporation participate or intervene in any political campaign (including the publishing or distributing of statements) on behalf of any candidate for public office.

2.02 Negation of pecuniary gain. No part of the net earnings of this Corporation shall ever incur to or for the benefit of or be distributable to its directors, officers, or other private persons, except that the Corporation shall be empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the exempt purposes for which it was formed.

ARTICLE III MEMBERS

Membership. The Corporation shall have no members.

ARTICLE IV BOARD OF DIRECTORS

- Number and Powers. The management of all the affairs, property, and interests of the Corporation shall be vested in a Board of Directors. The Board of Directors shall consist of no fewer than five (5) and no more than eleven (11) Members. The terms of the directors shall be two (2) year, expiring at the annual meeting following their election, except that at least half of the initial Members of the Board of Directors shall be elected to serve an initial one (1) year terms to ensure that approximately half of the Board is elected in any given year thereafter. At each annual meeting, the directors shall be elected to succeed the directors whose terms expire at such meeting. In addition to the powers and authorities expressly conferred upon it by these Bylaws and Articles of Incorporation, the Board of Directors may exercise all such powers of the Corporation and do all such lawful acts and things as are necessary to carry out the business of the Corporation.
- 4.02 Term Limits. Directors may serve up to a maximum of five (5) terms or a total of ten (10) years, after which he or she may not be re-elected for one (1) term. Such term limits shall be calculated from the adoption date of these Bylaws forward (i.e., past terms will not be counted in the term limits, whereas any term currently being served as of the adoption date will be counted in the term limits) regardless of how many terms a Director may have served in the past. Notwithstanding the foregoing, in the event the Corporation cannot find a new member to fill the vacant position on the Board of Directors, the remaining members of the Board of Directors may, by unanimous vote, elect to waive the term limits provision for such period.

4.03 Change o(Number.

- The current number of directors serving may at any time be increased or decreased, between five (5) and eleven (11) Members, by a majority of the entire Board of Directors, but no decrease shall have the effect of shortening the term of any incumbent director.
- The number of directors authorized to serve on the Board of Directors under these Bylaws may at any time be increased or decreased by an amendment of these Bylaws, but no decrease shall have the effect of shortening the term of any incumbent director.
- 4.04 <u>Vacancies</u>. All vacancies in the Board of Directors, whether caused by resignation, death or otherwise, may be filled by the affirmative vote of a majority of the remaining directors. At such time as the Board of Directors may drop below the minimum number of five (5), whether by resignation, death or otherwise, the Board of Directors shall be authorized to carry out business with that reduced number for the maximum period required to fill the vacant position(s). A director elected to fill any vacancy shall hold office for the unexpired term of the predecessor director and until a successor is elected and qualified.

- 4.05 Regular Meetings. Regular meetings of the Board of Directors may be held at the Corporation's business office or at such other place or places, either within or without the state of Washington, as the Board of Directors may from time to time designate. The annual meeting shall be held each year during the month of August at a date, time and place as the Board of Directors shall designate by written notice. In addition to the annual meeting, there shall be regular meetings of the Board of Directors held, with proper notice, not less frequently than once each calendar quarter. Minutes shall be kept at all meetings of the Board of Directors.
- Special Meetings. Special meetings of the Board of Directors maybe called at any time by the President or upon written request by any two directors. Such meetings shall be held at the registered office of the Corporation or at such other place or places as the directors may from time to time designate. When called by written request of any two directors, such directors shall be charged with providing proper notice of the special meeting in accordance with §4.07. Minutes shall be kept of all Special Meetings.
- Notice. Notice of all meetings of the Board of Directors (regular, annual and special) shall be given to each director by seven (7) days prior service of the same by email, letter, or personal delivery. Such notice shall designate the time and place of the meeting, but need not specify the business to be transacted at, nor the purpose of, the meeting,
- Posting Electronic Notice. Notice may be provided to directors by posting the notice on an electronic network and delivering to such directors a separate record of the posting, together with comprehensible instructions regarding how to obtain access to the posting on the electronic network. Notice is effective when it has been posted to an electronic network and a separate record of the posting has been delivered to the recipient as provided by this §4.08.
- Waiver of Notice. Waiver of notice can be made in one of the following two ways:
- Attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened; or
- A waiver of notice signed by the director or directors, whether before or after the time stated for the meeting.
- 4.10 Quorum. A majority of the Members of the entire Board of Directors shall be necessary and sufficient at all meetings to constitute a quorum for the transaction of business.
- 4.11 Manner of Acting. The act of the majority of the directors present at a meeting at which there is a quorum shall be the act of the Board of Directors, unless the vote of a greater number is required by these Bylaws, the Articles of Incorporation or applicable Washington law.
- 4.12 Voting by Electronic Transmission. Votes for successor directors may be cast by electronic transmission, provided that the Corporation has designated an address, location or system to which the ballot may be electronically transmitted.

- Meetings by Telephone. Members of the Board of Directors or any committee designated by the Board of Directors may participate in a meeting of such Board of Directors or committee via conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time. Participation via such equipment shall constitute presence in person at a meeting.
- 4.14 Registering Dissent. A director who is present at a meeting of the Board of Directors at which action on a corporate matter is taken shall be presumed to have assented to such action unless the director's dissent or abstention shall be entered in the minutes of the meeting, or unless the director shall file a written dissent or abstention to such action with the person acting as the secretary of the meeting before the adjournment thereof, or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting, Such right to dissent or abstain shall not apply to a director who voted in favor of such action.
- 4.15 Remuneration. No stated salary shall be paid to directors, as such, for their service, but by resolution of the Board of Directors, a fixed sum and expenses of attendance, if any, may be allowed for attendance at each annual, regular or special meeting of such Board of Directors; provided that nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefore. Members of ad hoc or standing committees may be allowed like compensation for attending committee meetings.
 - Loans. No loans shall be made by the Corporation to any director.
- 4.17 Removal. Any director may be removed at any time, with or without cause, by the affirmative vote of two-thirds (2/3) of the whole Board of Directors. Notice stating that a named director shall be considered for removal and the cause, if any, for such removal must be mailed to the director prior to a duly called meeting of the Board of Directors at the same time and in the same manner prescribed for the notice of the meeting.
- 4.18 Action by Directors without a Meeting. Any action required or permitted to be taken at a meeting of the directors, or of a committee thereof, may be taken without a meeting by a written consent setting forth the action so to be taken, signed by all the directors, or all of the Members of the committee, as the case may be, before such action is taken. Such consent shall have the same effect as a unanimous vote. Any such action may also be ratified after it has been taken, either at a meeting of the directors or by unanimous written consent.

ARTICLE V **OFFICERS**

- Designations. The officers of the Corporation may be a President, Vice Presidents, 5.01 Treasurer, Secretary and Assistant Secretary, and such other officers as the Board of Directors may designate. The Corporation shall have a President and Secretary. All officers shall be elected at the annual meeting for terms of one (1) year by the Board of Directors, Such officers shall hold office until their successors are elected and qualify. Any two or more offices may be held by the same person, except the offices of President and Secretary.
- The President. The President shall preside at all meetings of the Board of Directors, shall perform such other duties as are incident to the office or are properly required of the President by the Board of Directors.
- Vice President. During the absence or disability of the President, the Vice President shall exercise all the functions of the President. The Vice President shall have such powers and discharge such duties as may be assigned to the Vice President from time to time by the Board of Directors.
- Secretary and Assistant Secretary. The Secretary, or his/her designee, shall issue notices for all meetings, except for notices of special meetings of the Board of Directors which are called by the requisite number of directors, such directors being charged with giving proper notice, shall keep minutes of all meetings, shall have charge of the corporate books, shall make such reports and perform such other duties as are incident to the office, or are properly required of the Secretary of the Board of Directors and shall maintain all committee reports.
- 5.05 Treasurer. The Treasurer, or his/her designee, shall have the custody of all monies and securities of the Corporation and shall keep financial records. The Treasurer, or his/her designee, shall disburse the funds of the Corporation in payment of the just demands against the Corporation or as may be ordered by the Board of Directors (taking proper vouchers for such disbursements) and shall render to the Board of Directors from time to time as may be required, an account of all transactions undertaken as Treasurer and of the financial condition of the Corporation. The Treasurer shall perform such other duties as are incident to the office or are properly required by the Board of Directors. The Treasurer shall provide a monthly report of the financial condition of the Corporation to the Board of Directors.
- 5.06 Delegation. If any officer of the Corporation is absent or unable to act and no other person is authorized to act in such officer's place by the provisions of these Bylaws, the Board of Directors may from time to time delegate the powers or duties of such officer to any other officer or any director or any person it may select.
- Vacancies. Vacancies in any office arising from any cause may be filled by the Board of Directors at any regular or special meeting of the Board of Directors.
- Other Officers. The Board of Directors may appoint or retain such other officers or agents as it shall deem necessary or expedient, who shall hold their offices for such terms and

shall exercise such powers and perform such duties as shall be determined from time to time by the Board of Directors.

- Loans. No loan shall be made by the Corporation to any officer.
- Term Removal. The officers of the Corporation shall hold office until their successors are chosen and qualified. Any officer or agent elected or appointed by the Board of Directors may be removed at any time, with or without cause, by the affirmative vote of a majority of the whole Board of Directors, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.
- 5.11 Bonds. The Board of Directors may, by resolution, require any and all of the officers to provide bonds to the Corporation, with surety or sureties acceptable to the Board of Directors, conditioned for the faithful performance of the duties of their respective offices, and to comply with such other conditions as may from time to time be required by the Board of Directors.
- Salaries. The officers of the Corporation shall receive no salary. However, officers shall be reimbursed for reasonable expenses actually incurred in the performance of their duties. The President may recommend to the Board of Directors the salary of the Executive Director, if any, and the Executive Director shall recommend salaries for other employees, if any, and the Board of Directors shall approve or amend any such recommendations.
- Repayment. Any payments made to a director, officer, or other employee of the Corporation for compensation, salary, bonus, interest, rent, or expense incurred by the party which shall be determined to be unreasonable in whole or in part by the Internal Revenue Service pursuant to §4941(d)(2)(E) of the Internal Revenue Code of 1986, as amended, shall be reimbursed by such director, officer, or employee to the Corporation to the full extent of such determination of unreasonableness. It shall be the duty of the Board of Directors to enforce repayment of each such amount. In lieu of repayment by the director, officer, or employee, subject to the determination of the Board of Directors, amounts may be withheld from future compensation or expense reimbursement payments of the director, officer, or employee, to the extent permitted by law, until the amount owed to the Corporation shall have been recovered.

ARTICLE VI EXECUTIVE DIRECTOR/EX OFFICIO

- Executive Director. The Board of Directors may select an Executive Director who shall be responsible for the administration and conduct of the business and affairs of the Corporation pursuant to guidelines established by the Board of Directors. The Executive Director, if selected, may be compensated for services in that capacity in such amount and manner as the Board of Directors shall determine.
- Board Service. The Executive Director or other designee of the Board of Directors may serve on the Board of Directors in a, Ex-Officio nonvoting capacity at the direction of the Board of Directors.

- Liaison. The Executive Director shall act as a liaison between the Board of Directors and the staff and employees of the Corporation. The Executive Director shall have full exclusive authority with respect to employees of the Corporation, pursuant to any personnel or other policies adopted by the Board of Directors. The Executive Director shall also make salary recommendations for the employees of the Corporation. See §5.20.
- Removal. The Executive Director may be removed at any time, with or without cause, by the affirmative vote of a majority of the whole Board of Directors.
 - 6.05 Loans. No loan shall be made by the Corporation to the Executive Director.

ARTICLE VII COMMITTEES

7.01 Creation. The Board of Directors may appoint, from time to time, standing or ad hoc committees. Such committees may be vested with such powers as the Board of Directors may determine by resolution passed by a majority of the full Board of Directors. Provided that no such committee shall have the authority of the Board of Directors in reference to amending, altering, or repealing these Bylaws; electing, appointing, or removing any Member of any such committee or any director or officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another Corporation; authorizing the sale, lease, or exchange of all or substantially all of the property and assets of the Corporation other than in the ordinary course of business; authorizing the voluntary dissolution of the Corporation or adopting a plan for the distribution of the assets of the Corporation, amending, altering or repealing any resolution of the Board of Directors ... which by its terms provides that it shall not be amended. altered, or repealed by such committee or such other act(s) as only the Board of Directors may perform under the Corporation's Articles of Incorporation and Bylaws or otherwise under law. All committees so appointed shall keep regular minutes of the transactions of their meetings and shall cause them to be recorded in books kept for that purpose in the office of the Corporation. The designation of any such committee and the delegation of authority thereto, shall not relieve the Board of Directors, or any Board Member of any responsibility imposed by law.

Standing and Ad Hoc Committees.

- Standing Committee. A committee designated as a Standing Committee shall serve continuously until such time as the Board of Directors dissolves such committee by a majority vote of the full Board of Directors. Standing Committees will be charged with assisting the Board of Directors with the continuous management and operation of the Center.
- Ad Hoc Committee. A committee designated as an Ad Hoc Committee shall serve on a temporary basis for the purpose of assisting the Board of Directors in any particular matter as the Board of Directors may designate and shall be automatically dissolved at the conclusion of the matter for which they were created or upon a majority vote of the full Board of Directors.

- Membership. Membership on Standing or Ad Hoc Committees shall be by appointment of the Board of Directors. Upon formation of a committee, at least one Board Member or officer shall be designated to serve on such committee. The Board Member or officer serving on the committee shall be the liaison between the Board of Directors and the committee. If at any time no Board Member or officer is serving on a committee, such committee shall designate one among its membership to make reports to the Board of Directors at each Board meeting as to the activities, progress, needs and concerns of the committee.
- Duties Communication with Board of Directors. Committees shall be charged with whatever duties the Board of Directors may designate in accordance with the purposes for which the committee was created. All committees shall have an obligation to ensure that the minutes of committee meetings are kept and regular reporting is made to the Board of Directors.
- Nomination of Board Members. All committees shall have the ability to nominate Members to serve on the Board of Directors. The Board of Directors shall consider the nominations made by committees at each regular election of the Board of Directors. If a vacancy occurs, for whatever reason, with respect to a Board Member who was charged with acting as a committee liaison, the committee upon which that Board Member served shall nominate a replacement from among the committee membership. The Board of Directors shall have full discretion to elect or reject candidates nominated by committees.
- 7.06 Dissolution. The Board of Directors shall have the ability to dissolve any Standing or Ad Hoc Committee at any time by a majority vote of the full Board of Directors. Ad Hoc Committees may also be automatically dissolved upon completion of the purposes for which they were created. Standing Committees shall serve indefinitely until dissolution by the Board of Directors.

ARTICLE VIII RULES OF PROCEDURE

The rules of procedure at meetings of the Board of Directors and committees of the Board of Directors shall be rules as adopted by the Board of Directors, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or any further resolution of the Board of Directors.

ARTICLE IX DEPOSITORIES

The monies of the Corporation shall be deposited in the name of the Corporation in such bank or banks or trust company or trust companies as the Board of Directors shall designate, and shall be drawn from such accounts only by check or other order for payment of money signed by such persons, and in such manner, as may be determined by resolution of the Board of Directors.

ARTICLEX NOTICES

Except as may otherwise be required by law, any notice to any director or officer may be delivered personally or by mail or e-mail. If mailed, the notice shall be deemed to have been delivered when deposited in the United States mail, addressed to the addressee at his or her last known address in the records of the Corporation, postage prepaid. If e-mailed, the notice shall be deemed to have been delivered when sent, unless returned by an automated notification of failure to deliver.

ARTICLE XI INDEMNIFICATION OF OFFICERS, DIRECTORS. EMPLOYEES, AND AGENTS

The Corporation shall indemnify its officers, directors, employees, and agents to the greatest extent permitted by law. The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the Corporation or who is or was serving at the request of the Corporation as an officer, employee, or agent of another Corporation, partnership, joint venture, trust, other enterprise, or employee benefit plan, against any liability asserted against such person and incurred by such person in any such capacity or arising out of any status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article.

ARTICLE XII CONTRACTS AND CONVEYANCES

All contracts, deeds, conveyances, negotiable instruments, and other instruments of like character which have first been approved by the Board of Directors shall be signed by the president or vice president and by the secretary or as otherwise directed by the Board of Directors. No contract of any officer of the Corporation shall be valid without previous authorization or subsequent ratification of the Board of Directors.

ARTICLE XIII BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board of Directors; and shall keep at its registered office or principal place of business, or at the office of its transfer agent or registrar, a record of its directors, giving the names and addresses of all directors.

ARTICLE XIV AMENDMENTS

A majority of the entire Board of Directors shall have power to make, alter, amend, and repeal the Bylaws of this Corporation.

> Adopted by resolution of the Corporation's Board of Directors on December 9, 2017.

> > tracey Pyscher TRACEY PYSCHER, Secretary

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Attachment 3: Board Roster and Disclosures

| Board Roster | | | | | | |
|-------------------|-----------------------|--|----------------------|-----------------------------|-----------------|-----------------|
| Board Position | Full Name | Address | Phone | Email | Term Start | Term End |
| Co-Chair | Darleen Snider | 3404 Shelly Hill Rd, Mt. Vernon, WA 98274 | 509- 301- 4479 | Snider.darlene@gmail.com | Aug. 1, 2018 | Aug. 1, 2021 |
| Co-Chair | Leanne Robinson | 3034 Cherrywood Ave, Bellingham, WA 98225 | 360- 305- 9491 | Leanne.robinson@wwu.edu | Aug. 1, 2018 | Aug. 1 2021 |
| Member | Nancy Braum | 4672 Van Wyck Lane, Bellingham, WA 98226 | 360- 543- 3383 | mail@nancybraam.com | Aug. 1, 2018 | Aug. 1, 2021 |
| Member | Tracey Pyscher | 516 High Street Bellingham, WA 98225 | 651- 983- 3294 | Tracey.pyscher@wwu.edu | Oct. 1, 2017 | Oct. 1, 2020 |
| Member | Braythen Hernandez | 1901 18 th St. Apt E7 Bellingham, WA 98226 | 360- 603- 6986 | braythenhernandez@yahoo.com | Jan. 1, 2019 | Jan. 1, 2022 |
| | | | | | | |

Public Charter School Board Member Disclosure Form

Note: The purpose of this document is to provide disclosure. The Public Charter School ('the School') Board operates according to its own bylaws and applicable law in regard to conflicts of interest. This form is a public document and will be available at the School for inspection by other board members, the staff, or the community. In addition, a copy of the form will be sent to the Commission.

| Background | | | | | |
|---|--|--|--|--|--|
| 1. Full legal name: | | | | | |
| 2. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Board. | | | | | |
| □ Yes, I affirm. | | | | | |
| 3. Indicate whether you have ever been convicted or pled "no contest" of one or more of the following: | | | | | |
| a. a misdemeanor related to honesty or trustworthiness, or b. a felony. Does not apply to me. Yes | | | | | |
| If the answer to this question is yes, please provide details of the offense, the date, disposition, etc., in the space below. | | | | | |
| | | | | | |
| 4. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or Commission attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. | | | | | |
| □ Does not apply to me.□ Yes | | | | | |

Board Member Disclosure Form (continued)

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| 1. Indicate whether you, your spouse, or anyone in your immediate family meets either of the following conditions: |
|--|
| is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity). |
| any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School. |
| If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School. |
| I/we do not know of any such persons.Yes |
| |
| 2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted. |
| I/we do not anticipate conducting any such business.Yes |
| Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the School Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's board or being employed by the School are conflicts for certain issues that should be disclosed.] |
| □ None |
| ☐ Yes. If yes, please provide additional information. |
| |
| Disclosures for Schools Contracting with an Educational Service Provider 1. Indicate whether you, your spouse, or any immediate family member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship. I/we do not know of any such persons. Yes |
| |

Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

| 1. Indicate whether you, your spouse or other immedia have been offered a direct or indirect ownership, employerovider. For any interested indicated, please provide a l/we have no such interest. Yes | oyment, contractual or management interest in the |
|---|---|
| | |
| 2. Indicate if you, your spouse or other immediate fami conducting, any business with the provider. If so, indicator will be conducted. | • |
| ☐ I/we do not anticipate conducting any such bus☐ Yes | siness. |
| | |
| Other I affirm that I have read the Contract school's bylaws ar | nd conflict of interest policies. |
| I,, cethe information I am providing to the Washington Char to serve as a member of the board of directors of the X respect. | |
| Signature | Date |

Attachment 4: Educational Program Terms and Design Elements

| School Name: | Whatcom Intergenerational High School | | | |
|--|---|--|--|--|
| Mission: | WIHS will ensure that Whatcom County high school students—regardless of | | | |
| | their life circumstances— develop the competencies and agency for success in | | | |
| Mision | college, career, and life. | | | |
| Vision: | WIHS envisions learning designed with students and supported by elders generating deep inquiry skills, thoughtful interactions, and critical | | | |
| | consciousness, ensuring every young person can contribute to a more just and | | | |
| | sustainable world. | | | |
| Objectives: | | | | |
| Goals: | <u>Academic</u> | | | |
| | All students: | | | |
| | Are prepared to succeed in a postsecondary education option. | | | |
| | Plan and engage their future goals through meaningful interactions with staff and elders regarding their High School and Beyond Plan. | | | |
| | Make yearly progress toward mastery on their phenomenon-based learning goals. | | | |
| | Acquire social, emotional, cultural, and physical dispositions for | | | |
| | enjoying a purposeful life by understanding and practicing First | | | |
| | Peoples Learning Principles. | | | |
| | Operational | | | |
| | The school will: | | | |
| | Implement intentional and strategic recruitment practices to meet | | | |
| | enrollment projections annually. | | | |
| | Maintain positive operating income annually. | | | |
| | Maintain 30+ days unrestricted cash on hand and increase that | | | |
| | amount per the Financial Performance Framework. | | | |
| Education Program | Phenomenon-based learning (PhenoBL) | | | |
| Term #1: | PhenoBL is a Finnish model focused on the study of real-world conditions, or | | | |
| phenomena, through a holistic, multidisciplinary, and standards- | | | | |
| | create a community-based learning environment. Drawing 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. | | | |
| | PhenoBL aligns well with our commitment to be responsive to Indigenous | | | |
| | students as students learn Indigenous ways of knowing with Western | | | |
| | knowledge. Units are designed to help students gain competencies and | | | |
| | dispositions based on First Peoples Principles of Learning (FPPL), as shown in the table below. | | | |
| | First Peoples Principles of Learning PhenoBL Outcomes | | | |
| | Competencies Competencies | | | |
| | competencies | | | |

| Personal and Social Awareness and | Multidisciplinary and holistic inquiry | |
|-------------------------------------|--|--|
| Responsibility | with problem-based application. | |
| Positive Personal and Cultural | Understanding and exploring one's | |
| Identity | cultural identity in a multicultural | |
| | learning environment. | |
| Communication and Critical Thinking | Collaborative learning through | |
| | dialogue and social interaction. | |

Indicators of Implementation

At WIHS, PhenoBL takes the following form as students:

- Participate in PhenoBL units that incorporate math, science, English Language Arts, and social studies standards.
- Make progress on the PhenoBL 5 Dimensions Rubric.
- Demonstrate PhenoBL learning in at least one Community Learning Showcase yearly.

Education Program Term #2:

Intergenerational learning

WIHS is an intergenerational community that helps students rethink what community learning means. Intergenerational learning at WIHS means students learn from elders who are individuals from Whatcom County with cultural knowledge and historical wisdom (Traditional Providers) as well as bring business and industry acumen to share, who are interested in young people and committed to their learning. Elders are recruited through a variety of community-based partners (see **Attachment 2**) and represent a mix of diverse community members from different socioeconomic, racial, and cultural backgrounds. Elders inform PhenoBL curriculum development by providing teachers with feedback, drawing from their cultural and historical knowledge and local context. In addition, they will assist students in preparing their High School and Beyond Plan (HSBP), which outlines their pathway to graduation and postsecondary goals.

Indicators of Implementation

At WIHS, intergenerational learning takes the following form:

- Traditional Providers are hired to inform curriculum with cultural traditions and knowledge (i.e., sustainable fishing practices, language, restoration).
- Volunteer elders, staff, and students learn together to practice First Peoples Principles of Learning, including exploring one's identity, building reciprocal relationships and a sense of place within community, recognizing the impact of one's actions, and learning how each person supports self, family, community, land, spirits, and ancestors.
- Students' development and progress with their HSBP is supported by volunteer elders.

| Education Program | Critical literacy | | | | | |
|--|---|--|--|--|--|--|
| Term #3: | | | | | | |
| | Critical literacy is defined as "the ability to actively read text in a manner that promotes a deeper understanding of socially constructed concepts, such as power, inequality, and injustice in human relationships." It "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." | | | | | |
| | When students become critically literate, they learn to navigate a complex global world. Critical literacy fosters opportunities for students to connect the cultural experiences to learning at school. Ensuring that students build critical literacy attributes is part of our commitment to creating a culturally-competer environment and our promise to ensure that <i>all</i> students develop competence for college, career, and life success. This pedagogical approach has been prove successful in high-performing countries, including Canada, Finland, and Australia. | | | | | |
| | Indicators of Implementation | | | | | |
| | Teachers receive professional development on the Four Resources Model to incorporate critical literacy skill-building in PhenoBL disciplinary units of study. | | | | | |
| | All students make progress toward critical literacy skills and competencies based on a variety of self, peer, and teacher | | | | | |
| | assessments. Four Resources Model anchor charts and templates will be evident in school and curriculum planning materials. | | | | | |
| Geographic Area Served: | Whatcom County | | | | | |
| Location: | TBD | | | | | |
| Grades Served 2020- 2021: | 9 th Grade | | | | | |
| Grades Served at | 9-12 | | | | | |
| Capacity: | | | | | | |
| Projected Enrollment | 75 | | | | | |
| 2020-2021: | | | | | | |
| Projected Enrollment | 300 | | | | | |
| at Capacity: | N/A | | | | | |
| Virtual Program or Online Provider: | N/A | | | | | |
| Educational Service Provider: | N/A | | | | | |
| | | | | | | |

Note: The Education Terms are different from school-specific measures that you may develop as a part of your Academic Performance Framework because they focus on process rather than student outcomes. In other words, the school-specific academic performance measures focus on what students will achieve. By contrast, the Education Terms should capture the essentials of what students will experience.

Attachment 5: Conflict of Interest Policy

WHATCOM INTERGENERATIONAL HIGH SCHOOL

CONFLICT OF INTEREST POLICY

ARTICLE I: PURPOSE

The purpose of the conflict of interest policy is to protect the interests of Whatcom Intergenerational High School (the "Organization") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II: DEFINITIONS

- 2.01 Interested Person. Any director, officer, or member of a committee with Board of Directors ("Board") delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- 2.02 Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
 - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under §3.02, a person who has a financial interest may have a conflict of interest only if the appropriate Board or committee decides that a conflict of interest exists.

ARTICLE III PROCEDURES

3.01 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of the committees with Board delegated powers considering the proposed transaction or arrangement.

3.02 Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the Interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

3.03 Procedures for Addressing the Conflict of Interest.

- a. An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

3.04 Violations of the Conflicts of Interest Policy.

- a. If the Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis of such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, which may include but is not limited to removal from the Board, committee or termination of membership in Organization.

ARTICLE IV: RECORDS OF PROCEEDINGS

The minutes of the Board and all committees with Board delegated powers shall contain:

4.01 The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest in fact existed.

4.02 The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V: COMPENSATION

- 5.01 A voting member of the Board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- 5.02 A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- 5.03 No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI: ANNUAL STATEMENTS

Each director, officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:

- 6.01 Has received a copy of the conflicts of interest policy,
- 6.02 Has read and understands the policy,
- 6.03 Has agreed to comply with the policy, and
- 6.04 Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII: PERIODIC REVIEWS

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- 7.01 Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- 7.02 Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable

investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII: USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

WHATCOM INTERGENERATIONAL HIGH SCHOOL CONFLICT OF INTEREST POLICY CERTIFICATION

| The undersigned hereby acknowledges that the undersigned: |
|--|
| (a) Has received a copy of the conflict of interest policy, |
| (b) Has read and understands the conflict of interest policy, |
| (c) Has agreed to comply with the conflict of interest policy, and |
| (d) Understands that in order for Whatcom Intergenerational High School to maintain its federal tax exemption as a charitable organization, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes. |
| Please check one of the following boxes: □ I have no conflicts or potential conflicts to disclose. □ I have the following conflicts or potential conflicts to disclose (please describe): |
| |
| |
| |
| |
| Dated: |
| Print Name: |
| Title: |
| Signature: |

Attachment 6: Education Service Provider (ESP) Contract Guidelines

- 1. The maximum term of an ESP agreement must not exceed the term of the Contract. After the second year that the ESP agreement has been in effect, the school must have the option of terminating the contract without cause or a financial penalty.
- 2. ESP agreements must be negotiated at 'arms-length.' The Contract school's board and ESP must have independent legal counsel to represent their interests in reaching a mutually acceptable management agreement.
- 3. No provision of the ESP agreement shall interfere with the Contract school board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Contract school. No provision of the ESP agreement shall prohibit the Contract school board from acting as an independent, selfgoverning public body, or allow decisions to be made other than in compliance with the Washington Sunshine Law.
- 4. An ESP agreement shall not restrict the Contract school board from waiving its governmental immunity or require a Contract school board to assert, waive or not waive its governmental immunity.
- 5. No provision of an ESP agreement shall alter the Contract school board's treasurer's legal obligation to direct that the deposit of all funds received by the Contract school be placed in the Contract school's account.
- 6. ESP agreements must contain at least one of the following methods for paying fees or expenses: 1) the Contract school board may pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Contract board; or 2) the Contract board may advance funds to the ESP for the fees or expenses associated with the Contract school's operation provided that documentation for the fees and expenses are provided for Contract school board ratification.
- 7. ESP agreements shall provide that the financial, educational and student records pertaining to the Contract school are Contract school property and that such records are subject to the provisions of the Washington Open Records Act. All Contract school records shall be physically or electronically available, upon request, at the Contract school's physical facilities. Except as permitted under the Contract and applicable law, no ESP agreement shall restrict the Commission's access to the Contract school's records.
- 8. ESP agreements must contain a provision that all finance and other records of the ESP related to the Contract school will be made available to the Contract school's independent auditor.
- 9. The ESP agreement must not permit the ESP to select and retain the independent auditor for the Contract school.
- 10. If an ESP purchases equipment, materials and supplies on behalf of or as the agent of the Contract school, the ESP agreement shall provide that such equipment, materials and supplies shall be and remain the property of the Contract school.

- 11. ESP agreements shall contain a provision that if the ESP procures equipment, materials and supplies at the request of or on behalf of the Contract school, the ESP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.
- 12. ESP agreements must contain a provision that clearly allocates the respective proprietary rights of the Contract school board and the ESP to curriculum or educational materials. At a minimum, ESP agreements shall provide that the Contract school owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Contract school; or (ii) were developed by the ESP at the direction of the Contract school governing board with Contract school funds dedicated for the specific purpose of developing such curriculum or materials. ESP agreements may also include a provision that restricts the Contract school's proprietary rights over curriculum or educational materials that are developed by the ESP from funds from the Contract school or that are not otherwise dedicated for the specific purpose of developing Contract school curriculum or educational materials. All ESP agreements shall recognize that the ESP's educational materials and teaching techniques used by the Contract school are subject to state disclosure laws and the Open Records Act.
- 13. ESP agreements involving employees must be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the Contract school. If the ESP leases employees to the Contract school, the ESP agreement must provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Contract school or working on Contract school operations. If the Contract school is staffed through an employee leasing agreement, legal confirmation must be provided to the Contract school board that the employment structure qualifies as employee leasing.
- 14. ESP agreements must contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance for the Contract school board that is required according to the Contract. Insurance coverage must take into account whether or not staff at the school are employees of the ESP or the school.
- 15. Marketing and development costs paid by or charged to the Contract school shall be limited to those costs specific to the Contract school program, and shall not include any costs for the marketing and development of the ESP.
- 16. If the Contract school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not be a part of or incorporated into the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school.

Attachment 7: Physical Plant

Pursuant to Applicable Law and the Terms and Conditions of this Contract, Whatcom Intergenerational High School ("the School") is authorized to operate at the physical facility or facilities outlined in this schedule. The School shall not occupy or use any facility until approved by the Commission and facility has been approved for occupancy by the appropriate state, county and city departments.

| Physical Plan Description |
|---------------------------|
| Site Plans |
| Floor Plans |

Certificate of Use and Occupancy

Lease Agreement

Charter School

Physical Plan Description

1. The address and a description of the site and physical plant (the "Site") of Whatcom Intergenerational High School (the "School") is as follows:

| Δ | Ч | Ч | ress: | |
|---|---|---|-------|--|
| | | | | |

Description:

Configuration of Grade Levels:

Term of Use: Term of Contract

- 2. The following information about this site is provided on the following pages or must be provided to the satisfaction of the Commission or its designee, before the School may operate as a public school in Washington State.
 - a. Narrative description of physical plant
 - b. Size of building
 - c. Scaled floor plan
 - d. Copy of executed lease or purchase agreement
- 3. In addition, the School and the Commission or its designee hereby acknowledge and agree that the School shall not conduct classes or operate as a charter public school in this state until it has obtained the necessary fire, health and safety approvals for the above described facilities. These approvals must be provided by the School to the Commission's Executive Director in advance of any such occupancy and must be acceptable to the Commission or its designee, in his/her sole discretion, prior to the School operating as a charter public school.
- 4. If the Site described above is not used as the physical plant for the School, this Attachment of this contract between the School and the Commission must be amended pursuant to the Terms and Conditions of Contract, to designate, describe, and agree upon the School's physical plant. The School must submit to the Commission or its designee complete information about the new site or facilities. This information includes that described in paragraphs 1, 2 and 3 of this Attachment. The School shall not conduct classes as a charter public school in this state until it has submitted all the information described above to the satisfaction of the Commission by way of a request to amend this Contract and the amendment regarding the new site has been executed by the Commission or its designee.

5. The School agrees to comply with the single site restrictions contained in this Attachment for the configuration of grade levels identified at the Site, except as may be permitted with the express permission of the Commission or its designee. Any changes in the configuration of grade levels at the Site requires an amendment to this Attachment pursuant to the Terms and Conditions of the Contract set forth above.

Attachment 8: Statement of Assurances STATEMENT OF ASSURANCES

This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: Whatcom Intergenerational High School are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

- The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
- The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
- 3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
 - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
 - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
 - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
 - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law:
 - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
 - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
 - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
 - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
 - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seg.
- 4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
- The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
- To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter

school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

- The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;
- To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;
- To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
- The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;
- The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;
- 12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;
- 13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;
- The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;
- The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
- The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);
- The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in 17. the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;
- The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);
- The School shall comply with the employee record check requirements in RCW 28A.400.303;
- 20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
- 21. The School shall comply with the annual performance report under RCW 28A.655.110;

- The School shall be subject to the performance improvement goals adopted by the state board of education under RCW 28A.305.130;
- The School shall comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;
- The School shall be subject to and comply with all legislation governing the operation and management of charter schools;
- The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract;
- 26. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations;
- The School shall be subject to the supervision of the superintendent of public instruction and the 27. state board of education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;
- The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any student regardless of his or her location of residence;
- The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;
- If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;
- 31. The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;
- The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;
- The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;
- The School shall meet any reasonable preopening and/or reopening requirements or conditions 34. imposed by the Commission, including but not limited to requirements or conditions to monitor the startup progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;
- The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;
- The School shall comply with any corrective actions or sanctions imposed upon it by the Commission pursuant to Chapter 28A.710 RCW;
- The School shall comply with all renewal and nonrenewal actions required of it by the 37. Commission or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;
- 38. The School shall comply with any nonrenewal of termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;

- The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;
- The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;
- 41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;
- The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;
- The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.
- 44. The School will notify families of current and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt.
- Board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.
- All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.
- All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.
- 48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

| NAME OF SCHOOL | |
|---|------|
| SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE | DATE |
| NAME OF DULY AUTHORIZED REPRESENTATIVE | |

Attachment 9: Identification of Documentation Required for Annual Performance Report

The Commission will require submission of, or access to materials or data from the school for oversight and accountability of the school.

Pursuant to RCW 28A.710.040(2)(f), the school shall publish annually for delivery to the Commission and each parent with children enrolled in the school a school performance report in model form under RCW 28A.655.110. The school performance report shall include, but is not limited to:

- A brief statement of the mission of the school and the school district;
- Enrollment statistics including student demographics;
- Expenditures per pupil for the school year;
- A summary of student scores on all mandated tests and interim assessment measures;
- A concise annual budget report;
- Student attendance, graduation, and dropout rates;
- Information regarding the use and condition of the school building or buildings;
- A brief description of the learning improvement plans for the school;
- A summary of the feedback from parents and community members obtained under RCW 28A.655.115; and an invitation to all parents and citizens to participate in school activities.

Performance Review and Ongoing Oversight

The school must also provide any documents, data or information that the Commission deems necessary for ongoing oversight, accountability, and compliance monitoring.

Attachment 10: Enrollment Policy

Whatcom Intergenerational High School (WIHS) Student Enrollment Policy

Whatcom Intergenerational High School (WIHS) is open to all students at the appropriate age groups and grade levels who wish to attend the school, though we anticipate the majority of the student population will come from the Ferndale and Bellingham regions, given the school's proposed location. As a public school, WIHS is tuition-free and open to all, and there are no required entrance exams. If capacity is insufficient to enroll all students who apply to WIHS, admission, except for existing students, shall be determined by a random, public lottery in accordance with an authorizer-approved enrollment preference and Open Public Meetings Act. WIHS's enrollment policy is modeled, with permission, after the enrollment policies of Willow Public School and Ashé Preparatory Academy.

The WIHS Board of Directors, in collaboration with WIHS leadership, will determine the policies and procedures that govern application, admission, and enrollment at WIHS. All policies and procedures will be culturally inclusive and demonstrate a commitment to serving at-risk students. WIHS will not discriminate based on race, ethnicity, national origin, gender, economic status, religion, home language, learning or physical disability, sexual orientation, or level of academic preparation.

The enrollment policy below contains tentative dates for enrolling founding WIHS students. This timeline provides ample time for families to decide about joining the school community and submit required enrollment paperwork and for the school to ensure strong data collection systems are in place to maintain student enrollment data securely and efficiently.

a. Application Period and Enrollment Deadlines and Procedures

WIHS will begin accepting applications for founding Grade 9 students on November 1, 2019 and will follow the timetable below to enact application and enrollment procedures. Applications will be designed to be as accessible as possible. Applications will be translated in primary non-English languages in the region, requesting only basic necessary information. We will have enrollment forms available at all WIHS information sessions, with bilingual staff and Family Network representatives available to assist families in form completion.

| Period/Action | Timeline/Deadline |
|------------------------------------|--------------------------------|
| Application Period | November 1, 2019-April 8, 2020 |
| Admissions Lottery (if applicable) | Saturday, April 11, 2020 |

| Notify Admitted Students | Monday, April 13, 2020 |
|--|-------------------------|
| Intent to Enroll Forms Due | Monday, April 20, 2020 |
| Waitlist Students Notified (if applicable) | Tuesday, April 21, 2020 |
| Enrollment Packets Due | Tuesday, May 5, 2020 |

- October 1 Student recruitment continues with our outreach efforts. WIHS will hold a WIHS Community Celebration in October to kick off the school's successful authorization process. November 1 officially opens the enrollment period and we will begin to hold WIHS information sessions. At each contact (in person, e-mail, phone), parents/guardians and students will be offered the WIHS Student Enrollment Form. This process ensures that families/students enter the WIHS school community comfortably. The enrollment team ensures each family/student is on track regarding their decisions, and school expectations and requirements are clear. WIHS Student Enrollment Forms will be managed through a spreadsheet and in the date of order that each is received. This spreadsheet will have appropriate columns showing contacts, assistance requested and provided, and completion of the WIHS application. This will provide WIHS a means to:
 - Measure and monitor outreach efforts (providing feedback for WIHS on successes and areas for improvement on our outreach efforts, especially related to at-risk students).
 - Track contact information from families (parents/guardians/students) as permitted by the form/signatures.
 - o Connect, build relationships, maintain contacts, and provide information and assistance as requested.
 - Assist families/students throughout the application process.
 - Ensure families/students understand the enrollment and lottery timing and processes.
- April 8 Final deadline for submission of applications from new applicants. Any applications received after this date and time will be placed at the end of the lottery-generated waitlist. All applications received in person will receive a confirmation receipt. Families are welcome to mail their application, fill one out online, or in person at the school's office. An acknowledgement letter will be sent upon receipt of the mail or online application. If a family does not receive or keep this receipt, the school is not responsible for claims that an application was sent by mail but not received by the deadline. All receipts will be closely tracked, but in the unlikely event that the record is lost, the school cannot take responsibility should an application be unaccounted for and the family does not have a record of it.
- April 11 In Year 1 of operation, WIHS is enrolling 75 Grade 9 students for Fall of 2020. If enrollment numbers go beyond 75, we will enact a weighted, public, and random lottery process. The lottery will be conducted pursuant to Washington State's charter school law (RCW 28A.710.050) and the admissions policy, once approved by the authorizer. The lottery will be open to the public and

attended by a representative of the WIHS Board of Directors and a neutral auditor. After all seats have been filled for each grade level, a lottery-generated waiting list will be created for each grade level, placing students in the order in which their ticket was drawn. The waitlist will be valid for one year.

- Ongoing If capacity is not reached by the application deadline, students will be enrolled in the school on a rolling basis. If and when the number of students surpasses the number of seats, students who submit applications after capacity is reached will be added to a waitlist, in the order the school received their application.
- April 13 After the lottery is complete, all parents will be notified of the results of the lottery within 48 hours. Parents of accepted children will receive an Intent to Enroll form, which can either be picked up at the school or mailed to the parent with a return envelope and postage included. School staff will be available to assist families with the completion of Intent to Enroll forms as necessary. Completion of the Intent to Enroll form guarantees the student a spot in the school, and once a family submits an Intent to Enroll form, they will receive an Enrollment Packet. Students who have been placed on the waiting list will also be notified of such placement within 48 hours of the lottery.
- April 20 Completed Intent to Enroll forms must be returned to the school. If mailed, the Intent to Enroll form must be postmarked by this date. Before the due date for the Intent to Enroll forms, WIHS will attempt to verify personally with each parent by phone or at home if they intend to accept a seat at the school and encourage them to submit their Intent to Enroll form. If the school is unsuccessful in contacting the family for verification or is not in receipt of an Intent to Enroll form, the family will then give up the seat and the student's name will be placed at the end of the lotterygenerated waitlist.
- **April 21** If there are still seats available after the Intent to Enroll deadline, the school will begin accepting students on the waitlist. After all seats have been assigned, the lottery-generated waitlist will be utilized for the remaining students who have registered if a seat should open. In all cases, WIHS will adhere to all schedules and requirements pursuant to Washington State law concerning the recruitment and enrollment of students.
- May 5 Enrollment packets are due for lottery-selected students. If students are enrolled on a rolling basis, enrollment packet deadlines will be set accordingly to give families ample time to gather the necessary documentation. Late paperwork for admission and enrollment shall result in loss of opportunity for enrollment preferences as listed below, and may result in loss of opportunity for admission, but will be reserved in the case that the waiting list is completely exhausted in each year. WIHS will provide extensive support to families, including holding office hours, home visits, and family enrollment events, to ensure all paperwork is received on time. Requirements for enrollment include:
 - Completed enrollment/registration forms turned in, including student data sheet, emergency information cards, and all other required documents.
 - Records documenting immunizations required by public schools.

The process described above should help all families avoid late applications and/or enrollment packets. In the event of a late enrollment form, WIHS will save late forms and students will be placed at the end of the waiting list. Late return of enrollment packets following notification of admission shall result in loss of admission.

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. If there is an available seat, WIHS will immediately enroll any homeless student, and will not delay or prevent the enrollment of a homeless student due to the lack of school or immunization records. If enrollment is at capacity, the student will be placed at the top of the waitlist and admitted as soon as a seat opens.

b. Timeline and plan for student recruitment, engagement, and enrollment

The WIHS plan is culturally inclusive and ensures outreach to systemically underserved communities while complying with the admissions and enrollment practices outlined in RCW 28A.710.050. WIHS recognizes that a multipronged strategy that includes authentic relationship-building, multiple methods of communication, and multiple points of entry for families is necessary to recruit founding students. Strategies include the following:

| Action | Timeline | Responsible Parties |
|---|-----------------------------|---|
| Hold Discovery Cafés with underserved communities to gather input regarding their hopes and dreams for student learning. Door-to-door canvassing. | October 2017- March 2019 | Planning Board, Community Engagement Coordinators |
| Door-to-door canvassing events to recruit families. | October 2019- March 2020 | Principal, Indigenous Community and Cultural Inclusion Liaison, Family Network, Volunteers |
| Ensure access for underserved families by actively seeking input from families and recruiting in the following culturally and linguistically diverse communities: • Sterling Meadows Housing Complex: Residence of 51 farm working migrant/immigrant families, mostly Spanish-speaking, and all first-generation college students. All families qualify for free or reduced lunch (FRL). • Eliza Trailer Court: Residence of many Spanish-speaking families and first-generation college students. All families qualify for FRL. • Villa Santa Fe Apartment Complex: Residence of 50 farm working migrant/immigrant families, who are mostly Spanish-speaking families with some families from Marshall Islands. Majority are first-generation college students. • Roosevelt and Birchwood neighborhoods: Economically, culturally, and linguistically diverse neighborhoods. Many families are FRL-qualified. • Lummi Nation and Indigenous communities | October 2017- ongoing | Community Engagement Coordinators, Principal, Indigenous Community and Cultural Inclusion Liaison, Family Network |
| Meet with culturally and linguistically diverse community leaders to discuss WIHS | January 2018- ongoing | Planning Board, Principal, Executive Director (ED), Indigenous Community and Cultural Inclusion Liaison |
| Maintain a website and Facebook page that include updates on WIHS, information sessions, the application process, and deadlines | January 2018- ongoing | Planning Board, Board Clerk |

| Action | Timeline | Responsible Parties |
|--|----------------|---------------------------|
| Work with local media outlets, especially outlets | August 2019- | Principal, Indigenous |
| serving Indigenous and Hispanic communities, to | ongoing | Community and Cultural |
| include recruitment events and application | | Inclusion Liaison (ICCIL) |
| deadlines | | |
| Work with faith-based communities to present to | August 2019- | Principal, ICCIL |
| congregations | ongoing | |
| Place paid advertisements in local print media | August 2019- | Principal, ICCIL |
| (Spanish language and Indigenous publications) | March 2020 | |
| Host WIHS information sessions during the school | November 2019- | Principal, ICCIL, |
| year before opening. Staff will present the | March 2020 | Board of Directors, ED, |
| education program as well as an explanation that | | Family Network |
| the school is tuition-free, open to all students, | | |
| including students with special education needs, | | |
| English language learners, homeless and LGBTQ | | |
| youth, and our priorities include ensuring all | | |
| students have the resources and support to be | | |
| prepared for college. Participants will have an | | |
| opportunity to ask questions, meet WIHS staff, | | |
| and learn about enrollment. Translators will be | | |
| available, and all materials will be available in | | |
| Spanish, English, and additional languages if | | |
| necessary. Bilingual staff and Family Network | | |
| representatives will be available to answer | | |
| questions at all events. | A | D |
| Convene ongoing discussions with Bellingham | August 2019- | Principal, ED |
| and Ferndale School Districts to ensure a | March 2020 | |
| thoughtful partnership in serving students who | | |
| are not achieving in the current system. In | | |
| addition, we will ask to: | | |
| Be included in annual preschool fairs and school information pights | | |
| school information nightsPresent at middle school information | | |
| | | |
| opportunities or events hosted by the target schools in the area | | |
| Discuss opportunities for partnership | | |
| Collaborate with Northwest Youth Services to | August 2019- | Principal, ICCIL |
| ensure access for homeless youth to WIHS | ongoing | Fillicipal, ICCIL |
| ensure access for nomeless youth to WIDS | Ougoing | |

c. Lottery and Enrollment Preferences

At the end of our open enrollment period, September 2019-April 2020, if the number of applications for enrollment exceeds capacity (except for previously admitted students, beginning in Year 2 of operations), WIHS will conduct a weighted lottery. WIHS will follow the timeline above and conduct a lottery online or in an accessible location, and an impartial observer will be selected to attend. The lottery will be a public and random process. Rules, deadlines, dates, and times for the lottery will be communicated in the WIHS Student Enrollment form, on the WIHS website, and in enrollment materials. In addition, all materials will be translated into the languages spoken by applicants' parents/guardians. Public notice for the date and time of a lottery will be posted once the enrollment deadline has passed. WIHS will also inform parents/guardians of all applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time via mail or e-mail at least one week prior to the lottery date. All non-English-speaking parents/guardians will be informed of the process through written and/or spoken communication in their language through translation services.

Drawing from currently authorized charter schools, Willow Public School's, and Ashé Preparatory Academy's procedures, the WIHS lottery will generally follow the order below:

- Current students are automatically re-enrolled to the next grade.
- If spaces are available, and once an application is completed and duly submitted, siblings of currently enrolled students will be automatically enrolled. If a grade has more sibling applicants than openings, sibling applicants will be drawn at random.
- New applicants are drawn completely for each grade, beginning with the lowest entry grade, until all applicants are placed in a grade or on the waiting list. As applicants are drawn and enrolled, siblings will also be immediately enrolled.
- After all spaces are filled, the drawing continues to determine the order of the waiting list.

d. Enrollment Preferences

WIHS will grant an enrollment preference to siblings of currently enrolled students, with any remaining enrollments allocated through a lottery (RCW 28A.710.050(3)). In addition, WIHS will work with the Commission to legally grant a weighted enrollment preference to children of full-time employees of WIHS as well as to at-risk students, in accordance with federal Charter School Program Grant lottery guidelines.

e. Waitlist, Withdrawals, Re-enrollment, and Transfers

When the lottery is concluded, students not granted admission due to capacity will be added to a waitlist. The wait list will be used to fill seats newly available as the school year progresses. The waitlist allows students the option to enroll if a spot opens during the current school year. The waitlist will not carry over to the following school year. The order of admission of students at any time during the year will be determined solely by the order of applicants on the waitlist based on the draw of the lottery. Late applications will be put at the end of the waitlist.

Students are assumed to be returning to the school each fall unless the school is informed otherwise. To withdraw a student, the parent/guardian informs the school in writing that the student is transferring and indicates the school to which they are transferring. Although WIHS plans to serve all students, at times families may determine the need to transfer their student to another school. A withdrawal form will be completed so that a student may properly be enrolled at the new school of choice.

Re-enrollments will be accepted any time there is an opening in the student's grade. Students will be accorded a waitlist place with the date of their re-enrollment request. Should they advance to the next school year on the waitlist, they will be afforded a small weighted advantage and be put to the front of the waitlist for the new enrollment process. This advantage recognizes the right of students to make difficult decisions and affords WIHS the advantage of enrolling a student who is already acquainted with school processes and who has been part of the WIHS school culture and community.

Students who seek to transfer to WIHS will be placed on the waitlist and notified when an opening exists. Students who enter mid-year will be supported with learning school processes and socializing into the WIHS culture and community.

Updated: August 13, 2019

Attachment 11: New School Application



NEW CHARTER SCHOOL APPLICATION

For Schools Opening in the 2020-2021 School Year

Issue Date: September 04, 2018 Updated: January 29, 2019

Due Date: March 1, 2019 5:00 p.m. PT

Washington State Charter School Commission

Mailing Address

P.O. Box 40996

Olympia, WA 98504-0996

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Visit our website at: http://charterschool.wa.gov

Physical Address 1068 Washington Street SE Olympia, WA 98501

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For more information about the contents of this document, please contact:

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Phone: (360) 725-5511

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Washington State Charter School Commission Attn: Executive Director PO Box 40996, Olympia, WA 98504-0996 charterschoolinfo@k12.wa.us (360) 725-5511

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INTRODUCTION

The Washington State Charter School Commission (Commission) was created in 2013, after the approval of Initiative 1240, and ratified when Engrossed Second Substitute Senate Bill 6194 became law in April 2016, to serve as a statewide charter school authorizer. The 11-member Commission is tasked with running a process to approve new charter schools, and effectively monitoring the schools it authorizes through ongoing oversight. Per the Charter School Act, the Commission has established its strategic vision for authorizing to guide its work:

The Washington State Charter School Commission seeks to authorize high-quality schools that will significantly improve student outcomes, particularly for at-risk students. The Commission will hold schools accountable for student learning using multiple measures of student achievement.

The Commission seeks to build a diverse portfolio of school delivery models that expands the authority of teachers and school leaders and encourages and accelerates the identification and use of best practices in teaching and learning. It also seeks to develop, test, and document innovative, new ideas that can be replicated in other Washington schools.

The Commission expects schools to have authentic and sustainable connections to the communities they serve. These connections are evidenced by strong commitments from community and business stakeholders, systems for ensuring cultural sensitivity, responsiveness to all students and their families, and effective, engaged governance boards.

Note: at-risk students are defined in RCW 28A.710.010(2):

"At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.

The Commission is an agency that is guided by its mission, strives to achieve its vision and aspires to operate in alignment with a set of core values.

Mission

To authorize high-quality charter public schools and provide effective oversight and transparent accountability to improve educational outcomes for at-risk students.

Values

Student-Centered
Cultural and Community Responsiveness
Excellence and Continuous Learning
Accountability/Responsibility
Transparency
Innovation

Vision

Foster innovation and ensure excellence so that every student has access to and thrives in a high-quality public school.

The Charter School Act requires the Commission to annually issue a solicitation for applications (New Charter School Application) to open new charter schools. Through the issuance of this New Charter School Application, the Commission seeks applicants to open new high-quality charter schools that are aligned with its strategic vision throughout the state of Washington. To that end, the Commission worked closely with a national third-party, the National Association of Charter School Authorizers (NACSA), in 2013 to develop a rigorous, thorough, and transparent response and review process and has enhanced the process each year.

The Commission is committed to authorizing schools that are culturally responsive. To that end, the Commission requires applicants to demonstrate how they will implement the following concepts throughout their application:

Cultural Inclusion

Inclusion is widely thought of as a practice of ensuring that people in organizations feel they belong, are engaged, and are connected through their work to the goals and objectives of the organization. Miller and Katz (2002) present a common definition: "Inclusion is a sense of belonging: feeling respected, valued for who you are, feeling a level of supportive energy and commitment from others so that you can do your best work." The process of inclusion seeks to engage each individual and make each feel valued and essential to the success of the organization. Individuals function at full capacity, feel more valued and are included in the organization's mission.¹

¹ Puget Sound Educational Service District. (2014). Racial Equity Policy. (p. 7) Seattle, WA: Blanford, S

Culturally Responsive Education Systems

Culturally responsive educational systems are grounded in the belief that all culturally and linguistically diverse students can excel in academic endeavors when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development, and they are provided access to high-quality teachers, programs, and resources.

Cultural Competence

Cultural competence is based on integrating the awareness and learned skills needed to effectively and sensitively educate, work with, and serve people from diverse backgrounds and social identities. These skills enable the educator to build on the cultural and language assets and qualities that young people bring to the classroom rather than viewing them as deficits.²

Cultural competence allows educators to ask questions about their instructional practice in order to successfully teach students who come from different cultural backgrounds.

Developing skills in cultural competence is like learning a language, a sport, or an instrument. The learner must learn, relearn, continuously practice, and develop in an environment of constant change. Cultures and individuals are dynamic – they constantly adapt and evolve.

Cultural competence is:

- Knowing the community where the school is located,
- Understanding all people have a unique world view,
- Using curriculum and implementing an educational program that is respectful of and relevant to the cultures represented in its student body,
- Being alert to the ways that culture affects who we are,
- Places the focus of responsibility on the professional and the institution,
- Examining the negative and disproportionate impact of systems, structures, policies and practices on all students and families particularly those who come from different cultures and background.

² Leadscape, National Institute for Urban School Improvement. (2010) Culturally Responsive Coaching for Inclusive Schools. (p. 4) Tempe, AZ: Mulligan, E. M., Kozleski, E. M.

Eligibility

This New Charter School Application process seeks applications for schools that plan to open and serve students in the 2020-2021 school year. If an applicant submits an application for the 2021-2022 school year, it will be reviewed for the same readiness standards as the schools intending to open in the designated solicitation year (2020-2021). Applicants for the 2021-2022 school year must *also* provide good cause for delaying the proposed school's opening for one year beyond the designated solicitation year. This delay, if granted by the Commission, will count as an extension of the school's one year planning delay under RCW 28A.710.160.

By law, only nonprofit organizations may operate charter schools in the state of Washington. An applicant must be either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the Internal Revenue Code of 1986 (26 U.S.C. Sec. 501(c)(3)). The nonprofit corporation may not be a sectarian or religious organization and must meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220.

Additionally, contracts for management operation of a charter school may only be with nonprofit organizations. Contracts with education service providers for substantial educational services, management services, or both, must also be with a nonprofit organization. Proof of nonprofit corporation status of such contractors must be provided.

Applications will be reviewed for satisfaction of the eligibility requirements (see Completeness Review). If these eligibility requirements are not met, the application may be summarily rejected.

Additionally, for schools opening in 2020 -2021, applicants will have the option of also applying for federal Charter School Program (CSP) planning and implementation grants – *when* they submit their New Charter School Application (See Section 30). Approved new charter school applicants are then eligible to collaborate with Office of the Superintendent of Public Instruction (OSPI) to complete CSP requirements for the CSP federal planning and implementation funds.

ADMINISTRATIVE REQUIREMENTS

Reservation of Rights

The Commission reserves the right to reject any and all applications for any reason, reissue the New Charter School Application, or cancel the New Charter School Application, as deemed appropriate by the Commission. **Applicants are expected to review this New Charter School Application closely**; revisions have been made to process and content.

Proper Communication

Olympia, WA 98504-0996

Upon release of this New Charter School Application, all applicant communications must be directed to the New Charter School Application Coordinator. Unauthorized contact with other state employees or representatives may result in disqualification. All oral communications will be considered unofficial and non-binding. Applicants should rely only on written statements issued by the New Charter School Application Coordinator.

Amanda Martinez, New Charter School Application Coordinator
Washington State Charter School Commission
PO Box 40996
Telephone: (360) 725-5511
Email: amanda.martinez@k12.wa.us

Applicant Questions and Complaints

Applicant questions regarding this New Charter School Application will be allowed consistent with the *New Charter School Application Timeline (Timeline)*. All questions must be submitted in writing (email acceptable) to the New Charter School Application Coordinator. Official written Commission responses will be provided for questions received by the deadlines, and will be posted at: http://charterschool.wa.gov/applying/application-updates/

Applicants submitting questions will not be identified. Verbal responses to questions will be considered unofficial and non-binding. Only written responses posted to the Commission website listed above will be considered official and binding.

Applicants are encouraged to review the requirements of this New Charter School Application carefully, and submit any comments and recommendations to the New Charter School Application Coordinator. Where application requirements appear to prohibit or restrict an organization's participation, an explanation of the concern as well as suggested alternative language should be submitted in writing to

the New Charter School Application Coordinator by the deadline for Applicant Questions and Comments in the *Timeline*.

Applicants are expected to raise any questions, exceptions, or requested additions they have concerning the New Charter School Application requirements early in the New Charter School Application process. Applicants may submit specific complaints to the New Charter School Application Coordinator if the applicant believes the New Charter School Application contains inadequate or improper criteria, or that the application evaluation process unnecessarily restricts competition, or is flawed or unfair. The complaint must be made in writing to the New Charter School Application Coordinator before the due date set forth in the *Timeline*. The complaint should clearly articulate the basis for the complaint and include a proposed remedy. Complaints already raised may not be raised again during the Protest Procedures described on pages 14-15.

The New Charter School Application process will continue while complaints are being reviewed and responses are presented. Should an applicant complaint identify a change that would be in the best interest of the State to make, the Commission may modify this New Charter School Application accordingly. The modification to the New Charter School Application will be in writing and made in the form of an amendment to the New Charter School Application, and will be posted at http://charterschool.wa.gov/applying/application-updates/

The Commission's decision on a complaint is final and no further administrative appeal is available.

Delivery of Applications

The application, in its entirety, must be received by Commission no later than **5:00 p.m. PT on March 1**, **2019**. All applications must be submitted using the secure, online Epicenter program, with hard copies mailed to the New Charter School Application Coordinator. Submissions are time stamped when they are submitted to the Epicenter program. **No submissions will be accepted after the deadline.**

Applicants should allow sufficient time to ensure timely receipt of the application by the New Charter School Application Coordinator. Late submissions will not be accepted and will be automatically disqualified from further consideration.

The Commission assumes no responsibility for delays caused by applicant's technical difficulties, network problems or any other party.

All application documents submitted in hard copy become the property of the Commission and will not be returned.

No facsimile transmissions will be accepted at any point in the process.

Application Contents

The application must contain information responding to all requirements in the New Charter School Application. Applicant Certification and Assurances with applicant's exceptions and/or proposed revisions to the Proposed Charter Contract must be attached, if applicable. Documents requiring signatures must be signed by a representative authorized to bind the applicant to their application. Documents that require signatures must be properly signed, completed, and scanned into a separate file in .bmp, .jpg, .tiff, or PDF format.

Failure to provide any information or required signatures may result in disqualification of the application.

Application Format and Organization

Application must be written in English and submitted using secure, online Epicenter portal. Applicants should develop their application narrative in Microsoft Word (MS Word) format using Calibri size 11 font, complete all required templates and attachments, and upload completed documents to the secure, Epicenter portal.

Application responses/narrative should be clearly linked to the New Charter School Application sections to which they pertain. If information can be found in a previous section, the applicant should clearly reference the earlier section in the response/narrative.

Cost of Application Preparation

Applicants are solely responsible for the costs associated with preparing and presenting an application, as well as any costs associated with participation in the application review process. The Commission will not reimburse applicants for any costs associated with this New Charter School Application.

Application Property of the Commission

All materials submitted in response to this New Charter School Application become the property of the Commission. The Commission has the right to use any of the ideas presented in any material offered. Selection or rejection of an application does not affect this right.

Proprietary or Confidential Information

Any information in the application that the applicant desires to claim as proprietary and exempt from disclosure under the provisions of RCW 42.56, or other state or federal law that provides for the nondisclosure of the applicant's document, must be clearly designated as follows:

- **1.** For Sections 1-30 of the narrative application:
 - a. As a separate paragraph, indicate the beginning of proprietary or confidential information with the following language (ALL CAPS and bold): BEGIN PROPRIETARY/CONFIDENTIAL INFORMATION; and
 - b. As a separate paragraph, indicate the end of proprietary or confidential information with the following language (ALL CAPS and bold): END PROPRIETARY/CONFIDENTIAL INFORMATION.
- **2.** For Attachments 1-35:
 - Each page containing the information claimed to be exempt from disclosure must be identified with the language (all caps and bold) PROPRIETARY/CONFIDENTIAL INFORMATION printed on the lower right-hand corner of the page.
- **3.** Applicants must use the guidance provided above to state clearly that the application contains any proprietary or confidential information, and should include as a footnote to the proprietary or confidential text or pages reasons that this information may be considered proprietary.

Marking the entire application as proprietary, confidential, or exempt from disclosure will not be honored.

To the extent consistent with RCW 42.56, the Public Disclosure Act, the Commission shall maintain the confidentiality of applicant's information marked confidential or proprietary. If a request is made to view proprietary information, the Commission will notify the applicant of the request and of the date that the records will be released unless the applicant obtains a court order enjoining that disclosure. If the applicant fails to obtain the court order enjoining disclosure, the Commission will release the requested information on the date specified.

The Commission's sole responsibility shall be limited to maintaining the above data in a secure area, and to notify the applicant of any request(s) for disclosure for so long as the Commission retains the applicant's information in Commission records. Failure to label such materials, or failure to timely respond after notice of request for public disclosure has been given, shall be deemed a waiver by the applicant of any claim that such materials are exempt from disclosure.

Completeness Review

All applications will be reviewed for completeness before they are accepted and distributed to the evaluation teams. If an application is found to be incomplete (i.e. missing responses to required application sections, certifications, assurances, attachments, signatures, etc.) or incorrectly formatted,

the applicant will be disqualified from further review. Applicants will be notified of an application's completeness or incompleteness per the *Timeline*. It should be noted that *findings of completion* are not indicative of the *quality* of the application. For findings of incompleteness, applicants will have 24-hours to remedy any identified area of incompleteness. Changes or updates will need to be completed within 24-hours of the Application Coordinator sending the Completeness Review report. Applications that remain incomplete after the 24-hour completeness window will be disqualified from further review. Applicants are encouraged to reapply in future years.

Waiver of Minor Administrative Irregularities

The Commission reserves the right to waive minor administrative irregularities contained in any application.

Errors in Application

Applicants are liable for all errors or omissions contained in their applications. Applicants will not be allowed to alter application documents after the deadline. The Commission is not liable for any such errors. The Commission reserves the right to contact the applicant for clarification of application contents, including through the Capacity Interview process.

Misrepresentations on Application

An application containing a material misrepresentation in the information or documentation submitted may be denied. A material misrepresentation includes, but is not limited to, one that is inaccurate or misleading, or a representation that, if accurately reported, could impact the rating that an applicant would receive on any applicable criteria. If, after a school is authorized, it is learned that the application contained a material misrepresentation, the resulting contract may be deemed null and void by the Commission.

Plagiarism

The content of an application must be a product of the applicant's own efforts and shall not be copied from other sources, with the exception of quotes that are properly attributed. For applications containing material whose original source is not their own, the applicant must properly and completely attribute the material to its primary source and show that it has permission to utilize the material. Plagiarism is strictly prohibited and will result in automatic disqualification of the application. If, after a school is authorized, it is learned that a portion of the application was plagiarized, the resulting contract may be deemed null and void by the Commission.

Due Diligence

The decision to approve an application to open and operate a charter public school requires a thorough vetting of the applicant and the components of the application. The Commission may engage in due diligence to verify and evaluate the information submitted as part of the evaluation process. Due diligence may include, but is not limited to:

- Contacting individuals who may have knowledge about the information submitted and/or
 individuals associated with the applicant organization in order to evaluate the accuracy and
 validity of the information provided in the application; and
- **2.** Review of information and documentation obtained from external sources in order to evaluate the accuracy and validity of the information provided in the application.

Relevant information gleaned through this due diligence process will be reduced to writing in a due diligence report and provided to the evaluation team and the Commission for use in determining whether the application meets the criteria for approval.

Amendments and Revisions

The Commission reserves the right to revise the *Timeline* or other portions of this New Charter School Application at any time. The Commission may correct errors in this document (identified either by the Commission or an applicant). Any changes or corrections will be by one or more written amendment(s), dated, and posted with this New Charter School Application at http://charterschool.wa.gov/applying/application-updates/.

Applicants are responsible for checking the Commission's website for changes and should do so frequently. The Commission will not be responsible for notifying applicants of changes in any other manner. All changes must be authorized and issued in writing by the New Charter School Application Coordinator. If there is any conflict between amendments, or between an amendment and the New Charter School Application, whichever document was issued last in time shall be controlling.

No Obligation to Contract

The Commission may deny applications that fail to meet statutory or authorizer requirements (RCW 28A.710.140). The Commission also reserves the right to refrain from selecting or contracting with any and all applicants.

Withdrawal of Application

Applicants may withdraw an application that has been submitted prior to the Commission Resolution Meeting (identified on the *Timeline*). To accomplish application withdrawal, a written request (an email attachment is allowed) signed by an authorized representative of the applicant must be submitted to the New Charter School Application Coordinator by 5:00 p.m. PT on May 27, 2019.

Failure to respond to the Commission according to the *Timeline* below, or failure to respond to an inquiry or communication from the Commission to the applicant's designated representative, shall be deemed a withdrawal.

Optional Applicant Debriefing Conference

Applicants whose applications are not approved by the Commission may request an optional debriefing conference to discuss the evaluation of their application within the date range specified in the *Timeline*. The request must be in writing (email acceptable) and addressed to the New Charter School Application Coordinator.

The purpose of this debriefing is to discuss the factors considered in the evaluation of the application and address questions and concerns about the applicant's performance with regard to the New Charter School Application requirements. This conference will not include any discussion of, or comparison to applications from any other applicant, nor will it be an opportunity to challenge the evaluation ratings or argue the merits of the application.

Protest Procedures

Only applicants whose applications are not approved by the Commission AND who participate in a debriefing conference may make protests. Upon completion of the debriefing conference, the applicant will have five (5) business days to file a formal protest of the New Charter School Application with the New Charter School Application Coordinator.

Protests must be received by the New Charter School Application Coordinator no later than 5:00 p.m. PT on the fifth (5th) business day following the debriefing. Protests may be submitted by email, but must be followed in hard-copy form with an original signature.

In the event a protest may affect the interest of another applicant that also submitted an application, such applicant will be given an opportunity to submit its views and any relevant information on the protest to the New Charter School Application Coordinator.

Applicants submitting protests shall follow the procedures described below. Protests that do not follow these procedures will not be considered. This protest procedure constitutes the sole

administrative remedy available to applicants. All protests must be in writing, addressed to the New Charter School Application Coordinator, and signed by the protesting party or an authorized Agent.

- 1. The protest must state the New Charter School Application issue date, the grounds for the protest with specific facts believed to support the applicant's protest, and complete statements of the action(s) being protested.
- 2. The protests must contain a description of the relief or corrective action being requested.
- **3.** Only protests stipulating an issue of fact concerning the following subjects will be considered:
 - a. A matter of bias, discrimination, or conflict of interest on the part of an evaluator; and/or
 - **b.** Non-compliance with procedures described in the New Charter School Application or Commission policy.
- 4. Protests not based on the issues itemized in paragraph 3 will not be considered.
- 5. Protests will be rejected as without merit if they address issues such as:
 - a. An evaluator's professional judgment on the quality of an application; and/or
 - **b.** The Commission's assessment of its own and/or other agencies' or communities' needs or requirements.
- **6.** Upon receipt of a protest, a protest review will be held by the Commission. The Commission will assign responsibility for responding to the protest to a person who was not involved in the New Charter School Application or evaluation process; this person will prepare a recommendation report and submit it to the Commission.
- 7. The Commission will consider the protest recommendation report, record all available facts, and issue a decision; the decision must be issued within five (5) business days of receipt of the protest. If additional time is required, the protesting party will be notified of the delay.

The final determination of the protest shall:

- 1. Find the protest lacking in merit and uphold the Commission's action, denying the protest; or
- **2.** Find only technical or harmless errors in the New Charter School Application and evaluation process and determine the Commission to be in substantial compliance, denying the protest; or
- 3. Find merit in the protest and provide the Commission options, which may include:
 - a. Correcting the errors and reevaluating all applications;

- b. The reissue of the New Charter School Application and conducting a new process; and/or
- **c.** The making of other findings and the determination of other courses of action as appropriate.

Notification of Commission Decisions

All applicants will be notified by email after a decision has been made. The date of notification will be the date the email is sent.

Electronic Availability

The contents of this New Charter School Application and any amendments or revisions and written answers to questions will be available at http://charterschool.wa.gov/applying/application-updates/.

Applicants are responsible for checking this site for notices and changes and should do so frequently.

Revisions to the New Charter School Application

In the event it becomes necessary to revise any part of this New Charter School Application, addenda will be published at http://charterschool.wa.gov/applying/application-updates/. For this purpose, the published questions and answers and any other pertinent information shall be provided as an addendum to the New Charter School Application and will be placed on the website.

The Commission also reserves the right to cancel or reissue the New Charter School Application in whole, or in part, prior to execution of a contract.

Minority and Women-Owned Business Participation

In accordance with RCW 39.19, the Commission encourages participation in applications in response to this New Charter School Application by organizations certified by the Office of Minority and Women's Business Enterprises (OMWBE), on a direct or subcontractor basis. However, no preference for charters, including such organizations, will be given in the evaluation of applications, no minimum level of OMWBE participation shall be required as a condition for approval of a charter, and applications will not be rejected or considered non-responsive on that basis.

Terms and Provision of the Sample Contract

Submission of an Application constitutes acceptance of the solicitation contents and the sample contract constitutes acceptance of all terms and requirements stated therein. The sample contract, which is incorporated by reference, is located on the Commission's website at http://charterschool.wa.gov/applying/application-materials/.

INSTRUCTIONS AND GUIDELINES

Opening a new charter school that is prepared to be successful on day one requires investment in a thoughtful process to address the requirements to ensure a highly effective charter school. This New Charter School Application requires information that will allow the Commission to consider and determine if the application presents a school that is sufficiently well planned and researched, and that it not only has a compelling and rigorous academic model, but is fiscally and operationally sound as well. This New Charter School Application also seeks information that will allow the Commission to assess the capacity of the founding team to successfully implement the proposed plan.

In order for a thorough and rigorous review to occur, all applicants must respond to all questions and requests for information contained in this New Charter School Application. Failure to address all questions may result in the application being deemed incomplete.

Applicants are encouraged to reference the New Charter School Application Evaluation Rubric (for schools opening in 2020-2021) when preparing their applications to ensure that the responses not only answer the items below, but also address all of the evaluation rubric criteria. For information on how approved schools will be evaluated once they have opened, applicants should reference the Commission's performance framework (WAC 108-30), which is available on the Commission's website at http://charterschool.wa.gov/operating/performance-framework/ and incorporated by reference.

All applicants must submit a Notice of Intent to Apply (NOI), prepared using the template provided on the Commission's website, no later than **5:00 p.m. PT on November 30, 2018** to the New Charter School Application Coordinator by email, postal service, or hand delivery. Once the Commission receives an applicant's NOI, the applicant will receive access to the secure, online Epicenter program.

Applications must be submitted no later than **5:00 p.m. PT on March 1, 2019**. Commission rules governing the application and approval process (WAC 108-10 and 108-20) are incorporated by reference and available on the Commission's website. All applicants must initially submit their applications electronically. For the New Charter School Application for schools opening in 2020-2021, all electronic submissions must be uploaded to the Commission assigned secure, online Epicenter program, by the deadline.

Learning Opportunities

Four in-person New Charter School Application Orientations designed to support prospective charter school applicants will be conducted on September 26, 2018 (Olympia), September 27, 2018

(Bellingham), October 3, 201 (Spokane), and October 4, 2018 (Seattle). The purpose of these full workday orientations is to deepen understanding of:

- 1. The Commission's expectations as articulated in the New Charter School Application;
- 2. How applications will be evaluated;
- 3. The purpose and format of the Capacity Interview and Public Forum; and
- 4. Changes that have occurred to the New Charter School Application since the last cycle.

For more information regarding the New Charter School Application Orientations, please visit http://charterschool.wa.gov/applying/application-process/.

Components of the Application & Application Process

Narrative Application

The application is the formal application to the Commission and is a comprehensive description of the school's educational, organizational, and financial plans.

Attachments

Throughout the application, specific documents are requested in addition to narrative answers. A comprehensive list of the attachments is provided on pages 21-24.

Capacity Interview

Applicants will have the opportunity to participate in a performance task to demonstrate the team's capacity to open and maintain a high-quality charter school, as well as to answer specific questions about their application from the evaluator team.

Public Forum

The public forum will provide an opportunity for the public to learn more about and to provide input on, each application. While the public forum is not scored, information gleaned from this process may be used to evaluate the applicant. Applicants will be given a notice of at least five business days before the scheduled public forum date.

Commission Resolution Meeting

Applicants are invited to attend the Commission's May 30, 2019 meeting where they will be allowed to provide a short presentation regarding their application and then engage in a question and answer session with Commissioners.

Electronic Submission Instructions

- 1. Applicants may begin writing their application narrative and completing the associated attachments and templates as MS Word documents. A secure, online, Epicenter account assigned to each applicant, with template documents and instructions, will be available to applicants after they have submitted their NOI. The applicant must populate the required templates, as well as upload associated attachments and narrative sections of the application to the Epicenter program by the deadline.
- 2. Applicants should populate each template and upload each section attachment in Epicenter. Applicants should ensure that documents are uploaded in the file format specified. An overview of how to use Epicenter will be included in the training sessions referenced in the section titled *Learning Opportunities*.
- 3. Applicants are responsible for ensuring that only their FINAL application narrative, attachments and required templates are uploaded to Epicenter by the noted deadline. Changes or edits to the submitted application will not be allowed after 5:00 p.m. PT on March 1, 2019 except if requested by the Commission. If the applicant has completed their application prior to the application deadline and desires to make additional revisions prior to the application deadline, the applicant may do so.
- **4.** Applicants will not be able to modify their application after 5:00 p.m. PT on March 1, 2019. Applications not uploaded, including applications that are partially uploaded, will not be accepted after this point.

Once the electronic submission is received and a completeness determination has been issued, all applicants proceeding in the evaluation process must submit five (5) identical photocopies of the application to the New Charter School Application Coordinator. Additionally, one (1) redacted electronic copy (in PDF form) must be uploaded to Epicenter. The redacted electronic document should omit personal telephone numbers, email addresses, home addresses, and signatures, as well as check images and receipts (see *Timeline* for due date).

Hard Copy Preparation Instructions

Applicants should print their application directly from the application uploaded to Epicenter *prior* to the March 1, 2019 deadline.

- **1.** All application documents should be printed on STANDARD, WHITE, LETTER SIZED PAPER, DOUBLE SIDED.
- 2. All application documents should be bound in a 3-ring binder.
- 3. Attachments should be numbered and offset with labeled tabs.
- 4. Hard copies and the redacted electronic (PDF) copy should be submitted to the Commission per the *New Charter School Application Timeline* on pages 24-25. Submit to:

Postal/Courier Service:

Amanda Martinez

New Charter School Application Coordinator Washington State Charter School Commission PO Box 40996

Olympia, WA 98504-0996

Hand Delivered:

Amanda Martinez

New Charter School Application Coordinator

1068 Washington Street SE

Olympia, WA 98501

Specifications

- 1. Applicants MUST submit applications electronically through the secure, online Epicenter program provided by the Commission, and must use the following templates (available on the Commission's website and in the applicant's Epicenter account):
 - a. Charter School Commission Application Cover Sheet (Category 1) ALL APPLICANTS (MS Word Document)
 - **b.** Pending Authorization and School Opening Form Template (Section 1: Attachment 1) ALL APPLICANTS (MS Word Document);
 - **c.** Statement of Assurances (Section 14: Attachment 11) ALL APPLICANTS (MS Word Document).
 - **d.** Charter School Board Member Information Form (Section 16: Attachment 14) ALL APPLICANTS (MS Word Document)
 - e. Background Check Certification Form (Section 16: Attachment 15) ALL APPLICANTS (MS Word Document);
 - Staffing Chart Template (Section 21: Attachment 19) ALL APPLICANTS (MS Word Document);
 - g. Mission-Specific Goals Form (Section 23: Attachment 23) ALL APPLICANTS (MS Word Document);
 - Financial Plan Workbook (Updated 1.29.19) (Section 27: Attachment 27) ALL APPLICANTS (MS Excel Document);
 - i. Portfolio Summary Template (Section 29: Attachment 33) EXISTING OPERATORS ONLY (MS Excel Document).

- j. CSP Statement of Assurances (Section 30: Attachment 34) ALL APPLICANTS applying for CSP subgrant (MS Word Document).
- **k.** CSP Budget Form and Narrative (Section 30: Attachment 35) ALL APPLICANTS applying for CSP subgrant (FormS Excel Document, Narrative MS Word Document).
- 2. All word limits must be followed. Applications exceeding the stated word limits will be rejected.
- **3.** If a particular section or question does not apply to the applicant team or application, respond "Not Applicable" AND state the rationale. Do not leave sections blank or your application may be found to be incomplete.
- **4.** All required attachments should be uploaded in the file format specified (PDF, unless otherwise indicated).
- **5.** Any footnotes made within a narrative section of the application will be added into that section's word count. To avoid exceeding section word limits, applicants should attach a section's footnotes as a separate document to the section to which they pertain. Please title the attachment: **Section Number.Footnotes**.
- 6. The following is a table of attachments to accompany the application and their associated category and section. Note that not all attachments will be applicable to all applicants. This list does not contain all required attachments. Attachments must be labeled by Section and Attachment number. As examples, Section 1: Attachment 1, Section 6: Attachment 5. All Attachments must be uploaded directly to the applicant's Epicenter account. It is the responsibility of the applicant to ensure they submit all relevant attachments.

| Category 1: General Information | | |
|---|--|--|
| Sections A-E: General Information | Charter School Commission Application Cover | |
| | Sheet | |
| Category 2: Executive Summary | | |
| Section 1: Executive Summary | Attachment 1: Pending Authorization and School | |
| | Opening form | |
| Category 3: Educational Program Design and Capacity | | |
| Section 2: Family and Community Engagement | Attachment 2: Evidence of community | |
| ection 2. Family and Community Engagement | support/engagement in the application process | |
| Section 3: Program Overview | No Attachments | |

| | Attachment 2. Course scene and seguence |
|--|---|
| | Attachment 3: Course scope and sequence |
| Section 4: Curriculum and Instructional Design | Attachment 4: Curriculum development plan (if |
| | applicable) |
| | Attachment 5: Exit standards for graduating |
| Section 5: Student Performance Standards | students or students completing the last grade in |
| | that school. |
| Section 6: High School Graduation Requirements | No Attachment |
| (High Schools Only) | |
| | Attachment 6: |
| Section 7: School Calendar and Schedule | Year 1 of operation school calendar; |
| Section 7. School Calendar and Schedule | ■ Daily schedule; and |
| | Daily and weekly schedule |
| Section 8: School Culture | No Attachments |
| Section 9: Supplemental Programming | No Attachments |
| Section 10: Special Populations and At-Risk | No Attachments |
| Students | |
| Section 11: Student Recruitment and Enrollment | Attachment 7: Enrollment policy |
| Section 12: Student Discipline Policy and Plan | Attachment 8: Discipline policy |
| | Attachment 9: |
| | School leader resume and/or job description; |
| Section 13: Educational Program Capacity | and |
| | ■ Plan for recruiting and hiring a strong and |
| | capable school leader |
| | Attachment 10: Leadership team job descriptions |
| | and/or resumes |
| Category 4: Operations Plan and Capacity | |
| | Attachment 11: Governance documents: |
| | Articles of Incorporation; |
| | ■ Proof of nonprofit status |
| ection 14: Legal Status and Governing | ■ Bylaws; |
| Documents | Board Chair signed Statement of Assurances; |
| | and; |
| | Other governing documents |
| Section 15: Organization Structure and | Attachment 12: Organizational charts |
| Partnerships | Attachment 13: Copies of Proposed Contracts |
| - F- | |

| | Attachment 14: Board member documents: |
|---|--|
| | Completed and signed Charter School Board |
| | Member Information Forms; and |
| | ■ Board member Resumes |
| | Attachment 15: |
| | Signed Initial Background Check Certification |
| | form assuring that background check verification |
| Section 16: Governing Board | for each board member and school leader has |
| ection 16: Governing Board | been initiated and will be completed within the |
| | timetables set forth in the Sample Contract: |
| | Attachment 1, Pre-Opening Process and |
| | Conditions. |
| | |
| | Attachment 16: |
| | Conflict of Interest Policy: |
| Coding 47, Advisor Boding | Conflict of Interest Policy |
| Section 17: Advisory Bodies | No Attachments |
| Section 18: Grievance/Complaint Process | No Attachments |
| | Attachment 17: If available, Memorandum Of |
| ection19: District Partnerships | Understanding (MOU) or other partnership |
| | documentation (i.e. letters of |
| | support/partnership, etc.) |
| Section 20: Educational Service Providers (ESP) | Attachment 18: ESP contract term sheet |
| Section 21: Staffing Plans, Hiring, Management, | Attachment 19: Staffing chart |
| and Evaluation | Attachment 20: Leadership evaluation tools |
| and Evaluation | Attachment 21: Teacher evaluation tools |
| Section 22: Professional Development | Attachment 22: Professional development |
| Section 22. Professional Bevelopment | schedule |
| Section 23: Performance Framework | Attachment 23: Mission-Specific Goals form |
| Section 24: Facilities | Attachment 24: Facility documents |
| Section 25: Start-up and Ongoing Operations | Attachment 25: Start-up plan |
| Section 23. Start-up and Ongoing Operations | Attachment 26: Insurance coverage |
| Section 26: Operations Capacity | No Attachments |
| Category 5: Financial Plan and Capacity | |
| | Attachment 27: Financial plan workbook |
| | Attachment 28: Budget narrative |
| Section 27: Financial Plan | Attachment 29: Evidence of philanthropic funding |
| | commitments noted in budget |
| | Attachment 30: Fundraising plan |
| | |

| Section 28: Financial Management Capacity | Attachment 31: Recent internal financial | |
|---|--|--|
| | statements | |
| | Attachment 32: Independent financial audit | |
| | reports and management letters | |
| Category 6: Existing Operators | | |
| Section 29: Existing Operators | Attachment 33: Portfolio Summary Template | |
| Category 7: Federal Charter School Program Grant Application (Optional) | | |
| | Attachment 34: Signed CSP Grant Statement of | |
| Section 30: Federal Charter School Program Grant | Assurances | |
| Application | Attachment 35: OSPI Project Budget Form and | |
| | line item Budget Narrative | |

- **7.** When submitting resumes, label each document with the individual's affiliation with the proposed school (Board member, School Leader, teacher, etc.).
- **8.** Review all elements of the application for completeness before submitting.
- **9.** Late or incorrectly formatted applications will not be accepted.

New Charter School Application Timeline*

The article below represents the timeline for the 2018-2019 New Charter School Application process. The deadlines and due dates are mandatory and nonnegotiable for applicants. Failure to meet the New Charter School Application submission deadline will result in disqualification from participation. All times are Pacific Time (PT). The Commission reserves the right to revise the timeline. Any revisions will be posted on the Commission's website at http://charterschool.wa.gov/applying/application-updates/

All Applicants will receive email notification.

| Date | Activity |
|--------------------|--|
| September 04, 2018 | New Charter School Application Release |

^{*}Dates, times, locations, and activities subject to change.

| September 26, 2018 | New Charter School Application Orientations: An orientation designed to support |
|-----------------------------|--|
| • | |
| (Olympia) | prospective charter school applicants. The purpose of this full work-day orientation is to |
| September 27, 2018 | deepen understanding of: |
| (Bellingham) | The Commission's expectations as articulated in the New Charter School Application; How applications will be evaluated; |
| October 3, 2018 (Spokane) | 3) The purpose and format of Public Forums; and |
| October 4, 2018 (Seattle) | 4) Changes that have occurred to the RFP since last cycle. |
| October 16, 2018 | Applicant questions and comments deadline |
| October 23, 2018 | Commission's written answers to questions issued |
| November 30, 2018 5:00 | Notice of Intent to Apply (NOI) due |
| p.m. | |
| December 4, 2018 10:00 | Epicenter Webinar – Invitation sent to applicants who submit an NOI |
| a.m. | |
| December 13, 2018 | Applicant complaints deadline |
| December 20, 2018 | Commission's written response to Complaints issued |
| March 1, 2019 5:00 p.m. | Proposal deadline |
| March 8, 2019 | Completeness findings distributed |
| March 12, 2019 5:00 p.m. | Deadline for eligible Applicants to deliver hard copies of Proposals. A redacted PDF copy is |
| | required to be submitted via Epicenter. |
| April 16-17, 2019 | Capacity Interviews. Interviews will ONLY be held on these days; applicants are requested to |
| (Only if needed – April 15 | keep the dates entirely open in their calendars. Applicants will be notified of their assigned |
| and 18) | interview time as soon as possible. Due to significant logistical challenges, it is unlikely that |
| | any changes to assigned interview times will be possible. |
| April 22-26, 2019 | Public Forums. Public Forums will ONLY be held on these days; applicants are requested to |
| (Only if needed – April 29- | keep the dates entirely open in their calendars. The Application Coordinator will work with |
| May 3, 2019) | applicants to determine their Public Forum date as soon as possible. Due to significant |
| | logistical challenges, it is unlikely that any changes to the agreed upon Public Forum will be |
| | possible. |
| May 16, 2019 | Recommendation Reports Released |
| May 16, 2019 5:00 p.m. | Deadline for public comments regarding eligible Applicants |
| May 27, 2019 | Deadline for Applicant withdrawal |
| May 30, 2019 | Commission Resolution Meeting: Commission will pass resolutions approving or denying |
| | charter school applications. Applicants are invited to attend the Resolution Meeting where |
| | they will be allowed to provide a short presentation regarding their application and then |
| | engage in a question and answer session with Commissioners. |
| June 3, 2019 | Applicant request for optional debriefing due |
| | |
| June 4-7, 2019 | Optional Applicant debriefings |
| | Optional Applicant debriefings Deadline for filing Protest |
| June 4-7, 2019 | |

CATEGORY 1: GENERAL INFORMATION

Submit the below information, Sections A-E, on the Charter School Application Cover Sheet.

Section A: School Information

- 1. School Name;
- 2. School Type (Elementary, Elementary/Middle, Middle, Junior High, Middle/High, High);
- 3. Grade Levels Served (K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12);
- 4. School District;
- 5. Neighborhood/Community;
- 6. Phone;
- **7.** Fax;
- 8. Website Address;
- 9. Street Address;
- **10.** Sponsoring Entity (Nonprofit Organization, Governmental, College or University, State Board of Education);**
- 11. Open Date;
- 12. Contracted Educational Service Provider (EMO, CMO, Other);
- 13. Calendar Type (Standard or Extended School Year); and
- 14. Number of Instructional Days.

Section B: Primary Contact Person

- 1. Name;
- 2. Position;
- 3. Address;
- 4. Mobile Phone;
- 5. Alternate Phone;
- 6. Email address; and
- **7.** Current Employer.

**In Washington state, a "charter school applicant" must be a nonprofit corporation that is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the Internal Revenue Code.

Section C: Enrollment Projections

Complete the template provided. This table is derived from the applicant's School Information in Section A regarding grades served. The number of students must include the minimum and maximum planned enrollment per grade per year.

Section D: Current and Prospective Board Member Roster

- **1.** Name;
- 2. Title on Board;
- 3. Contact (Phone & Email Address);
- 4. Mailing Address; and
- 5. Current Employer.

Section E: Start-Up Team

- 1. Name;
- 2. Title/Position on Start-up Team;
- 3. Contact (Phone & Email Address);
- 4. Mailing Address; and
- 5. Current Employer.

CATEGORY 2: EXECUTIVE SUMMARY

Section 1: Executive Summary (1500 Words)

The Executive Summary should provide a concise summary of the following:

- 1. Educational Need, Anticipated Student Population, and Challenges: Describe the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter. Explain how the school will increase opportunity and/or access to students who have been identified as at-risk as defined in RCW 28A.710.010(2). Provide the rationale for the number of students and grade levels served in year one of the attendance projection and the basis for the growth plan in the enrollment attendance projections provided on the cover sheet. Describe how the applicant team has assessed demand and/or need for the school.
- 2. Geographic Location: Describe the geographic location of the school and the rationale for selecting the school location, and student body. Be explicit in the rationale for the location and align to the evidence of educational need, community/parent demand, anticipated student population and challenges. Identify any enrollment priorities the school intends to employ, consistent with applicable restrictions on enrollment eligibility and selection.
- **3. Plan, Mission, Vision, and Goals:** Describe the school plan and state the mission, vision, and goals of the proposed school.
 - **a.** The **vision** is a statement of the fundamental purpose of the school, describing why it exists; the **mission** statement outlines how the school will operate and what it will achieve long term. The mission and vision statements provide the foundation for the entire application. The mission and vision statements, taken together, should:
 - i) Identify the students and community to be served;
 - ii) Articulate the long-term goals for the school and the students it serves;
 - iii) Illustrate what success will look like; and
 - iv) Align with the purposes of the Washington charter school law (RCW 28A.710) and the Commission's stated priorities for new schools (WAC 108).
 - **b.** The long-term **goals** should articulate what the school hopes to achieve once it is at capacity and fully operational. Unlike the mission-specific goals, these are meant to be long-range and speak to operational and academic success.

4. Request for Additional Planning Year. If the applicant is planning to open their school in the fall of 2021, please provide a rationale for this request. An applicant must describe the circumstances surrounding the proposed delay in opening the school. Attachment 1: Pending Authorization and School Opening Form

CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY

Section 2: Family and Community Engagement (1300 Words)

- 1. Describe and provide evidence of how the school has assessed parent/guardian and community demand for the proposed school.
- 2. Describe the specific role to date of the parents/guardians and community members involved in developing the educational program and proposed school.
- 3. Describe how the school will engage parents/guardians in the life of the school and share how this plan will be culturally inclusive. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe in detail any commitments or volunteer activities the school will seek from or offer to parents/guardians.
- 4. Describe the community resources that will be available to students and families. Describe any existing and/or anticipated partnerships or contractual relationships the school has or will have with community-based organizations, including those that serve culturally-specific populations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as Attachment 2, existing evidence of support from intended students, families and/or community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Section 3: Program Overview (1500 Words)

The Program Overview should:

- Describe how the applicant will "provide a program of basic education that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements and participates in the statewide student assessment system;"
- Provide the Educational Program Terms, including the essential design elements of the school model;
- Provide evidence that the educational program or essential design elements of the program are based on proven methods. Provide evidence that the proposed educational program has a

- sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population; and
- Highlight the culturally responsive aspects of the program.

The Educational Program Terms identify the characteristics of the essential components of the educational program that the applicant considers critical to the school's success and for which the applicant is prepared to be held accountable to the Commission and the public. The Commission's oversight and evaluation of the proposed school's educational program will focus on successful implementation of the program's design elements and educational program terms. Applicants should identify no fewer than three and no more than five Educational Program Terms.

The Educational Program Terms should be minimum expectations. Applicants need not – and should not - include all of the things that they want the school to be. Rather, applicants should include a set of minimum measurable programmatic components that will enable the Commission to objectively validate that the program the proposed school is offering is fundamentally consistent with what the school is advertised to be.

Articulate the Educational Program Terms in a way that indicates the objective measurable evidence that can be used to determine whether the proposed school has met the expectations. Avoid general statements about the school culture or learning environment. Focus on specific, measurable **components** that will establish that culture or learning environment.

The Educational Program Terms will become an attachment to the charter contract. It will not replace the Commission's ultimate focus on performance standards set out in the Academic Performance Framework.

Note: The Educational Program Terms are different from mission-specific goals (Section 23) that the proposed school must develop as a part of its Academic Performance Framework, because Educational Program Terms focus on process rather than student outcomes. In other words, the mission-specific academic performance goals focus on what students will achieve. By contrast, the Educational Program Terms should capture the essentials of what students will experience. See the Commission's website for examples of Educational Program Terms.

Section 4: Curriculum and Instructional Design (2700 Words)

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures that all students will meet or exceed the state standards.

- 1. Describe the basic learning environment (e.g., classroom-based, independent study) and essential design elements, including class size and structure. Demonstrate alignment to the school's mission and vision. Include in your description how the learning environment is culturally responsive.
- **2.** Give an overview of the planned curriculum. Identify course outcomes and demonstrate alignment with applicable state standards. Provide, as **Attachment 3**, a sample course scope and sequence for <u>one subject</u> in <u>one grade of each division</u> (elementary, middle, high school) the school will serve.
- 3. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the anticipated student population. Describe how the curriculum is vertically and horizontally aligned for all grades the school will serve. Include a description of how the school developed a curriculum that is culturally responsive and free of bias (i.e. racial, gender, etc.).

-OR-

If the curriculum is not already developed, provide, as **Attachment 4**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed. Describe how the curriculum will be vertically and horizontally aligned for all grades the school will serve; and how the curriculum will be appropriate and effective for the anticipated student population. Include a description of how the school will develop a curriculum that is culturally responsive and free of bias (i.e. racial, gender, etc.).

- **4.** Describe the primary instructional strategies that the school will expect teachers to use, how these strategies are culturally responsive, and why they are well-suited for the anticipated student population.
- **5.** Describe the processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Section 5: Student Performance Standards (1300 Words)

Responses to the following items regarding the proposed school's student performance standards must be consistent with Washington State K-12 Learning Standards.

1. Provide and describe how the school as a whole will meet the Washington State K-12 Learning Standards.

- 2. If the school plans to adopt or develop additional academic standards beyond the state standards, or non-academic standards, provide an explanation of the types of standards (content areas, grade levels). Be sure to highlight and describe how the proposed standards exceed the state standards.
- **3.** Explain the school policies and standards for promoting students from one grade to the next. Describe how and when promotion and graduation criteria will be communicated in a culturally responsive manner to parents/guardians and students.
- **4.** Provide, as **Attachment 5**, the school's exit standards for graduating students or students completing the last grade in that school. These exit standards should clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.

Section 6: High School Graduation Requirements (High Schools Only) (700 Words)

High schools will be expected to meet the state graduation standards as established by the Washington State Board of Education (SBE).

- 1. Describe how the school will meet the requirements described in Attachment 5. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
- **2.** Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).
- **3.** Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Section 7: School Calendar and Schedule (400 Words)

1. Describe the annual academic schedule for the school. Explain and demonstrate how the calendar reflects the needs of the educational program and meets Washington state minimum instructional requirements as stated in RCW 28A.150.220(2). In Attachment 6, provide the school's proposed calendar for the first year of operation, including the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state

assessment days. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. A definition of "Instructional Hours" is provided in RCW 28A.150.205. Provide, also in **Attachment 6**, a sample daily and weekly schedule for each division of the school. The application must provide the formula or calculation for the total annual number of instructional hours/days.

2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects, such as language arts, mathematics, science, and social studies as well as any school-specific educational program terms or design elements. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

Section 8: School Culture (2000 Words)

- Describe the culture of the proposed school. Explain how it will promote a positive and culturally inclusive academic environment and reinforce intellectual and social development for students.
- 2. Describe how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
- **3.** Describe and demonstrate how the school culture will be culturally responsive and take account of and serve students with special needs, including students receiving special education services, English Language Learners (ELLs), and any students at risk of academic failure.
- **4.** Describe a typical school day from the perspective of a student in a grade that will be served in the school's first year of operation.
- **5.** Describe a typical instructional day for a teacher in a grade that will be served in the school's first year of operation.

Section 9: Supplemental Programming (700 Words)

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours, days and weeks. Provide a description of the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs and how they will be

funded. Address the processes for determining attendance when student interest/need exceeds capacity.

- 2. Describe any extra-curricular, co-curricular, or other student-focused activities or programming the school will offer, including how often they will occur, how they will be culturally responsive, and how they will be delivered and funded. Address the process when student interest in the program exceeds capacity. Applicant must describe how the school will pay for student participation in district sponsored interscholastic programs.
- **3.** Describe the specific programs or strategies the school will employ to address mental, emotional, and social development and health for all students, and describe how these strategies will be culturally responsive.
- **4.** Describe the plan for outreach to parents to apprise them of supplemental programming opportunities. Describe how this plan will be culturally inclusive.

Section 10: Special Populations and At-Risk Students (6000 Words)

Schools are responsible for hiring licensed and endorsed special education professionals pursuant to federal and state law. School personnel shall participate in developing Individualized Education Plans (IEPs), identify and refer students for assessment of special education needs, maintain records, and provide the delivery of special education instruction and services, as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

- 1. Describe the overall plan to serve students with special needs, including, but not limited to, students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan should address how the school will meet students' needs in the least restrictive environment.
- 2. Identify the special populations and at-risk groups that the school expects to serve and explain the basis for these assumptions. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students.
- **3.** Specifically explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the school will provide, including the following:

- **a.** Methods for identifying students with special education needs and avoiding misidentification;
- **b.** Specific scientifically research based interventions the school will provide to support the identification of needs for students with disabilities;
- c. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of placements and services, ensure students' access to the general education curriculum, and ensure academic, social, emotional, and functional success for students with special education needs;
- **d.** Plans for monitoring and evaluating the academic, social, emotional, and functional performance progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
- **e.** Plans for developing, monitoring, and evaluating the progress and success of supports and services for students with disabilities as set forth in 504 Plans;
- **f.** Plans for promoting graduation for students with special education needs (high schools only); and
- g. Plans to provide adequate qualified staffing for the anticipated special needs population.
- **4.** Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - a. The charter school will identify and place English learners in the English language development program (ESEA Sec. 8101 (20));
 - b. The charter school will make available to all English learners a transitional bilingual instructional program or, if the use of two languages is not practicable as provided in WAC 392-160-040, an alternative instructional program (WAC 392-160-010);
 - c. The charter school will monitor and evaluate the academic progress and success of English learners, including the exiting of students from EL services (ESEA Sec. 3121(a)(b)(c); and RCW 28A.180.040(g));
 - **d.** The charter school will provide adequate, qualified staffing for English learners (<u>Title VI of the Civil Rights Act of 1964, 34 CRR §100.3</u>);
 - **e.** The charter school will meet the parent notification requirements for families of English learners (WAC 392-160-015);
- **5.** Explain how the school will meet the needs of homeless students and students in foster care.
- **6.** Explain how the school will identify and meet the learning needs of at-risk students as defined in RCW 28A.710.010(2):

"At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term

includes, but is not limited to, students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.

- **7.** Describe how the school will identify and meet the needs of highly capable students, including the following:
 - **a.** Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - **b.** Plans for monitoring and evaluating the academic progress and success of intellectually gifted students; and
 - **c.** Plans for providing qualified staffing for intellectually gifted students.

Section 11: Student Recruitment and Enrollment (600 Words)

- Describe the school's plan for student recruitment and marketing and how it is culturally
 inclusive and will provide equitable access to interested students and families. Specifically
 describe the school's plan for outreach to at-risk students. The plan must adhere to admissions
 and enrollment practices outlined in RCW 28A.710.050
- **2.** Provide, as **Attachment 7**, the school's enrollment policy, which should demonstrate cultural inclusiveness and include the following:
 - **a.** Tentative dates for application period and enrollment deadlines and procedures, including an explanation of how the school will receive and process Intent to Enroll forms;
 - **b.** A timeline and plan for student recruitment/engagement and enrollment;
 - c. The lottery procedures that will be used should student interest exceed capacity. These lottery procedures shall be publicly noticed and open to the public; however, the school must grant enrollment preference to siblings of already enrolled students, with any remaining enrollments allocated through the lottery;
 - **d.** If applicable, how the school will offer a weighted enrollment preference for at-risk students or children of full-time employees of the school; and
 - e. Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers.

Section 12: Student Discipline Policy and Plan (1500 Words)

1. Describe in detail the school's approach to student discipline. Provide, as **Attachment 8**, the school's proposed discipline policy. The proposed policy must be culturally responsive and

comply with any applicable state laws and Commission policies, including, but not limited to, RCW 28A.150.300. The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school's approach and the proposed policy should address each of the following:

- **a.** Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
- **b.** A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively;
- **c.** An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
- **d.** Highlight how the school will address potential disproportionate discipline rates based on race, ethnicity, gender, etc.; and
- e. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for any amount of time.
- 2. Describe how students and parents/guardians will be informed of the school's discipline policy.

Section 13: Educational Program Capacity (1200 Words)

- 1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These individuals may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.
- **2.** Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - **a.** School leadership, administration, and governance;
 - **b.** Curriculum, instruction, and assessment;
 - **c.** Performance management;
 - **d.** Cultural competence/inclusiveness;
 - e. Family and community engagement; and
 - **f.** Special populations.

- **3.** Specifically describe the applicant's ties to and/or knowledge of the proposed community that the school will serve.
- **4.** Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school's development.
- 5. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence (i.e. student performance data, etc.) of the leader's ability to effectively serve the anticipated population .Discuss the evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs or other relevant leadership roles in which they have served, completed or participated. Provide, as Attachment 9, the qualifications and resume for this individual.

-OR-

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide, as **Attachment 9**, a job description and qualifications for the school leader and a plan for recruiting and hiring a strong and compatible leader.

- 6. Describe the responsibilities of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions. For any positions not yet filled, provide a timeline, criteria, and process for recruitment and hiring. Please describe how this plan for recruitment and hiring will be culturally inclusive. Provide, as Attachment 10, the qualifications and resumes for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.
- 7. Describe in detail who is currently working or who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate these individuals.

CATEGORY 4: OPERATIONS PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents (750 Words)

1. Describe the proposed school's legal status, including nonprofit status and federal tax-exempt status.

2. Submit, as Attachment 11:

- a. Articles of Incorporation;
- **b.** Proof of nonprofit status and tax-exempt status (or copies of filings for the preceding items or other evidence);
- c. Bylaws;
- d. Board Chair signed Statement of Assurances; and
- e. Other governing documents already adopted.
- **3.** Describe any subsidiaries owned or affiliated with the nonprofit submitting this charter school application. Describe any other organizational/business endeavors in which the nonprofit that is submitting this charter school application is involved.
- 4. If the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, please describe organization's five-to-ten-year growth plan regarding the total number of charter schools it hopes to operate in Washington State. Include discussion of the organization's capacity to successfully support and execute that plan, including business plans to support anticipated growth.

Section 15: Organization Structure and Partnerships (500 Words)

- **1.** Submit, as **Attachment 12**, organization charts that show the school governance, management, staffing plan, and structure in:
 - a. The first year of school operations;
 - **b.** At the end of the 5-year charter term; and
 - **c.** When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart must clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, school leader, management team, staff,

- any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.
- 2. Describe any other proposed or existing partnerships or contractual relationships that will be central to the school's operations or mission. Provide, as **Attachment 13**, copies of the proposed contract(s). Be sure to address and describe any services to be contracted, such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such service.

Section 16: Governing Board (2200 Words)

- 1. Describe the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
- 2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
- **3.** Explain how this governance structure and composition will help ensure that:
 - a. The school will be an educational, financial and operational success;
 - **b.** The board will evaluate the success of the school, school leader and itself;
 - c. There will be active and effective representation of key stakeholders, including parents; and
 - **d.** The school will be a culturally responsive education system.
- **4.** For each <u>current</u> and <u>proposed</u> board member identified in Category 1 Section D (Board Member Roster), summarize each member's desire to serve on the school's board and qualifications for holding this position. In **Attachment 14**, provide the following documents for each individual identified:
 - **a.** Completed and signed Board Member Information Form;
 - **b.** Board member resume
- 5. In Attachment 15, provide a signed Initial Background Check Certification form to verify that a background check has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions for each board member and school leader,

- **6.** Explain the procedure by which board members have been and will be selected. Describe how often the board meets. Discuss the plans for any committee structure.
- 7. Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. Describe how new members will be recruited and added, and how vacancies will be filled. Describe the orientation or training new board members will receive, and the kinds of ongoing development/training existing board members will receive. The plan for training and development should include:
 - **a.** A timetable/schedule;
 - **b.** Specific topics to be addressed;
 - c. Participation requirements; and
 - **d.** Development of cultural competence.
- **8.** If the current applicant team does not include the formal school governing board, explain how and when the transition to the formal governing board will take place.
- **9.** If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, respond to the following:
 - a. Indicate whether the existing nonprofit board governs the new school;
 - **b.** To what extent the school will be a new nonprofit corporation governed by a separate board:
 - c. If the current nonprofit's board will govern the charter school, describe the steps taken to transform its board membership, mission, and bylaws to assume its new duties as a charter public school board. Describe the plan and timeline for completing the transition and orienting the board to its new duties; and
 - **d.** If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be. This should also be represented on the applicant's organizational chart.
- **10.** Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 16**, the board's proposed:
 - a. Code of Ethics Policy; and
 - **b.** Conflict of Interest Policy.
- **11.** Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual or perceived conflicts.

Section 17: Advisory Bodies (300 Words)

Describe any school advisory bodies or councils to be formed, including the role(s), duties, and authority of each. Describe the planned composition of the advisory body and the strategy/selection process for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

Section 18: Grievance/Complaint Process (750 Words)

Describe in detail the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure, or practice at the school, or the school leader and/or principal's performance. The process should include how the final administrative appeal is heard by the governing board.

Section 19: District Partnerships (300 Words)

Describe any district partnership activities and/or meetings during the application development process. If applicable, provide any proposed partnership agreement between the proposed charter school and the school district where the school is proposed to be located. Include the terms of that agreement and/or partnership. As applicable provide, as **Attachment 17**, Memorandum of Understanding (MOU) or other partnership documentation (i.e. letters of support/partnership, etc.).

Section 20: Education Service Providers (ESP) and Other Partnerships (300 Words)

- **1.** If the school intends to contract with an ESP for the management of the school for substantial educational services, address the following:
 - **a.** Provide evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, as well as successful management of nonacademic school functions, if applicable;
 - **b.** As **Attachment 18**, provide a term sheet that includes:
 - i. Proposed duration of the service contract;
 - ii. Roles and responsibilities of the governing board, school staff, and ESP;
 - iii. Scope of services and resources to be provided by the ESP;
 - iv. Performance evaluations measures and timelines;
 - v. Compensations structure, including clear identification of all fees to be paid to the ESP;
 - vi. Methods of contract oversight and enforcement;
 - vii. Investment disclosure; and
 - viii. Conditions for renewal and termination of the contract.

2. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

Section 21: Staffing Plans, Hiring, Management, and Evaluation (2500 Words)

- 1. Describe the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
- 2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
- **3.** Describe the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan. Explain how this plan includes culturally inclusive hiring practices. Explain other key selection criteria and any special considerations relevant to the school's design.
- **4.** Outline in detail the school's procedures for hiring and terminating school personnel, including the process and timeline for conducting criminal background checks.
- **5.** Provide, as **Attachment 19**, a completed staffing chart for the school, prepared using the template provided by the Commission. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year one positions, as well as positions to be added during the five (5) year charter contract;
 - **b.** Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - **d.** Operational and support staff;
 - **e.** And a description of the supervisory and/managerial relationships that exist between the school's senior-level administrative team and the rest of the staff.
- 6. Provide the teacher-student ratio, as well as the ratio of total adults to students for the school.
- **7.** Explain how the school leader will be evaluated each school year. Provide, as **Attachment 20**, any leadership evaluation tool(s) that the applicant team has identified or developed already.

8. Explain how teachers will be evaluated each school. Provide, as **Attachment 21**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

Section 22: Professional Development (1200 Words)

Describe the school's teacher and staff professional development expectations and opportunities, including the following:

- 1. Identify the person, position, or organization responsible for professional development.
- 2. Describe in detail the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program. Please describe how the professional development plan will include the development and practice of cultural competence for all staff, as well as staff capacity in the collection, analysis and use of performance data to improve student learning and evaluate the school's culture and climate. Discuss the extent to which the professional development will be conducted internally or externally and will be individualized or uniform.
- 3. Provide, as Attachment 22, a schedule and description of any specific professional development that will take place <u>prior</u> to school opening. Provide a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Include safety and child abuse training.
- **4.** Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration in this discussion and specify how this time will typically be used.

Section 23: Performance Framework (1000 Words)

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to the Performance Framework. Per Washington Administrative Code (WAC) 108-30, the Performance Framework is a set of academic, financial, and organizational performance standards. The academic performance standards will consider proficiency, growth, and comparative performance based on federal, state accountability measures, and attainment of mission-specific goals. The financial performance standards will be based on standard accounting principles and industry standards for sound financial operation. The organizational performance standards will be based primarily on

compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants must propose to supplement the Commission's Performance Framework measures with school and mission-specific academic and organizational goals. The Commission encourages applicants to closely examine the Performance Framework, and they are invited to incorporate the Performance Framework into their educational and organizational performance systems.

- 1. Provide, as Attachment 23, a completed mission-specific goals form with the school's mission-specific academic and organizational goals and targets. Provide 1-3 goals each for academics and 1-3 goals for organizational effectiveness. State goals clearly in terms of the measures or assessments the school plans to use. All goals must be specific, measurable, action oriented, realistic, relevant, and time-bound.
- 2. In addition to all mandatory state assessments, identify the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's educational program, performance goals, and state standards. Be sure to address how the school will participate in all state required assessments.
- **3.** If applicable, address how the school proposes to provide, at a minimum, summative norm-reference or criterion-based assessment data which demonstrates student growth and proficiency for students in grade levels not assessed by the state (i.e. K through grade 2 or High School grades).
- **4.** Describe in detail how the school will measure and evaluate academic progress (of individual students, student cohorts, and the school as a whole) throughout the school year, at the end of each academic year, and for the term of the charter contract.
- 5. Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
- **6.** Identify the person(s) or position(s) and/or entities responsible for managing the data, including collection, disaggregation, and analysis of all assessment data **with and for classroom teachers**.

Section 24: Facilities (800 Words)

Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

- 1. Describe the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
- 2. Explain anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art rooms, computer labs, a library/media center, performance/dance rooms, auditorium, etc.
- **3.** Describe anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.
- **4.** Explain which, if any, of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.
- 5. Identify any other significant facilities needs not already specified, for example: Americans with Disabilities Act (ADA) accessibility requirements, playground, large common space, other special considerations (identify and explain).
- **6.** Describe the steps already taken to identify prospective facilities, as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.
- 7. If the applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility, briefly describe the facility, including location, size, and amenities.
 - a. Provide proof of the commitment as Attachment 24.
 - **b.** Attachment 24 may also include up to 10 (ten) pages of supporting documents providing details about the facility.

Section 25: Start-Up and Ongoing Operations (1400 Words)

- **1.** Provide, as **Attachment 25**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget.
- **2.** Describe the school transportation plan and arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
- **3.** Summarize the plan for safety and security for students, the facility, and property, and how that plan complies with all federal, state, county, and city health and safety laws. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
- **4.** Outline the plans for food service and other significant operational or ancillary services.
- **5.** Provide, as **Attachment 26**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance include, but are not limited to, workers' compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions. Applicants should ensure that they have the coverage identified in the sample contract (§ 13.1).

Section 26: Operations Capacity (800 Words)

- 1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - a. Staffing;
 - **b.** Professional development;
 - c. Performance management;
 - **d.** General operations;
 - e. Facilities management; and
 - **f.** State and Federal compliance.
- 2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

CATEGORY 5: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan (2600 Words)

- 1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
- **2.** Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
- **3.** Describe the school's plans and procedures for contracting for an annual independent audit of the financial operations of the school.
- **4.** Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
- **5.** Submit a completed Financial Plan Workbook (Commission Template), as **Attachment 27**. Be sure to complete all sheets in the Workbook. In developing the budget, please use the per-pupil revenue estimator tool and allocation estimate guidance provided by the Commission.
- 6. As Attachment 28, present a <u>detailed budget narrative</u>, including description of assumptions and revenue estimates that includes, but is not limited to, the basis and calculations for revenue projections (including inflation for General Apportionment), staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The budget narrative should include the following:
 - a. Anticipated funding sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Describe any restrictions on access to, or use of, any identified funding sources. Include evidence of commitment for any funds on which the school's core operation depends;
 - **b.** Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated;

- **c.** Describe in detail the year one cash flow contingency, in the event that revenue projections are not met in advance of opening, and
- **d.** Provide, as **Attachment 29**, evidence of philanthropic funding commitments.
- 7. Provide, as **Attachment 30**, the school's long-term fundraising plan. Be sure to include specifics about the timeline as well as the person responsible for each task. The plan should describe how the school will sustain any necessary fundraising, who will take the lead in implementing the plan, and how board members will be engaged in fundraising and plan implementation.

Section 28: Financial Management Capacity (500 Words)

- 1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 - a. Financial management;
 - b. Fundraising and development; and
 - c. Accounting and internal controls.
- **2.** Provide, as **Attachment 31**, the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level and overall operations are distinctly represented.
- **3.** For the organization as a whole and any related business entities, provide, as **Attachment 32**, the last three years of independent financial audit reports and management letters.

CATEGORY 6: EXISTING OPERATORS

Section 29: Existing Operators or Proposed Charter Management Organization Development (2700 Words)

Applicants who already operate one or more schools, including charter management organizations (CMOs), or applicants who plan to grow into their own CMO must respond to the following:

- 1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth. The description must also include the organization's overall growth plan regarding the total number of charter schools it hopes to operate in Washington State.
- 2. Using the Portfolio Summary Template, complete all requested information for each of the organization's schools and provide as **Attachment 33**.
- **3.** For applicants authorized to open a school in the 2017 school year and beyond, **whether by the Commission or another authorizer**, provide a status report regarding compliance with each preopening condition.
- **4.** Disclose any schools that have been closed or non-renewed, or charters that have been revoked by any authorizer.

CATEGORY 7: OPTIONAL CHARTER SCHOOL PROGRAM PLANNING AND IMPLEMENTATION SUBGRANT

Background

Authorized by Title V, Part B of the Elementary and Secondary Education Act (ESEA) (P.L. 107-110), the federal Charter Schools Program (CSP) provides funding to State Educational Agencies (SEA) with the purpose to increase national understanding of the charter school model and expand the number of high-quality charter schools available to students across the nation by providing financial assistance for planning, program design, and initial implementation of new charter schools, and to evaluate the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.

The Office of Superintendent of Public Instruction (OSPI) was awarded a competitive CSP grant under this federal program for \$6,973,743. In order to improve efficiency, OSPI's federally approved grant application proposed that the New Charter School Application for both the Washington State Charter Schools Commission (Commission) and approved school district authorizers will serve as the application for CSP subgrants. This portion of the New Charter School Application was designed to minimize redundancies in application preparation as both the CSP and New School Application require similar information.

While the New Charter School Application will serve as the application for the CSP subgrant, the authorization of a charter school by a Washington charter school authorizer *does not* guarantee OSPI's approval of a CSP subgrant award. Additionally, the OSPI CSP grant management staff will conduct its own independent review to determine eligibility of potential subgrantees, the proposed subgrant specific goals, budgets, and line items.

Note: This section of the New Charter School Application is an *optional* section. Completion or non-completion does not contribute to the overall review or recommendation of an application. In order to receive a CSP planning and/or implementation subgrant, a school must first be authorized, have their charter contract signed by the authorizer, and have an approved affirmative motion by the charter school's board accepting the terms of the the CSP Statement of Assurances (Attachment 34). Subgrantees are required to work directly with OSPI's CSP grant management staff in order to comply with all processes and procedures of the CSP grant, and are subject to additional oversight and reporting requirements specific to the CSP grant.

Purpose of the CSP Grant

The Office of Superintendent of Public Instruction (OSPI) has received a competitive grant under this federal program to carry out the following objectives:

Objective 1: Increase and sustain the number of new, high-quality charter schools in Washington state through sub-grants for planning, program design and implementation.

Objective 2: Increase the number of high-quality charter school seats by enhancing the capacity of charter school leaders and board members at new and existing charter schools.

Objective 3: Increase the quality of the state's charter school authorizer infrastructure through technical assistance, training, and access to necessary resources.

The Washington SEA CSP grant offers two types of subgrant awards:

- a. One-year planning and design of the new charter school educational program subgrants, and
- b. Up to two-year initial implementation of the new charter school subgrants.

| Washington CSP Sub-grant Awards CSP Grant Period (2016-2019) | | | | | | | | | |
|--|----------------------------|--------------------------|-----------|--|--|--|--|--|--|
| Award Type | Planning and Design | Year 1 Implementation | | | | | | | |
| Amount | \$200,000 (1 year only) | \$305,000 | \$280,000 | \$785, 000 (Not to exceed \$800,000) | | | | | |

OSPI's Charter School Program Grant expires on September 30, 2019. Continued funding beyond this date requires the approval of an annual "No Cost Extension" by the US Department of Education. OSPI intends to apply for and anticipates approval of this extension, but applicants should understand that continued funding of subgrants is dependent upon this approval.

Uses of Funds

The CSP Grant is a <u>reimbursement</u> program, which means recipients will be reimbursed following proof of spending on allowable, approved activities.

Under the allowable activities described in the ESEA, Title V, Part B, Section 5204(f)(3), grant funds must be used for the following:

- A. Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.
- B. Research-based professional development for teachers and other staff that includes <u>National</u> Staff Development standards.

- C. Initial implementation of the charter school including:
 - i. Informing the community about the school,
 - ii. Acquiring necessary equipment and educational materials and supplies,
 - iii. Acquiring, developing or aligning curriculum, and
 - iv. Other initial operational costs that cannot be met from State or local sources.

Additionally, applicants are responsible for obtaining and reviewing the Federal CSP Regulations and Guidance. Applicants are also responsible for being aware of the following relevant provisions: January 2014 CSP Nonregulatory Guidance; 2 CFR Part 180; Non-procurement Debarment And Suspension as adopted at 2 CFR Part 3485; Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards under 2 CFR Part 200 as adopted at 2 CFR Part 3474 (BLOCK 8); and 34 CFR Parts 75, 77, 79, 81, 82, 84, 86, 97, 98, 99(Education Department General Administrative Regulations, EDGAR).

Eligibility

All applicants must have been authorized by the Commission in order to be eligible to receive Washington State CSP Grant funds. Additionally, applicants must demonstrate that they meet the following federal definition of a public "charter school" in the ESEA (P.L. 107-110, Section 5210(1)):

- A. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements outlined in subsequent paragraphs below;
- B. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- C. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- D. Provides a program of elementary or secondary education, or both;
- E. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
- F. Does not charge tuition;
- G. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, as amended, and Part B of the Individuals with Disabilities Education Act;
- H. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- I. Agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- J. Meets all applicable Federal, State, and local health and safety requirements;

- K. Operates in accordance with State law; and
- L. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

The school must provide to OSPI the executed charter contract between the school and its authorizer, in addition to the school's enrollment policies to ensure that all relevant documents and practices comply with the federal definition and requirements of a charter school.

Verification Prior to Subgrant Application Approval

Prior to a final approval of a subgrant application, the Charter School Program Grant Coordinator will verify, with the US Department of Education that the applicant has not previously received a CSP grant.

Technical Assistance and Professional Development

All subgranteess agree to participate in technical assistance (TA) and professional development (PD) as a condition of the CSP subgrant award. The goal of this training is to support subgrantees as they implement and manage their subgrant to ensure compliance with the terms set forth in this application. Trainings may be provided in conjunction with other TA and PD provided by OSPI and charter school authorizers as part of a school's pre-opening conditions, onboarding process, or ongoing compliance with a charter contract. Additional subgrant specific training may also be required.

Training topics may include operational processes, board and staff development, subgrant compliance, data systems, and reporting requirements. Notifications will be sent out in advance and every effort will be made to accommodate the subgrantee's availability. Application for subgrant funds indicates acknowledgment and consent to these requirements.

CSP Subgrant Monitoring

OSPI is committed to providing rigorous fiscal and programmatic monitoring of subgrantees to ensure the proper use of public funds. The importance of adhering to the following monitoring and compliance activities cannot be overstated. Failure to fulfill the requirements may lead to the denial of reimbursement funds or the rejection of continued funding of the subgrant.

The OSPI grants management staff provides monitoring of subgrantees. This process includes, but is not limited to:

- The grant management staff reviews and approves each subgrant budget in iGrants prior to release of grant funds.
- Monthly & Quarterly Progress Report submissions that include expenditure documentation, subgrantee progress towards grant project goals and objectives, and authorizer oversight including any concerns or corrective actions.

- Mid-year fiscal Desk Review protocols may include review of subgrantee expenditure documentation and requests, inventory, amounts reported (allocations, cash receipts, monthly and total expenditures, and current accruals and obligations), and financial transparency compliance.
- Timely drawdown of subgrant funds is monitored on a quarterly basis at minimum.
- Budget revisions are reviewed and approved through iGrants.
- School Finance and Operations are reviewed as part of the Year 2 Implementation site visit.
- Grant management concerns and any corrective actions required are reported to the subgrantee's fiscal manager and authorizer.

Elements of OSPI programmatic monitoring include:

- A Year End Progress Report is required after every year of the CSP subgrant award year. The
 progress report describes the subgrantee's progress toward its subgrant project goals and
 objectives, reporting on subgrant expenditures, and school operations.
- A site visit by the CSP grant management staff to review progress toward subgrant goals, observe the educational program, confirm statutory compliance, discuss eligibility for and receipt of federal funds/programs, provide awareness of CSP grant requirements, certifications, and assurances.
- Review of charter documents and performance data.
- Any complaints, concerns, or findings brought to the attention of either charter authorizers or OSPI are investigated by OSPI and reported to the subgrantee and its authorizer, along with any suggested Technical Assistance and/or required corrective action.
- The Final CSP Subgrant Report is a programmatic monitoring element. The report includes final reporting of expenditures, EDGAR-compliant asset inventory, and progress toward Grant Project Goals and project objectives, including educational outcomes.

Use of Weighted Enrollment Preferences

In the event a subgrant applicant plans to use or establish weighted enrollment preferences (also known as a weighted lottery) during their funding cycle, the school must submit a proposal, in advance, that is consistent with state and federal regulations, and receive approval by their authorizer, Commission, OSPI CSP Grant management staff, and the US Department of Education in order to maintain eligibility for a subgrant award or renewal. Failure to comply with this requirement may result in the loss or renewal of this subgrant.

Please note that RCW 28A.710.050 requires that weighted enrollment preferences must be approved by the *Commission* regardless of the school's authorizer.

(3) If capacity is insufficient to enroll all students who apply to a charter school, the charter school must grant an enrollment preference to siblings of enrolled students, with any remaining

enrollments allocated through a lottery. A charter school may offer, pursuant to an admissions policy approved by the commission, a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state.

Subgrantees must submit their weighted enrollment request to their authorizer and to the Commission in writing. Once approval is obtained by both, the subgrantee will then work with the CSP Grant Coordinator to submit an official waiver to the US Department of Education. The waiver process can take time and may require multiple revisions. It is the responsibility of the subgrantee to allow for adequate time for all levels of approval. For that reason, it is suggested that subgrantees begin this process well in advance of their proposed enrollment period and scheduled lottery date.

Award Process

Following the review of each subgrant application and authorization process, including the execution of a charter contract, award notification emails will be sent to applicants informing them of their award status. The notification may include a request for additional information which must be provided within 30 days. Once the final review is completed, the OSPI CSP grant management staff will provide necessary fiscal documents and instructions on the reimbursement process for the grant. Funds must not be spent or encumbered until the grant has received final approval. The approximate award date is September 1, 2019.

All goals and objectives stated in the application must be completed in the allowed budget period.

Section 30: OPTIONAL Charter School Planning and Implementation Subgrant (1500 Words)

CSP Application Requirements

- 1. Provide specific CSP subgrant goals and objectives (no more than 5). State goals and objectives clearly in terms of the measures or assessments the school plans to use evaluate progress. All goals must be specific, measurable, action oriented, realistic, relevant, time-bound, and include targets. Goals may be similar or identical to the school's mission-specific goals, however, they must directly correspond to the proposed subgrant budget line items;
- 2. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with any other federal programs administered by the US Department of Education;
- **3.** A description of how the charter school will continue operation once the federal grant has expired;

4. A description of the administrative relationship between the charter school and the charter school and the CMO (if applicable).

In addition to the above requirements, to initially apply for this one-time planning grant, applicants must provide for the purposes of Section 30 of this application:

- Attachment 34, a signed CSP grant Statement of Assurances
- Attachment 35, the OSPI Project Budget Form and Budget Narrative with a line item detail of proposed expenditures. Applicants are expected to read the *General Budget Guidelines & Restrictions* in order to prepare these documents.

For questions or assistance with regards to *this* section of the New School Grant Application, please contact Casey Caronna, CSP Grant Coordinator at: casey.caronna@k12.wa.us.

Updated: August 13, 2019

Attachment 12: Charter Public School Application



Whatcom Intergenerational High School

New Charter School Application

Respectfully submitted by Cindy Reuther,

On behalf of the Whatcom Intergenerational High School

Board of Directors

March 1, 2019

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CATEGORY 1: CHARTER SCHOOL COMMISSION APPLICATION COVER SHEET

| Section A: School Information | | | | | | | | | | |
|-------------------------------|--------|----------------|-------------|---------------|-------------------------|----------------|--|--|--|--|
| Name of | | | | | | | | | | |
| School: | What | tcom Interge | nerationa | l High Scho | ol | | | | | |
| School Type | | | | | | | | | | |
| (Bold One): | High | School | | | | | | | | |
| Grades | | | | | | | | | | |
| Served: | 9-12 | | | | | | | | | |
| School | | | | | | | | | | |
| District: | Bellir | ngham/Fernd | ale | Neighborh | nood/Community | Whatcom County | | | | |
| Phone | | | | | | | | | | |
| Number: | day | 651-402-980 | 03 | evening | 651-402-9803 | | | | | |
| Fax Number: | | | Email: | Cindy.reu | ıther@intergeneratio | nal.school | | | | |
| Website | | | 2 | - Ciliayii ee | tiner & intergeneration | | | | | |
| Address: | Wha | tcom.interge | nerationa | l.school | | | | | | |
| Street | | | | | | | | | | |
| Address: | 431 N | N State Street | t #2 Bellir | ngham, WA | 98225 | | | | | |
| Sponsoring | | | | | | | | | | |
| Entity (Bold | | | | | | | | | | |
| One): | Nonp | orofit | | | | | | | | |
| | | | | Contrac | ted Education | | | | | |
| | | | | Service | Provider (EMO, | | | | | |
| Open Date: | 2020 | | | CMO, C | other): | | | | | |
| Calendar | | | | | | | | | | |
| Туре | | | | | | | | | | |
| (Standard or | | | | | | | | | | |
| Extended | _ | | | | r of Instructional | | | | | |
| School Year): | Stand | dard | | Days: | | 181 | | | | |

| Section B: Primary Contact Person | | | | | | | | |
|-----------------------------------|--|-----------|---------------------|--|--|--|--|--|
| Name: | Cindy Reuther | Position: | Board Chair | | | | | |
| | 431 N State Street, #2 Bellingham, WA | | | | | | | |
| Address | 98225 | | | | | | | |
| Mobile | | Alternate | | | | | | |
| Phone: | 651-402-9803 | Phone: | | | | | | |
| | | Current | | | | | | |
| Email: | Cindy.reuther@intergenerational.school | Employer: | ckreutherconsulting | | | | | |

| Grade Level | | ar 1)20 | | ar 2 21 | Year 3 2022 | | | | Year 5 2024 | | At Capacity 2023 | |
|----------------|-----|-------------|-----|------------|----------------|-----|-----|-----|----------------|-----|---------------------|-----|
| | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max |
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| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 |
| 10 | | | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 |
| 11 | | | | | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 |
| 12 | | | | | | | 75 | 75 | 75 | 75 | 75 | 75 |
| Total | 75 | 75 | 150 | 150 | 225 | 225 | 300 | 300 | 300 | 300 | 300 | 300 |

| Section D: Boar | d Members | | | |
|-----------------------|-----------------|---|--|--|
| Name | Title on Board | Contact Information (Phone and Email) | Mailing Address | Current Employer |
| Nancy Braam | Board Member | 360-303-7785 mail@nancybraam. com | mail@nancybraam. Bellingham, WA 98226 | |
| Braythen Hernandez | Board Member | 360-543-3383 braythenhernandez @yahoo.com | 1901 18th St. Apt E7 Bellingham, WA 98225 | Whatcom Community College |
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| Section E: Start-up Team Members | | | | | | | | |
|----------------------------------|------------------------------------|---|---|---|--|--|--|--|
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CATEGORY 2: EXECUTIVE SUMMARY

Section 1: Executive Summary

Whatcom Intergenerational High School (WIHS) will be an innovative, high-quality high school that significantly increases college and career readiness for students in Whatcom County, specifically in the North Bellingham and Ferndale region. WIHS is co-created with Whiteswan Environmental (WE), an equity-driven Indigenous-led nonprofit. WE promotes knowledge democracy for all people through the spread of the Coast Salish's people's beliefs and practices regarding the natural environment. Through this model, all WIHS students will develop Indigenous and Western competencies that will contribute to a more equitable, just, and environmentally sustainable world.

At capacity, WIHS will serve 300 students in Grades 9-12. Our model is founded on First Peoples Principles of Learning (see **Section 3: Program Overview**), which reflect Indigenous pedagogies and recognize the role of local Indigenous knowledge embedded in memory, history, and story. WIHS integrates this knowledge into three design elements:

- **Phenomenon-based learning** a multi-disciplinary approach that builds college and career competencies (collaboration, creativity, reciprocal relationships, digital literacy).
- Intergenerational learning to provide opportunities for students and elders to build relationships, understand one another, and appreciate the historical contexts and various cultures of Whatcom County.
- **Learning through a critical literacy lens** to build critical thinking skills and desegregate and equalize learning opportunities for at-risk students.

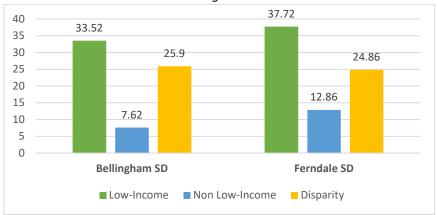
1. Educational Need, Anticipated Student Population, and Challenges

Educational Need

North Bellingham and Ferndale are home to a racially and ethnically diverse population, including many Indigenous (Lummi and Nooksack Nations), Hispanic and migrant and immigrant families. Separation from cultural practices and loss of Indigenous languages due to colonization have led to inequitable educational opportunities for these student groups, resulting in poor postsecondary outcomes which are often exacerbated by the impacts of poverty.

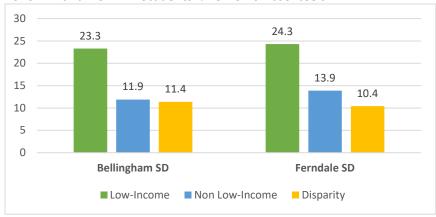
Two significant warning signs for students dropping out and not receiving a high school diploma are course failure rates and chronic absenteeism.¹ Often, these two warning signs are the result of disengagement from school.² The bar chart below illustrates that an economically disadvantaged student (measured by eligibility for free or reduced lunch [FRL]) are nearly five times more likely to fail courses in Bellingham schools and more than three times more likely to fail in Ferndale schools.

FRL and Non-FRL Students: % Failing One or More Courses in Grade 9³



Economically disadvantaged students in Bellingham and Ferndale are nearly twice as likely to be chronically absent—another indicator for dropping out. The chart data showing course failure (above) and chronic absenteeism (below) clearly illustrate that economically disadvantaged students in Whatcom County are at a much higher risk of dropping out of high school. Research shows that high school dropouts face bleak economic and social prospects.⁴

2016 FRL and Non-FRL Students: % Chronic Absenteeism⁵



In addition, students who graduate from Ferndale and Bellingham School Districts face a troubling opportunity gap upon graduation. The table below shows that the percent of students enrolling in postsecondary schools is significantly lower for FRL and Indigenous students. Equally concerning is that Indigenous and Hispanic students are almost twice as likely to need remediation upon entering college. Taking remediation courses once a student enters college leads to further access gaps as they pay for more courses that do not count towards their degree, often leading to dropping out. According to the National Conference of State Legislatures⁸, remedial students are most likely to leave college without a degree.

| School District ⁶ | % Postsecondary Enrollment | | | | Rem | | ents Taking Courses in C | College |
|------------------------------|----------------------------|------|----------|---------------------------------|---------|-----|-----------------------------|--------------------|
| | Overall | FRL | Hispanic | Native American ⁷ | Overall | FRL | Hispanic | Native American |
| Bellingham | 72.1 | 58.5 | 70 | N/A | 33 | 51 | 52.8 | N/A |
| Ferndale | 63.4 | 58 | 78.4 | 23.1 | 39 | 39 | 64.3 | 66.7 |

Anticipated Student Population

Consistent with the charter school law, WIHS recruitment efforts will target at-risk students, specifically economically disadvantaged, Indigenous, and Hispanic students, as the data above shows that significant opportunity gaps persist within these groups. We aim to serve higher populations of Indigenous and Hispanic students and students who qualify for FRL than the local districts' averages, per 2018 district data⁹:

| Projected Demographics | FRL% | SPED% | Hispanic% | ELL% | Indigenous% | Homeless%/ Foster Care% |
|---|------|-------|-----------|------|-------------|----------------------------|
| Whatcom Intergenerational High School | 60 | 15 | 20 | 20 | 20 | 4/2 |
| Bellingham School District | 33.9 | 15 | 16.1 | 7.8 | 1 | 4/1 |
| Ferndale School District | 47.8 | 16.7 | 19 | 6.6 | 8.7 | 2.7/1.9 |

Grade Levels and Growth Plan

WIHS will start small to allow intentional focus on building our school culture and learning community as we progress toward implementing our core design elements. The incremental growth plan (adding a Grade 9 cohort each year) will provide time to create a feedback loop for learning at three levels: teacher, student, and schoolwide. This will allow WIHS to develop the necessary infrastructures and use feedback strategically to support effective growth and achieve student outcomes. The school will ultimately serve 300 students (Grades 9-12) allowing for personalized learning and academic, social, emotional, and physical learning that fosters connection and community.

| Grade | Year 1 2020-2021 | Year 2 2021-2022 | Year 3 2022-2023 | Year 4 2023-2024 | Year 5 2024-2025 |
|-------|---------------------|---------------------|---------------------|---------------------|---------------------|
| 9 | 75 | 75 | 75 | 75 | 75 |
| 10 | | 75 | 75 | 75 | 75 |
| 11 | | | 75 | 75 | 75 |
| 12 | | | | 75 | 75 |
| Total | 75 | 150 | 225 | 300 | 300 |

Community Need and Demand

To date, we have engaged hundreds of youth, elders, parents, and community members in meetings and Discovery Cafés (October 2017-March 2019) to gather input on how new learning pathways could address the gaps found in the data described above (see **Attachment 2: Family and Community Involvement** regarding Discovery Cafés and community meetings).

Based on data collected, WIHS's school design builds on student demand for connection and belonging, engagement in meaningful and relevant hands-on learning, and opportunities for extra help and support. Youth and families are excited about an educational model that intentionally incorporates elders into the learning environment to provide historical knowledge, cultural learning, and extra support. These educational features are designed to address three critical problems facing our systemically underserved students: disengagement, absenteeism, and academic failure. No existing local public school option effectively fills this need for all students.

Challenges

Transportation. Transportation is challenging in rural areas and WIHS will locate on a bus route to be served by the Whatcom Transportation Authority (WTA). We will provide bus passes and apply to WTA to access free vans for additional transportation options for students.

Enrollment. Enrollment is the basis of our budget and is critical to long-term sustainability. Our strategy to ensure enrollment numbers is:

- 1. Align organizational resources to WIHS mission and vision.
- Conduct ongoing student/parent/community meetings and engagement. In Summer 2019, WIHS
 will hold several programs through Whiteswan Environmental for Grade 8 students to initiate
 recruitment efforts. In line with the WIHS vision, we will study phenomena in community in an
 intergenerational learning environment.
- 3. In Summer 2020 WIHS will partner with Whatcom Community College and enroll students in Upward Bound programming.
- 4. Continually gather feedback from all stakeholders to ensure that a diverse representation of voices are part of the planning and implementation to develop a culture of inclusiveness.

2. Geographic Location

The school will be centrally located in the North Bellingham area on a bus route for access to all students and families. Per Discovery Café feedback, the site will accommodate classrooms, community space for parents/caregivers, and a gathering place for cultural learning, meetings, meals, and green space. We have identified two potential facility options that align with these criteria. We are using Sterling church for board meetings and the WIHS Board of Directors is in discussions with Sterling to lease the building.

WIHS is committed to serving a diverse student body to enable dialogue and learning across experiences. We will meet enrollment targets through targeted and focused recruitment, and enact a legally compliant enrollment preference, if needed.

3. Plan, Mission, Vision, Goals Plan

Aligned with the purposes of the state charter law and the Commission's stated priorities, WIHS will significantly improve student outcomes related to college and career readiness in Whatcom County, specifically for at-risk students, by providing up to 300 students in Grades 9-12 with a standards-aligned, multidisciplinary, and culturally integrated educational experience.

Vision

WIHS envisions learning designed with students and supported by elders generating deep inquiry skills, thoughtful interactions, and critical consciousness, ensuring every young person can contribute to a more just and sustainable world.

Mission

WIHS will ensure that Whatcom County high school students—regardless of their life circumstances—develop the competencies and agency for success in college, career, and life.

Academic Goals

All students:

- Are prepared to succeed in a postsecondary education option.
- Plan and engage their future goals through meaningful interactions with staff and elders regarding their High School and Beyond Plan.
- Make yearly progress toward mastery on their phenomenon-based learning goals.
- Acquire social, emotional, cultural, and physical dispositions for enjoying a purposeful life by understanding and practicing First Peoples Learning Principles. 10

Operational Goals

The school will:

- Implement intentional and strategic recruitment practices to meet enrollment projections annually.
- Maintain positive operating income annually.
- Maintain 30+ days unrestricted cash on hand and increase that amount per the Financial Performance Framework.

4. Request for Additional Planning Year

Not applicable. WIHS seeks to open in 2020.

CATEGORY 3: EDUCATIONAL PROGRAM DESIGN CAPACITY

Section 2: Family and Community Engagement

WIHS met with over 200 community leaders, parents, and students to assess and validate demand and generate feedback for designing a high school to fill educational gaps in Whatcom County.

1. Assessment of Community Demand

Education Options Landscape Assessment

An assessment of the educational options landscape in Whatcom County drove the WIHS team to identify the need for a new community high school in Whatcom County. Bellingham School District expanded Options High School and has been unable to meet demand. Discovery Cafés demonstrated that parents and students are seeking more learning pathways in addition to larger traditional district schools. Additionally, Ferndale School District has only online programs as options for serving Whatcom County and Ferndale high school students. Parents and students who participated in Discovery Cafés in the Ferndale area expressed interest in additional small school learning environments that welcomed all students. In addition, several Ferndale students spoke in support of the need for additional school options at a WIHS public forum April 2018.

Conversations with Ferndale and Bellingham district leadership indicated the need for supporting a wide variety of students who are not currently finding success in traditional models; especially Indigenous students (see **Section 19: District Partnerships**).

In April 2018, WIHS held a public forum to present the WIHS model to the Whatcom community. One-hundred seventy community members, students, and parents attended to show and voice their support.

2. Community Involvement in School Design

Whiteswan Environmental (WE): A Critical Partner

Cindy Reuther, Board Chair, began meetings with WE in August 2018 to determine learning needs for Indigenous communities in Whatcom County. WIHS held a Discovery Café at Lummi Nation and WE and WIHS met with several Indigenous community leaders. Based on local support and the need for educational support rooted in Indigenous culture and traditions, WE became a strategic partner in developing WIHS as an option for all communities to experience learning rooted in Indigenous traditions and integrated with Western knowledge. Washington State Senate Bill 5433 (2015) mandates the teaching of tribal history, culture, and governance in schools. This strategic partnership will help us serve Whatcom County students and build out a model for all schools in Washington State working toward meeting SB 5433. See **Attachment 2** for WIHS-WE partnership details.

WIHS Discovery Cafés

WIHS began meeting with community stakeholders, students, parents, and educational providers in Fall 2017. We held 15 focus groups using the World Café method¹¹ (called WIHS Discovery Cafés; see **Attachment 2** for photos of Discovery Cafés). WIHS gathered input from students, teachers, community members, parents, and youth workers about their hopes and dreams, learning needs, and educational gaps in Whatcom County.

Focus groups with parents from WIHS target communities (economically disadvantaged families and parents with limited English proficiency) expressed interest in a school with the following opportunities:

- A school/parent relationship from the start that is ongoing and prioritizes involvement and input into their students' successes and challenges.
- Arts, dance, cultural activities and events.
- Learning skills to succeed in getting well-paying jobs.
- Resources to help children apply to and enroll in college.
- Extra help available for children.
- Students working at the school and learning basic skills.
- Parents learning technology and taking language classes.

Additionally, focus groups were held with young people at the Ferndale Library, Sterling Meadows complex, Montessori middle school, and Western Washington University to inform the school design. We asked each group, "If you could design your ideal high school environment, what would it look like?" We captured input in five areas: courses, facilities, culture, transportation, and extracurricular activities. To date, students seek a high school that prioritizes:

- Relevant learning.
- Positive school culture.
- Green space and animals.
- Opportunities for leadership.
- Extra help with homework during the school day.
- Caring, attentive teachers.

WIHS will prioritize facilities with access to green space; extra help with academic work and opportunities to meet one-on-one with teachers; and courses relevant to life success such as cooking, finance, and resume writing. We will prioritize a parent resource room and provide access to technology and classes for parents.

Design Meetings

Two four-hour design sessions were held in Fall 2018. They focused on discussing key competencies students will develop at WIHS and elder roles, and included educator, parent, and student voices to develop structures that will serve the needs of diverse students and families.

3. Ongoing Family Engagement

The following culturally inclusive engagement strategies will be implemented:

- Recruitment and retention of Family Network members beginning summer, 2019 from a variety
 of communities (parents with limited English proficiency, parents from Indigenous backgrounds,
 economically disadvantaged families) to ensure diversity of perspectives in planning and
 implementing activities.
- The Family Network will gather the following feedback from all parents (i.e., feedback box in resource room, surveys, at community meals, during home visits):
 - How often and what forms of communication are most effective for a diverse group of families?
 - o Are we hearing from all voices at the school in gathering input?
 - o What ongoing resources do parents/guardians need, and how can WIHS help ensure access?
 - Who can we partner with to access necessary resources?
 - O Do parents/guardians want time to gather with other parents to discuss and share their joys and struggles raising teenagers?
- A staff home visit with every family before opening to foster family/school connections and discuss student/parent/guardian interests and concerns (see **Section 8: School Culture**).
- Establish a family resource room where family members access technology and resources.
- Pay Traditional Providers (Indigenous elders with background and expertise in their own cultural history, governance, and language).
- Host quarterly WIHS community meals and cultural events designed and led by the Family Network.
- Ensure access so families can attend student Community Learning Showcases.
- Provide translation in primary non-English languages and childcare, as needed, at WIHS events.

4. Community Resources and Partnerships

WIHS partners or will establish formal partnerships with the following mission-aligned community organizations. WIHS and partner organizations are fundraising for any fees associated with programming.

- Whiteswan Environmental (WE) and WIHS Co-Founder Shirley Williams. WE, a native-led
 nonprofit, works to educate and reconnect Coast Salish youth and community members with their
 culture and ancestral homelands to ensure Schelangen (way of life). WE will support WIHS's
 phenomenon-based learning curriculum by supporting the integration of Indigenous ways of
 being with Western knowledge. WE will also support the hiring of Traditional Providers, student
 recruitment, and summer programming.
- Animals as Natural Therapy (ANT). ANT serves youth ages 6-18 referred by families, agencies, and schools who need social-emotional support. ANT's programs address challenges such as anger management, depression, anxiety, grief, trust-building, and communication. ANT is partnering with WIHS to recruit and work with students who need extra social-emotional support through ANT afterschool programming.
- Whatcom Community College (WCC). WIHS' partnership with WCC Upward Bound and Enrollment and Retention Services offers students guidance in preparation for college entrance, including assistance with course selection, registration, orientation, and education/counseling

services to improve financial literacy for students/parents. Students in Grades 9-12 participating in Upward Bound are eligible for a 6-week summer academic academy, support if dual-enrolled in college classes, and a tuition-free 2-credit college experience course.

- Whatcom Family and Community Network. This Network provides space for WIHS board meetings and WIHS Discovery Cafés at its Community Center.
- AmeriCorps. WIHS will apply for AmeriCorps staff to work with the Family Network and to recruit and train volunteer elders and student volunteers to help students during Homework Help in the afternoons and during afterschool tutoring (Tuesdays, 3:30-4:30pm) and develop supplemental programming resources.
- Western Washington University. WIHS will establish a relationship with WWU to provide volunteer tutors for our tutoring programming and work with students during Homework Help in the afternoons.

See **Attachment 2** for letters of support for WIHS from the above-named organizations and additional Whatcom County stakeholders.

Section 3: Program Overview

With a commitment to desegregating learning and equalizing education opportunities for our most systemically underserved students, Whatcom Intergenerational High School's (WIHS) educational program will ensure that Whatcom County high school students—regardless of their life circumstances—develop the competencies and agency for success in college, career, and life. WIHS is based on three Educational Program Terms:

- Phenomenon-based learning (PhenoBL).
- Intergenerational learning.
- Critical literacy.

In offering an educational program rooted in these essential design elements, WIHS offers a basic education as defined in RCW 28A.150.200, .210 and .220. PhenoBL units are built on content aligned with Washington State K-12 Learning Standards. Intergenerational learning with elders and a focus on critical literacy aligned with core and PhenoBL curricula prepare students for the statewide assessment system and college success.

Phenomenon-Based Learning

Cultivating one's curiosity is crucial to staying engaged in high school and PhenoBL¹² is designed to awaken youth's motivations for learning.¹³ PhenoBL is a Finnish model¹⁴ 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. Drawing 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. WIHS will scaffold PhenoBL units ensuring that students move towards mastery of the PhenoBL 5 Dimensions Rubric (see **Attachment 4**) over the course of their time at WIHS, as this will likely be their first exposure to the model.

PhenoBL aligns well with our commitment to be responsive to Indigenous students as students learn Indigenous ways of knowing with Western knowledge. Units are designed to help students gain competencies and dispositions based on First Peoples Principles of Learning (FPPL), as shown in the table below.¹⁵

| First Peoples Principles of Learning | PhenoBL Outcomes |
|---|--|
| Competencies | |
| Personal and Social Awareness and | Multidisciplinary and holistic inquiry with problem- |
| Responsibility | based application. |
| Positive Personal and Cultural Identity | Understanding and exploring one's cultural identity in |
| | a multicultural learning environment. |
| Communication and Critical Thinking | Collaborative learning through dialogue and social |
| | interaction. |

Comparisons of learning outcomes for students engaging interdisciplinary curriculum in PhenoBL environments versus traditional instruction show that students:

- Retain content longer and have deep understanding of what they are learning.
- Are provided with opportunities to develop their own ideas, awareness, and emotions, creating

- motivating learning conditions for at-risk/reluctant learners. 17
- Master the key competencies identified as essential for college and career readiness, more readily
 demonstrate better problem-solving skills, and can apply what they learn to real-life situations.¹⁸

Culturally-responsive Instructional Aspects

PhenoBL is culturally inclusive because it fosters connectedness and a sense of place as students decide what local phenomena to study. Students' cultural experiences and knowledge are brought into the learning environment and learning ultimately supports the well-being of self, family, community, land, spirits, and ancestors.¹⁹

According to 2015 research by Linda Darling-Hammond, comparing innovative schools serving similar populations to WIHS and utilizing strategies similar to PhenoBL, students have stronger academic outcomes, lower dropout rates, higher graduation rates, and higher rates of college attendance. Darling-Hammond also noted that attaining these outcomes is critical for success in college and career environments and "these outcomes are particularly pronounced for students of color, low-income students and recent immigrants" — all students WIHS intends to serve.

Indicators of Implementation

At WIHS, PhenoBL takes the following form as students:

- Participate in PhenoBL units that incorporate math, science, English Language Arts, and social studies standards.
- Make progress on the PhenoBL 5 Dimensions Rubric.
- Demonstrate PhenoBL learning in at least one Community Learning Showcase yearly.

Intergenerational Learning

WIHS is an intergenerational community that helps students rethink what community learning means. Intergenerational learning at WIHS means students learn from elders who are individuals from Whatcom County with cultural knowledge and historical wisdom (Traditional Providers) as well as bring business and industry acumen to share, who are interested in young people and committed to their learning. Elders are recruited through a variety of community-based partners (see **Attachment 2**) and represent a mix of diverse community members from different socioeconomic, racial, and cultural backgrounds. Elders inform PhenoBL curriculum development by providing teachers with feedback, drawing from their cultural and historical knowledge and local context. In addition, they will assist students in preparing their High School and Beyond Plan (HSBP), which outlines their pathway to graduation and postsecondary goals.

Culturally-responsive Instructional Aspects

A 2015 NEA report²¹ 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 at WIHS occurs in a holistic social context where students are valued and everyone's importance as a contributing member of the social group is developed. "The Act of Giving: A Systematic Review of Non-Familial Intergenerational Interaction"²² details the benefits of intergenerational learning, including:

- Increased positive attitude and reduction in stereotypic thinking toward the other generation.
- Expanded self-concept/self-perception.
- Reduced isolation and loneliness because of social connectedness.

- Reduced instances of depression.
- Increased hope for the future.

Indicators of Implementation

At WIHS, intergenerational learning takes the following form:

- Traditional Providers are hired to inform curriculum with cultural traditions and knowledge (i.e., sustainable fishing practices, language, restoration).
- Volunteer elders, staff, and students learn together to practice First Peoples Principles of Learning,²³ including exploring one's identity, building reciprocal relationships and a sense of place within community, recognizing the impact of one's actions, and learning how each person supports self, family, community, land, spirits, and ancestors.
- Students' development and progress with their HSBP is supported by volunteer elders.

Critical Literacy

Critical literacy is defined as "the ability to actively read text in a manner that promotes a deeper understanding of socially constructed concepts, such as power, inequality, and injustice in human relationships." It "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." ²⁴

When students become critically literate, they learn to navigate a complex global world. Critical literacy fosters opportunities for students to connect their cultural experiences to learning at school. Ensuring that students build critical literacy attributes is part of our commitment to creating a culturally-competent environment and our promise to ensure that *all* students develop competencies for college, career, and life success. This pedagogical approach has been proven successful in high-performing countries, including Canada, Finland, and Australia.²⁵

Culturally-responsive Instructional Aspects

Critical literacy ensures that WIHS curriculum will connect learning to the students' own cultural knowledge and that of their communities by intentionally incorporating critical literacy strategies in unit planning. A 2008 Office of the Superintendent of Public Instruction 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." When WIHS students, who have been systemically underserved, become critically literate learners, they are ensured access to a way of learning "that engenders a sense of political efficacy...[breaking] the cycles that reinforce inequalities, leading toward community activism for more equitable policy outcomes. Through the process, students develop a more agentive identity empowering their voices and their communities' voices to change those conditions, and even transcend them."

Critical literacy practices will be delivered through the *Four Resources Model*. ²⁸ This model was developed to help students become successful readers in today's world. ²⁹ The following competencies are taught and assessed:

- Text decoding: breaking the code of texts using the alphabet, sounds, and spelling.
- Text participation: understanding and composing meaningful written, visual, and spoken texts.
- Text usage: understanding various cultural and social functions that texts perform.

• Text analysis: knowledge that texts are not ideologically neutral but represent different points of view—silencing some and influencing others' ideas.

Educators use these entry points to teach literacy skills based on their students' knowledge. All culturally and linguistically diverse students can excel in academic endeavors when their language, heritage, and experiences are valued and used to facilitate their learning.

Indicators of Implementation

- Teachers receive professional development on the *Four Resources Model* to incorporate critical literacy skill-building in PhenoBL disciplinary units of study.
- All students make progress toward critical literacy skills and competencies based on a variety of self, peer, and teacher assessments (see Attachment 4: Critical Literacy Assessments).³⁰
- Four Resources Model anchor charts and templates will be evident in school and curriculum planning materials.

Each educational program element—phenomenon-based learning, intergenerational learning, and critical literacy—has a proven research base of effectiveness in increasing the engagement and academic proficiency of the proposed student population, allowing students to build the skills, competencies, and dispositions necessary for college, career, and life success. These methods and our approach will exceed state graduation requirements and offer an innovative, culturally relevant learning option for Whatcom County students (see **Attachment 4: WIHS Framework**).

Section 4: Curriculum and Instructional Design

1. Basic Learning Environment

Achievement of the Whatcom Intergenerational High School (WIHS) mission and vision requires a relevant, flexible learning environment anchored in the following educational program elements:

- Phenomenon-based learning (PhenoBL)
- Intergenerational learning
- Critical literacy

WIHS will have a main campus with classrooms and green space 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. 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 25 students, a minimum of two licensed teacher, and a mix of instructional assistants and elders, depending on student needs. English Language Arts (ELA) and math are taught in separate blocks, social studies (SS) and science are taught together in an interdisciplinary block, and all four subjects are embedded in a PhenoBL block.

Culturally-responsive Learning Environment

The school will serve students who have not been served well academically and/or relationally, including students who may be failing core courses and/or are chronically absent. Students with this profile need engaging, relevant courses along with opportunities for extra help. Students are more likely to find success in school and enroll in postsecondary education options, including college, because they are prepared for academic demands and unstructured environments based on a school culture of equity, relevancy, and support.

The PhenoBL approach along with critical literacy³¹ is rigorous and student-centered; it helps build capacities of agency and cooperation. 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 in the table below, work together to create a culturally-responsive learning environment that increases student engagement and motivation, leading to better academic outcomes for students.

| Essential Instructional Design Elements | Mission/Vision Connection |
|---|--|
| Phenomenon-Based Learning (PhenoBL) This holistic, interdisciplinary process for studying and understanding real-world phenomena is characterized by student-driven inquiry, applied research, and co-created learning and assessment with teachers and peers. Students participate in PhenoBL units every day and will be | PhenoBL exposes students to multidisciplinary, problem-based learning that grounds students in First Peoples Principles of Learning, which align closely with 21st-century competencies ³³ necessary for college and career success. To scaffold this new innovative model, the first |
| assessed through a 5 Dimensions Rubric ³² (see Attachment 4). The rubric assesses: • Holisticity. • Authenticity. • Contextuality. • Problem-based Inquiry Learning. | PhenoBL unit in Fall 2019 will be a whole-school inquiry. This will ensure all students understand the PhenoBL process as they begin to develop the skills and dispositions necessary for successful implementation. |
| Learning Process. | WIHS is changing the culture of learning that most students to date will have experienced and we scaffold experiences to ensure success for all. |
| WIHS Design Map The Design Map (see Attachment 4) draws from the Understanding by Design framework ³⁴ and undergirds all PhenoBL curriculum planning. Using the Design Map, teachers plan learning targets to ensure all students are clear on unit goal and connections to larger thematic arcs. Informal/formative assessments ensure that students make progress and a clearly defined summative assessment for each unit provides a platform for students to demonstrate their learning. | The Design Map ensures that grade-level disciplinary standards are sequenced into PhenoBL units, so students are prepared for rigorous college courses. The Four Resources Model is included in the Design Map to foster critical literacy skills through each unit. The Design Map provides teachers with a roadmap for unit planning that allows them to focus on differentiation and incorporating culturally responsive content. |
| Disciplinary Literacies Standards-aligned instruction rooted in rigorous curriculum will take place daily in all disciplinary courses. Learning management systems and adaptive software are leveraged for pacing and scaffolding content to provide remediation and acceleration for students. | Students build grade-level content knowledge and disciplinary literacy-based habits necessary for success in college. See Attachment 4 for curriculum resources and adaptive software selections being explored. |
| Critical Literacy Fiction/nonfiction, oral, and visual/digital texts will be analyzed using the Four Resources Model ³⁵ of critical literacy. Students build both basic literacy and sophisticated critical analysis skills | Actively teaching critical literacy at WIHS will support our mission to develop critical consciousness in students, enabling their contributions to a more just and sustainable world. ³⁶ |

through this approach.

| Essential Instructional Design Elements | Mission/Vision Connection |
|---|---|
| Intergenerational Learning | Intergenerational relationships as a context for |
| This structure connects elders with students to | learning help students develop community |
| develop relationships across generations. | connectivity and support postsecondary |
| Traditional Providers are hired experts in | planning. ³⁷ |
| historical and traditional knowledge and local | |
| context. In addition, elder volunteers build | |
| relationships with students so that students: | |
| Build heightened confidence and | |
| competence as learners. | |
| Develop competencies of First Peoples | |
| Principles of Learning (see below). | |
| Create and refine their HSBP. | |
| First Peoples Principles of Learning (FPPL) ³⁸ | Practicing FPPL helps to develop the WIHS culture |
| Competencies: | of learning as well as a sense of place and |
| Personal and Social Awareness and | belonging. |
| Responsibility. | Cocial amotional physical and spiritual learning |
| Positive Personal and Cultural Identity. | Social, emotional, physical and spiritual learning leads to academic success because students are |
| Communication and Critical Thinking. | grounded in their cultures and identity. |
| Students and adults understand and practice | grounded in their cultures and identity. |
| FPPL in creating a holistic culture of learning | |
| that aligns with the PhenoBL rubric. | |
| that alighs with the Friends Fublic. | |
| FPPL are introduced during home visits to discuss | |
| school culture and the dispositions and | |
| competencies students build. FPPL are | |
| reintroduced at orientation and discussed | |
| throughout the year in relation to the PhenoBL | |
| rubric. | |
| Learning Portfolios and Community Learning | This public demonstration of learning positions |
| Showcase | WIHS students as leaders in their community and |
| These summative assessments allow students to | deepens ties to community stakeholders. |
| demonstrate PhenoBL and related disciplinary | |
| and critical literacies at the completion of a | |
| quarter-long unit. Students participate in an | |
| authentic process of presenting their learning | |
| and getting feedback from community stakeholders at a minimum, annually. Students | |
| are assessed using the PhenoBL rubric. | |
| מוב מטשטטשע עטווון נווב רוופווטסג ועטוונ. | |

2. Curriculum Overview

WIHS curriculum choices are rooted in theory, research, and a commitment to learn Indigenous ways of knowing with Western knowledge. Curriculum encompasses socially-constructed knowledge³⁹ and experience-based education⁴⁰ situated in best practices for engaging and developing critical learners.⁴¹

The WIHS curriculum for all disciplinary courses is selected based on alignment with Washington State K-12 Learning Standards (WSLS), 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.

See **Attachment 3** for an example of a rigorous, engaging, and standards-aligned Grade 9 math course scope and sequence. It is critical that students have exposure to grade-level content to prepare for college-level math.

The WIHS PhenoBL curriculum is authentic, multidisciplinary, and developed by educators through the WIHS Design Map. It is culturally sustaining, in part because it is constructed from the interests and concerns of the learners themselves. A student may study how local farming practices help/hinder their families ability to access fresh food in their culture/identity unit. This speaks directly to our targeted student population, who often struggle with engagement and attendance specifically. In the language of Paulo Freire, the students as active agents are replacing "the bank" with themselves, acknowledging that they are both knowledge holders and knowledge generators. ⁴²

WIHS Curriculum prepares students to meet the anticipated course outcomes detailed in the following table.

Course Outcomes and Alignment to Standards

| Course | Expected Student Outcomes | Standards Alignment |
|----------------|---|----------------------------------|
| Math | Students demonstrate mastery (80% or above) | WSLS Math |
| | of course content and critical literacy skills. | Disciplinary & Critical Literacy |
| | | Skills (DL/CL Skills) |
| ELA | See above. | WSLS ELA |
| | | DL/CL Skills |
| Science | See above. | WSLS Science |
| | | DL/CL Skills |
| Social Studies | See above. | WSLS Social Studies |
| | | DL/CL Skills |
| World Language | See above. | WSLS World Language |
| | | DL/CL Skills |
| Art | See above | WSLS Art |
| | | DL/CL Skills |
| Health/PE | See above | WSLS Health/PE |
| | | DL/CL Skills |
| PhenoBL | Students complete one Community Learning | PhenoBL 5 Dimensions Rubric |
| | Showcase and make 1+ years growth on | DL/CL Skills |
| | PhenoBL 5 Dimensions Rubric annually | |

3. Curriculum Development

See **Attachment 4** for a detailed plan of how the WIHS curriculum will be developed between approval of the application and the school opening.

4. Instructional Strategies

WIHS is an inclusive environment where learning occurs in relationship with teachers, elders, and peers, as students set and meet academic goals and understand First Peoples Principles of Learning. Students present their learning and receive peer and teacher formal and informal formative feedback as they develop literacy, deep inquiry, and research skills, and generate solutions for solving real problems within communities. This integrated process of learning helps each student develop the skills and critical consciousness⁴³ necessary to engage as well-educated and thoughtful community members. The following table details instructional strategies used to deliver key program elements, chosen because of their responsiveness to the needs of WIHS's anticipated student population.

| Disciplinary courses (math, science, ELA, social studies) | | |
|---|---|--|
| Instructional Strategy | Research/Experience Basis Rationale/Cultural Responsiveness | |
| Large Group Instruction | Students who have been systemically underserved | |
| Diagnostic assessments and introduction to new | enter disciplinary classes with differing skills and | |
| content will be delivered via whole class | content knowledge. Large group instruction | |
| instruction. | ensures that every learner has a minimum, | |
| | common baseline understanding that affords | |
| | access to all material for all learners and provides | |
| | a starting point for disciplinary knowledge | |
| | acquisition and skill building. | |
| Small Group Instruction | Fryer and Dobbie ⁴⁴ identify small group tutoring as | |
| Students work in small groups based on skills | one of the most effective strategies for increasing | |
| gaps identified through regular formative and | achievement among charter school students who | |
| summative assessments. | are behind academically, anticipated at WIHS. | |
| | Teachers can differentiate content, process and | |
| Students will work in small groups to participate | products based on student needs, and encourage | |
| in discussions and conduct labs. | peer learning within groups. | |
| Adaptive Technology | High-quality platforms can help with skill gaps, | |
| Students work on computer-based or online | allow students to accelerate learning, and provide | |
| educational systems that modify the | a real-time feedback loop to students, teachers, | |
| presentation of material in response to student | and elders, allowing students time to practice | |
| performance. An associated learning | using technology. WIHS students enter with a | |
| management system provides administration, | range of needs and learning styles; adaptive | |
| documentation, tracking, and progress | platforms enable a personalized learning | |
| monitoring, enabling teachers to use data to | experience while fostering self-monitoring and | |
| measure growth and inform differentiated | pacing skills. | |
| instruction. See Attachment 4 for adaptive | | |
| platforms currently being explored. | | |
| Critical Literacy—Four Resources Model | Students will meet/exceed standards as they not | |

Disciplinary courses (math, science, ELA, social studies)

Students demonstrate critical literacy practices in methods such as close reading, juxtaposing texts, writing counter-texts, and engaging in critical shared inquiry discussions. The *Four Resources Model* is posted in classrooms to reinforce learning, routines, and rituals. Using a critical literacy lens, students will engage in whole group inquiry discussions via debates, Socratic seminars, and other dialogic formats aligned with standards.

only understand traditional literacy within disciplines, but also learn to be text users, producers, and analysts creating more equitable outcomes for all students. Engagement in the *Four Resources Model* helps ensure students' home and personal literacies/cultures are valued as equally important as school literacies/cultures.⁴⁵ Students will learn how to talk with peers, staff, and elders across ideological differences and become more comfortable with their literacy habits within the disciplines.

| Phenomenon-Based Learning Course (PhenoBL) | | |
|--|---|--|
| Instructional Strategy | Research/Experience Basis ⁴⁶ Rationale/Cultural Responsiveness | |
| Large Group Instruction | Students enter PhenoBL experiences with | |
| Content and assessments are delivered via large | differing skills and content knowledge. Large | |
| group. The Four Resources Model will be used in | group instruction ensures that every learner has | |
| graphic organizers, class discussions, and written | a minimum, common baseline understanding | |
| assignments to support full group analysis of | that affords access to all material for all learners | |
| texts. | and provides a starting point for inquiry. | |
| Small Group Instruction | Students' cultural experiences and interests drive | |
| Students work in small groups to identify and | identification and articulation of phenomena. | |
| research phenomena of interest, applying | | |
| PhenoBL processes. | Students are respected as holders of knowledge | |
| | that is valuable to themselves and to the | |
| | community of learners, building capacities for | |
| | developing a positive self and cultural identity. | |
| Block Time | Relevant and real-world phenomena are chosen | |
| A 90-minute block for PhenoBL allows students a | based on student interests and aligned to the | |
| variety of options for multidisciplinary study and | PhenoBL overview. | |
| accessing extra help. | | |
| Field Research | Relevant and real-world phenomena are chosen | |
| A 3-hr. block on Thursdays allows students | for extended and eventually off-site study and | |
| extended time to work with elders in researching | research. All students develop skills for college | |
| their phenomena of interest. | preparedness. | |
| Inquiry-focused Practices | PhenoBL processes ensure all students develop | |
| Students conduct experiments; use technology or | dispositions and skills necessary for college and | |
| local libraries to conduct research, interviews, | career success. | |
| and surveys; and utilize other inquiry-focused | | |
| methods to gather data and study phenomena of | | |
| interest. | | |

Phenomenon-Based Learning Course (PhenoBL) Community Learning Showcases Annually, students share their learning with families, elders, and community members. This offers families opportunities for engagement. Community review gives students relevant feedback. Students are assessed using the PhenoBL 5 Dimensions Rubric. Since PhenoBL will likely be new for students, skill development is expected to occur over multiple years.

| Intergenerational Learning | | |
|--|--|--|
| Instructional Strategy | Research/Experience Basis ⁴⁷ Rationale/Cultural Responsiveness | |
| Relationship-building Volunteer elders are involved in different aspects of school life, giving 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, social, emotional, and physical learning. | |
| Traditional Providers as Guest Teachers Paid Traditional Providers are asked to teach cultural traditions and ways of knowing within historical contexts related to a unit of study. | Traditional Providers build cultural awareness and provide local context for historical/traditional ways of knowing and being; they encourage students to explore their own connections to their heritage and the community. | |
| Homework Help Volunteer elders will be trained in best practices and tutoring strategies, including teacher insights into how to best engage and support particular students. | Competencies and success in academic work leads to increased engagement, better attendance, and higher achievement. | |
| High School and Beyond Plan (HSBP) Support Volunteer elders help students create their HSBP, working with students through the school year to assess progress toward their plans. | Students learn skills needed for college preparedness and for lifelong learning. Students who plan for life beyond high school in a meaningful, personalized way are more likely to recover from setbacks as they move forward and ultimately succeed. | |

5. Differentiation Strategies

At WIHS, our commitment is to be responsive to the needs of all learners. Differentiation (see **Attachment 4**) is inherent to our essential design elements, which allow for:

- **Differentiating Content** (e.g., close reading, read-aloud, ability grouping).
- **Differentiating Process** (e.g., visual/kinesthetic/auditory).
- **Differentiating Product** (e.g., different types of assessments).
- **Differentiating Learning Environment** (e.g., quiet spaces, outdoor spaces, learning pods, tutoring room).

Our system for ensuring appropriate, differentiated instruction includes two approaches. First, the Principal will observe teachers' classroom practice regularly, monitor performance data (formal and informal), and co-create differentiated instruction for students in disciplinary courses. Different learning styles and preferences are accommodated through podcasts and lectures, TED talks, scaffolding texts by Lexile level, annotating texts, conferencing, graphic organizers, full group modeling, and strategic small groupings. The use of adaptive learning platforms allows students to move at their own pace, building skills where needed to achieve grade-level mastery. WIHS will select adaptive platforms that include accommodations for students with disabilities and features for language translation and English language development.

Second, WIHS teachers will use the WIHS Design Map and PhenoBL 5 Dimensions Rubric to provide differentiated instruction in PhenoBL courses. The Design Map allows for teachers to pre-plan the aforementioned differentiation strategies before a unit begins and adapt as a unit unfolds. PhenoBL lends itself to differentiation, as inquiry drives student work. Students can work at an individual pace as well as in collaborative group settings using the PhenoBL rubric as guidance for their progress. Finally, the presence of teachers, along with Traditional Providers and elders on campus, allows for students to have a deeply personalized system of learning support.

Section 5: Student Performance Standards

1. Student Performance Standards

WIHS performance standards are based on the Office of Superintendent of Public Instruction (OSPI) standards. The Washington State K-12 Learning Standards (WSLS) incorporate English Language Arts (ELA), mathematics, and Next Generation Science Standards (NGSS) for science; they define what all students need to know and will be able to do at each grade level. WIHS will also use the WSLS for social studies (SS), world language, and health and physical education (PE), and incorporate *Since Time Immemorial* (STI) competencies that align with WSLS standards.

WIHS will use ongoing formative assessments, portfolios, and Community Learning Showcases (CLS) to monitor student progress toward mastery of standards. Designations of *emerging*, *developing*, *meeting*, or *exceeding* describe progress to standards. These designations will be translated into grades for credit acquisition. Benefits to standards-based grading:

- Allows students/teachers/parents/guardians to gauge each student's progress per standard.
- Provides more accurate representation of students' knowledge and skills at each quarter.
- Offers multiple chances for students to show what they know.
- Does not penalize students for mistakes made during the learning process.
- Increases consistency in grading policies and criteria used by teachers.

Overall, through tracking standards mastery, students are more aware of the content knowledge and skills they have achieved; this encourages independent learning and helps students develop agency and take responsibility for their learning.⁴⁸

The following table provides an overview of how WIHS evaluates student progress toward mastery of standards through baseline, formative, and summative assessments in all core subjects.

| Core Subjects and Standards | Baseline Assessments | Formative Assessments | Summative Assessments |
|--------------------------------|------------------------|--------------------------|--------------------------|
| ELA and SS | Curricular | Student work | Capstone Portfolio |
| WSLS ELA/SS | reading/writing | conference notes | Research Paper |
| | diagnostic | Content mastery | CLS |
| | Zones of Proximal | quizzes | Smarter Balanced ELA |
| | Development (ZPD) | Peer assessment | (Grade 10) |
| | Preliminary SAT (PSAT) | Exit slips | SAT/ACT |
| | | STI Competency-Based | |
| | | Assessments | |
| | | Adaptive learning | |
| | | platform assessments | |
| | | ZPD | |

| Core Subjects and Standards | Baseline Assessments | Formative Assessments | Summative Assessments |
|--|---|---|--|
| Math WSLS Math | Curricular math diagnostic PSAT | Content mastery quizzes Exit slips Adaptive learning platform assessments | Capstone Portfolio CLS Smarter Balanced Math (Grade 10) SAT/ACT |
| Science WSLS Science | Teacher-created assessment for NGSS | Content mastery quizzes Labs Exit slips | Capstone Portfolio Research Paper CLS Washington Comprehensive Assessment of Science (Grade 11) |
| World Language WSLS World Language Health/PE WSLS Health/PE | Curriculum-based assessments | Content mastery quizzes Exit slips | Capstone Portfolio Research Paper CLS |
| PhenoBL WSLS (all) 5 Dimensions | Diagnostic aligned with PhenoBL rubric | Student work conference notes Self-assessment on PhenoBL rubric | CLS |
| Social-emotional Learning First Peoples Principles of Learning (FPPL) | Self-assessment through elder/ teacher/student discussions | Self-assessment through elder/ teacher/student discussions | Growth toward understanding will be measured by student, teacher, parent evidence discussed during student-led conferences CLS |

2. Additional Standards

Per the table above, WIHS will adopt additional academic standards in PhenoBL aligned with state standards and the PhenoBL 5 Dimensions Rubric (see **Attachment 4**). The state does not measure student growth related to:

- 1. **Holisticity**: phenomena are studied as complete entities across disciplines.
- 2. Authenticity: phenomena are real and present in a community.
- 3. **Contextuality**: phenomena are studied in their real context (e.g. food is planted, grown, and cultivated in the garden and used for snack and lunch).
- 4. **Problem-based Inquiry Learning**: phenomena of study helps to solve an issue that students are interested in studying and will be published or demonstrated to a wider audience (CLS).
- 5. **Learning Process**: students learn competencies to develop their own units of study based on interests and school curricula.

WIHS will use FPLP, a culturally-responsive set of Indigenous principles, to ensure emotional, physical, social, and spiritual learning. The state does not assess for the following competencies:

- Personal and social awareness and responsibility.
- Communications and critical thinking.
- Positive personal and cultural identity.

3. Grade Promotion and Graduation

Students will follow a 4-year educational program designed for all students to progress towards standards mastery. WIHS's design ensures that each student meets and exceeds proficiency of the above-named competencies and skills. Students demonstrate their learning through portfolios and capstone projects each quarter and engage in a CLS at least annually to demonstrate mastery. Students can expect to be promoted to the next grade or graduation with these credit minimums:

- Grade 9 passage—5 credit units
- Grade 10 passage—11 credit units
- Grade 11 passage—17 credit units
- Grade 12 passage—28 credit units

English Language Learners meet all graduation requirements with accommodations such as Content Based Instruction and home language support. Students with disabilities meet the general graduation requirements with appropriate accommodations and curricular modifications as determined by their Individual Education Programs (IEPs); students who successfully complete an alternative mastery process indicated in their IEP receive a document of graduation.

Progress Monitoring

Ongoing progress checks between students and elders; conference between students and their teachers, elder, and parents; and collaboration between teachers and elders, ensure that all students are on track for promotion through the following structures:

- Teachers hold one-to-one weekly meetings with students who are part of their cohort.
- Maximum 1:16 teacher/student ratio.
- Elders check in at least twice weekly with their student(s). Ratio for elders is 1:16.
- Quarterly progress reports ensure that students are on track for meeting and exceeding standards.
- Monthly informal teacher check-ins with parents/caregivers.

If a student is not making progress based on formative assessments and weekly check-in, parents/caregivers will be notified and the teacher/student/parents/elder will meet. At this meeting, a plan will be created for providing additional support.

Culturally-responsive communication begins with expectations for academic excellence and each facet of the system is designed to ensure growth. Staff, elders, and students will collaborate with and support one another in creating and implementing a culture of learning and progress. WIHS will hire bilingual and Indigenous staff and Traditional Providers. Extra help and tutoring will be based on individual student needs and may include academic/social-emotional learning support; targeted tutoring on content standards, processes of thinking (i.e., critical literacy), and/or assessment expectations; homework help aligned with core subject concepts; and targeted interventions in the context of PhenoBL.

Communication regarding grade-level promotion will include the following culturally-responsive strategies:

- Involve parents as allies rather than passive observers.
- Ensure translation when a bilingual staff member is not available for parent/guardian meetings and student-led conferences where progress is shared.
- Provide translation at Community Learning Showcases.
- Provide translated written communications that mirror our population's primary languages.
- Provide parent portal training for parents and caregivers. WIHS will hold training sessions at regular intervals and parents will be able to check progress in the Family Network Resource Room (see Section 8: School Culture).

Our graduation requirements will be communicated in the languages spoken by our families:

- At summer home visits, staff will communicate graduation requirements verbally and leave translated written material with families.
- During student-led conferences, there will be discussion of students' progress toward graduation; students/parents will always know what a student's needs are in relation to graduation.
- The student handbook, which will include WIHS graduation requirements, is initially reviewed at the beginning of the year.
- The WIHS website will post and provide a translation of the handbook with requirements.

4. Exit Standards

WIHS students' knowledge and competency requirements will support students to meet and exceed state standards in disciplinary subjects and PhenoBL. WIHS graduates will be able to:

- Identify, analyze, and solve problems related to current local, national, and global phenomena.
- Navigate relationships with diverse people, with a positive personal and cultural identity, while embracing the identities of others and developing as natural, empathetic leaders.
- Read, write, think, and present their findings as scientist, historian, artist, mathematician, poet, writer, musician, or other designer through their quarterly summative assessments and Community Learning Showcase.
- Understand and navigate the world around them from a critical viewpoint, enabling them to identify and build socially just solutions.
- Take and succeed on the SAT/ACT, a college entrance exam.

See Attachment 5 for the complete Whatcom Intergenerational High School Exit Standards.

Section 6: High School Graduation Requirements

1. Exit Standards

WIHS graduates exceed graduation standards as established by the Washington State Board of Education (the state requires 24 credits and WIHS requires 28 credits to graduate). To meet requirements described in **Attachment 5**, students earn credit hours by participating in disciplinary classes; PhenoBL class; and elective courses including astronomy, debate, financial management and weaving; and passing related assessments.

Assessment designations (*emerging, developing, meeting, exceeding*) are converted into grade point averages in each class, and aggregated into a cumulative grade point average based on the following scale:

| Emerging | 2.0 |
|------------|-----|
| Developing | 2.5 |
| Meeting | 3.0 |
| Exceeding | 4.0 |

WIHS transcripts follow Washington standardized high school transcript guidelines detailed in WAC 392-415-070,⁴⁹ and WIHS will translate standards-based designations into traditionally-recognized grades, as needed for student transfers and college entrance.

2. Career and College Readiness

WIHS graduation requirements exceed state standards by building students' content knowledge, cognitive abilities, and dispositions for college and career success. Students build content knowledge, cognitive abilities, and dispositions through disciplinary courses and PhenoBL classes and in daily interactions with peers, teachers, and elders. Cognitive and dispositional skills are crucial for success in today's global and complex society. ⁵⁰ All students will be prepared for college success, and if they elect to pursue trade school or workforce pathway, they will have a solid foundation on which to build specialized or technical knowledge.

3. Dropout Prevention

WIHS grew from the recognition that attendance, successful learning, and retention⁵¹ are crucial to students' completion of high school and their success in college. WIHS implements a comprehensive intervention system including student-elder check-ins 2x's/week to track student progress, homework help, and after school tutoring (see **Section 10: Special Populations and At-Risk Students**). In addition, these three prevention strategies are implemented:

Increase sense of belonging in an inclusive school environment through:

• **Culturally-relevant classrooms:** Students explore and share their cultural heritage and knowledge in classrooms and community gatherings. Staff, teachers, and students all understand what this looks like in WIHS's learning framework. This is crucial to each student's personalized growth as they develop agency and find their voice in a democratic school environment.

- Student leadership and autonomy: Student-led clubs, student-created culture, and student
 governance foster student belonging and inclusion. Restorative practices (see Section 12 and
 Attachment 8: Student Discipline Policy and Plan), aligned with First Peoples Principles of
 Learning—social, emotional, cultural, physical and spiritual learning—reinforce a positive school
 culture.
- Community partnerships: Connecting students to community resources (i.e., finance, health, physical and mental wellness) ensures they have the support network needed to attend school.
 Community meals with music and art designed and led by students and families will promote belonging.
- Family home visits: Home visits before school starts will foster school/family connections.

Develop agency for successful learning outcomes through:

- Phenomenon-based learning: PhenoBL is designed to engage students' curiosity and interests.
 When youth are given opportunities to inquire into phenomenathat interest them and develop
 the competencies to ask deep questions and solve problems they deem relevant, students
 experience their impact and develop agency, increasing their desire to be part of a learning
 community.
- **Disciplinary learning (math, science, ELA, social studies)**: Developing sophisticated content knowledge/skills leads to increased confidence. In this iterative process, students become more likely to develop new content knowledge and capacities with exposure to rigorous content.
- College experiences: Students visit Whatcom Community College, Western Washington University, and Northwest Indian College to understand the college experience and see themselves as college students. Students schedule campus visits as they progress through WIHS.

Deepen cultural awareness and identity development, relationships, and support through:

- Student/elder collaboration: Elders provide support in students' identity development and cultural understanding. Students identify learning opportunities and create plans for growth related to their High School and Beyond Plan with elders. Elder/student relationships increase feelings of connection and belonging as students build a positive personal identity and access support with short- and long-term goals.
- Mission-aligned teachers: WIHS will hire highly-qualified teachers who believe all students can succeed. Teachers model dispositions of patience, respect, and curiosity. All teachers, staff, volunteers, and elders will participate in on-going professional development to get the support they need for engaging in culturally-relevant practices.

Section 7: School Calendar and Schedule

1. Annual Academic Schedule

The schedule for WIHS reflects the diverse needs of students and families and exceeds Washington State's minimum instructional requirements, as stated in RCW 28A.150.220(2). WIHS offers 181 instructional days to ensure students attain learning outcomes. Focus groups with families, including those limited in English proficiency, articulated the need for a school with extra support in academics and rich in cultural learning, music, and the arts. The WIHS calendar and schedule support these objectives and are optimal for acquiring core content knowledge and PhenoBL competencies and engaging in meaningful education.

2. Daily/Weekly Schedule

The WIHS school day is 8:00am-3:30pm, Monday-Friday. Monday morning meetings give students time to check in with their cohort and prepare for their week. Tuesday-Thursday students check in with a staff member/teacher/elder and prepare themselves for classes to begin. From 8:35am-12:12pm and 12:52-1:57pm, students rotate between math, ELA, interdisciplinary social studies (SS)/science, world languages, homework help and electives. From 2:00-3:30pm, Monday-Friday, students are in PhenoBL and structured tutoring. Thursdays have extended PhenoBL time when students engage in Field Study from 12:30-3:30pm. They can be on-site working on their phenomena of study or in the community. During this block students are supported by elders as teachers are engaged in professional development.

Core content courses offer students time to develop content knowledge in securing foundational skills related to core disciplines. The rest of the schedule is designed to extend students' cognitive abilities, creativity, cultural repertoire, and communication skills as they engage in PhenoBL, electives, art, physical education/health, and career exploration. Tutoring is after-school in addition to optional afterschool programming including student-led clubs, and community-based programming and sports.

Core content courses are taught in 65-minute classes supporting differentiation and small group instruction for extra help; students/parents articulated their desire for small class sizes and extra support during the school day. SS and Science are team-taught in a 130-minute block three times a week.

| Core Subject Instructional Time | | |
|---|-------------------------|-------------------------------------|
| Academic Blocks | Daily Minutes/Frequency | Instructional Time Weekly (minutes) |
| ELA | 65 min. 5x/week | 325 min. |
| Science/Social Studies 130 min. 3x/week | | 390 min. |
| Math | 65 min. 5x/week | 325 min. |
| Core Subjects Instructional Minutes Total: 1,040 min./week | | |
| PhenoBL 90 min. 4x/week + 180 min. 540 min. 1/week 1/week | | |
| Core Subjects + PhenoBL Instructional Minutes Total: 1,580 min./week | | |

See **Attachment 6** for year I calendar, a sample daily and weekly schedule, and additional calculations for instructional time.

Section 8: School Culture

1. Culture of the Proposed School

The following narrative is how we imagine a school environment that is intentionally positive, culturally inclusive, and welcoming for all:

You walk onto the school grounds and quickly realize you are part of a welcoming, vibrant, and energetic learning community. In the community garden, you observe an outdoor classroom where youth, teachers, and a local elder are engaged in discussion to understand real-world phenomena in the context of their local communities. In this interdisciplinary science and social studies class, students are making connections about water and agriculture issues in the region and their impact on local tribal conditions, treaty rights, and farming communities.

Welcome to Whatcom Intergenerational High School where students:

- Learn Indigenous ways of knowing with Western knowledge.
- Develop competencies to be successful in college, career, and life.
- Acquire dispositional assets to achieve their purposeful life aspirations.
- Create positive community through collaborative peer and intergenerational interactions.

You continue your tour through the main building which is full of natural light and student-designed art (multimedia, sculpture, and drawings). You observe that students' cultural capital is displayed in significant ways and diversity is clearly appreciated and honored. The space fosters learning that is easily observed by seeing students on computers in learning cubicles listening to podcasts, engaged in small group discussions, and writing. All participants are generating knowledge and researching phenomena of interest or an inquiry of concern they have been discussing in their classes. This environment intentionally reinforces students' intellectual, social, cultural, physical, and emotional development.

At WIHS, all cultural backgrounds are respected and honored. As a learning environment based on Indigenous land, the following First Peoples Principles of Learning (FPPL)⁵² are discussed and practiced:

- Learning ultimately supports the well-being of self, family, community, land, spirits, and ancestors.
- Learning is holistic, contextual, reflective, experiential, and relational-focused on connectedness, reciprocal relationships, and sense of place.
- Learning involves recognizing the impact of one's actions and developing personal and social responsibility.
- Learning requires exploration of one's identity and culture to find one's purpose(s).

2. Establishing and Maintaining Culture

Culture-building at WIHS is rooted in restorative practices and FPPL and reinforced daily, as presented in the following table:

| Stakeholder Group | Culture-Building and Maintenance Strategies |
|-------------------|---|
| Culture Committee | Culture Development |
| | A Culture Committee, comprised of a diverse group of students, |
| | staff, parents, and community partners will create the restorative |
| | practices/FPPL Framework that drives WIHS culture, practices and |
| | social/emotional/physical/spiritual/cultural learning expectations. |
| _ | WIHS will convene this group in August 2020 |
| Students | Morning Cohort Meetings |
| | Mondays: students meet with their cohort to discuss well-being and their week's goals. |
| | and their week's goals. Fridays: students reflect on the past week's learning, their role in it. |
| | Fridays: students reflect on the past week's learning, their role in it, and how FPPL were enacted. |
| | Restorative Practices (RP) |
| | Students build communication, advocacy, and conflict resolution |
| | skills through RP. |
| | Community Learning Showcase |
| | Students share their learning and the impact of their inquiries; |
| | community members give feedback and suggestions for next |
| | steps, building connections with outside stakeholders. |
| | College Visits |
| | Students visit at least three colleges during their time at WIHS to |
| | learn about admissions and skills for thriving in a college setting. |
| | Ongoing Student Input |
| | WIHS has been gathering student input regarding school culture through Discovery Cafés. |
| | A 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 | Home Visits |
| | Parents learn about WIHS culture, commitments, expectations, |
| | and engagement opportunities through discussion with a |
| | teacher/administrator/elder before the school year begins. Back-to-School Night |
| | Parents learn about the WIHS culture and academic practices and |
| | have opportunities to build community with one another. |
| | Student-led Conferences |
| | Conferences give parents, students, and school staff |
| | opportunities to connect about student progress and deepen |
| | relationships. |
| | Family Network |
| | The Network ensures that parents/caregivers have access to a |
| | welcoming resource room with translated materials, technology, |
| | and training in areas of their interests. |
| | The Network informs staff of culturally-relevant practices. Community Macle |
| | Community Meals |
| | Students and families share resources and build community while |

| | developing cultural competencies. | | | |
|-------------------------|--|--|--|--|
| Teachers/Administrators | First Peoples Principles of Learning (FPPL) | | | |
| | Teachers and staff discuss and practice FPPL as learning is a mutually interactive process. Professional Development (RD) | | | |
| | Professional Development (PD) | | | |
| | Each August, staff engage in professional development (PD), focused on WIHS Framework (see Attachment 4), building student culture, progress on FPPL, discipline statistics, and attendance data. PD includes culturally-responsive classroom practices (FPPL) and restorative practices for building a holistic health and wellness program. | | | |
| | Staff Morning Meeting | | | |
| | Staff check-in for 15 minutes each morning to connect and update on the day's events. | | | |

Mid-year Student Onboarding

Students enrolling mid-semester will be onboarded into the WIHS culture through:

- Home visit to ensure a connection with family and school expectations; an initial intake determines student needs/aspirations.
- A student ambassador and elder are assigned to check in with the student and discuss specific cultural norms of the school.
- Math/reading diagnostics enable educators to ensure extra help and all supports are in place.
- Placement in classes, electives, and tutoring is based on student interests and identification of knowledge gaps.
- Students entering with Individualized Education Programs (IEP), receive additional supports (see Section 10: Special Populations and At-Risk Students).

3. Cultural Responsiveness

WIHS holds *all* students to high expectations and FPPL/restorative practices set the foundation for interactions and discussions. WIHS's educational program elements lend themselves to a personalized, supportive experience for all. Students build a relationship with a culturally-competent elder,⁵³ fostering belongingness. They are taught by highly-qualified, respectful, and curious teachers trained in culturally-responsive practices. Through PhenoBL coursework and critical literacy analysis, students have opportunities to read about and share their cultural knowledge, experiences, and heritage, creating a sense of value and belongingness that leads to development of positive personal and cultural identity. Mindful that some students may require assistance to meet their needs, WIHS provides additional supports to specific student subgroups, detailed below.

Students with Disabilities

Students with IEPs receive equal access to all curriculum and grade-level standards in an inclusive environment. They are taught by staff with the appropriate special education certifications and training to administer specially-designed instruction based on student need. A Student Support Team (SST), which

includes a Special Education teacher, monitors progress and develops academic and social-emotional support for students, as needed.

English Language Learners

Students whose primary language is not English are taught by bilingual or ELL-certified staff, using research-based ELL teaching strategies. Signs and posters will be in primary non-English languages, along with English to support vocabulary development and create a more welcoming environment. Classrooms will be stocked with novels in multiple languages, dictionaries, and tools to support student language acquisition, and translators/translations will be available at schoolwide culture events and student-led conferences.

Students At-Risk for Academic Failure

WIHS supports students at-risk for academic failure by providing staff and elder support to ensure that students have extra support for progressing to graduation through their High School and Beyond Plan and developing trusting relationships. 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. WIHS will access community partners like Animals as Natural Therapy (see **Attachment 2: Family and Community Involvement**) to provide support to students who face academic struggles due to social-emotional challenges.

4. A Day in the Life of a WIHS Grade 9 Student

| 8:00-8:35am | Monday is group check-in; Friday is group check-out. |
|------------------|--|
| Morning Meeting | Tuesdays-Thursdays are focused on wellness and exploration of what helps to |
| Student Prep | center one's mind and body for the day ahead. |
| | Brea arrives to school Tuesday a bit frazzled and joins yoga. Spending time in yoga |
| | class allows her to access her feelings and become grounded; this is part of her |
| | learning about health and wellness. She grabs yogurt and fruit from the kitchen. |
| 8:38-9:43am | Brea loves the current ELA unit, The Poetics of Food Sustainability, because it |
| ELA | integrates art and she enjoys writing. |
| 9:46-10:51am | Math II integrates concepts of coding, Algebra and Geometry. She worked on a |
| Math II | Khan Academy tutorial last night and will get extra help in Homework Help. |
| 10:54-11:04am | An elder was picking apples this morning. Brea bites into a Honeycrisp. She will |
| Snack | use her "snack" experience to write a poem about apples, land usage, and |
| | sustainability for her ELA homework assignment. Her best friend will help her |
| | translate part of it into Saanich for her World Language class. The frantic morning |
| | is turning into a busy, productive, and happy day of learning. |
| 11:07am-12:12pm | Brea's class is studying issues of sustainability. A recent lecture from a Traditional |
| Science/SS Block | Provider about reef net fishing and clamming practices in the region has her |
| | thinking about food source sustainability. She is working on a persuasive essay |
| | and will be interviewing Indigenous fisher peoples and farmers. |
| 12:12-12:52pm | Since Brea is exploring everything culinary, she is working in the garden and will |
| Lunch/ Movement | join one of her favorite teachers, Jessica, after a quick lunch. |

| 12:52-1:57pm | Brea applies for an internship with the Coast Salish Sea Conservation Corp where |
|----------------|--|
| Homework Help | she will have opportunities to practice the Saanich language in the summer. |
| 2:00-3:30pm | Brea is working with five other students to build an application that incorporates |
| Phenomenon- | Indigenous cultural practices regarding food sustainability into a video game for |
| based Learning | learning the language. They will participate in a competition at the end of the |
| | quarter. A WIHS parent talked about how to write a business plan, which is part |
| | of the 2021 World Pitch Competition at the end of the year. |
| 3:00-3:30pm | Brea gets extra support from her math teacher during HH. Testing is stressful, so |
| Homework Help | she also gets help with testing strategies and talks about her morning yoga class |
| | and breathing techniques. |
| 4:00pm | Brea sets up for the cooking club she started. The club uses a Traditional |
| Student Clubs | Indigenous practice to prepare salmon over hot coals for the Community Meal. |
| | They will be preparing the grounds and the pit today with two community elders. |

5. A Day in the Life of a WIHS Grade 9 Teacher

| 7:30am | Jessica, a first-generation college graduate from WWU, takes a few minutes to |
|-----------------|--|
| Arrival | annotate the day's poems to include some definitions for her ELL students. |
| 7:45-8:00am | The staff check in and share their own personal reflections of the First Peoples |
| Staff Morning | Principles of Learning they are practicing this quarter: positive identity |
| Meeting | development and culture. A teacher working with a Family Network parent goes |
| | over the details for tomorrow's Community Meal program. |
| 8:00-8:35am | Jessica is teaching a Morning Prep Yoga class this quarter—a great way to greet |
| Yoga | the students and prepare her own emotional health for the day. |
| 8:38-9:43am | Jessica was part of the WIHS Instructional Design Team that developed the |
| ELA | Poetics of Food Sustainability unit. She facilitates the class through passages from |
| | Sandra Cisneros's <i>House on Mango Street</i> as lyrical examples of poetic narrative |
| | writing. |
| 9:46-10:51am | In the <i>Poetics of Food Sustainability</i> unit, there are four students with IEPs and |
| ELA | the Special Education teacher is supporting these students with small group |
| | instruction. |
| 10:54-11:04am | Snack time. |
| Snack | |
| 11:07am-12:12pm | Jessica uses this time to connect with the Art teacher who is co-teaching the |
| Planning Time | Poetics of Food Sustainability class and they are checking in to ensure |
| | differentiation based on students' needs. |
| 12:12-12:52pm | Jessica eats with colleagues and meets up with her student garden group for 30 |
| Lunch | minutes of garden time. They talk about what they will be cultivating to use for |
| | cooking club. |
| 12:52-1:57pm | In the Poetics of Food Sustainability unit are five students who are interested in |
| ELA | food and culture and how it shapes individual and familial identities; Jessica |
| | incorporates these interests. |
| 2:00-3:30pm | Jessica supports a small group of students during PhenoBL and tutors from 3:00- |
| Phenomenon- | 3:30pm. |
| based Learning | |
| 3:30-5:00pm | Jessica is going to ANT with seven students and an elder. WIHS students are going |
| | to ANT to experientially engage in building positive identity and cultural |

| Afterschool | development—one of the first FPPL competencies we are studying in the |
|---------------|--|
| Support/Elder | PhenoBL course. They will bring their learning into WIHS culture in Semester II. |
| Check-in | |

Section 9: Supplemental Programming

1. Summer School

WIHS does not offer summer school; however, WIHS will help support students and families during the summer by researching summer programming in the region. WIHS AmeriCorps partners will work with the Family Network to develop a list of resources for high-quality and culturally-responsive summer programming options. WIHS partners are invited to an annual spring meeting to speak about summer opportunities available to students.

In addition, WIHS is partnering with Whatcom Community College to offer Upward Bound programming to support students entering WIHS in Grade 9 and support students in preparation and success in college.

2. Culturally-responsive Extracurricular Activities

Hiring practices and comprehensive professional development (PD) are designed to ensure that all activities are overseen or led by highly-qualified and culturally-responsive staff. This includes:

- **Student-led Clubs: Monday/Wednesday, 3:30-5:00pm:** Students will form and run clubs based on their cultural experiences, strengths, and interests.
- Tutoring Program: Tuesday, 3:30-5:00pm: AmeriCorps staff, student volunteers, and elders will be trained in culturally-responsive strategies to lead tutoring. Required for students not meeting grade level.
- Elective Night/"Lock-In": Friday, once/semester: Students will identify an area of interest to engage in for one intensive evening (e.g., astronomy overnight led by AmeriCorps staff and volunteers in collaboration with teachers and students).
- WIHS Community Meal: Friday, once/semester: WIHS families, staff, and students will gather to share a meal, music, and resources to build a strong community.

All of the activities stated above can accommodate as many students as want to attend. As enrollment grows, we will schedule more offerings. WIHS is in conversations with Bellingham and Ferndale School Districts regarding WIHS student participation in district-sponsored interscholastic programs; the school will budget a small amount for fees if students wish to participate in interscholastic sports but cannot afford program costs. WIHS will work with our community partners to provide food, transportation, childcare, and translation to ensure access for all. In addition, we will work throughout the school year to secure grants and funding sources to support WIHS supplemental programming.

3. Student Social-emotional Development

First Peoples Principles of Learning (FPPL) are rooted in reciprocal relationships, sense of place, and learning that supports the well-being of self and community. FPPL describe competencies rooted in culturally-inclusive language and responsive practices that students will work toward during their tenure at the school, and progress towards developing them will be monitored during elder check-ins and student-led conferences. Competencies⁵⁴ include:

- Personal and Social Awareness and Responsibility
- Positive Personal and Cultural Identity

Communication and Critical Thinking

Ongoing PD at all levels of the organization will ensure board, staff, elders, and students understand and practice these competencies.

Ongoing PD ensures that all staff understand and implement culturally-responsive practices. The following program components are designed to support students in developing emotional, social, behavioral, cultural, and health competencies:

- Monday Morning Meeting: Students practice circle process and set individual goals for the week.
- **Friday Morning Meeting:** Circle process and check-in on progress encourages collaboration and commitment to one another.
- Tuesday-Thursday Morning Prep: Yoga, Zumba, and check-in encourages students to understand what helps them prepare for their day and check-in with elders.
- **Interactions with Elders:** These interactions create opportunities for everyone in the community to understand culturally-sustaining practices by making connections across generations.
- **Restorative Practices:** These practices provide norms for learning and opportunities for students to participate in creating a high-performing and positive school culture.
- **Animals as Natural Therapy:** Afterschool programming for selected students based on developing positive self and cultural identity.

4. Supplemental Programming and Parent Outreach

The Family Network and AmeriCorps staff will ensure that all parents and guardians have access to information regarding supplemental programming opportunities. Approaches include:

- Family Network representatives being available twice per week in the Family Resource Room to speak with parents and caregivers about student-led clubs, tutoring, community meals, and summer opportunities.
- AmeriCorps staff and partnering organizations holding information meetings in our target communities regarding extracurricular programming.
- All promotional materials being available in Spanish and English and additional languages as needed by our community participants.
- Recommendations for supplemental programming being made to families during student conferences, based on student interests and goals.

Section 10: Special Populations and At-Risk Students

1. Special Populations Plan

WIHS believes in the capacity of every student to learn and progress. We appreciate and respect students' differences and the unique strengths they bring to a learning environment. We are committed to designing learning experiences that differentiate for each student. Expectations are set high and scaffolds are put in place so that all students can access learning, equalizing educational opportunities. Each element of the educational model, including curriculum aligned with the Washington State K-12 Learning Standards (WSLS), Phenomenon-based learning (PhenoBL), and critical literacy framework, is made available to all students, including students with Individualized Education Programs (IEPs) or Section 504 plans, English language learners (ELLs), students identified as intellectually gifted, homeless and foster youth, and students at risk of academic failure or dropping out. We work within the least restrictive environment (LRE) appropriate to individual needs, providing a free and appropriate public education (FAPE) in compliance with all applicable state and federal statutes, including the Individuals with Disabilities Education Act (IDEA).

Following the principle of LRE, WIHS uses an inclusion model. Students with special needs are integrated into all classrooms to every extent possible. Push-in services are provided to assist students in their general education classes by collaborating professional agencies and credentialed individuals, including occupational and speech therapists. Services to students with disabilities are provided in a manner that allows identified students equal access to the general curriculum and educational design elements used at WIHS. WIHS provides those services in compliance with the IEP. If we are unable to meet a student's needs with these services, we refer and place the student in an approved private or district school setting, transferring funds from the charter to cover tuition in consultation and compliance with WIHS policy and FAPE requirements.

2. Expected Special Populations

Review of demographics and existing school performance data from Bellingham and Ferndale schools and focus group work evidenced the special populations that WIHS will likely serve. Projected enrollment is in the table below.

| District/School ⁵⁵ | FRL% | SPED% | Hispanic % | ELL% | Indigenous% | Homeless%/ Foster Care% |
|-------------------------------|------|-------|------------|------|-------------|----------------------------|
| WIHS | 60 | 15 | 20 | 20 | 20 | 4/2 |
| Bellingham SD | 33.9 | 15 | 16.1 | 7.8 | 1 | 4/1 |
| Ferndale SD | 47.8 | 16.7 | 19 | 6.6 | 8.7 | 2.7/1.9 |

As described in **Section 1: Executive Summary**, WIHS will target recruitment efforts to low-income, Indigenous, and Hispanic communities. Therefore, WIHS is expecting to serve higher than district averages of FRL, Indigenous, and Hispanic students.

Effective implementation of the components listed in the table below supports an inclusive learning environment.

| Flexible Components for Diverse Needs | Supporting Least Restrictive Model |
|---|---|
| Scope and sequence in core content | Provides students with access to the same rigorous, |
| classes aligned with Washington State | grade-level content that can be scaffolded. Used to avoid |
| Learning Standards | gaps and repetition and emphasize pacing and vertical |
| | curricular continuity. |
| Daily schedule | Supports collaboration between general and special |
| | educators; designates collaborative and individual work |
| | and PhenoBL; permits time for intervention and |
| | acceleration. |
| Staffing plan | Hiring of licensed endorsed teachers and/or dual- |
| | certified practitioners. |
| First Peoples Principles of Learning (FPPL) | Supports social, emotional, and cultural learning for |
| | students to become successful lifelong learners. |
| Schoolwide professional development | Ensures strategies support all students in an inclusive |
| | learning environment; supports staff in identifying and |
| | implementing effective and appropriate strategies based |
| | on student-specific needs. |
| WIHS Design Map | Supports curriculum planning through backward design; |
| | reinforces teachers' integration of assessment and |
| | instruction to support differentiation and accommodate |
| | diverse student needs. |
| Intergenerational learning | Supports individual relationship building; provides |
| | ongoing cultural teaching and promotes development of |
| | positive personal and cultural identity; supports every |
| | student in experiencing and visioning their life purpose(s) |
| | and passions and creating plans to achieve them through |
| | the High School and Beyond Plan (HSBP). |
| Phenomenon-based learning (PhenoBL) | Engages students in their interests at their pace; builds |
| | students' agency in learning; provides opportunities for |
| | deep inquiry and problem solving. |
| Differentiated content, process, product, | Accommodates a variety of needs and engages all |
| and learning environment | students; incorporates evidence-based instructional |
| | strategies and adaptive software to engage diverse |
| | learners. |
| Targeted supports and interventions | Ensures the curriculum is accessible to all students; |
| | interventions occur during core content classes/PhenoBL |
| | and homework help. |
| Technology integration in all courses | Allows self-paced personalization of learning and |
| | opportunities to increase digital literacies. |

| Flexible Components for Diverse Needs | Supporting Least Restrictive Model |
|---|--|
| Culturally-relevant practices that include | Creates a welcoming environment; hinders |
| FPPL and Critical Literacy | disproportionate discipline; supports the belief that all |
| | students can be successful in their academic endeavors |
| | when quality programs, services, and their culture, |
| | language, and experiences are valued to facilitate their |
| | learning and development. |
| Adaptive learning software | Supports individualized learning and acceleration at an |
| | individual pace. |
| Supported staff collaboration during a | Provides student education support and specialized |
| variety of scheduled meetings: daily staff | instruction; promotes regular active collaboration to |
| check-in, Thursday PLC time, all staff data | plan, implement, and monitor instructional alternatives |
| days. | designed to ensure students are successful in all courses. |
| | |
| Instructional Leadership Team provides | |
| coaching. | |
| Co-planning time for teachers | Emphasizes collaboration, communication, and making |
| | connections across subject matter; shared strategies for |
| | providing supports and accommodations for students. |
| Contracted service providers (i.e., speech, | Provides continuum of care; offers specialized services. |
| mental health, occupational) | |
| Student Success Team (SST) | Supports cross-disciplinary support to identify and |
| | address students' needs and plan for extra help and |
| | support. |

3. Students with Disabilities

a. Identification

WIHS expects to enroll students with existing IEPs. Upon enrollment, WIHS will request each student's previous school records to determine whether an IEP is in place. For students who enroll from another school with a current IEP, WIHS will conduct a transitional IEP meeting within 30 days. Prior to such a meeting and pending agreement on the new IEP, WIHS will provide comparable services. If additional information or new evaluations are necessary before a final placement decision can be made, the student will be provided with FAPE, including services comparable to those described in the student's IEP, until the new IEP is developed. Students with unidentified special needs may enroll. Accordingly, WIHS will conduct Student Find activities in accordance to WAC 392-172A-04005 to ensure that all students in need of special education services are identified and evaluated.

For students already enrolled, WIHS may opt to refer a student that is struggling to a Student Success Team (SST), led by the student's cohort teacher and comprised of an additional teacher, a Traditional Provider, or a volunteer elder. If the SST believes a disability may exist, the SST will consult with parents/caregivers and the student to discuss next steps. A copy of that referral along with the procedural safeguards notice described in WAC 392-172A-03000 will be sent to the student's parents. The student's assigned case manager from the SST will convene a meeting with the student's parents to discuss the option of evaluation to determine the student's eligibility, and to secure written parental consent to

conduct the evaluation. Once consent has been received, observations and assessments have been conducted, and the results are available, an eligibility meeting will be set with the student and parents and applicable school staff, including a certificated special education teacher. During this meeting, a decision will be made regarding the student's eligibility for special education services. In compliance with WAC 392-172A-03005, evaluations and decision about eligibility will be made within 35 school days after the date that the parent provides written consent for the evaluation. If the student is eligible for special education services, an IEP team will be formed that includes members outlined in WAC 392-172A-03095, and an IEP for that student will be developed within 30 days.

Universal academic screeners such i-Ready math and ELA will be used for all students to identify any who are below Grade 9 standard in reading comprehension, and computation and conceptual understanding and in need of support. Writing skills will be screened by administering a Written Expression curriculum-based assessment. WIHS's varied assessment system ensures that all struggling students are identified early, so that appropriate steps can be taken to ensure students are provided the supports they need. Equipped with data, students will meet with their special education teacher and elders regularly to assess progress.

In addition, at any point in the school year, a parent or caregiver may request an assessment for special education. The school will provide translators to assist in writing the request, as necessary. Within 25 days from the date a written request is submitted, WIHS will determine whether to evaluate the student. If it is determined a student should be evaluated, WIHS will obtain consent from the parent/caregiver and the process will proceed in compliance with the timelines described above.

Misidentification

To avoid misidentification, a comprehensive portfolio of evidence, including screener data, is evaluated. A single test or procedure will not be the sole factor in determining a student is eligible for special education services. For example, the universal screeners identified above are used to identify any student who may need support. To further determine if there is an academic support need, students who score below standard will be given additional diagnostic assessments, depending on the area. For example, for a student with a Lexile score below grade level, corresponding phonics and vocabulary screeners are delivered to determine skill gaps. WIHS will provide targeted and embedded professional development (PD) for teachers about specific research-based interventions, assessments, and progress monitoring. PD also provides teachers with culturally-responsive practices to help create a culturally competent school environment, so students aren't disproportionately identified based on implicit bias or cultural misunderstanding. Early identification and intervention will improve academic achievement.

b. Interventions

Students at WIHS have a multifaceted system of supports that is dynamically intertwined to support their development as full human beings. Response to Intervention (RtI)⁵⁶ is a research-based approach to tiering interventions that can be intensified or reduced as dictated by a student's needs and IEP. Our RtI approach assumes all students have strengths that can be bolstered through universal schoolwide supports and that some students have challenges that require more targeted or intensive supports. See table below for each level of support.

Response to Intervention at WIHS

| Source | Developing Academic Excellence | Developing Social-Emotional Wellness |
|---|--|---|
| Teacher/Elder Practices | Inclusion-focused PD (e.g., WIHS framework, cultural competency, ELL Strategies/SIOP) Teacher co-planning time Serving on SSTs | PD on FPPL/restorative practices Traditional Providers inform cultural practices in curriculum planning with teachers Serving on SSTs |
| Tier 1: Schoolwide Supports | High-quality disciplinary curriculum Engaging, interdisciplinary PhenoBL units of study Adaptive learning platforms Inclusion focused, culturally-responsive classrooms Monday Prep Meeting/Friday Checkout Universal screeners Goal-setting at the beginning of the school year on PhenoBL rubric, HSBP and PSAT (Grade 9 year) Disciplinary classroom diagnostic, formative, and summative assessments Parents as partners | Informal Elder/student check-ins depending on student needs Monday Prep Meeting/Friday Checkout Yoga, Zumba, sports Student clubs Adult and students self-assess on FPPL Community Meals Universal Screeners Home visits Whatcom Community College Upward Bound summer retreat Restorative practices Cultural learning with Traditional Providers |
| Tier 2: Targeted Student Supports | ELL-specific instructional strategies Literacy and numeracy skill-building differentiation strategies Small group instruction Afterschool tutoring Homework help Accelerated curriculum | Restorative practices Additional Elder check-ins Access to wraparound services (e.g., health and wellness, therapies, afterschool programs) Animals as Natural Therapy |
| Tier 3: Intensive Student Supports | Special Education teacher with one-on-one teaching assistant if needed Contracted service providers such as occupational therapy and speech Academic intervention plans SST 504 plans IEPS with supports/IEP team | Special Education teacher with one-to-one teaching assistant if needed Contracted service providers Restorative community circles/formal mediation Regular, formalized student/elder relationship SST 504 plans/504 Team Animals as Natural Therapy |

Data collected by universal screeners, on-going assessments staff referrals, and elder updates regarding student progress on HSBPs will help to determine whether a student requires the targeted and intensive supports listed above.

c. Continuum of Services

Students thrive academically when their physical, emotional, and social needs are met; thus, the FPPL will be used to guide students in developing social-emotional dispositions that support improved academic achievement. In addition to the interventions above, the table above outlines supports that will help students depending on their needs.

If a student does not make progress with internal and external supports in place, a Special Education teacher will be asked to observe the student in a variety of settings and give opinions for next steps. If the team identifies a need for additional assessment, a meeting will be called with the student and parent/caregiver and the process for identification outlined above will unfold.

WIHS students with a 504 plan or an IEP will have a 504 or IEP team, depending on the situation. This team meets biweekly to discuss quantitative and qualitative data for the student, evaluate progress, and identify concerns related to growth on academic and PhenoBL rubrics. If data show a student is not making progress, a meeting is scheduled to identify the source(s) and problem solve and implement an intervention that is informed by specific data to track and measure progress within a defined timeline. If progress is not made through these general interventions, a meeting with a school leader, student, elder, and parent/caregiver is convened to discuss the interventions to date and enlist additional support and wisdom. Should extenuating circumstances be affecting students' growth and progress, plans are put in place to assist the family and young person as needed so that these out-of-school factors do not shape their academic trajectory.

Wraparound Services

AmeriCorps staff at WIHS will source academic, emotional, social, physical, and structural supports and resources (i.e., housing, therapy, food, childcare) that students need to be successful. The AmeriCorps representative will attend SST meetings as necessary to ensure all school resources and interventions identified as useful are in place for the student.

d. Monitoring and Evaluating Academic, Social-emotional, and Functional Performance

All students eligible for special education services participate in WIHS's courses, PhenoBL, and FPPL development. Appropriate goals are set in each category. Additionally, formal and informal assessments measure progress toward goals identified in the student's IEP. All students with disabilities participate in appropriate state assessments, including the WA-AIM alternative assessment, based on IEP determinations and with appropriate accommodations in place.

IEPs are monitored by the Special Education teacher. If updates are needed, the IEP team will be convened to determine appropriate amendments. Progress monitoring by the Special Education teacher ensures students are advancing on their IEPs. Students with IEPs set goals and have ongoing progress checks on the PhenoBL rubric, FPPL Competencies, and their HSBP.

Students with IEPs participate in a Community Learning Showcase at least annually and have an option to participate each semester. Parents and guardians receive IEP goal progress reports at the end of each quarter. WIHS ensures appropriate accommodations based on each student's individual needs. A well-trained and experienced staff will be retained. Additional expertise will be hired as needed (i.e., a student who may need special health assistance or a one-to-one instructional assistant during the day).

Students with mild, moderate, and severe needs will receive similar services, but at different intensity levels, depending on their need.⁵⁷ For example, a student with a mild need (using a wheelchair) will be accommodated by our ADA compliant environment as she can navigate herself in and out of classrooms and around the building. A student with a moderate need (in a wheelchair but unable to navigate for herself) would be overseen by an instructional aide and a system of help will be in place to accommodate (peers, elders, staff). A student with severe needs (in a wheelchair with a feeding tube) would be overseen by a nurse who would train staff on how to assist the student.

e. 504 Plans

WIHS recognizes its legal responsibility to ensure that no qualified person with a disability will, based on their disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of WIHS. Any student, who has an objectively identified disability that substantially limits a major life activity including, but not limited to, learning is eligible for accommodation by the school. All facilities will be accessible for all students with disabilities aligned with the Americans with Disabilities Act.

WIHS outlines guidance from the U.S. Department of Education's *Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools*⁵⁸ in the following section and in the execution of 504 support. The Principal will designate a Section 504 Coordinator, who will comply with regulations outlined in Section 504 regulatory provisions; evaluate the nature of the student's disability and the impact upon the student's education; review the student's existing records (academic, social, and behavioral); and be responsible for deciding as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under IDEA but found ineligible for special education instruction or related services under IDEA, those evaluations may be used to help determine eligibility under Section 504.

The final determination is made by the 504 Coordinator in writing and written notice is given to the parent or guardian of the student in their primary language along with the available procedural safeguards. If, during the evaluation, the 504 Coordinator obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made.

If the student is found by the 504 Coordinator and Special Education teacher to have a disability under Section 504, they will be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a FAPE and may form a 504 Team that includes of members of the student's SST team. In developing the 504 Plan, all relevant information utilized during the evaluation of the student is considered, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's staff. The 504 Plan will describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

The 504 Coordinator, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. A copy of the 504 Plan will be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

f. Graduation Plan

WIHS will promote graduation for students with special education needs by ensuring they have access to:

- Multiple means to learn and demonstrate proficiency, based upon student choice and strengths.
- All courses and PhenoBL.
- Highly-qualified teachers and elders who support their learning.
- Culturally-responsive practices in identifying and placing students into appropriate services.
- Necessary supports based on individual needs such as accommodations in assessments to ensure success and progress.
- Regular formative assessment to measure learning progress and provide feedback about next steps in learning.
- Support teams at WIHS, including SST, 504 team, and IEP team, as appropriate.
- Individualized Transition Plan completed as part of their IEP identifying specific tools and strategies necessary for students to realize graduation and leave WIHS prepared for postsecondary success.
- Modified transcripts in certain areas when necessary.
- Student and parent or caregiver involvement along their route to graduation, including extra supports such as childcare, transportation, and translation when needed.

g. Staffing

All special education services at WIHS are delivered by individuals or agencies qualified to provide special education services as required by state and federal law. As appropriate, we will contract with aligned external service providers, including speech therapists, occupational therapists, behavioral therapists, school psychologists, youth counselors, and speech pathologists for supplemental programming to ensure students receive needed supports. We will recruit for Special Education teachers from Western Washington University graduates, as the school offers a rigorous certificate in Special Education and is the only state school that has received the Council for Exceptional Children (CEC) accreditation.

4. English Language Learner Students (ELLs)

a. Identification

In compliance with ESEA Sec. 8101 (20), WIHS will identify ELLs and ensure they have the necessary supports to be prepared for college. WIHS will develop, implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education and the regulations presented in WAC 392-160.

In accordance with WAC 392-160-015, WIHS will conduct a state-approved Home Language Survey with all families registering new students. The survey will include the following questions:

- 1. Is a language other than English spoken in your home?
- 2. Is your student's first language a language other than English?

If the answer to either question is yes, the student must be tested for eligibility for the ELL program. Within 10 days of enrollment, students will complete the English Language Proficiency Assessment for the 21st Century (ELPA21 screener) to determine their initial eligibility for ELL services. Students who score at the emerging or progressing level qualify for ELL services. WIHS will notify parents of its responsibility for implementing the ELPA21 and of ELPA21 test results within 30 days of receiving them from the publisher.

For ELLs with significant cognitive disabilities, WIHS will use the state's new alternative assessments for literacy proficiency, the World-class Instructional Design and Assessment Alternate ACCESS for ELLs. Students who have a language proficiency level of emerging or progressing will receive ELL services.

To ensure ELL students are not misidentified as needing special education services, the use of multiple criteria will ensure our ability to assess students by separating language skills from content skills. Some of these language skills include vocabulary, comprehension, phonology, grammar (syntax), and meaning (semantics), while content assessment focuses on whether the student was able to grasp the subject matter, independent of language demands. WIHS will also use a double scale of criteria: criteria relating to the content being delivered and criteria relating to the language being used, ⁵⁹ allowing WIHS teachers to create scales or rubrics to identify the language skills easily during and after assessment.

b. Alternative Instructional Program (AIP)

Based on WIHS's small school size, budget constraints, and lack of available staff to implement a Transitional Bilingual Instructional Program, it will not be practicable to offer ELLs a transitional bilingual program. Thus, WIHS will provide ELLs with an AIP as defined in WAC 392-160-010, like most other charter schools and school districts in the state of Washington. WIHS will implement Content-Based Instruction (CBI) a model that integrates English language development with academic content learning using English as the language of instruction. CBI is used in classes that are comprised predominantly of English language learners with instruction delivered by teachers specially trained in the field of second language acquisition and instructional strategies to support both English language development and academic grade-level content. ELLs are integrated into disciplinary and phenomenon-based learning courses during the day with support to continue developing vocabulary and work on essential skills in math, reading, and writing.

A teacher with ELL expertise provides:

- 1. **Teacher support:** Ongoing professional development and support to the rest of the instructional staff through co-planning, instructional coaching, and collaborative assessments. In addition, the ELL specialist will support teachers with CBI strategies such as Guided Language Acquisition Design (GLAD) and Sheltered Instruction Observation Protocol (SIOP).
- Student support: Beginning students will receive targeted interventions in math and ELA that
 integrate ELL strategies, during Homework Help time. Working collaboratively on PhenoBL will
 help students build cultural identity, foster agency in choosing topics of interest linked to higher
 levels of language attainment and create a culture of community—highly successful strategies for
 working with ELL students.
- Family support: The ELL teacher will work closely with the WIHS Family Network and AmeriCorps staff to provide support with communication, translation, and family resources to families of ELL students.

Research suggests that effective ELL classrooms: (a) promote L1 (students' language spoken at home) as a strength that students bring to their learning and use a variety of teaching texts that represent students' lived experience; and (b) apply strategies to make strong connections between students' primary language and English content. Strategies include using real-world experiences to activate schema which students then use to make connections to course content and more abstract concepts. Lessons address a variety of learning styles and integrate skills of reading, writing, speaking, and computation through multiple means such as collaborative team projects, dialogue circles, and group work. WIHS is designed for student learning in this type of environment.

WIHS students will have multiple opportunities throughout the day to engage in conversational-style learning with their peers so they can practice their oral language skills in their primary language. Research also shows that ELL students can experience challenges regarding the quality of instruction when:

- Students are not challenged enough in the classroom when it comes to engaging critically through oral or written work.
- Students are placed in an English-only classroom and comprehensive input is beyond their current level of English ability, creating anxiety and frustration and slowing the learning process. 60

WIHS will implement best practices working with ELLs⁶¹ and the following equitable accommodations:

- Allow students use of a bilingual dictionary and/or Google Translate to assist ELLs in understanding instructions and content to answer questions on an assessment.
- Permit extra time and visual learning aids such as graphic organizers, photos, and identification of cognates to support academic development and assessment practices.
- Use a variety of learning and teaching strategies (whenever possible), including visual and audio to allow ELLs to connect with the content through multiple senses.
- Allow translations by permitting students to write first in their native language and then translate.
- Use primary language from bilingual staff (when practical) to help ELLs with academic content comprehension.⁶²
- Elders will also help support current access gaps, i.e., by pre-teaching difficult concepts so that students come to class prepared to engage rather than catch up.

Providing an equitable learning environment based in FPPL also provides a safe classroom culture that respects and honors all students' contributions, heritage, and culture.

c. Monitoring and Evaluation

WIHS will follow state regulations outlined in WAC 392-160-015 and reassess all eligible ELL students annually. WIHS will monitor and evaluate academic progress and success by testing ELL students each spring on the ELPA21. WIHS will also evaluate students by using classroom assessments that provide a clear picture of each student's language development needs. Teachers will work with the ELL Specialist to monitor student progress and growth.

With respect to exiting ELLs from programs, services, and status, a valid and reliable assessment of all four language domains will be used to ensure that all ELLs have achieved English proficiency. After students have exited a program, WIHS will monitor the academic progress of former ELLs for at least two years to ensure that:

- Students have not been prematurely exited.
- Any academic deficits they incurred because of participation in the program have been remedied.
- Students are meaningfully participating in the standard instructional program comparable to their never-ELL peers.⁶³
- Students who enter WIHS have the supports necessary to be fully prepared for college.

d. Staffing

In compliance with Title VI of the Civil Rights Act of 1964, 34 CRR 100.3, WIHS will provide qualified staffing for ELLs. WIHS will designate a teacher as an ELL specialist. They will be responsible for monitoring academic progress data to evaluate effectiveness of program and assessment practices in meeting the unique

learning needs of ELLs, and to observe classroom instruction and provide feedback and professional development for classroom teachers. The ideal candidate will be trained in bilingualism and second-language development and will have demonstrated success working with ELL students. In addition, we will work to recruit elders and volunteers from diverse cultural and linguistic backgrounds. Teachers with endorsements in ELL and/or experience working with linguistically diverse students will be actively recruited to ensure adequate academic, social, and cultural support for ELL students.

e. Parent Notification

WIHS will meet the parental notification requirements for families of ELLs, as set forth in WAC 392-160-015, beginning with the Home Language Survey, and provide information regarding the procedures for ELPA21 assessments and results during pre-enrollment home visits. Ongoing parent communication will ensure families have input into their students' educational services and supports. The following inclusion strategies support ELLs and their parents:

- Building intentional relationships now to gather input from families regarding their dreams, challenges, and specific strategies WIHS can implement.
- Explicit skill building for teachers regarding home-school communication with linguistically diverse families (see Attachment 22: Professional Development Schedule).
- Close mentorship that allows for supportive connections for families and reduced anxiety around asking for support.
- Access to bilingual staff and teachers.
- Access to translators and translated materials at all meetings and conferences.

5. Homeless and Foster Students

In 2016, 9% of youth ages 15-21 identified as homeless in Whatcom County.⁶⁴ Several students who attended WIHS Discovery Cafés spoke about students who spent time on friends' couches after being kicked out of their homes due to their LGBTQ identities. WIHS will serve these students.

WIHS will establish a partnership with Northwest Youth Services⁶⁵ and refer students in need of housing and support to them. We will rely on partners to help with staff training in addition to consultation with the WIHS-designated McKinney-Vento⁶⁶ Coordinator and Foster Youth Liaison. Training will help our staff understand the rights of homeless students, including the right to school stability (to remain at their "school of origin"); the right to immediate enrollment— even without required registration documents; and the right to transportation to enable them to remain at their "school of origin" and their right to free school meals. The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free, appropriate public education that is provided to non-homeless students. WIHS will immediately enroll any homeless student and will not delay or prevent the enrollment of a homeless student due to the lack of school or immunization records.

Homeless and foster students need to have a learning environment and systems where they experience a sense of belonging and safety, with multiple opportunities to be recognized for their cultural and personal assets. The WIHS educational approach, rooted in FPPL/restorative practices, focuses on developing a positive personal and cultural identity and meaningful learning experiences that support homeless and foster students.

Research indicates that experiencing homelessness can have significant negative impacts on children academically, socially, and emotionally. Homeless students experience greater school mobility than their non-homeless peers, causing interruptions to a child's education and associations with lower school achievement and increased risk of dropping out of school and being chronically absent. Homeless students face significant gaps in high school graduation rates compared to their peers, according to data from the states that disaggregate graduation rates for homeless youths. ⁶⁷ WIHS is designed to support homeless and foster care youth.

6. At-risk Students

WIHS defines "at-risk" as students who are disengaged and at risk of dropping out of high school and/or needing college remediation once graduated from high school. WIHS is created to serve these students and ensure meaningful and relevant curricular experiences to increase engagement. Extra academic supports during the school day and afterschool tutoring are designed to help students catch up. Progress monitoring and formative assessment allows teachers, elders, and staff to analyze trends over time and quickly identify struggling students and provide them with targeted, and intensive Rtl supports, as needed.

We will identify and meet the learning needs of "at-risk" students, as defined by RCW 28A.710.010(2) through our RtI system that includes:

- Ongoing connection, support, and check-in with elders/staff/teachers.
- Class sizes varying from 1:13-1:25 student/teacher ratio.
- Cultural awareness and learning with Traditional Providers.
- Student advocacy, agency, and leadership development and opportunities.
- Culturally-relevant practices implemented by staff who hold a high ethic of care and high expectations for all young people.
- Learning program that is relevant to the daily lives of students with access to the arts.⁶⁸
- Relationship with wraparound service groups such as Animals as Natural Therapy who support "at-risk" students' emotional and social development.
- An AmeriCorps representative who identifies student and family needs and ensures wraparound supports.
- Systematic support developing and meeting High School and Beyond Plan.

Research shows that "at-risk" students benefit from learning experiences that are relevant to their lives, school experiences that are differentiated, and a school culture and environment with high expectations in a supportive learning environment. Focus groups held with potential students clearly outlined students' desires for a compassionate teaching staff who "notice" how they are doing and provide extra help and guidance when they are struggling. These are foundational attributes of a WIHS elder/staff/teacher practicing FPPL. They align with widely recognized best practices for engaging students who are likely to struggle in school. To

Research also shows that "at-risk" students benefit from heterogeneous learning environments that reflect the larger community. As with all students, "at-risk" students will be fully integrated into the WIHS learning environment designed to meet *all* students' needs within a diverse and heterogeneous learning environment.

All adults at WIHS will participate in PD to become culturally competent educators and assess themselves

on FPPL to increase positive interactions with students. Often "at-risk" students are disproportionately disciplined. We believe that as the staff becomes more proficient in their competencies, we will see far fewer behavioral incidents or need for discipline. We will set up the initial conditions for all students to be successful and collect trend data to see if this hypothesis has merit. We will be seeking partners at WWU to research and evaluate this proposition along with grant dollars to support our investigation.

7. Highly Capable Students

WIHS's classrooms provide a plethora of opportunities for highly capable students to deepen their study of concepts and subject matter via specialized projects and assignments. Using Understanding by Design, incorporated into the WIHS Design Map, teachers will differentiate curriculum for high-achieving students. This is done by using adaptive learning platform data to understand students' entry points into new material and creating practice questions at differing depth of knowledge levels. In addition, PhenoBL is a natural means for highly capable students to implement deeper inquiry explorations and more academically challenging research; it is particularly effective since content can be conceptual, pace is self-directed, and work can be collaborative.

WIHS will use the Washington State definition of highly capable, which means a student who has been assumed to have exceptional intellectual ability, as demonstrated by one or more multiple criteria in WAC 392-170-040. We will use best practices such as teacher observations, student/family/elder referral, cumulative records, assessments, and portfolios in identifying⁷¹ highly capable students. WIHS will ensure equity in the identification process; families, community members, staff, or students can self-refer annually, and we will meet with the Bellingham School District in setting up our program⁷² to understand their successes and challenges with identification and programming.

a. Programs, Practices, Strategies, and Opportunities

WIHS will meet the needs of highly capable students by implementing the following strategies:⁷³

- Assessment of multiple areas of competence and maturity to match curriculum with students' needs.
- Differentiated core content courses that allow for deeper content exploration and inquiry.
- Learning that is student-driven and multidisciplinary through PhenoBL.
- Consultation with families regarding supplemental programming for their students.

b. Monitoring and Evaluation

Teachers will monitor and evaluate the academic progress of intellectually gifted students by using formative assessments, end-of-quarter, end-of-semester performance evaluation, Community Learning Showcase, the PhenoBL rubric, their self-assessment of FPPL, and WSLS-aligned state assessments.

c. Staffing

All teachers will participate in summer and ongoing yearlong PD regarding differentiation for intellectually gifted students and they will review student work during collaborative planning time to identify students who are demonstrating advanced skills. The WIHS Design Map helps teachers build units that differentiate for a variety of student needs in content, process, and product delivery. In addition, the PhenoBL Rubric

| allows students to acquire highly developed competencies as they create their own units of study and scaffold their learning. All WIHS curriculum is challenging; engages students' intellectual, social, emotional, and cultural capital; and can be differentiated for intellectually gifted students. |
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Section 11: Student Recruitment and Enrollment

1. Recruitment and Enrollment Plan

The Whatcom Intergenerational High School (WIHS) plan is culturally inclusive and ensures outreach to systemically underserved communities while complying with the admissions and enrollment practices outlined in RCW 28A.710.050. WIHS recognizes that a multipronged strategy that includes authentic relationship building, multiple methods of communication, and multiple points of entry for families are necessary to recruit students. Strategies are included in the following table:

| Action | Timeline | Responsible Parties |
|---|---------------|------------------------------|
| Hold Discovery Cafés with underserved | October 2017- | Planning Board, Co-founders, |
| communities to gather input about their hopes | March 2019 | |
| and dreams for student learning | | |
| Door-to-door canvassing events to recruit | January 2018- | Planning Board, Principal, |
| families | May 2020 | Teachers |
| Ensure access for underserved families by | October 2017- | Planning Board, Co-founders, |
| actively seeking input (Discovery Cafés) from | ongoing | Principal |
| families and recruiting in the following culturally | | |
| and linguistically diverse communities: | | |
| Sterling Meadows Housing Complex: Residence of 51 farm working | | |
| migrant/immigrant families, mostly | | |
| Spanish-speaking, and all first-generation | | |
| college students. All families qualify for | | |
| free-or-reduced lunch (FRL). | | |
| Eliza Trailer Court: Residence of many | | |
| Spanish-speaking families and first- | | |
| generation college students. All families | | |
| qualify for FRL. | | |
| Villa Santa Fe Apartment Complex: | | |
| Residence of 50 farm working migrant/ | | |
| immigrant families, who are mostly | | |
| Spanish-speaking families with some | | |
| families from Marshall Islands. Majority are | | |
| first-generation college students. | | |
| Roosevelt and Birchwood neighborhoods: | | |
| Economically, culturally, and linguistically | | |
| diverse neighborhoods. Many families are | | |
| FRL-qualified. | | |
| Lummi Nation and Indigenous communities | | |

| Action | Timeline | Responsible Parties |
|---|---------------------------|--------------------------------|
| Meet with culturally and linguistically diverse community leaders to discuss WIHS | January 2018- May 2020 | Planning Board, Principal |
| Maintain a website and Facebook page that | January 2018- | Planning Board, Office |
| include updates on WIHS, information sessions, | ongoing | Manager |
| the application process and deadlines | 0.18011.8 | |
| Work with local media outlets, especially outlets | August 2019- | Principal, Board, Office |
| serving Indigenous and Hispanic communities, to | ongoing | Manager |
| include recruitment events and application | | |
| deadlines | | |
| Work with faith-based communities to present to | August 2019- | Principal, Board, Office |
| congregations | ongoing | Manager |
| Place paid advertisements in local print media | August 2019- | Principal, Office Manager |
| (Spanish language and Indigenous publications) | March 2020 | |
| Host WIHS information sessions during the school | August 2019- | Principal, Board of Directors, |
| year before opening. Staff will present the | March 2020 | Youth, Family Network |
| education program and explain that the school is | | (family and student |
| tuition-free, open to all students, including | | representatives will help, |
| students with special education needs, English | | once enrolled) |
| language learners, homeless, and LGBTQ youth. | | |
| Participants will have an opportunity to ask | | |
| questions, meet WIHS staff, and learn about | | |
| enrollment. Translators will be available, and all | | |
| materials will be available in Spanish, English, and | | |
| additional languages, if necessary. Bilingual staff, | | |
| Family Network representatives, and Youth | | |
| Advisory will be available to answer questions at | | |
| all events. | August 2010 | Doord of Directors Principal |
| Convene ongoing discussions with Bellingham and Ferndale School Districts to ensure a | August 2019- ongoing | Board of Directors, Principal |
| thoughtful partnership in serving students not | Oligoling | |
| achieving in the current system. In addition, we | | |
| will ask to: | | |
| Be included in annual school enrollment | | |
| fairs and school information nights | | |
| Present at middle school information | | |
| opportunities or events hosted by the | | |
| target schools in the area | | |
| Collaborate with Northwest Youth Services to | July 2019-ongoing | Principal, Family Network |
| ensure access for homeless youth to Whatcom | | |
| Intergenerational High School | | |

2. Enrollment Policy

See **Attachment 7** for the WIHS Enrollment Policy.

Section 12: Student Discipline Policy and Plan

1. Approach to Discipline

Whatcom Intergenerational High School (WIHS) is committed to sustaining a safe and positive learning environment where all students, employees, and volunteers work, learn, and participate in an environment free from harassment, intimidation, bullying, cyberbullying, and sexual harassment and will provide an environment that is conducive to learning.⁷⁴ In compliance with RCW 28A.150.300 and WAC 392-400 and Office of the Superintendent of Public Instruction (OSPI) policies, WIHS has designed a student discipline plan to support a safe, culturally-affirming environment where healthy, trusting relationships thrive and high-quality learning generates a well-educated and thoughtful community that contributes to a more just and sustainable world (see **Attachment 8** for the school's discipline policy).

WIHS understands that youth development is dynamic, and youth develop differently. WIHS will implement fair and equitable practices to ensure all youth are supported in acquiring the academic/social/emotional/behavioral dispositions and competencies necessary for success. We will promote positive behavior as young people move toward mastery of competencies including social, emotional, and physical competencies addressed in the First Peoples Principles of Learning (FPPL). Students will have opportunities for goal setting and reflection in the context of elder and adult interactions. WIHS helps build the "development of positive and meaningful relationships among students and adults, by creating a tool for the exploration of identity and culture, and by employing culturally-responsive, student-centered, learning and teaching practice that frame school discipline and academic failure as opportunities for deep academic and social-emotional learning." ⁷⁵

Cultural Responsiveness

Infractions, or behaviors and occurrences that warrant a discipline response, will be addressed through culturally-relevant restorative practices (RP) such as using affective statements, community circles, and peer or adult-led mediation that support students in resolving conflicts. As an alternative to traditional discipline, reliance on suspension and/or expulsion will be replaced with positive approaches to discipline, including practices that align with FPPL, where students, staff, and volunteers reflect on their interactions with one another and build competencies in understanding one's social and personal impact and responsibility. In addition, informal restorative practices, circles, conflict resolution, and restorative conferencing will help us practice a culturally-sustaining and positive culture that supports students' emotional, social, cultural, physical, and intellectual learning.

Research

As a disciplinary approach that represents fairness, justice, and collaboration, and promotes the application of phenomenon-based learning skills, we view restorative practices as complementary to the school's educational model. Selection of the restorative approach has not only been informed by overwhelming consensus from student focus groups, comprised of youth ages 13-20, stating the need for a high school in Whatcom County with a positive learning environment that is welcoming for all students, but research has also demonstrated effectiveness with our anticipated student population. Restorative Practices (RP) have shown to be effective in creating a positive school culture and are likely to contribute to desired outcomes, including increased scores on standardized tests, increased graduation rates, and decreases in absenteeism and academic failure rates. For example, in Oakland Unified School District, a district serving a similarly high percentage of students who qualify for free and reduced-priced lunch and

a majority of Hispanic students, high schools with restorative practices programs demonstrated their graduation rates increased 60%, compared to 7% at schools without.⁷⁸ Similarly, Denver Public Schools reported that students who participated in a restorative practices program experienced a 50% reduction in absenteeism and a decrease in tardiness of about 64%.⁷⁹ These data show that effective implementation of RP will support achievement of WIHS's mission and vision.

Theory

Restorative practices are based on sound theory, highlighting the importance of healthy relationships to keep students in the classroom, improve behavior, build a school community based on trust and respect, and create an environment that provides opportunities for all students to achieve personal and academic success. Through implementation of culturally-responsive discipline policies, teachers will share the responsibility of building and sustaining a positive school environment based on strong relationships and reflection on interactions.

Adult interactions with students often shape the response of students' behaviors; thus, WIHS will commit resources to ensuring that our adults are reflective of their own behaviors and communication, committed to practices of care and empathy, and deeply rooted in beliefs that all young people bring cultural strengths and assets to a learning community. Dedicated professional development and adoption of routines and rituals, such as the use of restorative circles, will provide an excellent way for a teacher to learn about and understand the cultural characteristics, experiences, and perspectives of his or her racially and ethnically diverse students to be able to use those characteristics, experiences, and perspectives in teaching. We will work to recruit an educator or elder trained in RP who will provide professional development. In addition, we are assembling a school culture team made up of parents, students, elders, and educators (see below, under *Planning Year*) to develop the RP/FPPL framework.

Best Practices

Restorative practices have evolved over time into processes that proactively build healthy relationships and a sense of community to prevent and address conflict and harm. When used consistently over time and utilized by all stakeholders, RP allows for a shift in practice that results in a culture that is inclusive, builds fair processes into decision making, and facilitates student learning to address the impact of their actions through an approach that fosters accountability, skill building, cooperation, and mutual understanding. 80 WIHS will use the culturally-relevant FPPL that aligns with informal restorative practices such as affective statements and questions, proactive engagement, circle processes, and restorative conferencing.⁸¹ It is our desire that students will engage in equitable and fair practices to support shared decision making, highlight respect for diversity, and positively shape lifelong learning. Critique of poor RP implementation in schools has more recently emerged. This critique focuses on a lack of planning, vision, training, support, and investment in both time and money. To counter this trend, WIHS will implement the following actions:82 (1) create a diverse school culture team who will create the vision and structure for RP and FPPL; (2) train staff, students, volunteers, and families; (3) implement the structures and practices; (4) collect data and determine ongoing training needs; (5) create a school culture where wholistic support is mandatory and includes students, teachers, administrators, parents, and elders; and (6) ensure that time for professional development and staff reflection is proactively scheduled into the WIHS calendar.

In the RP community, it is generally accepted that it takes 3 to 5 years to shift the mindset from punitive to restorative. As proven successful in Denver, implementation at WIHS will be done in stages.⁸³

Planning Year

- Establish a diverse group of stakeholders including parents, students, educators, and elders who will develop the RP/FPPL structure for WIHS.
- Define the purpose of restorative practices.
- Define how RP will support learning and understanding FPPL.
- Determine the foundational structures WIHS will use to ensure intentional implementation of RP and FPPL.
- Determine what types of data WIHS would like to collect.
- Pilot these practices with 15 students at a one-week pilot camp at Animals as Natural Therapy.

Operational Year 1

- Train staff, students, volunteers, and elders on the purpose of restorative practices and FPPL, and the structures WIHS will implement that align restorative practices and FPPL.
- Train staff, students, volunteers, and elders on the practices to implement RP and FPPL.
- Train families through the Family Network.
- Implement practices.
- Collect data.
- Review and analyze data with students quarterly.
- Review and analyze data with the Family Network.
- Review and analyze data with staff and elders during three data days.
- Determine successes and challenges and ongoing professional development needs.

Because restorative practices are a shift in thinking, guided by cultural differences that utilize students' cultures as assets for learning, WIHS will purposefully work to hire and recruit staff and volunteers who align with this philosophy. Ongoing and intentional professional development will help us create and support a safe, culturally-responsive learning environment within which all students can take risks without fear of punishment or failure.⁸⁴

2. Informing Parents/Students of WIHS Discipline Policy

The WIHS discipline policy will be discussed during information sessions at each student's home visit prior to attending school and during the back-to-school night; it will also be part of the family handbook. Students will discuss and collectively problem-solve schoolwide discipline challenges during Monday and Friday cohort check in/out.

Section 13: Educational Program Capacity

1. Whatcom Intergenerational High School (WIHS) Educational Design Team

An equity-driven group of educators, community members, and students has met monthly since August 2018, integrating Discovery Café feedback to develop the WIHS educational program. Several founding WIHS board members are part of the school design team and will play a substantial, ongoing role in school development (see **Attachment 14** for board member résumés). They will be responsible for hiring the Principal and other leadership team members. See table below for members of the educational design team.

2. Team Capacity

As local educators and students, the WIHS team has the necessary experience -- in school leadership, curriculum and instruction, performance management, cultural diversity and inclusiveness, community engagement, and serving the special populations that WIHS intends to serve -- to develop all aspects of the educational program successfully.

| Team | Role | School Leadership, Admin. | Curriculum. Instruction, Assessment | Perform. Manage. | Cultural Competence/ Inclusiveness | Family/ Community Engagement | Special Pops. |
|--------------------|---------|---------------------------------|-------------------------------------|---------------------|--|------------------------------------|---------------|
| Braythen | | | | | х | x | |
| Hernandez | | | | | ^ | ^ | |
| Sadie Olsen | | | | | х | x | |
| Emma Owens | Board | | | | х | Х | |
| Cliff Geis-Poage | Members | х | Х | Х | х | | Х |
| Dr. Tracey Pyscher | | X | Х | | X | Х | Х |
| Cindy Reuther | | х | Х | Х | х | Х | Х |
| Dr. LeAnne | | | v | | | | |
| Robinson | | | Х | | Х | | Х |
| Darlene Snider | | Х | Х | Х | Х | Х | Х |
| Jason Small | Design | х | Х | Х | х | Х | Х |
| Kenn Robbinson | Team | х | Х | Х | х | Х | Х |
| Shirley Williams | Members | х | | Х | х | Х | Х |

3. Ties to and Knowledge of the Target Communities

The WIHS team has deep connections to the school's anticipated student population bringing expertise on cultural inclusion of the region's Indigenous communities, centering student voice, providing relevant experiences through PhenoBL and commitment to college success.

- **Braythen Hernandez** grew up in Bellingham and attended district schools. He brings intimate knowledge of school practices and policies that can effectively engage students' intellect, social, cultural, and emotional interests.
- Sadie Olsen is a Lummi community member and student at Northwest Indian College. She attended Ferndale School District and brings knowledge of school practices and policies to engage Indigenous students and communities effectively.
- **Emma Owens** is a Western Washington University (WWU) student and volunteer mentor for Lummi Nation. She brings relevant experience as a student developing her own curriculum and learning path to graduation.
- Cliff Geis-Poage is an administrator for NWESD189 Discovery program which serves students
 with social, emotional, and behavioral difficulties. He has been a teacher and an administrator
 nationally and internationally and brings extensive experience in developing and implementing
 curricula for underserved communities.
- **Dr. Tracey Pyscher** has worked with underserved communities and students for over 25 years. Her work with marginalized communities centers on how youth with histories of domestic violence navigate public school experiences. She informs social-emotional learning and classroom management and culture.
- Cindy Reuther has met with over 200 community members and families in Whatcom County to determine educational needs, identify community resources, and lay the groundwork for a collaborative process to design and create a new charter public school in Whatcom County.
- **Dr. LeAnne Robinson** is a Special Education educator and advocate for inclusive education as professor of Special Education at WWU. She currently serves as a consultant/evaluator for an afterschool program in Bellingham serving ELL/FRL students.
- **Darlene Snider** is currently writing her doctoral thesis on the lived experiences of first-generation students from immigrant backgrounds in their first year of college. She brings expertise working with ELLs.
- Jason Small has been an educator for 15 years—9 years at Lummi Nation School. He brings
 knowledge of rural communities and ties to the Lummi Nation. He led the K-12 accreditation
 process for the Lummi Nation Tribal School.
- Kenn Robbinson has worked with the Nooksack Tribe on cultural history and knowledge. As Title
 1 Director, he developed Hispanic parent support programs and conducted meetings for
 school/teacher/parent relationships for Sterling Meadows complex.
- Shirley Williams is a Lummi community member and Executive Director of Whiteswan Environmental, with 16 years of experience in health and wellness working with Indigenous youth at Lummi Youth Academy. She developed and led all aspects of health and wellness services for young people and their families at Lummi Nation.

4. Partners in School Development

WIHS will partner with several organizations to support the school's design and ongoing operations, as follows.

| Partner | Current Role | Resources |
|--------------------------|--|------------------------------------|
| Washington State Charter | School design and authorization | Technical assistance/coaching; |
| Schools Association | support | Cohort and collaboration; Funding |
| (WA Charters) | | |
| School Foundry | Principal professional development | Cohort and collaboration |
| Whatcom Family and | Community-based Organization | Meeting space in target community |
| Community Network | (CBO) | |
| Whiteswan Environmental | Indigenous-led organization working | Planning for summer pilot programs |
| | toward knowledge democracy | for eighth graders; Recruitment of |
| | | students and elders; ongoing |
| | | PhenoBL programming |
| Animals as Natural | CBO working with students who | Support students with social- |
| Therapy | struggle w/grief, depression, anxiety, | emotional learning and |
| | and behavior management | development |
| Whatcom Community | Community college | Partner organization for Upward |
| College | | Bound |
| Western Washington | University | Volunteer elders and teacher |
| University | | recruitment |
| Educating for Change | Curriculum design and | Professional development |
| | development | |

5. School Leadership Team

Cindy Reuther, co-founder and current WIHS Board Chair, is developing the school's charter application. She will step off the board and be hired as Executive Director (ED) upon authorization. During the school's planning and Year 1, she will report to the Board of Directors (BOD) leading fundraising, facilities, external partnerships, and operations. She will transition to a part-time role Year 2. Reuther brings a wealth of executive leadership expertise through her previous charter school founding experience.

Shirley Williams, co-founder, will be the Indigenous Community and Cultural Inclusion Liaison (ICCIL). During the planning year, she will lead engagement efforts and student programming to ensure student recruitment. She will build partnerships for a holistic health and wellness program as students engage in social, emotional, cultural, spiritual and physical development. Williams developed and managed Lummi Youth Academy's holistic health program, including partnerships, fundraising, budgets, compliance, and regulations.

In addition, WIHS is recruiting a founding Principal to start full-time July 1, 2019. This position is critical to the success of WIHS as the Principal will lead all aspects of the educational program and hire the founding teachers. The Principal is responsible for day-to-day management of curriculum and

instruction, assessment, staff development, and student achievement. The Principal is part of the WIHS leadership team and will report to the ED. When the ED transitions to part-time, the Principal will report to the BOD. See **Attachment 9** for hiring process and Principal job description.

6/7. Leadership Team, Responsibilities, and Compensation

The following individuals are currently or will be working once authorized. **See Attachment 10** for résumés of co-founders and job descriptions for ED, ICCIL, and DOO.

| Role | Name | Commitment | Starting | Compensation |
|------------------------------------|------------------|----------------------|----------------|----------------------------|
| Executive Director | Cindy Reuther | Part-time stipend | October 2017 | WA Charters |
| (Fundraising, | | Full-time | July 2010 | Fellowship/WA |
| Facilities, External Partnerships, | | Full-time | July 2019 | Charters Planning Grant |
| Operations) | | | | Grane |
| Indigenous | Shirley Williams | Part-time | September 2019 | WA Charters |
| Community and | - | | | Planning Grant |
| Cultural Inclusion | | | | |
| Liaison | | | | |
| (Engagement, | | | | |
| Elder Recruitment, | | | | |
| Indigenous | | | | |
| Curriculum | | | | |
| Development) | | | | |
| Principal | TBD | Full-time | July 2019 | WA Charters |
| (Instructional | | | | Planning Grant/CSP |
| Leadership, | | | | Grant (if awarded |
| Curriculum | | | | |
| Development) | TDD | E II Con | 1 2020 | MA Charles |
| Director of | TBD | Full-time | June 2020 | WA Charters |
| Operations (DOO) | | | | Planning Grant |
| (School Operations) | | Dank time a stime of | O-t-b2010 | CCD Count /:f |
| Teachers (not on | TBD | Part-time stipend | October 2019 | CSP Grant (if |
| leadership team) | | | | awarded) |
| (Curriculum | | | | |
| Development) | | | | |

CATEGORY 4: OPERATIONS PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents

1. Legal Status

Intergenerational High School is a 501(c)(3) Washington nonprofit seeking authorization to start a high school in Whatcom County. Conferring with the law firm Stamper Rubens, which prepared the 501(c)(3) application for Intergenerational High School, they concluded that it would be appropriate to use a slightly different name for the school than that on the Articles of Incorporation and noted that another successful charter application, Willow Public Schools, was similar in this regard.

Since incorporating, we have changed our name to Whatcom Intergenerational High School. Therefore, all of our incorporating documents say Intergenerational High School; however, throughout the authorization application, we use the name Whatcom Intergenerational High School (WIHS).

Intergenerational High School's Articles of Incorporation state:

- 3.01 The Corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations within the meaning of 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code.
- 3.02 Subject to the foregoing, the purpose of forming this nonprofit Corporation shall be to provide education to students in the State of Washington in any combination of grades ranging from kindergarten through twelve (12).
- 3.03 The Corporation shall admit and assist any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to its general membership. It shall not discriminate on the basis of race, color, national and ethnic origin in administration of its policies.
- 3.04 The foregoing notwithstanding, the Corporation shall be entitled to serve any other purpose, as determined by its Board of Directors, consistent with the limitations set forth in paragraph 3.01 of this Article.

2. Governing Documents

Intergenerational High School shall be governed pursuant to the corporate bylaws adopted by the WIHS Board, which shall be consistent with the terms of this charter and all other applicable laws. See **Attachment 11** for IHS's governing documents including:

- Articles of Incorporation
- Proof of nonprofit status and tax-exempt status
- Bylaws
- Board Chair signed Statement of Assurances

Whatcom Intergenerational Board of Directors participated in board governance training with the Washington State Charters Schools Association in December 2018 and will have ongoing training and development once WIHS is authorized.

3. Subsidiaries and Business Endeavors

There are no subsidiaries owned by or affiliated with Intergenerational High School and Intergenerational High School is not involved in any other organizational or business endeavor.

4. Five-to-Ten-Year Growth Plan

Intergenerational High School plans to open and operate one school in Whatcom County. Once WIHS's academic, operational, and financial performance results are proven, and community need in the area, or beyond, has been assessed, we will discuss the possibility of opening additional schools.

Section 15: Organization Structure and Partnerships

1. Year 1 and Year 5 Organization Charts

As depicted in **Attachment 12: Organizational Charts**, the Board of Directors (BOD) is ultimately accountable to the authorizer and delegates responsibility to the Executive Director (ED). The ED reports to the BOD and ensures sound fiscal operations, oversees grant writing and development, and, in collaboration with the WIHS Principal, will develop long-term strategy with the BOD. The Principal oversees all aspects of curriculum, manages instructional staff and Traditional Providers, and ensures that students are progressing on all learning goals. The Director of Operations (DOO) manages administrative staff and day-to-day operations, including recruitment and enrollment, lunch, technology, transportation, student information system/reporting, and human resources/benefits. The Principal and DOO report to the ED.

The office manager oversees student registration and ensures students and families have what they need to be successful daily. This position manages the AmeriCorps staff, volunteer elders and volunteers and reports to the DOO.

As depicted in the Year 5 Organizational Chart, oversight and responsibility of Performance goals are transferred to the Principal who manages the teaching staff and will report to the BOD beginning in Year 2, when the ED transitions to part-time. Once initial start-up duties have been enacted, the ED formally transitions off the staff in year 3, and a program coordinator will take over ongoing recruitment, enrollment, and management of volunteers and elders as the school grows. The DOO will be responsible for fundraising and development.

2. WIHS Proposed Contracts

As a new school, WIHS will need the support of experienced partners to ensure smooth start-up and operations. Known partnerships for WIHS include those below and **Attachment 13** provides additional information about the type of support available:

Northwest Regional Data Center provides student reporting support. **Northwest Educational Service District 189** provides support with financial services and technology.

- Annual Cost: \$60.000
- Criteria used for selection:
 - Established relationship with district schools
 - Established track record providing Student Information Services
 - Familiarity with Washington school finance, proven performance
 - High-quality finance provider to ensure WIHS exceeds the expectations set forth on the Commission's Financial Performance Framework

True Measure Collaborative provides support setting up an inclusion model, technical assistance related to special education, and restorative, and diversity/equity training.

- Annual Cost: \$4,000 part-time contract
- Criteria used for selection:
 - Knowledge of Washington and federal student support and compliance
 - o Knowledge and commitment to serving all students in an inclusive model

Washington State Charters Schools Association will work with WIHS to ensure a strong start and provide ongoing support and resources.

• \$5.00 per student

WIHS will also contract with a variety of service providers to ensure successful operations and ongoing professional development (below). All contracts will be negotiated upon charter approval.

- AmeriCorps staff to lead tutoring, extra help
- Animals as Natural Therapy to work with social-emotional development for select students
- Yearly audit
- Meal catering service
- Professional development
- Transportation
- Special education services

Section 16: Governing Board

1. Philosophy

WIHS currently operates as a planning board with several educational leaders as we design the school. WIHS's Board of Directors (BOD) will transition to a governance board upon authorization and provide oversight for academic, legal, and fiduciary outcomes. As the entity to which the charter will be granted, the BOD will provide external accountability, internal oversight, and mission-based leadership. Board members are ambassadors for the WIHS vision and mission and garner financial and volunteer support for the organization.

2. Governance Structure

The BOD will fulfill its roles through strategic governance and delegate day-to-day operations to the Executive Director (ED). The BOD has four primary responsibilities:

- 1. Hire, monitor, and evaluate ED performance (Principal in Year 2).
- 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 BOD enacts its responsibilities through fiduciary duties:

| Responsibility | Action | Examples |
|-------------------|--|--|
| Duty of Care | Stay informed about the organization's operations and performance Ensure decisions are made in good faith Ensure decisions will further the organization's vision/ mission | Seek updates if absent Participate fully and critically Oversee WIHS Performance Framework progress/results and strategic plan |
| Duty of Loyalty | Act in good faith to promote WIHS Steward funds in the public's interest | Review and enforce the code of ethics and conflict of interest policies Recuse self from decisions if necessary |
| Duty of Obedience | Understand legal and regulatory reporting requirements Operate in compliance with Washington Open Public Meetings Act (OPMA) and Public Records Act | Oversee timely reporting Provide adequate, public notice of meetings |

School Leader Relationship to Board

The ED⁸⁶ will report to the BOD and develop a thriving BOD/ED working relationship based on goals, mutual respect, clear communication, and reporting. The BOD/ED and Principal will develop a dashboard to track progress on Performance Framework goals. Management of the ED includes goal-setting, reflection on progress, feedback with the BOD Chair, and an end-of-year evaluation. We will start this process during the planning year; starting Operational Year 2, the ED will transition to part-time and the Principal will report to the BOD with the structure stated above in place.

Advisory Council Relationship to Board

Once authorized, WIHS will begin recruiting for two informal advisory bodies including the Family Network and a Student Leadership Committee. WE and WIHS are partnering to create an Advisory Council. (see **Section 17: Advisory Bodies** for sample Advisory Council roles and responsibilities). All bodies will be invited to present to the BOD at least annually.

Structure

Per Articles and Bylaws, the BOD consists of 5-11 members to ensure breadth and depth of expertise. Members serve a maximum of three 2-year terms and represent the diverse professional experiences and practical expertise necessary to support start-up and long-term viability, including expertise in education, facilities, finance, law, community leadership, and human resources. The BOD members select the officers of the BOD. BOD committees and structure are discussed in subsection 6. The officers of the BOD hold the following duties:

| Position | Responsibilities |
|-------------|--|
| Chair | Preside over BOD meetings |
| Cindy | Maintain an effective working relationship with ED |
| Reuther | Support annual fundraising |
| | Coordinate ED's annual performance evaluation with the ED Review Committee |
| Vice Chair | Preside at BOD meetings in Chair's absence |
| Dr. Leanne | Assist Chair in monitoring and coaching of BOD committees and task forces |
| Robinson | |
| Treasurer | Collaborate with Director of Operations (DOO) to ensure budget preparation and |
| Cliff Geis- | financial records BOD reports that reflect the financial condition of the school ⁸⁷ |
| Poage | Serve as Chair of the finance committee ⁸⁸ |
| Secretary | Organize logistics for monthly meetings |
| Darlene | Ensure that notices are duly given in accordance with the provisions of the |
| Snider | bylaws or as required by law and minutes are recorded and posted |
| | Certify and keep a copy of the bylaws as amended or otherwise altered to date |
| | and a book of minutes of all meetings of the BOD and committees |

3. Governance Structure and School Success

a. Educational, Financial, Operational Success

The ED/Principal and BOD will create a dashboard for board review of academic/financial/operational performance goals. The ED, BOD Chair, and Principal will meet monthly to discuss any discrepancy between academic goals and data. The ED/Principal will meet bimonthly and discuss strategies to ensure success toward goals. Treasurer/DOO collaboration will ensure WIHS meets financial goals. (See fundraising plan in **Attachment 30**.) The DOO and ED will meet bimonthly to problem-solve any operational issues and create long-term plans.

b. School, BOD and ED Evaluation

The BOD evaluates the ED and the success of the school annually, based on achievement toward mission/vision, Performance Framework and mission-specific goals, fidelity to implementation of Education Program Terms and FPPL goals. Annual staff and student surveys will also be used to inform the performance quality of the ED and Principal. See **Attachment 20: School Leader Evaluation Tool** for evaluation tools used for the Principal. The BOD engages in regular reflection of its own work using a formal board evaluation tool, from BoardOnTrack or similar, and will set BOD goals related to fundraising and board ambassadorship at the annual retreat. BOD agendas include items that require evaluation of their work (e.g., BOD goals and mission-specific goals). All evaluation dates are set within a yearly board calendar created by the BOD Chair and approved annually in August.

c. Active and Effective Representation of Stakeholders

WIHS sees its community partners, parents, and teachers as valued stakeholders. WIHS encourages their participation on the Advisory Council and Family Network to maintain clear delineation between governance and management. The school's leadership team prioritizes parental input and brings forward issues needing BOD attention. The BOD also follows OPMA and all meetings will have time for public discussion, with translation, if needed.

d. Culturally-responsive Education System

The BOD is committed to cultural-inclusiveness and social justice with a mission-specific goal related to building a diverse board reflecting the students being served. This type of leadership clearly communicates to school leaders, teachers, parents, students, and stakeholders WIHS' commitment to building a culturally-responsive organization. The BOD models First Peoples Principles of Learning and reflection during board meetings by using principles to guide interactions, policy and decision-making.

4. Board Members' Qualifications and Interests

All founding BOD members have the skills to govern an equity-driven school. **Attachment 14** includes Board Member Disclosure Forms and résumés.

Nancy Braam has been involved in buying and selling property and construction projects for 33 years, as a fifth-generation Whatcom County realtor. Passionate about improving educational options in her

community, Nancy is experienced with county and city policies, regulations, and compliance issues. She brings start-up, planning, and budgeting experience as a small business owner to her work on the WIHS BOD.

Cliff Geis-Poage, Board Treasurer, has expertise in school budgeting, finance, curriculum planning, and school policies and procedures. He was Coordinator for Student Services and Head of School in Italy and China, responsible for all aspects of school operations. Cliff holds a deep appreciation for exploring cultures as well as co-developing innovative school programs with the local school community. He is Program Administrator with NWESD 189 supporting students with disabilities.

Braythen Hernandez, Whatcom Community College student, attended Bellingham Public Schools. He brings a valuable viewpoint as a young person who talks about the need for social-emotional learning in the school setting and how we can create "belonging" for all students.

Sadie Olsen, an Indigenous student enrolled at Northwest Indian College as a Running Start student through Ferndale High School, is working on her Bachelor's degree in Indigenous Environmental Science. Her life goal is to bridge the gaps between Western and Indigenous knowledge and social structures, and WIHS is a place to do that.

Emma Owens, Board Clerk, student at Western Washington University (WWU), is focused on Human Rights, Imperialism, and Education. Emma volunteers at the Lummi Nation Tribal School as a lead youth mentor. Her passion for student-driven experiential education began after attending The Traveling School in 2015.

Darlene Snider, Board Secretary, is an educational administrator focusing on student advocacy and program development for educational equity. Darlene brings 18 years of experience as faculty and administrator in the community college system managing English Language, integrated basic education, and training education programs. She serves as a liaison with government and community leaders and has secured funding through state/federal grants. She is a doctoral student at Northeastern University studying the lived experiences of first-generation college students from immigrant backgrounds.

Dr. Tracey Pyscher, Assistant Professor of Secondary Education, has 15 years of experience as a teacher for deeply marginalized students. She served as the district-wide literacy coordinator for Minneapolis Public Schools, working with over 70 schools and hundreds of teachers of ELA, ELL, and Special Education, including charter, district, rural and urban settings. She teaches assessment, disciplinary and critical literacy methods, social and cultural foundations of education, culturally-relevant classroom culture and management methods, dismantling the school-to-prison pipeline, and rethinking trauma and education.

Cindy Reuther, Board Chair, brings expertise in school innovation, start-up, and management to launching WIHS. Cindy was founder and ED of Laura Jeffrey Academy (LJA) for 8 years, the first and only Grade 5-8 girl-focused STEAM public charter school in St. Paul, MN. She developed LJA's charter application, hired the leadership and teachers for the school, secured start-up and facilities funding, oversaw teaching and learning, assessment, professional development and evaluation of teachers, and state reporting. She has spent 20 years consulting with corporations, nonprofits, and schools on board governance, planning, and finding collaborative solutions to complex issues.

Dr. LeAnne Robinson, Vice Chair, is professor of Special Education and Education Leadership at WWU. With classroom experience and decades of advocacy work for students with disabilities, she brings expertise creating learning opportunities where all students are integral members of learning communities. She teaches literacy methods, instructional pedagogical courses and spends time in schools with preservice teachers. She has served as an educational consultant and program evaluator for school districts and projects and is excited to be involved in a school committed to inclusion.

5. Background Checks

See Attachment 15 assurance regarding background checks for Board members.

6. Selection and Committee Structure

Founding members were selected based on expertise and ability to start an equity-driven and high-quality learning environment for systemically underserved families. The BOD meets monthly. Post authorization, the Board Governance Committee/ED leads the process of recruiting and onboarding new members. WIHS is recruiting for human resources, law, and fundraising expertise. The BOD will establish the following committees once authorized:

Committees:

Governance

- Recruit BOD members based on specified criteria, membership needs, and mission-specific board diversity goal.
- Organize logistics of annual meeting.
- Recommend new policies for review and adoption.
- Debrief meetings and evaluate achievement of board goals.

Fundraising

- Develop a fundraising plan in cooperation with the ED.
- Meet board-stated goals for resource development.

Executive Director Review (Principal Year 2)

- Organize a successful ED review process.
- Ensure the ED has the necessary professional development and support to fulfill the role in ensuring student achievement and school goals.

Finance

- Ensure successful yearly audit.
- Lead budget planning annually.
- Understand and participate in financial oversight of the organization.

Facilities

- Ongoing facility development to meet growth.
- Ensure finances are in place to support goals.

7. Increasing Board Capacity

WIHS will add expertise in HR, law, and fundraising, once authorized. New BOD members will align with mission and meet diversity and expertise goals. The BOD will use the WIHS Board Recruiting packet⁸⁹ as a recruitment tool. Vetting new board members includes:

- Fill out the board interest form.
- Face-to-face meeting with the candidate, ED/Principal, and Governance Committee representative.
- Invite candidates to a board meeting.
- Bring the slate of candidates to board meeting for vote and approval.

Board members will officially be onboarded during the staff retreat and will follow the training schedule below. Participation is required to remain on the BOD and members have opportunities to make up trainings via webinars and 1-1 meetings with fellow board members.⁹⁰

Training Plan

| Topic | Date | Responsible |
|--|------------------|----------------------------|
| Governance 101, WA Charter Sector, | December 9, 2018 | Washington State Charter |
| Authorization Process | | Schools Association (WA |
| | | Charters) |
| Performance Framework Goals | February 2019 | WIHS Curriculum and Design |
| | | Team, Treasurer |
| Fund Development, Financial Policies and | March 2019 | WA Charters, Treasurer |
| Reporting Requirements ⁹¹ | | |
| Transitioning to a Governing Board: | July 2019 (Board | WA Charters |
| Mission/Vision, Governance/Management, | Retreat) | |
| Committees, Charter Contract, ED | | |
| Accountability/Evaluation, OPMA, | | |
| Culturally-relevant practices | | |
| Financial Oversight, Facilities, Board | September 2019 | ED, WA Charters |
| Communication Process | | |
| School/Board Accountability Dashboard | October 2019 | WA Charters |
| Board and School Policy Audit | November 2019 | WA Charters |

8. Board Transition

The planning board will transition to a governing board following charter authorization. Cindy Reuther will step off the BOD and Dr. Leanne Robinson will become Chair. New board members will be onboarded by the Chair and ED and will attend the board retreat in July.

9. N/A. This application is submitted by a nonprofit whose sole mission is the operation of a charter school.

10. Code of Ethics/Conflict of Interest

See Attachment 16 for our Code of Ethics and Conflict of Interest Policies.

11. Existing Relationships

No existing relationships exist that could pose actual or perceived conflicts if the application is approved. All BOD members have signed the conflict of interest form in **Attachment 16**.

Section 17: Advisory Bodies

WIHS and WE aspire to partner to recruit individuals who work both locally and nationally for a WIHS Advisory Council as the school matures. There are currently not formal advisory bodies in place while the school focuses on building the strongest possible board of directors.

Sample Advisory Council Structure and Roles

The Advisory Council will assist in supporting the mission of WIHS.⁹² The Advisory Council will be formed to:

- Advocate: be champions in building the constituencies necessary to support the growth and success of WIHS.
- **Invest**: become stakeholders in the success of WIHS by investing financially and otherwise in the charter school.
- Consult: provide valuable counsel to the ED and Board (BOD) of WIHS.
- Fund: assist in bringing financial resources to WIHS.

The ED and BOD Chair select Advisory Council members, including the Advisory Council Chair, based on their ability to fulfill the roles stated above. Advisory Council members serve a 1-year term.

The Advisory Council will include a diverse set of educators, parents, teachers, community business, and nonprofit leaders. Strategies for developing the council include:

- Identifying prospective members who have a vested interest in the WIHS mission and students who will be served through our local, national, and international connections.
- Meeting with parents from the business community.
- Identifying Western Washington University representatives for strategic alignment regarding preservice teacher placement for practicum/hiring.

Councilmember responsibilities will include:

- Attend three meetings a year.
- Actively participate in council functions.
- Be available for individual consultations with the ED/Principal and the BOD.
- Contribute to the financial health of WIHS by encouraging donations.
- Attend WIHS fundraising events.
- Council Chair will report to the WIHS BOD on behalf of the council biannually to update on progress towards annual goals, set by the Council.

Section 18: Grievance/Complaint Process

Whatcom Intergenerational High School (WIHS) is committed to open communication, transparency, and just and equitable practices. Therefore, we will be proactive in addressing family, student, and stakeholder concerns and will have clear and respectful processes in place for resolving issues. Most complaints can be resolved through informal discussions, using culturally-relevant First Peoples Principles of Learning and restorative practices which include:

- Sustaining a culture of learning and growth.
- Ensuring all necessary voices are included in discussions and decision making.
- Building skills and dispositions related to effective communication, empathy, and transparency.
- Encouraging conversations based in respect, social justice, and equity.
- Resolving differences in a timely and equitable manner.

If a complaint cannot be satisfactorily resolved through discussion and restorative practices, the following formal process is available for making complaints and appealing decisions. A 3-day grace period applies to all date requirements below if the complaint is received over a holiday and/or while school is in recess or closed.

Complaints

Complaints regarding a staff member or curriculum are filed with the Principal, with the following process:

- 1. A written complaint is filed describing the problem with a suggested solution and supporting documentation. The Principal will distribute the complaint to relevant staff members and the Executive Director (ED).
- 2. The Principal has 10 calendar days after receiving the complaint (whether via mail, electronic mail, or by hand) to review materials and investigate details and may request an interview with the parties involved or request further information from the parties.
- 3. Within 10 days of completing the investigation, the Principal writes a summary of the complaint and investigation, a set of non-binding recommendations, and proposes a solution concerning the complaint.
- 4. The Principal renders a decision and all necessary action is taken as expeditiously as possible.

Complaints regarding the Principal or a decision made by the Principal are filed with the ED and the steps above are followed. If the WIHS Board of Directors (BOD) receives a complaint concerning the Principal or school employee, the BOD shall refer those complaints or reports to the ED or Principal for resolution pursuant to this policy.

Complaints regarding the ED or an administrative procedure or practice at the school are filed with the BOD Chair. The BOD Chair will confer with the WIHS BOD within 10 calendar days and may conduct fact-finding or authorize a third party to conduct fact-finding on behalf of the BOD. Within 20 calendar days of receiving the complaint, the Chair or investigator will report the findings, non-binding recommendations, and/or proposed solution to the full BOD for review and action.

Complaints regarding board policies or decisions of the BOD are filed with the BOD Chair. The Board Chair will confer with the other directors and school leadership within 10 calendar days of receiving the complaint and may conduct fact-finding or authorize a third party to conduct fact-finding on behalf of the

BOD. The Chair or investigator will report the findings, non-binding recommendations, and/or proposed solution to the full BOD for review and action within 20 calendar days of receiving the complaint.

Appeals

If the complainant is not satisfied with the outcome of any process outlined above, s/he may appeal the decision to the BOD, in writing, within 10 days. The BOD will consider the appeal and either seek further information or render a decision within 10 calendar days of receiving the appeal. If further information is required, the BOD's consideration of the appeal may continue for up to 20 calendar days. Decisions of the BOD are final. If a complainant is not satisfied with the BOD's response, s/he may file an appeal with the Washington State Charter School Commission or other relevant state entities.

WIHS desires that complainants use the processes afforded by the school to resolve their complaints before seeking intervention from the Commission. Further, WIHS hopes that the Commission would avoid hearing complaints if the parties have not fully utilized the process afforded by the school to resolve their issues.

Translation services will be provided as needed throughout all processes. All complaints will be treated with respect and confidentially. No one will experience retaliation for making a complaint. WIHS will work to resolve each complaint through transparent and equitable processes and to ensure restoration with the school and larger community.

WIHS will comply with all other applicable laws and regulations regarding citizen complaints and due process, including but not limited to the following types of complaints:

- Harassment, Intimidation, Bullying.
- Sexual Harassment.
- Special Education.
- Civil Rights/Nondiscrimination.

Section 19: District Partnerships

Whatcom Intergenerational High School (WIHS) envisions a model partnership with Bellingham Public Schools and Ferndale School District to ensure that at-risk students in Whatcom County are offered learning opportunities that prepare them for success in college and career.

We are engaging with the superintendents, principals, and teaching and learning personnel in Bellingham and Ferndale School Districts with the expectation to develop long-term partnerships, including the following elements:

- WIHS will be promoted as a viable option for high school students in Bellingham and Ferndale School Districts.
- WIHS students will have access to organized sports and afterschool activities.
- WIHS will pilot several instructional strategies that will be assessed; learning will be shared with districts across Whatcom County, including phenomenon-based learning, critical literacy, culturally-sustaining pedagogies, and the intergenerational program for working with all students.
- Bellingham food service program is an option for providing food service for WIHS students.
- Bellingham, Ferndale, and WIHS will be able to share external services providers such as technology, speech and occupational therapists, and professional development consultants.

WIHS plans to set up a research, evaluation project to collect data on challenges and successes in implementing the WIHS innovative design to demonstrate the following:

- School culture: Implement practices and demonstrate low to no expulsions/suspensions.
- Postsecondary education: Implement practices and demonstrate increased rates of WIHS students going to college without the need for students to enroll in college remediation courses.
- Holistic health and wellness: Demonstrate academic outcomes related to holistic health and wellness program, including social, emotional, physical, and cultural learning.

WIHS has presented to both Ferndale and Bellingham's Leadership Teams and we have had follow-up meetings. Mike Copeland, Deputy Superintendent of Bellingham School District, has expressed interest in being a part of our research team. WIHS will develop our research plan and team, once authorized.

Section 20: Education Service Providers (ESP) and Other Partnerships

1. Educational Service Providers and Other Partnerships

This section is not applicable to Whatcom Intergenerational High School (WIHS), as WIHS has no contracts with Educational Service Providers currently and does not intend to contract with one.

2. Conflicts

Attachment 18 is not applicable to WIHS, as WIHS has no ESP contracts or conflicts.

Section 21: Staffing Plans, Hiring, Management, and Evaluation

1. Employment Relationship

All WIHS employees are at-will employees. Employee rights and policies will be outlined in the WIHS Employee Handbook. WIHS will retain employees based on demonstration of meeting or exceeding the requirements of individual positions and adhering to policies, procedures, and expectations outlined in the Employee Handbook.

2. Compensation and Retention Salary Ranges and Benefits

New teachers are compensated according to their level of competence, demonstration of professional skills, and educational attainment. The Principal with oversight from the Executive Director (ED) and Board of Directors (BOD) ensure that offers and subsequent increases (for both salary ranges and benefits) are competitive with pay levels for similar positions throughout the region. All WIHS employees who meet and exceed annual performance goals are rewarded with an annual 3% cost of living salary increase. For specific salary ranges and benefits information for all WIHS employees, see **Attachment 27: Financial Plan Workbook**. Educators will progress along the salary scale through years of experience and performance. All employees who work at least part-time (50% FTE) will receive health and other benefits (such as retirement). WIHS staff will become part of the Washington State Retirement System. Traditional Provider compensation will be determined based on a contract for services provided. There is \$30,000 in the budget for Year 1. WIHS and our partner Whiteswan Environmental will collaborate on grants for long-term sustainability of these positions.

Creating a staff culture that is mission-driven, collaborative, and collegial is essential for retention at WIHS. WIHS will create and support a professional work culture that encourages high performance, celebration, and recognition. Leadership ensures that expectations for job performance are clearly laid out. School leadership will plan celebratory lunches and outings to recognize staff for progress toward schoolwide student achievement goals.

Retention Strategy

Teachers and staff who are experts in their field, care about young people, are 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 will recruit 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 will help teachers develop as professionals to reach their full potential. WIHS aims to achieve an 80% teacher retention rate of high-performing teachers.

Informed by The New Teacher Project (TNTP) report on teacher retention, WIHS will implement the following to support retention:⁹³

- Hold high expectations for all teachers.
- Maintain positive working conditions that build trust and transparency among colleagues and respect for the profession.
- Create intentional schedules with opportunities for planning time, support, and collaboration.

- Invest teachers in a meaningful evaluation system and provide ongoing coaching, mentorship, and professional development.
- Conduct satisfaction surveys and use the data to improve systems and structures.

Teachers will also be able to become a part of the Instructional Leadership Team, to grow their leadership skills. WIHS will build time into the schedule for the ILT to plan and coach. In addition, as WIHS demonstrates successful outcomes, teachers will attend conferences, and be part of WIHS's long-term research projects.

3. Recruitment Strategy and Timeline

WIHS will proactively target teachers from diverse backgrounds, who have a demonstrated passion to work with all students and a proven ability to develop learners. The Principal will collaborate with the BOD and community partners to conduct a search for local and state talent. The hiring process has begun, and we will hire our 10 founding teachers to begin on a stipend by October 2019 to engage in comprehensive professional development through designing units of study.

| Phase | Date | Responsible |
|--|----------------|-------------|
| Teachers job descriptions posted and circulated through | June 1, 2019 | Co-Founders |
| community partners/active recruitment at schools of | | |
| education and hiring events | | |
| Interview process | August 2019 | Principal |
| Offers made | September 2019 | Principal |
| Onboarding process | October 2019- | Principal |
| | June 2020 | |
| Traditional Providers job descriptions posted and circulated | June 1, 2019 | Co-Founders |
| Interview process | August 2019 | Principal |
| Offers made | September 2019 | Principal |
| Onboarding process | October 2019 – | Principal |
| | June 2020 | |

WIHS will use a variety of recruitment methods to attract teachers. Positions will be advertised at schools of education, at local nonprofit organizations, on recruitment sites such as Idealist, and with our partner organizations including School Foundry and the Washington State Charter Schools Association. WIHS board members are establishing a partnership with Western Washington University to eventually place student teachers from their Master's in Education program at WIHS. To ensure diverse candidates learn about WIHS opportunities, WIHS will form connections with culturally-diverse student groups at targeted educational institutions, and partner with culturally-connected nonprofit organizations throughout Washington, including those working for increased representation in the sector (i.e., Martinez Fellows, Indigenous Educators at University of Washington, OSPI Native Education Program).

WIHS seeks candidates with a Bachelor's degree in their field, a Washington teaching credential or out-of-state equivalent, and a Master's degree in education. We will recruit bilingual and Indigenous candidates. In addition, WIHS may waive the Master's degree requirement if a candidate demonstrates exceptional teaching and/or local knowledge and demonstrates equal effectiveness. We will look for teacher effectiveness using the 5D+ Rubric for Instructional Growth and Teacher Evaluation from the University of Washington Center for Educational Leadership (UW-CEL), ⁹⁴ based on research of the core elements that constitute quality instruction. The 5 Dimensions include purpose, student engagement, curriculum and pedagogy, assessment for student learning, classroom environment, and cultural and professional collaboration and communication, which are competencies that align to the First Peoples Principles of Learning (FPPL) (see **Attachment 21: Teacher Evaluation Tools** for detailed information).

Throughout the recruitment and hiring process, WIHS will adhere to a set of defined selection criteria and indicators, including:

- Demonstrated alignment and personal commitment to the school mission, vision, FPPL, and to serving an underserved student population.
- Strong content knowledge and pedagogical skills.
- Experience implementing or passionate desire to learn how to integrate elements of PhenoBL, intergenerational learning, critical literacy, and culturally-relevant pedagogies.
- Knowledge of or desire to learn how to build units and knowledge of standards-based aligned curriculum design.
- Ability to assume accountability for classroom management and culture with a willingness to adapt classroom management style to meet the needs of WIHS students.
- Understanding of and ability to use data to develop and implement targeted learning experiences.
- Desire to collaborate in professional learning communities.
- Experience leading a cohort of students and building relationships with students and families.
- Desire to learn and grow personally and professionally.
- Capacity and interest in chairing an extracurricular activity and engaging in school-based leadership opportunities.
- Commitment to serving an intentionally diverse school community.

4. Hiring and Termination Procedures

Hiring

The Principal will be hired in July 2019 and is ultimately responsible for hiring WIHS employees in collaboration with the ED and BOD for a 2020 school launch. Input is gathered from stakeholders, including parents, students, and staff throughout the interview process.

The following multistage interview process is used to evaluate and hire teacher candidates:

- 1. Submit résumé and a letter of interest.
- Candidates must have a valid Washington State teaching credential or be in a clear process for transferring an out-of-state equivalent before August 2020 to move forward with the hiring process.
- 3. Excel in a screening interview.
- 4. Meet requirements of an extended day of interviews, including teaching students and participating in simulation activities and reflection.
- 5. Interviews and teaching will include parent, student, and staff input.

- 6. Pass Office of the Superintendent of Public Instruction background check.
- 7. Extend offer; school collects required personnel documents, including transcripts.

Termination

While at-will arrangements allow WIHS to change the terms of the employment relationship (e.g., alter wages, terminate benefits, or reduce paid time-off), our intention is to create a culture that sustains retention of our highly-qualified and passionate staff with a full complement of benefits, opportunities for recognition and celebration, and time-off. All personnel policies will be outlined in the Employee Handbook and discussed with staff during summer orientation.

We have high expectations for our staff as we have for our students. Our system of observations, coaching, and consultation means that we will be able to detect performance issues in real time and help teachers address issues promptly. Given the nature of our hiring process and its focal points, we expect teachers will be able to receive and implement constructive feedback effectively for better student outcomes. If performance issues do not resolve, however, we will replace a teacher; we are committed to providing a high-quality teacher for every student, every day.

All WIHS employees and contractors, including Elders and Traditional Providers (see **Section 13**: **Attachment 10** for Traditional Provider Job Description) are required to submit a criminal background check and furnish a criminal record summary, as required by RCW 43.43.830. All background checks will be completed as part of the hiring process and submission will occur *before* a contract is signed and staff have unsupervised access to students. The Director of Operations (DOO) will monitor compliance of this policy. The BOD Chair will monitor fingerprinting and background clearance of the ED, Principal, and DOO. Volunteers who spend time outside of the direct supervision of a credentialed employee will be fingerprinted and receive a background clearance prior to volunteering. WIHS does not consider immigration status as a precondition to volunteering. All volunteers not meeting the unsupervised access provisions outlined by RCW 43.43.830 will complete a Request for Criminal History Information. This will be processed through the WATCH system prior to volunteers being cleared.

5. Staffing WIHS Leadership Team and Staff Relationship

The WIHS instructional leadership team includes the Principal, ED, and DOO. This group discusses overall schoolwide concerns and has a collaborative relationship with all staff. The Principal meets with all teachers biweekly for one hour to discuss instructional practices, student data, planning student interventions, and creating consistent and meaningful experiences for students.

See **Attachment 19** for a full staffing chart.

6. Ratios

The teacher-student ratio below includes full-time teachers (4 part-time specialists equal two full-time teachers). The adult-student ratio includes all salaried and contract staff.

| Year of Operation | Teacher/Student Ratio | Adults/Student Ratio | |
|-------------------|-----------------------|----------------------|--|
| Year 1 | 1:9 | 1:5 | |
| Year 2 | 1:11 | 1:8 | |
| Year 3 | 1:13 | 1:10 | |
| Year 4 | 1:16 | 1:11 | |
| Capacity | 1:16 | 1:11 | |

7. School Leader Evaluation

The ED is assessed by the BOD annually (see **Section 16: Governing Board**). The BOD and ED set annual goals on which the ED will be evaluated by the BOD in August based on:

- Achievement toward mission and vision.
- Performance Framework and mission-specific goals.
- Fidelity of implementation of Education Program Terms.
- First Peoples Principles of Learning.

The BOD Chair will meet with the ED quarterly to assess progress. The BOD's ED Review committee will ensure an annual evaluation of ED performance.

The Principal is assessed by the ED. The Principal will set goals with the ED before the school year begins to ensure that they are leading towards the improvement of instruction and of student learning, based on the Principal's self-assessment and the ED's assessment of the Principal's current strengths and growth areas using the UW-CEL's 4 Dimensions (4D) Instructional Leadership Framework.⁹⁵ Domains measured on the Framework are:

- Vision, Mission, and Learning-focused Culture.
- Improvement of Instructional Practice.
- Allocation of Resources.
- Management of Systems and Processes.

Examples of goals set by the Principal are "all students will grow at least 1.5 grade levels per the i-Ready math assessment by the end of the school year" and "90% of staff will demonstrate growth in at least three domains on the 5D Teaching Framework by mid-year." In addition, the Principal will set goals related to the FPPL. Monthly, the leadership team will review student achievement data at the student and school level to monitor progress toward schoolwide goals. The ED and Principal will set smaller, bimonthly goals to track progress, discuss necessary supports, and shift strategy when needed. In October 2020, the Principal and ED will conduct a joint schoolwide walkthrough to collect observational baseline data on the quality of instruction and school culture and adjust the Principal's goals for the school years.

Mid-year, the Principal will participate in a longer coaching conversation, grounded in the 4D Instructional Leader Growth Continuum and Principal Support Framework, with the ED to reflect on progress made on those goals. In June, the Principal will have a summative evaluation conversation during which the initial goals based on the 4D Instructional Leadership Framework are reassessed. As well, the Principal will reflect on their FPPL goals (see **Attachment 20: Principal Evaluation Tool**).

8. Teacher Evaluation

Teachers are leaders at WIHS and WIHS will ensure that all teachers are developing along a growth plan for retention and successful student growth and learning. To achieve this, WIHS will use the 5D+ Rubric for Instructional Growth and Teacher Evaluation designed to assess teachers' effectiveness in five dimensions and 30 subscales including:

- Purpose
- Student Engagement
- Curriculum and Pedagogy
- Assessment for Student Learning
- Classroom Environment and Culture
- Professional Collaboration and Communication

The 5D+ Teaching and Learning Framework aligns with the WIHS model through its focus on supporting teachers to design learning targets aligned with Washington State standards; designing and administering multiple forms of assessment, including performance tasks; capitalizing on students' strengths; ensuring that grade-level disciplinary concepts undergird interdisciplinary learning and developing a collaborative classroom environment.

See **Attachment 21** for the teacher evaluation tool. Teachers will self-assess during PD in August 2020 and based on their self-assessment and the Principal's assessment of teachers' strengths and weaknesses on the rubric based on classroom observations in the first month of school, growth goals will be set. Student performance data and teacher action research will also inform the process of goal setting and monitoring. This process is similar to students' self-assessment, goal setting, and monitoring of their progress. In addition, teachers will set goals related to FPPL, such as journaling weekly about their own identity as it relates to being an educator.

Throughout the year, the Principal will conduct biweekly coaching conversations with each teacher to review student achievement data and track teacher progress toward meeting and exceeding goals set in their plan. Biweekly, the teacher will monitor progress toward incremental goals that contribute to achieving long-term goals. Prior to each coaching conversation, the Principal will conduct a classroom observation (approximately 15 minutes) focused on the teacher's identified areas of growth to provide specific, actionable feedback in the coaching conversation, aligned to the 5D+ Framework. The Principal will be knowledgeable of different coaching strategies (cognitive, content, inquiry, and instructional)⁹⁶ and will differentiate depending upon the teacher's specific needs and context of the learning and goals.

In January, the Principal and teacher engage in an extended 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. We are exploring the use of the Pivot 5+ online observation and evaluation tool that allows the WIHS Principal to track progress in the 5D+ inquiry cycle. It produces custom reports and analytics to strengthen our evaluation process.

Section 22: Professional Development

The professional development (PD) plan at WIHS ensures development and retention of a high-quality teaching staff, comprised of teachers, Traditional Providers and student/elder volunteers. PD is a vital part of teachers improving their practice and is crucial to successful student outcomes.

WIHS draws from veteran teacher Vicki Davis' research regarding effective PD:97

- **Use What You're Teaching.** If a method of teaching *works*, use that method when teaching teachers in their PD sessions.
- **Develop Something That You Will Use Right Away.** The best PD has teachers create unit plans they can use immediately.
- Local Responsibility/Buy-In. "Drive-by training" is rarely helpful. Without local acceptance, accountability, and follow-up, teachers gain little from the PD session.
- Long-Term Focus. PD should fit in with the long-term vision of the school. A "technology du jour approach is ineffective and with too many different initiatives, it can send mixed messages and frustrate teachers."
- **Empower Peer Collaboration.** Teachers engaged as peers gain more from their PD experiences. WIHS will offer teachers access to learn from each other (shared video reflections, PLCs, leading PD) and time to offer feedback to each other.

WIHS PD is designed to:

- Align to the WIHS curriculum framework.
- Meet the individual and group needs of staff/teachers/Traditional Providers/volunteers based on ongoing reflection and evaluation.
- Contribute to long-term learning and improvement of practice that impacts student learning and achievement immediately and over time.

1. Responsible Parties

During the planning year, the Principal, working in cooperation with the Executive Director (ED) and Educating for Change PD consultants (EFC, a group of consultants who specialize in working with district and charter schools and community-based organizations on curriculum & instruction, critical literacy, and trauma-informed practices), leads 10 founding teachers in designing and developing a Grade 9-12 curriculum scope and sequence map containing both disciplinary grade-level maps and aligned to PhenoBL. The 9-month PD plan ensures all teachers understand and can implement the WIHS framework.

In Year 1, the Principal serves as the instructional leader for the building, with support from EFC, University of Washington Center for Educational Leadership (UW-CEL) and one veteran teacher who will be part of the Instructional Leader Team (ILT). By Year 5, approximately three veteran teachers will form an ILT and serve as coaches alongside the Principal. To facilitate this process, the Principal will provide instructional coaching to support improvement of teaching and learning toward student achievement. Research-based practices include:⁹⁸

- Using scheduled teacher collaboration time, in content-alike/grade-level teams, for PD and coaching.
- Identifying and developing staff/teachers/elders as instructional coaches (over time).
- Using group feedback following frequent, informal classroom walkthroughs and reviews of teaching units by Principal and ILT members.

The Principal and teachers develop the PD scope and sequence for the year. The Principal, ILT (developed over time), and EFC consultants plan and execute PD sessions.

2. Core Components

The WIHS PD plan includes four core components that support the WIHS educational model:

I. Uniform Principal-led Instructional Team Planning Year PD Sessions

October 2019 (3-day PD session)

 Engage with WIHS's curriculum framework, including culturally-relevant practices, data for decision making, critical literacy, disciplinary literacy, phenomenon-based learning (PhenoBL), First Peoples Principles of Learning (FPPL) and restorative practices.

November 2019-May 2020 (Monthly Check-ins)

- Develop units of learning using the WIHS Design Map.
- Begin to make multidisciplinary connections for the first PhenoBL unit aligned with disciplinary standards-based units.

August 2020

• Uniform 10-day Staff Summer PD (see Attachment 22).

II. Individualized Classroom Observations and Coaching Cycle Once Operational

- The Principal will observe each teacher's classroom 15+ minutes biweekly for criteria connected to the teacher's goals per the 5D+ Rubric (see Attachment 21). The observation is one point of data for the biweekly coaching conversation where the Principal gives individualized feedback. Coaching practices are rooted in University of Washington Center for Education Leadership's (UW-CEL's) inquiry-focused approach. Teachers also conduct quarterly observations of colleagues and discuss observations during their professional learning communities (PLCs).
- The Principal receives support from UW-CEL, and EFC consultants, regarding the coaching-observation-feedback cycle.

III. Teachers Action Research

Teachers will self-facilitate action research on Thursdays during PLC when students are in field study. This inquiry-based process involves reflection and research. Teachers engage in action research to improve and refine their practices related to developing students as learners.⁹⁹

Teachers engage in action research at three levels:

- Individual teachers conduct action research.
- Groups of colleagues share an interest in a common problem.
- Faculty seek to understand a problem or phenomenon.

For example, the 9th grade team might elect to track the success of its female students on a STEM unit and test different forms of assessment to determine the type on which they are most successful. The action research process is like what WIHS students will eventually engage in; thus, creating a cyclical relationship of shared inquiry towards consistent, reflective growth.

IV. Teacher/Staff Affinity Groups

Conversations related to race and equity will be modeled during PD starting October 2019 when WIHS teachers discuss race, identity, and social justice in a full group setting. The staff will participate in a series of cultural humility workshops delivered by Seneca Family of Agencies, and in Year 3, once the staff has scaled in size, WIHS Affinity Groups will be created as desired. Teachers/staff have a courageous space to explore topics of race, identity, and diversity impacting the school community and to reflect on how their beliefs shape their practices. Affinity Group topics are driven by staff/teacher/elders and led by staff members. Affinity groups will occur during weekly staff meetings and PLCs.

3. Schedule

See **Attachment 22** for a detailed schedule and description of PD to occur prior to school opening. The 9-month PD and coaching plan prepares the founding team to implement the WIHS framework, including culturally-relevant practices, disciplinary and critical literacy, PhenoBL, assessments and rubrics, gathering and analyzing data, using the SIS, leading a student cohort, and using restorative practices aligned with FPPL.

Summer PD for 10 days before opening prepares the entire staff for logistics, including safety plans, civil rights procedures, mandated reporter training, staff and student handbook policies, communicating with families, and general operating procedures.

PD for volunteers takes place in August before the school year begins. Volunteers will understand the High School and Beyond Plan, culturally-relevant practices, restorative practices/FPPL, and tutoring and homework help techniques.

4. Time Allotments

WIHS prioritizes time for PD in the daily, weekly, and annual calendar supporting teachers in developing students as learners; including the following times:

- Daily from 7:45-8:00am for a check-in related to FPPL and to increase cultural competencies.
- Weekly for three hours on Thursdays (99 hours total) to:
 - o Participate in PLCs with grade-level and content-level peers.
 - o Co-plan and conference with elders and Traditional Providers.
 - o Discuss PhenoBL and monitor student progress on PhenoBL Rubric and FPPL.

- o General Education, ELL, and Special Education teachers co-plan.
- **Biweekly** 1-hour staff meetings to review data, celebrate, and plan upcoming events.
- **Biweekly** instructional coaching sessions with Principal.
- Thrice annual Data Days to analyze and use student achievement data from interim assessments to increase student learning.
- **Ten days** of staff summer PD.

Aggregating August summer institute, Data Days, and Thursday collaborative planning time, there are approximately 27 days of staff professional development at WIHS, with several additional opportunities for coaching, development, and collaboration.

Section 23: Performance Framework

1. See Attachment 23 for WIHS mission-specific goals.

2. Assessments

WIHS uses formative, summative and milestone assessments to track student outcomes. Teachers use the WIHS Design Map to explicitly integrate formative and summative assessments into disciplinary unit plans and elective courses to inform learning and instruction and ensure students meet/exceed proficiency and performance goals. Data are collected daily to annually, formally and informally, to inform learning and instruction for each student and grade-level.

In addition, assessments are used to monitor the progress of students for Phenomenon-based learning (PhenoBL), High School and Beyond Plan (HSBP), and Smarter Balanced Assessment Consortium (SBAC) goals. State-required assessments are scheduled on the annual WIHS calendar.

Formative Assessments

Frequent informal formative assessments permit WIHS to measure student progress toward individual goals, confirming mastery of skills and concepts throughout the year as learning happens. Teachers and students use performance on these assessments to help tailor students' education experiences. Results are used to set learning targets and develop plans and interventions. Formal and informal formative and summative assessments may include teacher-generated tests, school-generated common assessments, adaptive online program assessments, written reflections, surveys, quizzes, Community Learning Showcases, rubrics, peer assessments, and interactive class discussions. Each assessment is carefully selected and designed to define student learning targets aligned with the school's educational program, performance goals, and grade-level state standards. Assessment feedback is provided to students in real time and embedded in units (and related lessons) to prompt reflection and revisions, give support, and continue opportunities for learning.

Since Time Immemorial Competency-Based Assessments will be used as part of social studies summative assessments and PhenoBL. Assessments are explicitly laid out in the WIHS Design Map.

State Assessments

WIHS proctors the SBAC in English Language Arts (ELA) and math for Grade 10; the Washington Comprehensive Assessment in Science for Grade 11; the WA-AIM in ELA, math, and science for students whose IEPs require it; and the ELPA21 for English Language Learners. WIHS prepares students to meet or exceed level 3 on the SBAC Score Ranges (the range for postsecondary readiness) and avoid remedial coursework. WIHS has been designed to prepare students for success in college without the need for remediation (see **Section 1: Executive Summary**).

3. Additional Summative Assessments

Final products selected for a student's portfolio and the Community Learning Showcase are summative and are assessed for mastery on rubrics including the PhenoBL Rubric. ¹⁰⁰ Students have an opportunity to perform their learning at the end of each quarter through a Community Learning Showcase (CLS). To meet graduation requirements, all students must participate in a CLS at least four times during their tenure at WIHS. Performance data from PhenoBL CLS, data from standardized assessments, and report card grades are used to determine if learning goals are being achieved and students are progressing towards course completion and graduation.

Milestone Assessments

To ensure college and career success, WIHS provides support and resources for students to master college standardized tests such as the SAT/ACT. Students take the PSAT in Grade 9 to gather testing baseline data. This allows students, working with elders, tutors, and teachers, to set targets designed to increase scores in anticipation of taking the SAT/ACT in Grade 11 or 12.

4. Progress Monitoring

WIHS monitors progress to ensure individual students are on target toward WIHS Graduation Requirements. Student progress measures include:

- Formative classroom assessments to assess progress toward learning targets.
- PhenoBL rubric assessments and Community Learning Showcases.
- Analysis of data with families, teachers, and elders at student-led conferences.
- Quarterly report cards.
- Quarterly portfolio evaluations and assessment.
- Quarterly reflection on HSBP.
- Rtl and discipline data.

Throughout the school year, staff analyze the above data sharing during PLC time on Thursday afternoons. Staff analyze student cohort data during triannual staff Data Days and identify trends across grade levels, subject areas, and student subgroups to inform intervention plans.

The ED and Principal meet monthly to review academic trends, attendance, and behavioral data for the school as a whole and present it to the board each month through the school performance dashboard that is benchmarked against Performance Framework goals. At the board annual retreat, the board reviews academic, organizational, and financial performance data and adjusts goals to ensure the school is on track to meet the terms of its charter contract. Annually, the ED and Principal present an annual WIHS State of the School report summarizing the school's performance on assessments and progress towards annual academic, organizational, and financial goals.

5. Data Analysis and Management

Formative and summative assessments and adaptive program progress monitoring ensure that students and teachers have data on progress toward content and skills acquisition. Coaching meetings and triannual staff data days led by the Principal are used to analyze student achievement to determine teaching strategies, adjust upcoming units, and group students into small intervention groups.

The web-based Skyward Software Module serves as an information source for students, teachers, and parents/guardians to stay informed on progress, including standards-based grading and graduation requirements. This online resource allows WIHS teachers to track all classroom information including attendance, grades, assessments, and grade books.

The Director of Operations maintains the data system and works with the Principal to ensure students, teachers, and parents/guardians have relevant and useful information.

6. Responsible Parties

The Principal disaggregates and analyzes academic and culture data to present to the staff and board. A designated assessment coordinator will attend the Office of the Superintendent of Public Instruction trainings about administering state exams at WIHS and support the Principal in their coordination. Teachers collect and use data to set goals with students, reflect on their instructional practices, and implement interventions as needed. The Principal uses biweekly coaching meetings with teachers to ensure they have the necessary tools and competencies to use data to inform their instruction in disciplinary classrooms and PhenoBL classes. In addition, three data days are set in the annual calendar for PD and analyzing trends to inform instructional practices.

Section 24: Facilities

Whatcom Intergenerational High School (WIHS) is working to secure a facility in Whatcom County that will provide the ideal learning environment for students from Bellingham and Ferndale School Districts. We have identified Sterling Meadows Church as a viable facility centrally located to these communities within 5-10 miles from Ferndale and Bellingham communities and on a bus route. WIHS intends to offer bus passes to increase access to the school and several of our target communities will be in walking distance to this location.

1. Basic Facilities Requirements

To accommodate our growth plan and educational programming we are looking for space that we can lease and/or build out over time. Basic requirements include:

| Year | Total Sq. Ft. | Office Space | Common Areas | Classrooms | Amenities |
|-------------|---------------|------------------|-----------------|---|-------------|
| Year 1 | 6,000 sq. | Main office | Multipurpose | 3 classrooms | Kitchen |
| | ft10,000 | Copy room | gym, | (estimated 700 sq. | Bathrooms |
| 75 students | sq. ft. | Technology | lunchroom | ft./per classroom) | |
| | | infrastructure | (3000 sq. ft.) | | |
| | | Storage area | | 2 classrooms | |
| | | 4 Administrative | | (estimated 1000 | |
| | | offices | | sq. ft. with flexible | |
| | | Teacher work | | boundaries) | |
| | | space | | | |
| | | Family Network | | Specialty needs | |
| | | resource room | | Music | |
| | | | | • Art | |
| | | | | World Language | |
| | | | | English Language | |
| | | | | support (flexible | |
| | | | | office space | |
| | | | | Year 1) • Electives | |
| | | | | ElectivesScience lab | |
| Year 2 | 10,000 sq. | Main office | Multipurpose | 6 classrooms | Kitchen |
| Teal 2 | ft13,000 | Copy room | gym/lunch | (estimated 700 sq. | Bathrooms |
| 150 | sq. ft. | Technology | (3000 sq. ft.) | ft./per classroom) | Batilioonis |
| students | 3q. 1t. | Infrastructure | (3000 34. 11.) | rt./per classroom/ | |
| | | Storage area | | 4 classrooms | |
| | | 4 Administrative | | (estimated 1000 | |
| | | offices | | sq. ft. with flexible | |
| | | Teacher | | boundaries) to | |
| | | collaborative | | accommodate | |
| | | work space | | Specialty Needs: | |
| | | Family Network | | | |
| | | resource room | | Music | |

| Year | Total Sq. Ft. | Office Space | Common Areas | Classrooms | Amenities |
|---------------------|---------------------------------------|---|--|---|----------------------|
| | | | | ArtWorld LanguageElectives2 Science labs | |
| Year 3 225 students | 12,000 sq. ft 15,000 sq. ft. | Main office 2 copy rooms Technology infrastructure 2 storage areas 5 Administrative offices Teacher collaborative work space Family Network resource room | Multipurpose gym and lunchroom (3000 sq. ft.) | 9 classrooms (estimated 700 sq. ft./per classroom) 5 classrooms: Estimated 1000 sq. ft./per classroom with flexible boundaries to accommodate Specialty needs: Music Art World Language Electives Special Ed. resource room 2 Science labs | Kitchen Bathrooms |
| Year 4 300 students | 20,000 sq. ft25,000 sq. ft. | Main office 2 copy rooms Technology Infrastructure 2 storage areas 5 Administrative offices Teacher collaborative work space Family Network resource room | Multipurpose gym/lunch (3000 sq. ft.) | 12 classrooms (estimated 700 sq. ft./per classroom) 6 classrooms (estimated 1000 sq. ft. with flexible boundaries) Specialty needs: • Music • Art • World Language • Electives • Special Education Resource room • 3 Science labs | Kitchen Bathrooms |

2. Specialty Classroom/Facility Needs

Classrooms will accommodate 25 students and provide enough room for large group instruction, small group activities, projects, and independent activities. WIHS is an inclusive space and classrooms will also accommodate special equipment and additional staff when needed, including for elders. WIHS will comply with all state, county, and municipal regulations and building codes, including provisions associated with equitable access, fire, health, and structural life safety.

3. Administrative Space Needs

Administrative space needs are identified in the table above.

4. Athletic Facilities

WIHS does not anticipate developing an athletic program or providing dedicated athletic spaces for the school. Instead, the facilities will have sufficient outdoor space for students to participate in outdoor exercise during lunch, and we will partner with other community organizations when students express an interest in participating in an organized athletic program.

5. Additional Facilities Needs

WIHS does not anticipate additional significant facilities needs. We have prioritized the following facility elements:

- Outdoor space for recreation and sports.
- Greenhouse.
- Space to tend small animals on the property.
- Flexible small group meeting spaces (to accommodate small group seminars, small group student discussions, and individualized learning).
- Natural daylight in all learning and meeting spaces.
- Proximity to public transportation (specifically, bus lines).
- Potential space to accommodate co-location with community partners (i.e., underserved community housing complexes, Bellingham Youth Media Project, Animals as Natural Therapy).

Sterling Meadows Church meets all of these requirements.

6. Steps Taken to Date to Identify facilities Options

- Tours of potential facilities led by board member Nancy Braam and Washington Charter School Development (WCSD).
- Meetings with WCSD regarding facility viability.
- Meeting with Raza Development Fund to discuss temporary and permanent facility financing options.
- Negotiations with Sterling Meadows Church for lease of facility.

• Continued search for contingency options in target region.

7. Proof of Intent to Secure a Facility

WIHS does not currently hold an MOU for a facility. See **Attachment 24** for support from Washington Charter School Development and Raza Development Fund. WIHS is in discussion and negotiations with the Sterling Meadows Church in Bellingham, WA. See **Attachment 24** for proposal, facility photos and information, and guidelines for renting a religious facility as a public school.

Section 25: Start-up and Ongoing Operations

1. Start-up Plan

See start-up plan in **Attachment 25**. This plan is backwards-mapped from the Commission's pre-opening conditions for school launch and informed by best practices from local and national charter operators. The plan is evolving and subject to change as Whatcom Intergenerational High School (WIHS) hires additional staff, engages in fundraising efforts, and refines its school model.

2. Transportation Plan

Due to the rural geographic areas WIHS will be serving, WIHS plans to locate its school facility on a bus route and provide students with bus passes through the Whatcom Transportation Authority (WTA). Understanding the importance of transportation, WIHS is exploring additional options, including the possibility of collaborating with local districts to provide transportation. Transportation in rural areas is a challenge, and we will work with families to ensure it does not pose a barrier to attendance.

If WIHS determines the need to provide transportation through internal means, we will contract with a private transportation company. We will provide bus passes and transportation to off-campus field trips and school-sponsored events, either through the WTA or other contracted service providers. The Director of Operations (DOO) will oversee the contract and relationship with the contracted service provider.

WIHS will comply with RCW 28A.160 when providing transportation. WIHS will provide transportation required by a student's IEP and abide by all state and federal regulations, including the McKinney-Vento Homeless Assistance Act, to ensure transportation is not a barrier for students getting to school. We will work with all students and families to ensure that students can get to school on time and prepare for learning.

3. Safety and Security

Accordingly, WIHS will provide a safe and healthy learning environment and work environment in compliance with all state and federal laws. We are committed to providing comprehensive safety for academic, social, cultural, and physical learning.

All staff will be trained in safety and emergency procedures. Once WIHS secures a facility, we will create a facility safety plan and the Board of Directors (BOD) will adopt health, safety, and risk management plans and procedures, using the Washington State School Directors' Association student health and safety policies as a guide. All personnel, technology, and equipment for the school will be determined and addressed in the facility safety plan. WIHS will create all policies in collaboration with the Office of Superintendent of Public Instruction (OSPI) School Safety Center and the Bellingham/Ferndale Police, Fire, and Health Department requirements. It will also follow the requirements of the Child Internet Protection Act and develop policy and mechanisms for filtering internet content that is inappropriate for students.

All policies will be distributed and translated as appropriate. Guests will register with the main office upon arriving to campus and WIHS will refine policies with community partners and the Family Network during the planning year. Minimum safety procedures will include the following:

Background Checks

Board members, employees, and contractors will be required to submit to a criminal background check and furnish a criminal record summary, as required by RCW 43.43.830. New employees will submit fingerprints for processing through OSPI to the Washington State Patrol and FBI. The DOO will report compliance to the BOD on a quarterly basis. The BOD Chair will monitor fingerprinting and background clearance of the Executive Director (ED), Principal, and DOO. The DOO will oversee the background check and fingerprinting of elders and community volunteers, who will be fingerprinted and receive background clearance prior to working with students. All volunteers not meeting the unsupervised access provisions outlined by RCW43.43.830 will complete a Request for Criminal History Information, to be processed through the Washington State Patrol Washington Access to Criminal History (WATCH) system prior to working with WIHS. The DOO will review all new hire packages, including reference checks, background checks, and fingerprints, for compliance.

Role of Staff as Mandatory Child Abuse Reporters

All employees at WIHS are mandatory reporters. This will be clearly stated in the employee handbook and staff will receive training as part of August professional development.

Immunizations and Mandatory Health Testing

WIHS will comply with all laws relating to legally required immunizations and health screening for students and staff (RCW 28A.210 and WAC 246-110). The Board will adopt procedures for on-site medical records and medication maintenance. The school nurse designee will dispense over-the-counter medications such as Ibuprofen and Acetaminophen with parent permission.

CPR, AED, and First Aid Training

WIHS will offer training to ensure that all employees are current CPR, First Aid, and AED-certified. Parents/guardians and students will be able to participate in these trainings, which will be led by bilingual staff.

• Vision and Hearing

WIHS will work with community partners (i.e., Unity Care) to hold vision and hearing screenings at the school, ensuring that all students get needed services. In some cases, we may work with our community partners and hold vision/hearing screenings at target sites in our communities.

• Blood-Borne Pathogens

WIHS will work with the School Nurse Corps and NWESD 189 to establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow all protocols and procedures for disinfection. The DOO will keep up-to-date on all state and federal standards for addressing blood-borne pathogens and other potentially infectious material in the workplace.

Weapon-Free, Drug-Free, and Smoke-Free Environment

WIHS is a weapon/drug/alcohol/smoke-free environment. We also know that many young people struggle with addiction, and we will support all youth in being drug/alcohol/smoke-free. The AmeriCorps staff will work with local community organizations to ensure that the necessary

school and community supports and resources are in place for students struggling with addiction.

• Comprehensive Harassment Policies and Procedures

Aligned with our vision and mission, WIHS is committed to a learning and work environment that is free from sexual harassment as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. WIHS will adopt a comprehensive policy and restorative practices to prevent discrimination or harassment. Restorative practices at WIHS are also designed to address harm when it does occur. This includes all interactions between and among students, employees, and volunteers.

Emergency Preparedness

WIHS will work with local law enforcement and the fire marshal to develop an emergency preparedness and crisis plan drafted specifically to the needs of the school site. WIHS will have a system for internally locking down the building. The plan will address fire, flood, earthquake, terrorist threats, and hostage situations. If WIHS assumes a facility that was used as a school, any existing emergency preparedness plan will be reviewed and updated. All WIHS staff will receive training on the site safety plan. WIHS will comply with RCW 28A.320.125(6) and practice lockdown drills quarterly and shelter-in-place drills and off-site evacuation drills annually. The DOO will manage all emergency plans.

Facility Safety

WIHS will comply with WAC 246-366A regarding environmental health and safety standards for school facilities. The school will revisit visitor policies and test sprinkler systems, fire extinguishers, and fire alarms annually to ensure they are always maintained in operable condition. WIHS will conduct the required number of fire drills required in accordance with RCW28A.320.125(6). The DOO will ensure WIHS is up to date on all facility safety issues.

4. Food Service

Whatcom County is full of farm-to-table possibilities, and we are excited to provide a nutritious, healthy food program that youth want to eat. The Bellingham Public School District is developing a central food-sourcing location that we are exploring for potential partnership. WIHS will comply with state and federal nutritional guidelines to offer students access to the National School Lunch Program. WIHS will solicit bids from a variety of food service providers and select one that is reputable and can serve healthy breakfasts, snacks, and lunches at affordable prices. The DOO will manage all necessary documentation from families who are eligible for free or reduced-price meals and will track meals. Food service fees are reflected in the WIHS budget.

5. Insurance Coverage

See **Attachment 26** for insurance coverage including, but not limited to, workers compensation, unemployment compensation, general liability, property, indemnity, director and officers, motor vehicle, and errors and omissions.

Section 26: Operations Capacity

1. Applicant Team Capacity

Members of the founding team with operation's expertise include co-founders Cindy Reuther and Shirley Williams, and board members Cliff Geis-Poage, Darlene Snider, Dr. LeAnne Robinson, Dr. Tracey Pyscher, and Nancy Braam. Résumés can be found in **Attachment 14**. WIHS partner organizations, including Northwest Educational Service District (NWESD), Washington State Charter Schools Association, School Foundry, Washington Charter School Development (WCSD), and Raza Development Fund, will continue contributing their expertise in staffing, performance management, operations, facilities management, finance, and compliance.

Cindy Reuther, the applicant team leader, is a highly capable and experienced school founder and nonprofit executive. Reuther launched and led all aspects of the Laura Jeffrey Academy (LJA), including the academic program, leadership, nonprofit management, board development, fundraising, operations, and charter school finance. In addition, Reuther started the LJA Building Company to enable financing for a building; she led the Board and secured \$800,000 in financing for renovations of a 30,000 sq. ft. Catholic school to accommodate a chartered STEAM middle school in St. Paul, Minnesota.

Shirley Williams, WIHS co-founder and Executive Director of Whiteswan Environmental, has extensive experience with operations and compliance. She developed the holistic coordinated care health and wellness program for Lummi Youth Academy, including all policies, practices, assessments, and audits. She developed all training and professional development to build organizational competencies aligned with state and federal compliance. She will set up systems to ensure the health, safety, and wellness as well as social, emotional, cultural, and physical learning of marginalized communities.

The robust capacity regarding staffing, professional development, performance management, general operations, facilities management, and compliance is as follows:

a. Staffing

Dr. LeAnne Robinson, Cliff Geis-Poage, and Darlene Snider have years of experience hiring staff to lead educational programs. We will use their expertise to ensure all hiring protocols are in place. We are also using our local connections to build a robust team of educators to implement the mission and vision. This includes recruiting from Western Washington University and using connections in Indigenous and Hispanic communities to recruit staff members.

b. Professional Development

Dr. Tracey Pyscher, Professor of Secondary Education, and Reuther have led Principal and teacher professional development, administrative teams, and one-on-one coaching for charter, urban, and rural districts. Both have been involved in creating the academic model for WIHS. In collaboration with the founding Principal, they will help develop and coordinate the execution of professional development provided to WIHS teachers and staff. Reuther will provide on-site coaching for the Principal using the 4 Dimensions of Instructional Leadership and WIHS's framework monthly.

c. Performance Management

Board member Geis-Poage will use expertise in tracking, analyzing, and training staff on benchmark data to set up systems to measure student achievement goals at the board level. WIHS will also hire a Principal and a Director of Operations (DOO) with expertise in using data to drive outcomes. Both roles will support the school in terms of data collection and dissemination. WIHS will receive ongoing support for data collecting and reporting from Northwest Regional Data Center (NWRDC).

d. General Operations

NWRDC and NWESD will support operations, including payroll, accounting, and Board and Commission reporting, student information system (Skyward), technology infrastructure and financial management. WIHS's DOO will manage WIHS's vendor relationships. See **Attachment 10** for the job description. The DOO will be hired June 2020.

e. Facilities Management

Once operational, WIHS's DOO will manage all aspects of facilities. During the planning year, Reuther will oversee acquisition and renovations (see details on acquisition in subsection 2).

f. State and Federal Compliance

The WIHS BOD are experienced board members and understand the importance of compliance to an organization's success. Reuther oversaw and met all state and federal compliance requirements at LJA. The school received the Minnesota Department of Education finance award under her leadership for eight years. She will ensure all systems and processes are in place for meeting compliance in her role as the ED.

2. Facilities Acquisition and Management

Nancy Braam, a board member leading the facility acquisition, is a fifth-generation Whatcom County resident with ties to the community. Braam is a ReMax realtor with over 30 years of experience, holding a Master Certified Negotiating Expert certificate. Braam has over 1,000 real estate transactions and sold the Sears complex in Bellingham. She is a Chamber of Commerce member and is known as an experienced partner in securing real estate deals.

James Heugas of Washington Charter School Development, a nonprofit real estate development organization with extensive experience in facilities acquisition and management, is consulting with WIHS on our facility acquisition.

Raza Development Fund will assist WIHS with financing for any renovations on a potential site. Raza financed the renovations for LJA's building in St. Paul, where Reuther oversaw acquisition and managed the renovations. The 10-year note was recently paid off.

CATEGORY 5: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan

1. Financial Systems, Policies, and Processes

This financial plan and accompanying attachments have been developed using templates designed by and with permission from the Washington State Charter Schools Association. Whatcom Intergenerational High School (WIHS) will develop effective policies and processes for financial planning, accounting, purchasing, and payroll. We will establish and maintain strong internal controls and capacity for complying with all financial reporting requirements, the school's charter contract, and the School District Accounting Manual (SDAM).

Financial Planning

Policies and procedures for financial planning will be finalized by the Board of Directors (BOD), led by the finance committee: Board Treasurer, Principal, Director of Operations (DOO), and WIHS Back-Office Service Provider (BOSP).

After budgets are created by the finance committee, they will be reviewed with the Executive Director (ED) and WIHS staff. The budget will be taken to the BOD at a public board meeting for approval. Budgets will be revised once a year in the fall. In addition to presenting the 1-year budget in detail, the DOO will present a multiyear model for context and planning. The table in the Roles and Responsibilities (subsection 2) summarizes the major financial responsibilities of the organization.

All policies and procedures regarding accounting, purchasing, and payroll will be aligned and comply with applicable local, state, and federal regulations regarding the use of public funds to establish and maintain strong internal controls, including policies and procedures in accordance with the school's charter contract and the SDAM. In addition, WIHS will look to the Washington State School Directors Association (WSSDA) for examples of model policies and procedures. Financial policies and procedures and controls will be reviewed annually, or more frequently if needed, to ensure that updates to the SDAM and other regulations are incorporated in WIHS's policies and procedures and adopted by the BOD.

Accounting

WIHS will follow all accounting procedures recognized and mandated by generally accepted accounting principles (GAAP), Financial Accounting Standards Board (FASB), and the State of Washington. Accrual-based accounting will be used with appropriate general ledger codes, along with account segments capable of reporting on subcategories such as revenue source, department, and other areas to be determined. WIHS's DOO will collaborate with the BOSP to set up streamlined accounting systems that work in concert with state reporting platforms.

Purchasing

Purchases of goods and services will be consistent with the board-approved budget and do not require a board-approved/executed contract, with the exception of expenditures that exceed the budget by a material amount. All other proposed expenditures must be approved by the person reviewing the proposed expenditure to determine whether it is consistent with the board-adopted budget.

Purchase orders under \$10,000 must be approved in accordance with the authority amounts listed below. Purchase orders and invoices of \$10,000 or more must be approved by the BOD Chair and one of the following authorized positions: Board Treasurer or ED. Check request and purchase order forms must be signed by the person reviewing the expense (if applicable).

In general, invoices will be reviewed and signed according to the procedures outlined below to ensure items are properly requisitioned and maintained to document check processing. Open invoices will be paid in a timely manner unless delayed payment is arranged through the vendor, in which case the school will meet payment schedules as outlined. Expenditures between \$5,000-\$10,000 must be authorized by the BOD Chair and ED. Expenditures up to \$5,000 must be authorized by the Principal, BOD Chair or ED. Electronic payment methods (i.e., wire, ACH, transfer between bank accounts) must be reviewed by the BOD Chair or Principal and must follow ordinary procurement procedures.

All professional consulting services will be provided under a contract. Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the BOD for approval during the annual budget cycle or prior to signing. Duration of contracts shall be at the discretion of the BOD. In general, contracts exceeding \$10,000 shall be reviewed after a bidding process of sufficient duration to ensure competition. Bid tabulations shall be presented to the BOD, along with a recommendation for action. The BOD reserves the right to select whichever vendor it deems most prepared to provide the required goods or services, without regard to the low bidder being the automatic selection.

School credit cards shall be allowed for school purchases and travel. Authorized purchasing cardholders are the Principal and ED. All credit card charges must follow ordinary procurement procedures.

Employees shall be reimbursed for all necessary and reasonable costs associated with traveling for school business. All applicable receipts must be attached to a completed expense report. Reasonable costs of meals while traveling are reimbursable using standard U.S. government per-diem rates for the city in which an employee is staying for one, two, or three meals per day, depending on the circumstances of a particular trip. Under no circumstances shall alcohol be reimbursed. Employees are reimbursed for the cost of single-room accommodations typically occupied by business travelers. When lodging expenses will exceed standard U.S. government per-diem rates for the city in which an employee is staying, that employee must receive advance approval for the cost of their lodging. In certain circumstances, employees may choose to be accompanied on business travel by a spouse/domestic partner. At no time will the school reimburse an employee for costs incurred for the travel expenses of the spouse/domestic partner. No BOD member or employee may authorize a reimbursement request made payable to themselves. Reimbursements payable to the ED are approved by either the BOD Chair or Treasurer.

All employees are reimbursed at the standard mileage rate per mile as determined by the IRS for use of their own vehicle for business-related travel preapproved by their supervisor. In addition, parking fees and tolls are reimbursable if supported by receipts. All employees requesting such mileage reimbursement are required to furnish an expense report containing the destination of each trip, its purpose, and the miles driven, as well as parking fees and tolls within 1 month after the travel date, supported by receipts, if applicable. Other transportation expenses such as taxis, rental cars, buses, and airplane tickets will be reimbursed for the actual costs incurred. Fines and parking tickets are not reimbursable.

Use of school funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the BOD.

Payroll

Salaries and benefits will align with the approved annual personnel budget. The hiring process will be led by the Principal. Staff will complete an application for employment and paperwork for payroll and be fingerprinted consistent with state law. Fingerprinting and background checks will be completed prior to the staff start date. Employees will accrue vacation and sick leave based on a board-approved personnel policy; this policy will be available in WIHS's Employee Handbook.

The Office Manager will develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.

WIHS is an at-will employer and there will be no employee contracts. The DOO will develop a written Employee Handbook, which includes expectations for employees and WIHS as an employer regarding fulfilling the school's vision, mission, and principles.

Internal Controls

WIHS's finance committee will ensure timely and accurate reporting, adequate safeguarding and stewardship of all assets, and compliance with all legal requirements, as well as ensure ethical, open, and transparent presentations of information. The finance committee will meet monthly to review compliance with established policies and procedures and recommend improvements. This committee will review a stratified, random sample of invoices and payments over \$2,000. Any inconsistencies in the application of internal controls, no matter how slight, will be immediately reported to the BOD.

WIHS as authorized by the BOD has established a commercial bank account for the purposes of school operations. Funds are deposited in non-speculative accounts, including federally insured savings and a checking account, and will be invested in non-speculative federally-backed instruments and/or standard money market accounts. WIHS will have a general checking account for school needs. The Board Treasurer, Principal, and ED will be authorized signatories on this account. The BOSP will reconcile all bank accounts monthly. Reconciliations will then be reviewed and approved by the DOO as a member of the finance committee who does not have the ability to approve expenses or disburse funds from the account. The monthly bank reconciliations will be reviewed by the BOD or a representative of the BOD who is not an authorized approver of expenses or signer on the account.

A petty cash fund of \$200 will be established and managed by the Principal according to normal petty cash procedures (e.g., provide receipts, ensure valid purpose). Cash balances and reserves will be invested in federally insured, fiscally conservative interest-bearing accounts.

The school will deposit all funds received as soon as practical upon receipt. The office manager will open all mail daily, sort and endorse all checks to the appropriate school account and prepare appropriate deposits as soon as practical—ideally the same day and no more than three days. When cash is received, at least two employees will count it, and both will verify the amount received and sign a cash deposit form indicating the performance of their duties.

2. Roles and Responsibilities

Our financial committee includes:

- Treasurer
- Principal
- DOO
- Back-Office Service Provider (BOS)

The DOO will work regularly with the Principal and BOSP to monitor the budget, analyze budget versus actuals and variances, monitor cash, and provide real-time access to all financial data. This training is to ensure that the Principal has significant ownership over the school-site budget.

The table below provides additional details regarding roles and responsibilities.

| Activity | Principal | BOSP | DOO | ED | Treasurer |
|-------------------------|--|--|---|--|---|
| Budget | Provides input | Provides input | Leads development | Reviews | Sits on Finance Committee/ Board Approves |
| Audit | Provides input | Supports as necessary | Leads process | Reviews audit | Treasurer Reviews/ Board Approves, Approves of Auditor Contract |
| AR/AP/ Banking | Approves invoices | Leads process | Approves invoices | Signs checks below \$500 | Signs all checks above \$500 Reviews balance sheet |
| Budget Monitoring | Variances and forecasts reviewed 2 x monthly with BOSP | Supports process as requested and directed by the DOO | Leads process, reviewed 2x/month w/Principal and BOSP | Variances and forecasts reviewed monthly | Reviews |
| Payroll | | Processes payroll | Works w/BOSP and Principal | Reviews and approves all compensation | Approval of ED compensation |
| Cash Manage- ment | Manages petty cash | Reconciles bank accounts | Approves reconciliation | | If any loan is needed, BOD approval is required, reviews reconciliation |
| Authorizer Reporting | Provides input | Supports process as requested and directed by the DOO | Leads process | Approval | Approval when required |

3. Annual Audit

WIHS will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Washington State, and will engage in an annual audit of financial and administrative operations by an independent auditing firm. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the Governmental Accounting Standards Board standards, if necessary.

The BOD will contract with a qualified outside firm to perform an audit each year on the close of the prior year's books and in advance of the statutory audit deadline. The audit firm will be chosen in compliance with state laws and regulations. In addition, in keeping with recommended best practices, the BOD will contract with a new audit firm after three consecutive years of working with the same audit firm. The audit includes: (1) accuracy of the school's financial statements including balance sheets, income statements, and cash flow statements; (2) attendance accounting and revenue claims practices; and (3) internal controls practices. If WIHS receives more than \$500,000 from federal sources, the audit is prepared in accordance with any relevant Office of Management and Budget audit circulars.

After the audit, the BOD will review the audit findings and requests, and will adopt and monitor any corrective action, if required. The selected audit firm will prepare the Internal Revenue Service (IRS) Form 990 (Return of Organization Exempt from Income Tax) and send a copy to the school staff responsible for the audit. The ED will review and send a copy to the BOD for its review and approval before filing. Once approved by the BOD, the Principal will notify the audit firm to prepare the final return for filing.

WIHS will also be subject to performance and financial audits by the State Auditor's Office. These audits may not be annual, but all financial periods will be covered when the audits occur. State audits may include any combination of financial reporting, Federal A-133 testing, and risk-based procedures.

4. Transparency

The BOD will adopt a fiscally conservative budget well in advance of any required deadlines by the authorizing entity. During the year, the BOD may amend the budget as expenses and revenue projections change. Prior to WIHS's first year of operation, WIHS and the BOD will start the budget adoption process in January 2020 by creating a list of budget priorities and/or reviewing the current budget priorities, balancing input from key stakeholders while focusing on the core mission of the school. This proposed budget will be provided to the BOD at the end of March 2020 and will be based on conservative assumptions for State and Federal Education Revenue. The BOD will discuss the budget at an open board meeting in April 2020. The meeting will be publicized to families and various community stakeholders well in advance of the public meeting so that interested parties can attend the budget-related board meeting(s). School leadership will submit a final budget for approval by the BOD by the end of May 2020.

As the school is subject to Washington Open Meetings Act, all board discussion around, and the ultimate adoption of, the budget will be completed during public board meetings. Annual audits and any significant findings will likewise be presented during public board meetings. In keeping with IRS guidelines, copies of Form 990 will be made publicly available. In addition, in keeping with recommended best practices, WIHS will publish on our website the upcoming calendar year's board meeting schedule, board agendas (as they become available), board meeting minutes, and a process for making a public documents request.

The financial documents for WIHS will be available to the Commission and public upon request and meet all of the financial requirements of the contract. Additionally, as regular practice, the Board will:

- Review and approve the budget in a public meeting.
- Review quarterly financial reports including budget vs actuals and balance in a public meeting.
- Review and approve the audit in a public meeting.
- Review and approve the 990 in a public meeting.

5. Financial Plan Workbook

Attachment 27 includes a complete financial workbook using the per-pupil revenue guidance provided by the Commission.

6. Budget Narrative

Attachment 28 includes a detailed budget describing the assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures and how much the school budget relies on variable income. Anticipated funding sources, a contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, and Year 1 cash flow contingency if revenue projections are not met in advance of opening are also included.

Attachment 29 provides evidence of philanthropic funding commitments.

7. Long-Term Fundraising Plan

See **Attachment 30** for WIHS' long-term fundraising plan.

Section 28: Financial Management Capacity

1. Applicant Team Capacity

The applicant team includes individuals who have significant experience in financial management, fundraising, and overseeing internal controls with schools and/or nonprofit organizations.

Financial Management

WIHS will hire a Back-Office Services Provider (BOSP), likely NWESD 189 with extensive experience in supporting Washington K-12 school districts. The BOSP will provide direct support to the Principal and Director of Operations (DOO) on day-to-day financial management and will ensure the Board of Directors (BOD) is compliant with and knowledgeable about monthly financial reports to the BOD, state reporting, and annual audit. The Executive Director (ED) will work closely with the BOSP/DOO and BOD to ensure effective systems and ongoing financial compliance.

BOD Treasurer Cliff Geis-Poage has extensive experience with financial management as former head of school in Zhuhai, China, where he oversaw a 2.5-million-dollar budget. His experience includes:

- Planning and overseeing budgets.
- Aligning expenditures with academic vision.
- Reducing historic school debt.
- Ensuring compliance with all government and independent tax and legal requirements.
- Overseeing monthly reporting cycles for both local government agencies as well as organizational personnel and accounting offices.

Co-founder Cindy Reuther has 8 years of experience overseeing and managing budgets of up to \$4 million and day-to-day financial activities to ensure proper internal controls within a charter school environment. Under her leadership, Laura Jeffrey Academy (LJA) in St. Paul, Minnesota, received the Minnesota Department of Education Finance Award annually. This award is based on:

- Timely submission of financial data and compliance with Minnesota statutes.
- Presence of indicators of fiscal health.
- · Accuracy of financial reporting.

In addition, the WIHS finance committee (comprised of the BOSP, DOO, BOD Treasurer, Principal) provides financial policies and procedures related to accounting, audits, budget planning and management, board reporting, state reporting, insurance, banking, payroll, bookkeeping, and more.

Fundraising and Development

Fundraising is led by Reuther in collaboration with the fundraising committee (see Attachment 30: Fundraising Plan). Reuther successfully secured over \$2 million in start-up and facilities financing when she launched LJA. In addition, co-founder Shirley Williams has raised approximately \$750,000 through her work with Lummi Youth Academy and as ED of Whiteswan Environmental. Board member Darlene Snider has acquired funds from the Gates Foundation, SkillUp WA, Washington Apple Education Foundation, and Blue Mountain Community Foundation. WIHS will recruit a fundraising chair to sit on the BOD beginning July 2019. With this team in place, the BOD is confident in the organization's ability to raise funds necessary for launching the school, establishing a healthy reserve, and paying for costs as the school

grows.

Accounting and Internal Controls

The BOSP will work closely with the Principal and DOO on items relating to accounting audits, budget planning and management, board reporting, state reporting, insurance, banking, payroll, bookkeeping, and setting up tight systems for fiscal management. The ED will ensure oversight along with the BOD Treasurer.

2. Internal Financial Statements

Attachment 31 is not applicable as WIHS is a new entity.

3. Audits

Attachment 32 is not applicable as WIHS is a new entity.

CATEGORY 6: EXISTING OPERATORS

Section 29: Existing Operators or Proposed Charter Management Organization Development

This section is not applicable to Whatcom Intergenerational High School (WIHS) because its nonprofit corporation, Intergenerational High School, does not own, operate, or currently propose to own any other schools. **Attachment 33** is also not applicable.

CATEGORY 7: OPTIONAL FEDERAL CHARTER SCHOOL PROGRAM (CSP) PLANNING AND IMPLEMENTATION GRANT

Section 30: Federal Charter School Planning and Implementation Grant

The following narrative describes the elements of Whatcom Intergenerational High School's (WIHS) program that can be supported by the CSP Planning Grant. Approval of this grant request aligns with the grant's purposes in that it will allow WIHS, an innovative and high-quality charter school, to complete strategic elements in planning and educational program design as well as enhance school leadership capacity to best serve systemically underserved and marginalized communities in Whatcom County.

Our mission is to ensure that Whatcom County high school students—regardless of their life circumstances—develop the skills and agency for success in college, career, and life. We do this through three educational design elements:

- 1. Phenomenon-based learning (PhenoBL).
- 2. Intergenerational learning.
- 3. Implementing critical literacy across all curriculum.

In accordance with the charter school law, WIHS will be free and open to all students; in addition, recruitment efforts will target at-risk students, specifically Indigenous, Hispanic, and economically disadvantaged students, who face significant opportunity gaps that persist into college and career. Serving a diverse student body is crucial to meeting our goals.

The following three goals for Year 1 of the CSP Planning grant are critical for WIHS in laying the groundwork for a successful school start in August 2020 and ensuring long-term sustainability.

1. CSP Goals and Objectives

Below is a list of specific CSP subgrant goals and objectives for the \$200,000 Year 1 Planning grant. Goals are specific, measurable, action-oriented, realistic, relevant, and time-bound.

Year 1—Planning Grant Goals

Goal #1: Curriculum Development

Develop all PhenoBL disciplinary units of study that align with the PhenoBL overview map for Grade 9. Develop scaffolding for a PhenoBL overview map for Grade 10 and PhenoBL disciplinary Grade 10 units of study.

Ten founding teachers and the WIHS Principal will create PhenoBL disciplinary units of study along with a Grade 9-12 curriculum map, including:

- PhenoBL disciplinary units for Grade 9 to align with Washington State Learning Standards (WSLS), assessments and rubrics, critical literacy framework, culturally-relevant pedagogies, digital literacy, and First Peoples Principles of Learning (FPPL);
- Scaffolding for Grade 10 PhenoBL disciplinary units of study;
- Scaffolding for Grade 10 PhenoBL overview map;
- Creating Grade 9-12 curriculum map to ensure vertical alignment.

Measures

- Completed PhenoBL overview for Grade 9 and Grade 10 PhenoBL.
- Completed PhenoBL disciplinary units for Grade 9 with an outline for Grade 10.
- Completed set of all corresponding assessments and rubrics.
- Completed Grade 9-12 curriculum map.

Objectives

- Assess Principal's understanding and competencies on core WIHS teaching and learning components by August 1, 2019 to understand capacity to lead founding teachers.
- Develop a detailed project plan to ensure completed Grade 9-12 curriculum map and related units based on Principal assessment and external support needed.
- Principal curates high-quality and standards-aligned resources to suggest for use in disciplinary units in September 2019.
- Use WIHS Design Map to develop PhenoBL disciplinary units November 2019 April 2020 aligned to the PhenoBL overview map.
- Assess all PhenoBL disciplinary units April 2020 for final revisions and develop cross disciplinary connections.
- Discuss cross-disciplinary connections to ensure alignment across design features and alignment with the PhenoBL overview map May 2020.
- Design PhenoBL 90 min. daily structure June 2020.
- Finalize PhenoBL disciplinary units June 2020.
- Finalize Grade 9-12 curriculum map in June 2020.

Goal #2: Professional Development and Coaching

Increase the founding teachers' capacity to deliver exceptional PhenoBL disciplinary units to increase student content learning and academic/social-emotional growth.

Measures

- Self-assessment of WIHS teaching and learning competencies before and afterprofessional development and after coaching sessions.
- Principal assessment of all PhenoBL disciplinary units in February 2020 and alignment to WIHS
 design features and PhenoBL overview map.

Objectives

- Develop a professional development (PD) plan by September 1, 2019, based on the Principal's understanding and competencies of core WIHS teaching and learning components and her/his ability to coach teachers in their unit building.
- Complete 3 days of PD with founding teachers, co-led by the Principal and highly-qualified consultants from Educating for Change and Indigenous educators.
- Teachers complete self-assessment of WIHS teaching and learning competencies prior to attending 3-day October 2019 PD program.
- Teachers complete self-assessment post-3-day PD program and develop a coaching plan for aligning PhenoBL disciplinary units with PhenoBL overview map.
- Teachers receive coaching for completion of PhenoBL disciplinary units.
- Teachers complete all Grade 9 PhenoBL disciplinary units by April 2020.
- Teachers complete 3-day June 2020 PD program and design the daily 90-minute PhenoBL time co-led by the Principal, Educating for Change consultants, and Indigenous educator

consultants.

- Teachers assess their competencies for delivering high quality PhenoBL disciplinary units aligned to WSLS, incorporating critical literacy framework, assessments and rubrics, culturally-relevant pedagogies, digital literacy, and First Peoples Principles of Learning.
- Teachers give feedback related to the coaching they will require Operational Year 1 and give input into the on-going Operational Year 1 professional development plan.

Goal #3: Technology

Technology infrastructure will be in place by August 2020 to ensure students have the equipment needed to increase their digital literacy skills that includes 1:1 computer set-up.

Measure

- A minimum of 75 computers are set up and ready for students to use by August 2020.
- PhenoBL disciplinary units explicitly identify how technology is used as both a tool and a method for deepening rigorous inquiry and production of new knowledge.
- All students have access to technology for daily research and inquiry and demonstrating learning at their Community Learning Showcase.

Objective

- Develop a technology plan by November 2019 with Northwest Educational Service District 189.
- Identify how technology will be used as both a tool and method for deepening rigorous inquiry and demonstrating learning in disciplinary and PhenoBL units.
- Research costs and secure competitive bids from January 2020-May 2020.
- Develop policies and procedures for technology access and use by July 2020.
- Purchase equipment July 2020 and ensure all equipment is ready for use by August 2020.

Collectively, these resources will ensure WIHS can actualize its mission.

Overall Outcomes

WIHS is well positioned to be an innovative and exceptional public education choice for high school students in Whatcom County. This model has the potential to demonstrate best practices in the following areas:

- 1. Providing opportunities for *all* students to be prepared for college without the need for remediation by offering meaningful and rigorous curriculum based in Phenomenon-based learning.
- 2. Learning Indigenous ways of being with Western knowledge leading to knowledge democracy.
- 3. Implementing culturally-relevant practices working with economically disadvantaged, Indigenous, and Hispanic students who are systemically underserved by current school options.

The CSP \$200,000 planning year grant will ensure WIHS is able to design and deliver an educational program that desegregates and equalizes educational opportunities, helping us fulfill our mission.

See **Attachment 34** for the signed Statement of Assurances and see **Attachment 35** for the proposed CSP budget and accompanying narrative.

2. Use of CSP Funds

The WIHS budget for \$200,000 in CSP Planning funds will ensure we that meet the three goals outlined above during the 2019-2020 planning year. WIHS does not anticipate receiving any other federal funds during the planning year; CSP funds will not be deployed in conjunction with any other federal programs.

3. Continued Use of Funds

Not applicable, as the CSP grant horizon extends to a single planning year for this application.

4. Administrative Relationship with Authorizer

If authorized by the Commission, WIHS must sign a five-year contract that contains clear expectations regarding the school's performance. The Commission utilizes Academic, Financial, and Organizational performance frameworks to rate the charter school's performance and provides an annual performance report on the charter's performance against the frameworks. WIHS will be monitored for compliance regarding state and federal laws, the charter contract, and OSPI.

Section 1. Footnotes

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- ⁸⁶ Co-Founder Cindy Reuther will transition off of the Board to become the Executive Director during the planning year, and during Year I she will take serve as Executive Director, ensuring a smooth and effective transition to the Principal and DOO. In Year 2, the Principal will report to the Board.

- ⁹⁰ If a member cannot attend the training (illness or emergency), the Board Chair will ensure the training material is conveyed and understood, and the member will certify in writing that s/he has received the make-up training and understand s/he will be accountable for the information. This certification will be presented at the next Board meeting. If the Board Chair misses a training in the planning year, the proposed Executive Director (Cindy Reuther) will ensure the material is conveyed and understood and that the written certification is completed and presented to the Board.
- ⁹¹ New members will receive training on each topic from the committee chair responsible for the topic area (i.e., Treasurer along with the External Financial Services Provider will train new members on Financial policies and reporting requirements).

Section 17. Footnotes

⁹² This section is inspired by materials provided by ©BoardOnTrack 2014. All Rights Reserved. Reprinted with permission.

Section 21. Footnotes

- ⁹³ The New Teacher Project. (2012). *The irreplaceables understanding the real retention crisis in America's urban schools.* Retrieved from https://tntp.org/publications/view/the-irreplaceables-understanding-the-real-retention-crisis
- ⁹⁴ University of Washington Center for Educational Leadership. (2016). *CEL's tools for instructional leadership*. Retrieved from https://www.k-12leadership.org/tools
- ⁹⁵ University of Washington Center for Educational Leadership. (2016). *CEL's tools for instructional leadership*. Retrieved from https://www.k-12leadership.org/tools
- ⁹⁶ University of Washington Center for Educational Leadership. (2016). *CEL's tools for instructional leadership*. Retrieved from https://www.k-12leadership.org/tools

Section 22. Footnotes

- ⁹⁷ Davis, V. (2015). 8 top tips for highly effective PD. Retrieved from https://www.edutopia.org/blog/top-tips-highly-effective-pd-vicki-davis
- ⁹⁸ Marzano, R. J., & Waters, T. (2009). *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree Press.

⁸⁷ These records include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets).

⁸⁸ In this capacity, the Treasurer ensures that accurate books and records on financial condition are maintained; assets are protected and invested according to WIHS policy; and WIHS complies with corporate and statutory reporting requirements. In addition, the Treasurer ensures comprehensive financial reports to the Board are prepared in a timely and accurate manner and complete records of the organization are available for preparing the annual financial statements.

⁸⁹ See **Attachment 14** for the WIHS Board Recruitment Packet.

Section 23. Footnotes

¹⁰⁰ Silander, P. (2015). Phenomenon-based learning rubric. Retrieved from http://nebula.wsimg.com/

⁹⁹ Sagor, R. (2000). *Guiding school improvement with action research*. Retrieved from http://www.ascd.org/publications/books/100047/chapters/What-Is-Action-Research¢.aspx



Whatcom Intergenerational High School

Section 1: Attachment 1

Contents:

• Pending Authorization and School Opening Form

PENDING AUTHORIZATION AND SCHOOL OPENING

| | oes the applicant ne United States? | _ | proposals under considerati x No | on by any other auth | norizer(s) in |
|---|--|---------------------|---|------------------------|----------------------|
| | | If yes, complete to | he table below, adding lines as n | needed. | |
| ı | State | Authorizer | Proposed School Name | e Proposal Due Date | Decision Date |
| | oes the applicant nited States? | ☐Yes | pproved but not yet open els x No he table below, adding lines as n | | on or the |
| ì | | ij yes, complete ti | The tuble below, duding lines as h | iccucu. | Ononina |
| ı | State | Authorizer | City | School Name | Opening Date |



Whatcom Intergenerational High School

Section 2: Attachment 2

Contents:

- Evidence of Community Support/Engagement in the Application Process
 - o Community Engagement Tracker
 - o Photos from WIHS Discovery Café Community Focus Groups
 - o Shirley Williams, Whiteswan Environmental, Partnership Agreement
 - o Sonja Wingard, Animals as Natural Therapy, Partnership Agreement
 - Kristi Slette, Whatcom Family and Community Network, Memorandum of Understanding
 - o Darlene Snider, Whatcom Community College, Upward Bound, Letter of Support
 - o Kelli Linville, Bellingham Mayor, Letter of Support
 - o Dean Horacio Walker, Western Washington University, Letter of Support
 - Marcia DeChadenedes, Bureau of Land Management, San Juan Island National Monument, Letter of Support
 - Nancy Maryboy, Indigenous Education Institute, Letter of Support
 - Scott Orellana Ingles Scoggins, Anahuaclmecac International Preparatory University of North America, Letter of Support
 - Alexis Fredy, United States Department of Interior, San Juan Islands National Historic Parks, Letter of Support
 - o Elizabeth Baxter, DeChaNorthsound Accountable Community Health, Letter of Support

- Australia Hernandez Cosby, Whatcom Alliance for Health Advancement, Letter of Support
- o Starleen Maharaj-Lewis, Community Hub, Letter of Support
- o Byron Manering, Brigid Collins Family Support Center, Letter of Support
- o Mishy Lesser, Upstander Project, Letter of Support
- o Susanna Glatz, Whatcom Museum, Letter of Support
- o Lauren Beven, Project Gender Balance, Letter of Support
- o Monica Koller, Connecting Communities, Letter of Support
- o Marcia Moore, Ciamar Studio, Letter of Support
- o Joanna McEachen, The Learner First, Letter of Support

Section 2: Attachment 2

Community Engagement Tracker

Whatcom Intergenerational High School (WIHS) has been holding Discovery Cafés in several communities throughout Whatcom County since 2017. Discovery Cafés (based on the World Café model¹) are set up to gather input on a number of big questions important to those attending. Participants sit at tables in groups of 4-5 individuals and each table has a scribe. Questions for WIHS Discovery Cafés include:

- What are your hopes and dreams for students in Whatcom County?
- What challenges face high school students in Whatcom County?
- What is important about intergenerational learning?
- If you were to design your ideal high school, what elements would be included?
- What skills and competencies are important for high school students to develop?

Participants rotate to different tables and share their input and ideas. All participants have a voice and all ideas are collected.

The photos attached show students, parents, and elders engaged in discussing their dreams and hopes for learning and education. Their ideas are captured on flip-chart paper and documented to inform the design process.

The following chart documents key meetings and focus groups that have taken place that have been beneficial in informing the WIHS design as well as providing opportunities for outreach and creating potential partnerships.

| Date (Month/Year) | Community Organization or Individuals | Input Gathered; Partnerships Established |
|-------------------|---------------------------------------|--|
| 9/17 | Whatcom Family and | Established a partnership and MOU with Whatcom Family |
| | Community Network | and Community Network |
| 9/17 | Realtors in Whatcom County, | Began the process of researching facilities and describing |
| | including Nancy Braam | facility criteria. Began ongoing facilities search. |
| | (WIHS board member) | |
| 10/17 | Western Washington | Began creating opportunities for preservice teachers |
| | University (WWU) | and students to be involved in the design and |
| | | development of WIHS |
| 10/17 | Winward High School veteran | Connected with students for a focus group and the |
| | teacher | need for more learning pathways in the region |
| 10/17 | North Cascades Institute | Potential partnership for Phenomenon-based learning |
| | | (PhenoBL) |
| 10/17 | Explorations High School | Established potential collaboration re: expeditions and |
| | | shared staffing |
| 10/17 | Series of meetings with | Recruited three WIHS board members |
| | WWU professors | |

¹ The World Café. (2019). The World Café: Shaping our futures through conversations that matter. Retrieved from http://www.theworldcafe.com/

| Date (Month/Year) | Community Organization or Individuals | Input Gathered; Partnerships Established |
|----------------------|---------------------------------------|---|
| 10/17 | Northwest Regional Data | Sought input on services and set up meetings to |
| 10,1, | Center | determine services to be provided for student |
| | | information system, financials, and compliance |
| | | reporting |
| 10/17 | Community Engagement | Joined Community Engagement Fellows in Whatcom |
| | Fellows Director | County to get feedback on WIHS and establish a wide |
| 10/17 0/10 | 5: 6.5/ | variety of connections for WIHS |
| 10/17-3/18 | Discovery Café: Winward High | Ran focus groups that generated input on the need for |
| | School students | belongingness and a safe learning space, students' interests in farm animals and green space, and |
| | | Adulting 101 course |
| | | Students from our target communities (economically |
| | | disadvantaged, Lummi Nation, GLBTQ) |
| 10/17 | Winward High School teacher | Partnership with a veteran teacher for input on |
| | | curriculum design |
| 10/17 | Sterling Meadows | Gathered student data regarding successes, needs, |
| | Program Director | challenges in the migrant/immigrant communities |
| | | Established an ongoing partnership with Sterling |
| 10/17-3/18 | Discovery Café: Sterling | Meadows Ran focus groups and recruited the Youth Advisory Chair |
| 10/17-5/16 | Meadows High School | in our target community (economically disadvantaged, |
| | students | immigrant/migrant youth) |
| | | Collected input from students on school design |
| | | elements: technology, homework help, and teaching |
| | | staff |
| 11/17 | Discovery Café: Sterling | Ran a focus group and recruited students for WIHS |
| | Meadows Junior High | Youth Advisory. Gathered input regarding current |
| | students | school challenges, successes and school design from |
| | | our target community (economically disadvantaged families, immigrant/migrant youth) |
| 11/17 | Whiteswan Environmental | Discussed WE's vision for indigenous youth and |
| 11/1/ | (WE) Executive Director | communities and WIHS |
| | Shirley Williams | |
| 11/17 | Councilwoman Cathy Watson | Gathered input and confirmed the need for more learning |
| | | pathways for students and families in Ferndale |
| 11/17 | WWU Human Services | Recruited volunteers and gathered challenges, needs |
| | meeting | of families in Whatcom County |
| 11/17 | Common Threads | Discussed long-term partnership opportunities |
| 11/17 | Sustainable Connections | Discussed long-term partnership opportunities and apprenticeship possibilities |
| 11/17 | ActionSprout | Established a partnership for ActionSprout to create |
| <i>'</i> | • | WIHS's online social media materials, including |
| | | Facebook, website, and e-mail addresses |
| 12/17 | Meetings with potential board | |
| | members in the community | commitments, and recruited two board members |

| Date (Month/Year) | Community Organization or Individuals | Input Gathered; Partnerships Established |
|----------------------|---|---|
| 12/17 | Bellingham Youth Media Project | Developed a partnership so that WIHS students get access to media literacies and potential for a video production lab at the school |
| 12/17 | Meeting with Head of School: Cascades Montessori Middle School | Gathered data on the regional landscape Discussed feeder potential |
| 1/18 | Discovery Café: Cascades Montessori Middle School students | Gathered input into school design, facilities, courses, and recruited youth volunteers |
| 1/18 | Meeting with Whatcom Hills Waldorf Head of School and Instructional Leader | Discussed feeder potential |
| 1/18 | Teaching and Learning staff member Bellingham School District | Began conversations for collaboration with Bellingham School District |
| 1/18 | Superintendent of Mt. Baker School District Charles Burleigh | Discussed challenges and successes in region and potential areas for collaboration in serving students and families |
| 1/18 | Sterling Meadows Youth Advisory Group | Ongoing input into the development and design of the school and strategies for getting parents involved with our target community (economically disadvantaged, immigrant/migrant youth) |
| 1/18 | Winward High School community meeting | Assessed current community needs, current options, and family and student concerns |
| 1/18 | Washington Charter School Development | Discuss facilities development and funding possibilities/secured help for facilities acquisition |
| 2/18 | Ferndale Superintendent Dr. Linda Quinn | Discussed areas of collaboration and potential sites for WIHS |
| 2/18 | Raza Development Fund | Secured support for facilities financing and line of credit if needed |
| 2/18 | Dr. Greg Backer Superintendent of Bellingham Public Schools and his leadership team | Discussed charter schools and gaps WIHS could fill in the district |
| 2/18 | Discovery Café: Sterling Meadows | Parent focus group planned by Youth Advisory group to gather input into design of school and recruit volunteers for WIHS |
| 2/18 | Meetings with 7 potential teachers and principals | Gathered input on regional need for a new high school and their experiences and expertise inteaching and administration |
| 2/18 | Tabled at WWU Human Services Internship Fair | Recruited two interns to work with WIHS March-August 2018, including a Board Clerk and Administrative Assistant |

| Date (Month/Year) | Community Organization or Individuals | Input Gathered; Partnerships Established |
|----------------------|---|--|
| 2/18 | Discovery Café: Villa Santa Fe | Gathered parent and student input regarding school design and discussed the Family Network for recruitment within our target communities (economically disadvantaged, limited English proficiency, immigrant/migrant families) |
| 2/18 | Meeting with Animals as Natural Therapy (ANT) | Discussed opportunities for WIHS students accessing ANT for wraparound services Possibilities for WIHS to set up our own animals as therapy process |
| 2/18 | Northwest Educational Service District (NWESD) | Shared WIHS vision and sought input on services NWESD can provide We will be meeting with NWESD summer of 2019 to finalize contracts for services, including SIS, financial services, compliance reporting, and technology |
| 3/18 | Tabled: Bellingham middle school parent night | Outreach event to let middle school families know about WIHS and recruit volunteers |
| 3/18 | Meeting with Bellingham Councilwoman April Baker | Discussed landscape, current challenges, and strategies for reaching economically disadvantaged families Set up e-introductions to many target community leaders |
| 3/18 | Meeting with Compass 2 Campus | Discussed partnership for recruiting students to volunteer, tutor, and mentor at WIHS |
| 3/18 | Discovery Café: Sterling Meadows | Second forum to discuss Family Network participants from our target community (limited in English proficiency) |
| 3/18 | Discovery Café: Bellingham Seniors Activity Center | Focus group to gather input on the intergenerational component at WIHS Discussed ideas for the Elder Advisory group |
| 3/18 | Discovery Café: Eliza Trailer Court | Focus group to gather parent/student input on school design with our target community (economically disadvantaged families) |
| 3/18 | Discovery Café: Roosevelt Community Center | Focus group to share WIHS vision and gather input from parents and students with our target community (economically disadvantaged families) |
| 3/18 | Discovery Café: Birchwood Neighborhood | Focus group to share WIHS vision and gather community input (economically disadvantaged families) |
| 3/18 | Discovery Café: Ferndale | Focus group to share WIHS vision and gather community input (economically disadvantaged families) |
| 3/18 | Bellingham Leadership Team: Superintendent, deputy superintendents, principals, Learning and Teaching team | Presented the WIHS vision, mission, and learning program and discussed current district successes and challenges and points of collaboration and partnership |
| 3/18 | Discovery Café: Ferndale Library | Focus group to share the WIHS vision and gather community input |
| 3/18 | Meetings with 3 potential principals | Starting the process of recruiting a WIHS Principal; seeking local talent and expertise |

| Date (Month (Year) | Community Organization or Individuals | Input Gathered; Partnerships Established |
|----------------------|---|--|
| (Month/Year) 3/18 | Meeting with WWU | Set up an independent project to begin collecting |
| 3/10 | Woodring College of | research for creating the Dispositional Attributes |
| | Education professor | Rubric (DAR) |
| 3/18 | Discovery Café: Education | Shared the WIHS vision and discussed the charter |
| 3, 10 | students WWU Woodring | movement in WA |
| | College of Education | Ran a focus group to gather input on their ideas regarding |
| | 3 | education and recruited volunteers |
| 3/18 | Meeting with Ferndale | Shared the WIHS vision and discussed possibilities for |
| | District Leadership Team | leasing a district facility |
| | | Washington Charter School Development attended this meeting |
| 4/18 | Whatcom County Public | 170 parents, students, educators, community leaders, and |
| | Forum | community organizers attended this event designed to |
| | | talk about the WIHS model |
| 6/18 | Meetings with 2 potential principals | Recruited to be part of the WIHS design team |
| 6/18 | Meetings with 2 potential board members | Shared the WIHS vision and recruited 2 board members |
| 5/18-present | Strategy meetings: | WE and WIHS continue to develop a strategic partnership |
| | Whiteswan Environmental | to create a community school designed for learning |
| | | Indigenous ways and Western knowledge |
| 8/18-2/19 | Continue meetings with | Share WE and WIHS vision and mission. Develop |
| | community members, | partnerships for short and long-term sustainability of WIHS |
| | council members, Tribal | including holistic health and wellness, wrap around |
| | | services, funding, facilities, curriculum, PhenoBL learning |
| | | opportunities, summer and supplemental programming. |
| | Upstander, Community | |
| | Connections, Coast Salish | |
| | Sea Institute, Explorations | |
| | Academy, WCC, Whatcom | |
| 0/10 | Health Alliance etc. | Development and the control of the c |
| 9/18 | Meetings with Animals as | Develop relationship and discuss partnership possibilities. |
| | Natural Therapy, Whiteswan Environmental | |
| 10/10 | Whiteswan Environmental | Whiteswan Environmental Evecutive Director Shirley |
| 10/18 | whiteswan Environmental | Whiteswan Environmental, Executive Director Shirley Williams becomes WIHS co-founder. |
| 11/18 | Community gathering Lummi | Met with young people, elders, and community members |
| | Nation | , |
| 11/9, 11/16, | Curriculum and Instruction | Incorporated Indigenous perspectives and principles, |
| 11/25, 12/9 | meetings with design team | discussed WIHS pilot programs, scheduling, calendar, |
| | | and PhenoBL scope and sequence |
| 1/19-present | Meetings | Continue meetings with Whatcom County community |
| | | leaders, educators, parents, and students |
| 1/19 | Whiteswan Environmental | Develop Partnership agreements. |
| | and Animals as Natural | |
| | Therapy | |
| | | |

| 2/19 | Meeting with Bellingham mayor Kelli Linville. | Discussed the vision for WIHS as becoming a place and space for learning Indigenous ways of being with |
|------|---|--|
| | | Western knowledge for all students in Whatcom County. |
| | | Talked about facilities options. |
| 2/19 | Meetings with WSa'ne'c | Shared WIHS model and learned from what Coast Salish |
| | Immersion School, Stelly's | Sea Peoples are doing regarding learning Indigenous |
| | School, Indian Health, | ways of being and Western knowledge. Discussed |
| | University of Victory in | recruitment and professional development |
| | Canada | opportunities. |
| 2/19 | Meeting with AnahuacImecac | Shared WIHS model and discussed vision/mission of |
| | International Preparatory | Anahuaclmecac International Preparatory University of |
| | University of North America | North America possible collaborations across schools. |

What Does A School Day idiales Just Shorts later in the · Starts at like 8 am and appes to 232, ~9:30 m or later 1 and has 60 min per and has a like 40 Minute Advisory. Like wiedward, 1think they - ability to classes should have a community meeting every friday, its good to meet like that. NAPTIME W - W MIA. Classes School Starts @ 8:00 - 3:00 flexible assignmen Day A: about I hr & a half

Stast late.

past Damat

least.

70-90 min

classes

70-90 min
Team bused projects

Some independent work included.

chool starts @ 8:00-3:00

Day A: about 1 hr & a half

For each class.

Day B: starts @ 9:00-3:00

Take classes you want to take.

Ex: Art for an hr, history 1 hr, etc.

long Lunch in the middle

long buch to allow, chill time

electives
when into

Lontent

che. Classes

che. Grive options

for overnight chasses/Lockins

who are the Staff & Teachers?
* Traditional / nontraditional?

create projects that incorporate multiple fields of study.

Supportive, undestanding and creative

Learning w/ the Students

People who care & willing to help everyone be positive someone who is flexible.

mindful uy an piper growth minded

Paid more!

Mind and willing to to listen to students!

positive/ supporting has a growth mind set about mind set about students ideas/ opinions

Fun and Hands

Creative and open-minded, very supportive & helpful

allows alt.

Corning

Strategies

LGBT+ supportive
provide opportive
for community
Connections
CP13)

where is it Located? HOW are we getting there!

Were cours.

Big open space.

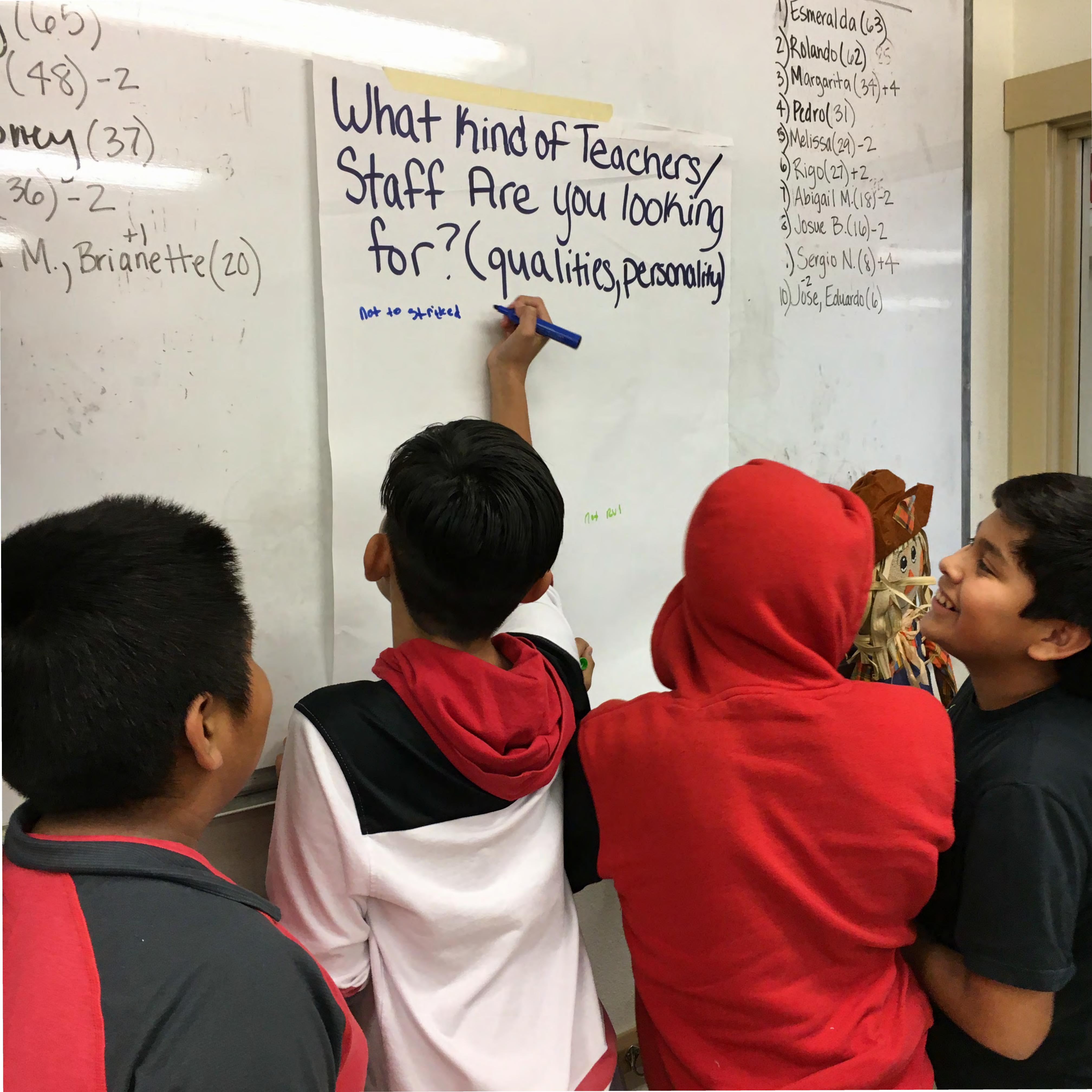
ODEN Space with spats w/ Open space with spots w/
Covering. Very open and welcoming.

When a big space, maybe has their
out in a big space, maybe has their to the school
own sussess to drive out to the school Troising. BUSIN Open rimiting ClosoSpace to run

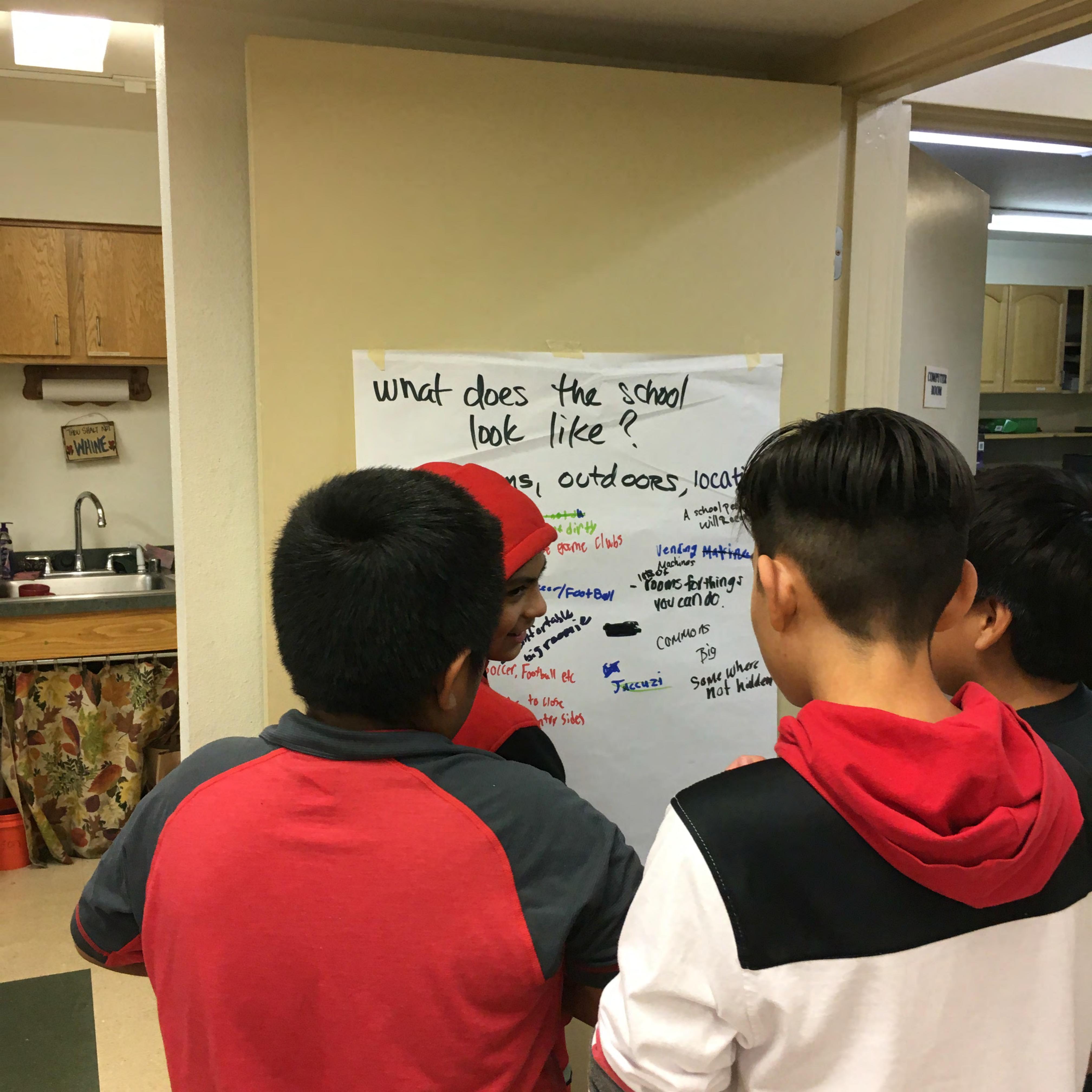
Fo Acighbory Land house Lacos contupedwy Slike to play student accomplishment toten pole about the school Playground area on some acre ap Spaces outside Lockin during classes -power supply insideovernight courses -S care taking

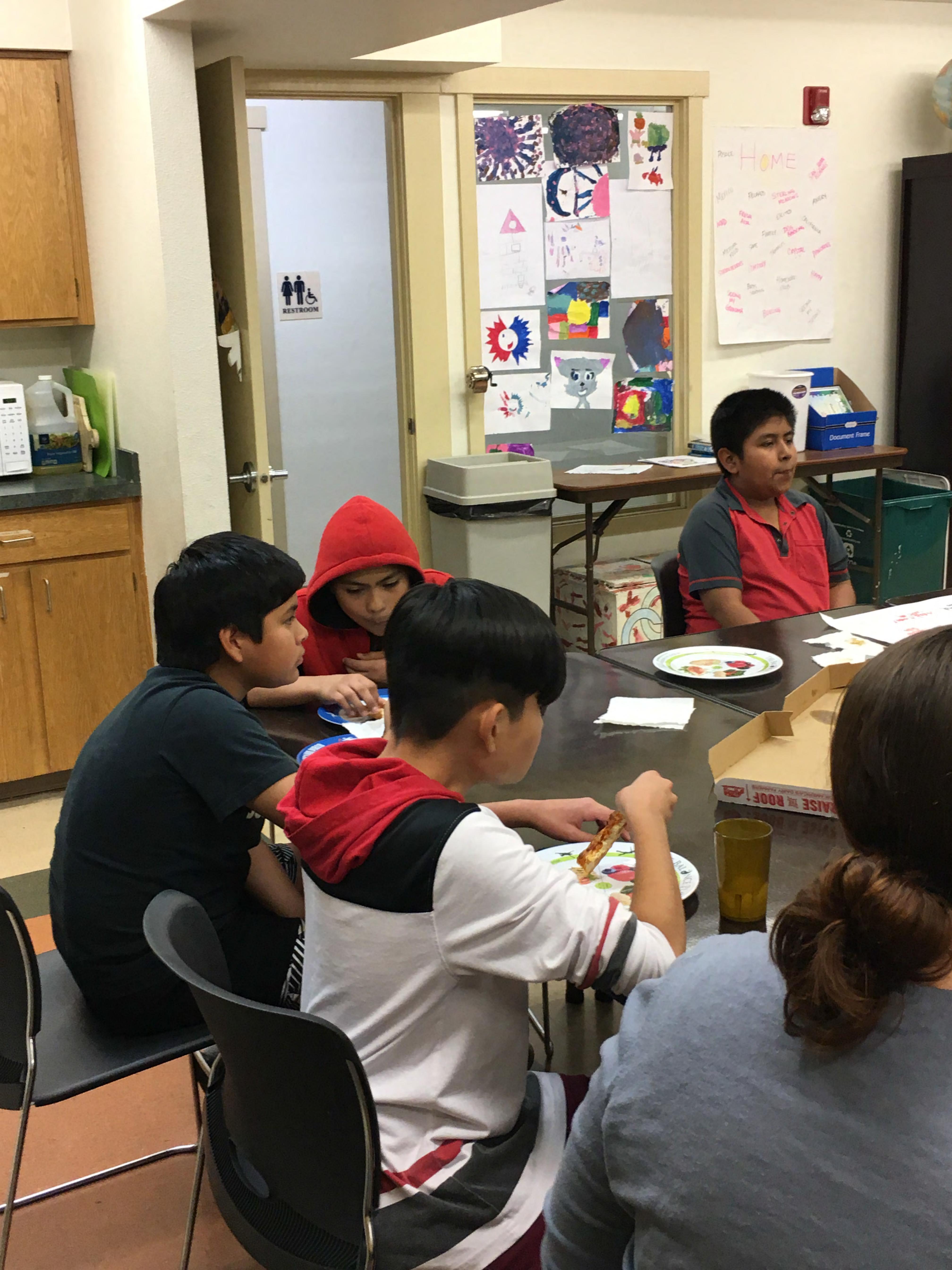
What Does The School Look 160 x common spaces * Class rooms? x Flexibility? x outdoors? CIP 22 LOOM'S mill non-traditional small campus of seating Stolls Perhaps a Seahing area out side, like - coucles disussis. "Rest pours Common Spaces for discussions + work abigol fille Basically outside, some places Clean Appropriate Quiet room for a Swimming Pool for some have covering. nogs or chill Swimmer 3. Rock wall Some out-door areas for nice days/learning Jasden V

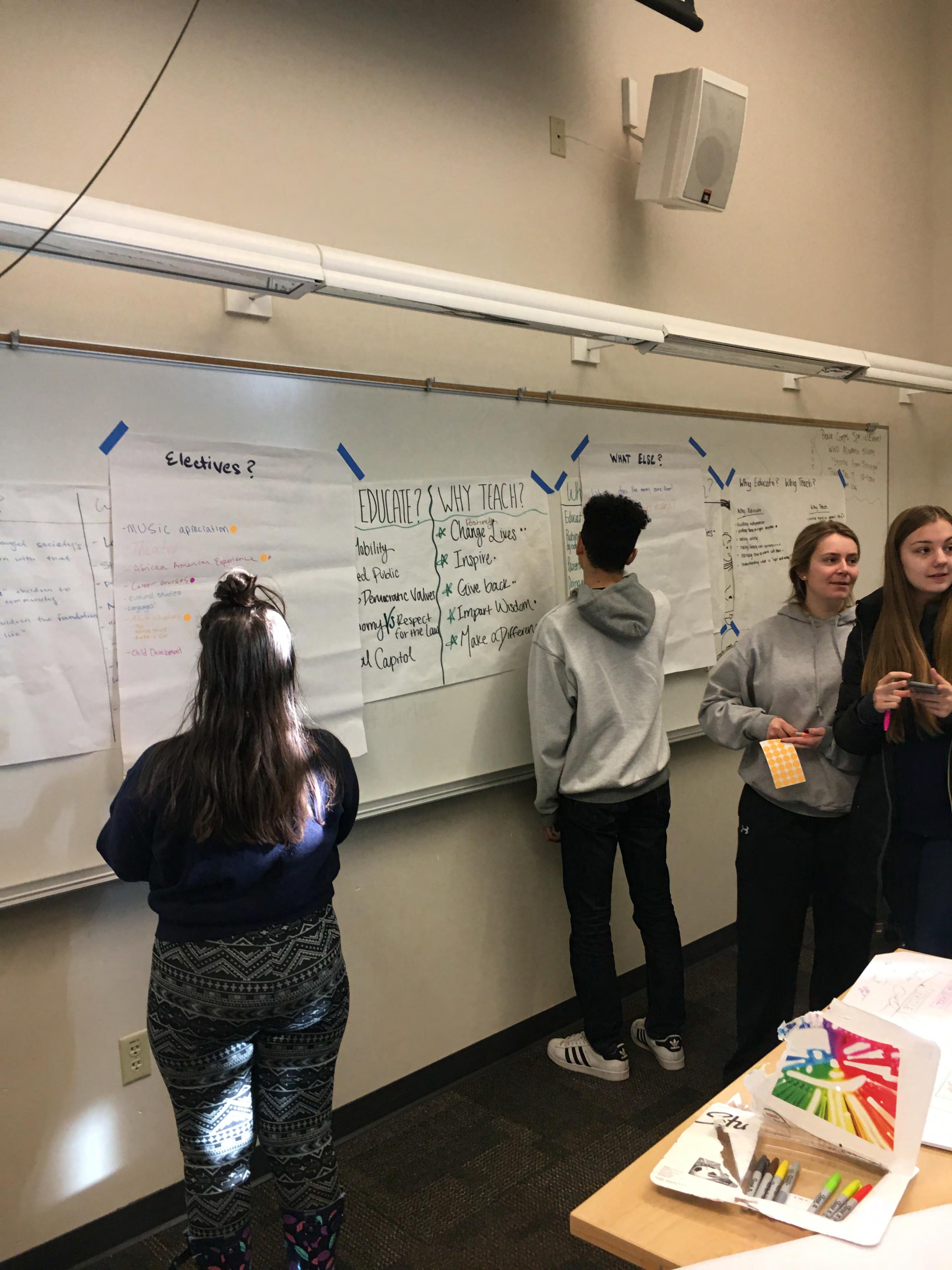
NDAMED ENEZ Notesting rooms inclusion of withings 10000 biosphere education on Lots of art rooms JWVW work went nature J Mock Trial Club! Citizens!! tech-integration full of happy tows COMMUNITY

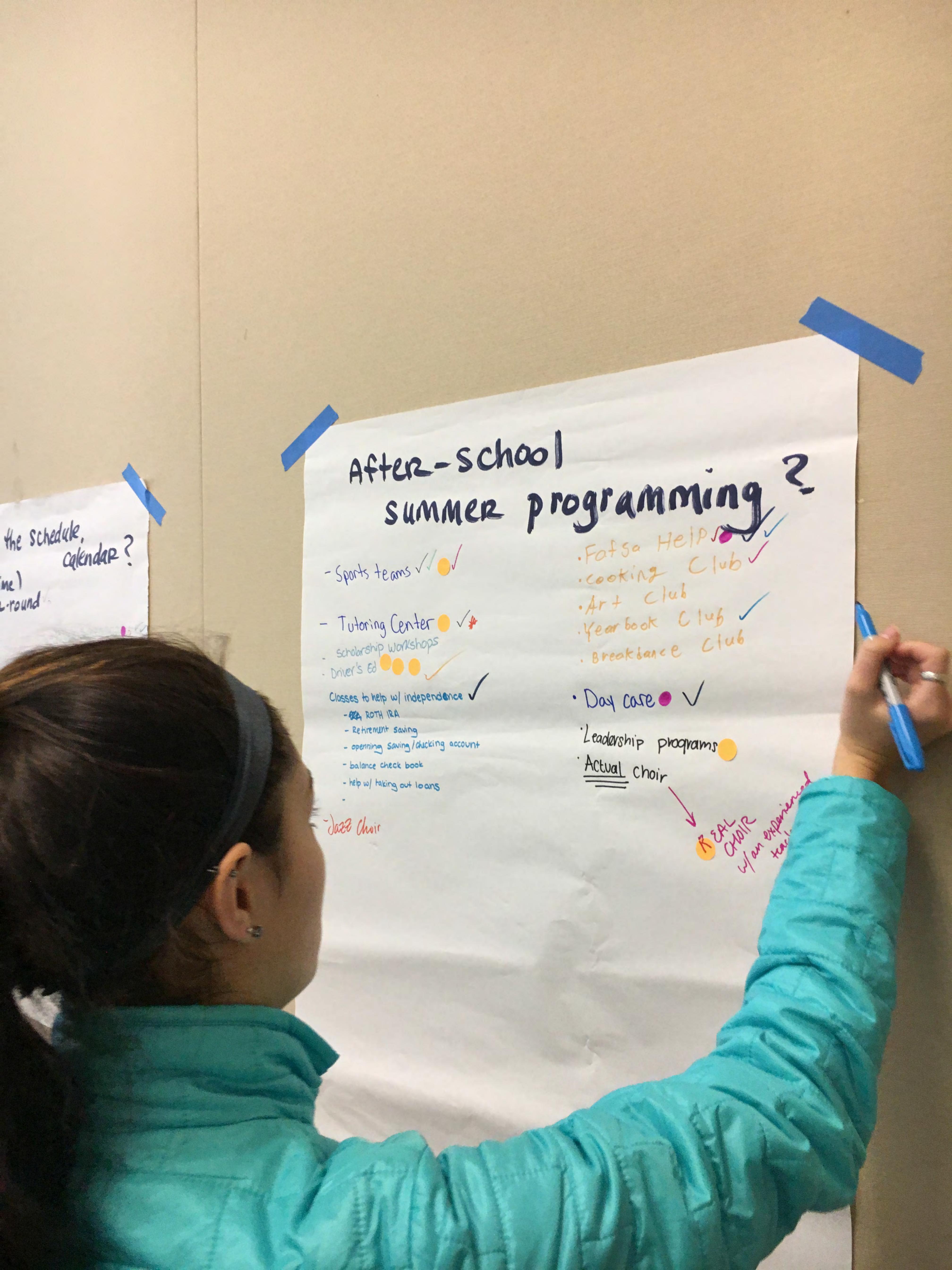


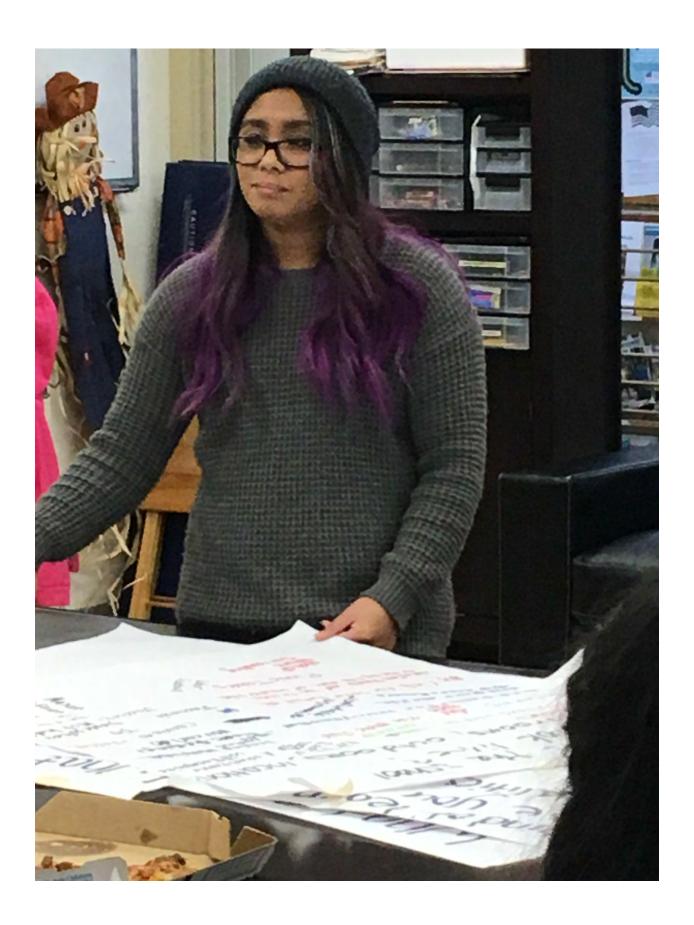






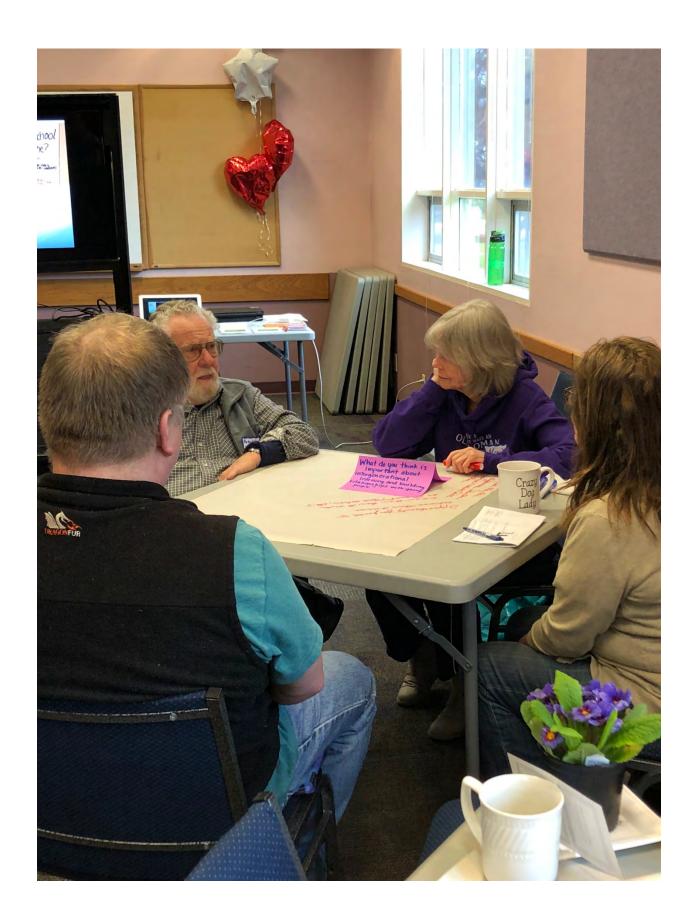


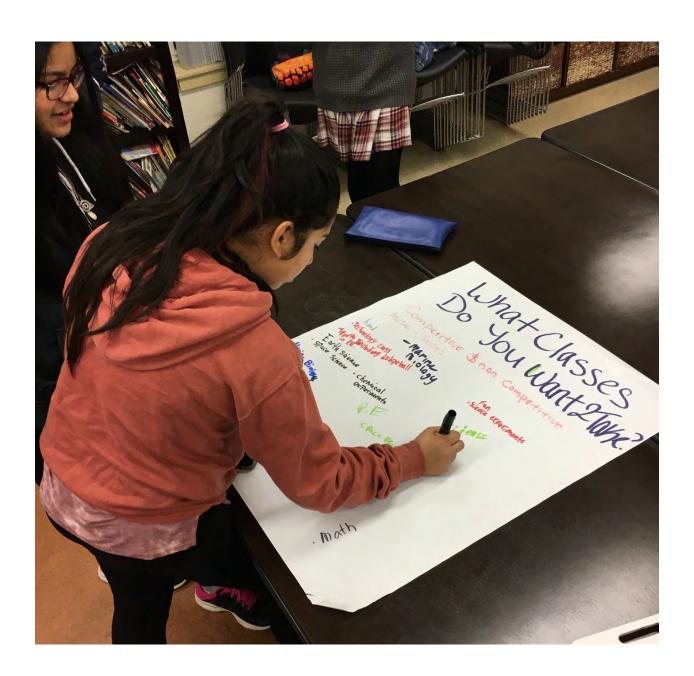












PARTNERSHIP AGREEMENT WHITESWAN ENVIRONMENTAL (WE) & WHATCOM INTERGENERATIONAL HIGH SCHOOL (WIHS)

WE and WIHS are building a collaboration to serve underserved and marginalized families and students in Whatcom County to ensure they have access to college and career success. Data in 2017 showed that 25.9% of 18-34 years old in Whatcom County live in poverty. In addition, 26,3% of American Indian and 21.7% of Hispanic/Latino people live in poverty compared to 14.% caucasian in Whatcom County. https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF

In addition, according to OSPI data, Indigenous students in Whatcom County not only have much lower rates of entering post-secondary options, Indigenous students are also twice as likely to be tracked into remediation courses if they do attend college, leading to decreased career and life opportunities. WE and WIHS are aligning our collective resources to reverse these trends and thus offer the following opportunities for Indigenous communities, and communities who have been disenfranchised due to systemic racism, classism, LGBTQ+, and gender discrimination. WE and WIHS will increase access through the following coordinated activities:

- Educational learning that integrates Indigenous ways with Western knowledge for deep learning and critical thought
- Intergenerational cultural experiences that lead to development of a positive cultural identity for all students
- Advocacy work where all students can participate as leaders in the community
- Coordinated funding efforts that focus on resources for marginalized communities
- Tracking progress of goals and disseminating best practices in education and health and wellness

This Partnership is a statement of intent based on many conversations, meetings and reciprocal relationship building between WE and WIHS. This agreement is non-binding to the parties listed below. WE and WIHS will have a formal Memorandum of Understanding that includes tribal recognition and input upon authorization.

WIHS: provide high quality education for a diverse body of students to ensure ALL students are prepared to enter their post-secondary option of choice, with plans, resources and support in place and without the need for remediation. Serve as a place and space for marginalized communities (students, families, elders), to have voice and value as partners in their children's learning. Serve as a place for Indigenous and marginalized communities to be recruited and hired and where support and resources is in place for all staff to be successful in their positions. Because WIHS will sit on indigenous land WIHS will be a space where Indigenous ways of knowing are understood and acknowledged as valuable for all communities. Learning based in Indigenous ways will be integrated with Western knowledge. WIHS will be a place where all cultural sharing is appreciated for increased awareness and to develop competencies in reciprocal relationship building, taking responsibility for one's actions, and responsibility to larger communities.

Whiteswan Environmental: A Native American led 501(c)(3) non-profit has extensive experience implementing bioregional community programs, networks and partnerships focused on a living model of education for Indigenous communities through cultural preservation, environmental stewardship and health and wellness programming for 7th generation sustainability. WE will provide WIHS on-going support by recruiting Indigenous and marginalized students and parents to ensure our most systemically underserved communities get access to WIHS. WE will provide access to Coast Salish Youth Stewardship Corp summer programming for potential WIHS students as part of our collaborative recruiting process. WE will recruit Indigenous leaders, educators and consultants to be hired in leadership, educator, Traditional Provider and staff roles. WE will guide WIHS in policies and practices based in social justice and Indigenous ways and collaborate on grants to ensure WE/WIHS meet our

shared goals. Lastly, WE will be instrumental in setting up a research and evaluation project to collect data and ultimately disseminate best practices related to our education and health and wellness goals leading to a vision of a 13 Moon, mountain to sea, K-PhD Indigenous run educational system where our most marginalized communities thrive to become the next generation of leaders in conservation, science, and social science for eco-health and sustainability. WE's mission and vision is creating space and place for Indigenous peoples presence to be known, respected and appreciated in Whatcom County and the Salish Sea which is the sovereign territory of Coast Salish Peoples.

Whatcom Intergenerational High School

Cindy Revithe

WIHS Co-Founder, WIHS Board Chair

Date 02 / 19 / 2019

Shirley Williams

WIHS Co-Founder

Whiteswan Environmental Co-Founder, Executive Director

Troy Olsen

Whiteswan Environmental Co-Founder

PARTNERSHIP AGREEMENT ANIMALS AS NATURAL THERAPY (ANT) & WHATCOM INTERGENERATIONAL HIGH SCHOOL (WIHS)

ANT and WIHS are collaborating to serve marginalized and underserved youth, ensuring that the youth have the support needed to develop essential life skills that provide a solid path to education and career success.

Since 1999, Animals as Natural Therapy has been offering animal-assisted experiential learning programs to youth, 88% of whom are from low income families. Our programs were created in response to the need for alternative interventions for at-risk youth and focus on developing essential life skills and promoting a positive path to graduation. ANT has a strong commitment to equity, social justice and student-centered learning. ANT's experience is with youth that face obstacles such as criminal behavior (on their part or that of their parents), physical, emotional, and sexual abuse, drug and alcohol abuse, anxiety, depression, and Post Traumatic Stress. ANT staff do not see these youth in the light of lack but rather in their possibilities.

Upon referral to ANT, 68% of the youth are reported to be struggling in school with behavior and emotional challenges. Upon completion of a week of summer camp or a 3 month season of weekly programs the results are that 96% have improved trust, 96% have improved family relationships, 67% have improved self-control, and 59% have improved school performance. Since many of our youth are not living in their birth homes and have witnessed or experienced domestic violence and trauma these are powerful results. While working weekly with Bellingham School District's high school Goal-setting class for youth with high anxiety and depression we saw improved grades and social-emotional states. Working with hand-selected middle school youth who were perpetrators or victims of bullying we found that our Leadership/Bully Awareness workshops resulted in 80% of youth six months later reporting able to intervene in bullying situations.

ANT has been offering services to Indigenous communities (14% of our youth), and other disenfranchised groups with great success and we feel that we will provide a strong partnership with WIHS to align our collective resources to serve these communities. We will coordinate funding efforts that focus on resources for marginalized communities to ensure ANT/WIHS meet our shared goals. We will team up to collect data, track progress of goals and to disseminate best practices in education, health and wellness.

This partnership is a statement of intent based on many conversations, meetings and reciprocal relationship building between ANT and WIHS. This agreement is non-binding to the parties listed below. ANT and WIHS will have a formal Memorandum of Understanding.

WIHS:

- Provide high quality education for a diverse body of students to ensure ALL students are
 prepared to enter their post-secondary option of choice, with plans, resources and support in
 place and without the need for remediation.
- Serve as a place and space for marginalized communities (students, families, elders), to have voice and value as partners in their children's learning.
- Serve as a place for Indigenous and marginalized communities to be recruited and hired.
- Support and resources are in place for all staff to be successful in their positions.

Because WIHS will sit on indigenous land WIHS will be a space where Indigenous ways of knowing are understood and acknowledged as valuable for all communities. Students will learn Indigenous ways with Western knowledge. WIHS will be a place where all cultural sharing is appreciated for increased awareness and to develop competencies in reciprocal relationship building, taking responsibility for one's actions, and responsibility to larger communities.

ANT: Provide support to students who face academic struggles due to social-emotional challenges. ANT will provide 90 minute programming for WIHS students weekly for 24 weeks each school year. Sessions begin with a physical and emotional check-in, thus building awareness of one's present state and leading to the identifying of one's needs.

Animals are the therapeutic modality, requiring a person build respect for self and the other, develop trust and find self-confidence. Youth set clear and attainable goals, identify their individual challenges and obstacles, and review their progress towards meeting these goals. They identify how they can use this unique lesson of the day to be successful at school and home.

Utilizing animals as a natural form of therapy is scientifically-backed. In the article, Psychosocial and Psychophysiological Effects of Human-Animal Interactions: The Possible Role of Oxytocin (July, 2012), researchers examined 69 original studies on Human-Animal Interaction and concluded the following positive effects:

- * improvement of attention, behavior, interpersonal interaction, and mood
- * reduction of stress-related parameters such as cortisol, heart rate, and blood pressure
- * reduction of self-reported fear and anxiety
- * improvement of mental and physical health

A focus of ANT curriculum is helping youth develop the seven attributes cited in Paul Tough's book, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* (2012). These attributes are: grit, curiosity, gratitude, social intelligence, self-control, zest, optimism.

Whatcom Intergenerational High School

Date February 25, 2019

Cindy Keuther, Board Chair

Animals as Natural Therapy

Sonja Wingard Executive Director Date February 25, 2019

ANT has been recognized for its value to our community by The Whatcom County Dispute Resolution Center honoring ANT with the Community Peace-builder Award in 2011; and the Whatcom Family & Community Network awarding our Director, Sonja Wingard, the Ken Gass Community Building Award. ANT has achieved and maintains Premier Accreditation Center status through the Professional Association of Therapeutic Horsemanship (PATH) since 2010. Our founder and director, Sonja Wingard, has fifty years' experience working with youth and 45 years as a nurse and nursing instructor.

Memorandum of Understanding

Between the Intergenerational Sustainability Institute (ISI) and

Whatcom Family and Community Network (WFCN)

Background

For 27 years Whatcom Family and Community Network has been building community across diverse sectors of Whatcom County so that youth and families thrive. The Intergenerational Sustainability Institute is a budding organization with goals to prepare more young people for college through an innovative intergenerational learning and teaching framework. Both organizations are invested in creating healthy, sustainable and thriving communities.

Purpose

The purpose of this MOU is to create a partnership so that each organization can maximize its efforts in working with families and communities in Whatcom County.

We will accomplish this by undertaking the following activities:

- ISI will provide strategic planning services for WFCN over a four-month period to help WFCN refine vision and mission and develop long-term outcomes and strategies.
- ISI will share resources and research regarding social and cultural trauma based pedagogies.
- WFCN will provide connections and contacts pertinent to ISI's goals of opening an Intergenerational Sustainability Institute.
- WFCN will provide resources and research to help set up initial conditions for a socially and culturally trauma informed compassionate school environment.

As the partnership grows ISI and WFCN will seek additional opportunities for partnering.

Reporting

The Executive Directors of ISI and WFCN will meet monthly to review activities and progress.

Funding

There are no monetary obligations related to this partnership.

Duration

This MOU is at-will and may be modified by mutual consent of the directors of the Intergenerational Sustainability Institute and Whatcom County Family Network. This MOU shall become effective upon signature by the directors and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the directors this MOU shall end on September 1st, 2018.

Contact Information

Intergenerational Sustainability Institute
Cindy Reuther
Executive Director
431 N State Street, #2
651-402-9803
Reutherck@gmail.com
www.ckreutherconsulting.com

Whatcom Family and Community Network
Kristi Slette
Executive Director
1231 N Garden St #210, Bellingham, WA 98225
360-738-1196
kristi.slette@wfcn.org
www.wfcn.org

| Bus Detle Date: August 14,2017 |
|---|
| Whatcom Family and Community Network, Kristi Slette, Executive Director |
| Date: |
| Intergenerational Sustainability Institute, Cindy Reuther, Executive Director |

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| Date: | |
|---|----|
| Whatcom Family and Community Network, Kristi Slette, Executive Directo | r |
| Sault Date: 8-24-17 | |
| Intergenerational Sustainability Institute, Cindy Reuther, Executive Director | or |



February 20, 2019
Ms. Cindi Williams, Chair
& Members of the Commission
Washington State Charter Schools Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

I am writing to encourage your support of Whatcom Intergenerational High School's

(WIHS) opening in the fall of 2020. WIHS co-founders Cindy Reuther, Shirley Williams and their team of educators are developing a model of knowledge democracy where students will learn Indigenous ways and Western knowledge. This start-up of student-centered learning has a strong focus on equity and healing as we will serve communities who have been systemically underserved and represented in our current public- school systems. Therefore, to strengthen relationships with neighboring Indigenous Nations and peoples, WIHS and Whiteswan Environmental (WE) will establish fair agreements between parties to ensure equitable treatment and protection as we move forward. In addition, WIHS and WE will create a foundation of support for Indigenous curriculum development that emphasizes Washington State Senate Bill 5433 - Since Time Immemorial mandate in which common schools are to be taught tribal history, culture, governance and language.



Shirley Williams, RN and Executive Director of Whiteswan Environmental is a member and resident of Lummi Nation. Ms. Williams has extensive experience implementing community programs focused on the needs of Indigenous peoples. She brings strategic bioregional networks and partnerships to support a living model of education through cultural preservation, environmental stewardship and health and wellness programming for 7th generation sustainability. WE's vision and mission is creating space and place for Indigenous presence to be known, respected and appreciated in Whatcom County and the Salish Sea which is the sovereign territory of Coast Salish peoples.

Ms. Reuther received a fellowship from Washington Charter School Association to launch a charter school in Whatcom County and she is supported by School Foundry's leadership initiative. She has extensive experience as a school developer in Minnesota. She started a 5th – 8th grade chartered middle school serving marginalized and systemically underserved communities in St. Paul and she was the lead consultant in reforming a Minneapolis district school. Her experience will help set the foundation for a successful school rooted in culture, designed for young people to develop positive academic identities to be successful in college and career.

Given the persistent lack of effectiveness in supporting Indigenous students in our publicschool systems we are hopeful and support this school in their efforts to desegregate and equalize learning opportunities for all communities in Whatcom County and the Salish Sea.

Thank you for your consideration of their intentional work based in equity and social justice.

Best Regards, Darlene Snider

Darlene Snider M.A. | Director, Trio Upward Bound Whatcom Community College | 360.383.3133 |dsnider@whatcom.edu



Office of Mayor Kelli Linville City of Bellingham

February 26, 2019

Ms. Cindi Williams, Chair & Members of the Commission Washington State Charter Schools Commission P.O. Box 40996 Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission,

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I am hopeful and supportive of this school in their efforts to desegregate and equalize learning opportunities for all communities in Whatcom County and the Salish Sea. Thank you for your consideration of their intentional work based in equity and social justice.

Best Regards,

Kelli Linyille, Mayor

Line

February 27, 2019 Ms. Cindi Williams, Chair & Members of the Commission Washington State Charter Schools Commission P.O. Box 40996 Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

I am writing a personal letter to encourage your support of Whatcom Intergenerational High School's (WIHS) opening in the fall of 2020. WIHS co-founders Cindy Reuther, Shirley Williams and their team of educators are developing a model of knowledge democracy where students will learn Indigenous ways and Western knowledge. This start-up of student-centered learning has a strong focus on equity and healing as we will serve communities who have been systemically underserved and represented in our current public- school systems. Therefore, to strengthen relationships with neighboring Indigenous Nations and peoples, WIHS and Whiteswan Environmental (WE) will establish fair agreements between parties to ensure equitable treatment and protection as we move forward. In addition, WIHS and WE will create a foundation of support for Indigenous curriculum development that emphasizes Washington State Senate Bill 5433 - Since Time Immemorial mandate in which common schools are to be taught tribal history, culture, governance and language.

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Thank you for your consideration of their intentional work based in equity and social justice.

Best Regards,

Horacio Walker

H. Walker

Dean, Woodring College of Education



United States Department of the Interior

NATIONAL 1931M OF PURIC LANDS (A.E. DEPARTMENT OF PIRE ENTEROOR) BUSIAN OF IND THANDSHOP!

BUREAU OF LAND MANAGEMENT Spokane District San Juan Islands National Monument P.O. Box 3 Lopez, Washington 98261

February 15, 2019

Ms. Cindi Williams, Chair & Members of the Commission Washington State Charter Schools Commission P.O. Box 40996 Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission,

San Juan Islands National Monument is happy to endorse such an institution as Whatcom Intergenerational High School (WIHS), opening in the fall of 2020. The purpose of the school, to develop a model of knowledge democracy where students will learn Indigenous ways and Western knowledge, is in keeping with the purpose of the Monument. By expanding educational opportunities to serve diverse challenged populations, personal well-being, health, and welfare will be served, which also promotes the stewardship for public landscapes.

We are encouraged that consistent with our previous four years of collaboration and partnership with Shirley William's indigenous education programs, that this new charter school can support and strengthen relationships between neighboring Indigenous Nations and other local communities. Additionally, the work of these partners will provide a home source for Indigenous curriculum development that emphasizes Washington State Senate Bill 5433 - Since Time Immemorial mandate in which common schools are to be taught tribal history, culture, governance and language.

Aspiring to expand our own outreach and awareness for natural and cultural resources of the region, we are hopeful and support this school in their efforts to expand learning opportunities and for all communities in Whatcom County and the Salish Sea.

Thank you for your consideration of this outstanding opportunity for meaningfully expanded public resources! Please feel free to contact me (360) 468-3051, or mdechade@blm.gov, should you have questions or require further validation for why this fully anticipated to be an outstanding institution.

Regards,

Marcia deChadenedes, Monument Manager San Juan Islands National Monument

Lon In Chili



February 16, 2019
Ms. Cindi Williams, Chair
& Members of the Commission
Washington State Charter Schools Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

As the Founding President and Executive Director of the Indigenous Education Institute (IEI), a 23 year old, WA non profit corporation, I am writing to encourage your support of Whatcom Intergenerational High School's (WIHS) opening in the fall of 2020.

IEI is an international organization, with an all Indigenous Board, with federal funding from such entities as the National Science Foundation and NASA. Our mission is to preserve, protect, and apply traditional Indigenous knowledge to current concerns of our era. We have many years of working with schools, universities, museums and institutions across the nation, focusing on Indigenous students and environmental studies. I am a professor at the University of Washington, in the school of Environmental Studies and Forestry, with a PhD in Indigenous science.

WIHS co-founders Cindy Reuther, Shirley Williams and their team of educators are developing a model of knowledge democracy where students will learn Indigenous ways and Western knowledge. This start-up of student-centered learning has a strong focus on equity and healing as we will serve communities who have been systemically underserved and represented in our current public- school systems. Therefore, to strengthen relationships with neighboring Indigenous Nations and peoples, WIHS and Whiteswan Environmental (WE) will establish fair agreements between parties to ensure equitable treatment and protection as we move forward. In addition, WIHS and WE will create a foundation of support for Indigenous curriculum development that emphasizes Washington State Senate Bill 5433 - Since Time Immemorial mandate in which common schools are to be taught tribal history, culture, governance and language.

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middle school serving marginalized and systemically underserved communities in St. Paul and she was the lead consultant in reforming a Minneapolis district school. Her experience will help set the foundation for a successful school rooted in culture, designed for young people to develop positive academic identities to be successful in college and career.

Given the persistent lack of effectiveness in supporting Indigenous students in our public-school systems we are hopeful and support this school in their efforts to desegregate and equalize learning opportunities for all communities in Whatcom County and the Salish Sea.

Thank you for your consideration of their intentional work based in equity and social justice.

Best Regards,

Nancy C. Maryboy, PhD

Indigenous Education Institute, Founding President and Executive Director

PO Box 898

Friday Harbor, WA 98250

www.indigenouseducation.org

505 603 5520



NAHUACALMEC

INTERNATIONAL UNIVERSITY PREPARATORY

4736 Huntington Drive South, Los Angeles CA 90032 • (323) 352-3148 • Email: Info@dignidad.org *www.AIUPWorldSchool.org Semillas Community Schools



February 19, 2019 Ms. Cindi Williams, Chair & Members of the Commission Washington State Charter Schools Commission P.O. Box 40996 Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

I am writing to encourage your support of Whatcom Intergenerational High School's (WIHS) opening in the fall of 2020. WIHS co-founders Cindy Reuther, Shirley Williams and their team of educators are developing a model of knowledge democracy where students will learn Indigenous ways and Western knowledge. This start-up of studentcentered learning has a strong focus on equity and healing as we will serve communities who have been systemically underserved and represented in our current public- school systems. Therefore, to strengthen relationships with neighboring Indigenous Nations and peoples, WIHS and Whiteswan Environmental (WE) will establish fair agreements between parties to ensure equitable treatment and protection as we move forward. In addition, WIHS and WE will create a foundation of support for Indigenous curriculum development that emphasizes Washington State Senate Bill 5433 - Since Time Immemorial mandate in which common schools are to be taught tribal history, culture, governance and language.

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Thank you for your consideration of their intentional work based in equity and social justice.

Best Regards,

Scott Orellana lagles Scoggins Nawat/Pipil/Maya, (Knshkatleco), English, Irish Strategic Partnerships and Development Anahuacalmecac International University Preparatory of North America



United States Department of the Interior

NATIONAL PARK SERVICE

San Juan Island National Historical Park 650 Mullis Street / P.O. Box 429 Friday Harbor, Washington 98250



SAJH

Memorandum

To: Washington State Charter Schools Commission

From: Elexis Fredy, Superintendent

San Juan Island National Historical Park

Date: February 18, 2019

Re: San Juan Island National Historical Park Letter of Support for High School in Whatcom County for our

most marginalized and underserved families

CC: Shirley Williams, WIHS Co-Founder, Whiteswan Environmental, WE Co-Founder & Executive Director

Cindy Reuther, WIHS Co-Founder & Board Chair, Whatcom Intergenerational High School

San Juan Island National Historical Park is pleased to endorse a partnership between Whiteswan Environmental and Whatcom Intergenerational High School for a $9^{th} - 12^{th}$ grade high school that will serve the counties most marginalized and underserved families. Since 2014, the National Park Service has been partnering with Shirley Williams and Troy Olsen to bring indigenous youth to their ancestral homelands in the San Juan Islands. These programs will only grow through the partnership with Whatcom Intergenerational High School.

In 2011, National Park Service Director published "A Call to Action Preparing for a Second Century of Stewardship and Engagement" in preparation for the agency's 100th Anniversary which asks employees and partners to commit to actions that advance the Service toward a shared vision for 2016 and our second century. Some of the broad goals of our action plan include:

- Connecting People to Parks and helping communities protect what is special to them, highlight their history, and retain or rebuild their economic and environmental sustainability.
- Advancing the Education Mission by strengthening the NPS role as an educational force based on core American
 values, historical and scientific scholarship, and unbiased translation of the complexities of the American
 experience.

Our aim to fully represent our nation's ethnically and culturally diverse communities through the creation and delivery of activities, programs, and services that honor, examine, and interpret America's complex heritage. Our park will firmly support the Whatcom Intergenerational High School by ensuring access to park facilities, including camping for free, and by way of developing partnership programs supported by our Visitor and Youth Engagement workgroup.

In partnership with WIHS we can provide multiple ways for students to learn about the national parks and what they reveal about nature, the nation's history, and issues central to our civic life. Because we see Pacific North West youth, especially those living in Whatcom County as the next generation of citizens who will care for public lands – and because we have a goal to develop a workforce that values diversity so that we can recruit and retain diverse employees – the future our park will build to support WIHS epitomizes all our Service-wide goals.

Please contact me at (360) 378-2240 ext 2223, or elexis fredy@nps.gov, should you have any questions.



Ms. Cindi Williams, Chair & Members of the Commission Washington State Charter Schools Commission P.O. Box 40996 Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

I am writing to encourage your support of Whatcom Intergenerational High School's (WIHS) opening in the fall of 2020. WIHS co-founders Cindy Reuther, Shirley Williams and their team of educators are developing a model of knowledge democracy where students will learn Indigenous ways and Western knowledge. This start-up of student-centered learning has a strong focus on equity and healing as we will serve communities who have been systemically underserved and represented in our current public- school systems. Therefore, to strengthen relationships with neighboring Indigenous Nations and peoples, WIHS and Whiteswan Environmental (WE) will establish fair agreements between parties to ensure equitable treatment and protection as we move forward. In addition, WIHS and WE will create a foundation of support for Indigenous curriculum development that emphasizes Washington State Senate Bill 5433 - Since Time Immemorial mandate in which common schools are to be taught tribal history, culture, governance and language.

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Given the persistent lack of effectiveness in supporting Indigenous students in our public-school systems we are hopeful and support this school in their efforts to desegregate and equalize learning opportunities for all communities in Whatcom County and the Salish Sea.

Thank you for your consideration of their intentional work based in equity and social justice.

Best Regards,

Elizabeth Baxter, MPH Chief Executive Officer North Sound ACH Whatcom Alliance for Health Advancement 800 East Chestnut St Lower Level Suite 2 Bellingham, WA 98225



February 20, 2019

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Thank you for your consideration of their intentional work based in equity and social justice.

Best Regards,

Australia Hernández Cosby

Whatcom Alliance for Health Advancement

February 26, 2019

Starleen Maharaj-Lewis
Pronouns: She/Her/Hers
Project Manager, Community HUB
North Sound Accountable Community of Health
PO BOX 4256
Bellingham, WA 98227
Starleen@NorthSoundACH.org
360-543-8858 (office)
360-933-3653 (Fax)

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Given the persisting ineffectiveness in supporting the cultural nuances of Indigenous students in our public-school systems we support this school in their efforts to desegregate and equalize learning opportunities for all communities in Whatcom County and the Salish Sea.

Thank you for your consideration of their intentional work based in equity and social justice.

Best Regards,

STARCEEN MAHARAJ - CEWIS



BrigidCollins

FAMILY SUPPORT CENTER

Nurturing children, ending abuse

February 20, 2019

Ms. Cindi Williams, Chair & Members of the Commission Washington State Charter Schools Commission P.O. Box 40996 Olympia, WA 98504-0996

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Best Regards,

WHATCOM

1231 N. Garden St. #200 Bellingham, WA 98225 *ph:* 360.734.4616 *tty:* 360.734.4616 *fax:* 360.734.1763

SKAGIT

917 S. 3rd St. Mount Vernon, WA 98273 *ph:* 360.428.6622 *fax:* 360.848.6644

contact@brigidcollins.org www.brigidcollins.org

Byron Manering, Executive Director



Mishy Lesser, Ed.D. Learning Director, Upstander Project/Dawnland upstanderproject.org /dawnland.org 617 721-7254

February 18, 2019

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Cindy was the lead consultant in reforming a Minneapolis district school. Her experience will help set the foundation for a successful school rooted in culture, designed for young people to develop positive academic identities to be successful in college, career, and community.

Given the persistent lack of effectiveness in supporting Indigenous students in public-school districts, I encourage you to support this school in their efforts to desegregate and equalize learning opportunities for all communities in Whatcom County and the Salish Sea.

Thank you for your consideration of WIHS's intentional work based in equity and social justice.

Sincerely,

Dr. Mishy Lesser Upstander Project

Hæsser

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Best Regards,

Susanna M. Glatz, Director of Learning Innovation

Whatcom Museum, Bellingham WA

arthistorian@me.com

Lauren Beven Director of Project Gender Balance Bellingham, WA



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Best Regards,

Monica Koller, MS Connecting Community Consultant connectingcommunitybellingham@gmail.com February 20, 2019 Ms. Cindi Williams, Chair & Members of the Commission Washington State Charter Schools Commission P.O. Box 40996 Olympia, WA 98504-0996

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MARCIA K. NORE

Best Regards,

Marcia K Moore CIAMAR STUDIO

772-634-3649

www.marciakmooreciamarstudio.com www.marciakmoorefineart.com



25 February 2019

Ms. Cindi Williams, Chair & Members of the Commission Washington State Charter Schools Commission P.O. Box 40996 Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission,

I am writing to request your support of Whatcom Intergenerational High School's (WIHS) opening in the fall of 2020. WIHS co-founders Cindy Reuther, Shirley Williams and their team of educators are developing a new model of schooling. This model of schooling reflects knowledge democracy where students will learn who they, how they fit into the world and how they contribute back to humanity through the dual context of their Indigenous ways and Western knowledge. As a Global Leader in Education I have the opportunity to work with eight countries; Australia, Canada, Finland, Hong Kong, the Netherlands, New Zealand, Uruguay, and USA and I am in 100% support for a school of this nature in Washington State. The connection between our identity, language and culture has never been more critical as we navigate the complexity of our current times.

My home country of Aotearoa (New Zealand), and my own Māori culture and ancestral line, provides one historical and ongoing example of the human connection between success and identity. In Aotearoa, the treaty signed by Māori chiefs and representatives of the British Crown in 1840 was supposed to establish a path for shared land and leadership. But differences in meaning between the Māori and English translations of the bilingual treaty confused the Māori understanding of joint leadership with the British expectation of sovereignty. Disagreements culminated in nearly thirty years of conflict known as the New Zealand Wars, after which Māori had lost ownership of land and the treaty was disregarded entirely. The remainder of the 19th century and some half of the next saw the widespread oppression of Māori in New Zealand.

The most devastating means of progress and success sold to people in oppressed or non-dominant cultures is the necessary suppression of cultural identity. The same can be said about the identities of any non-dominant person or groups: "If you want to succeed, be more like us." For Māori that wasn't an option – *owning our advancement meant owning our identity* – and it shouldn't have to be the solution for anyone. When we think about what it really takes to succeed, relative dominance and external norms don't factor at all in the equation. It's not about who anyone wants



us to be. Meaning and fulfillment and lifelong success are achieved on the strength of whoever we *are*, what we know and can do, and our connections with others and the world.

Māori shared this understanding with the rest of New Zealand, whose cultural identity is increasingly intertwined with the cultural Māori experience. In schools, the focus has shifted to creating a culture committed to "Māori achievement as Māori."

"Māori achievement as Māori" [is] essentially saying that our Māori students should not have to stop being Māori when they come in the school gates in order to be successful in education, that their ways of knowing and understanding are important and valid and should be valued by schools. We have several government initiatives specifically about Māori achievement as Māori . . . and [we] work on recognizing Māori success, the ways that Māori are successful, saying that every Māori student can be successful and still express their cultural identity, whatever that is, whatever part of the country they're from. If we're effective teachers of Māori students, what things will we be doing? What attributes will we have?

- Gwyneth Cooper, Head of Science, Bream Bay College, New Zealand (as quoted in <u>Measuring Human Return</u>)

Māori students don't have to suppress their identity in order to succeed in the classroom. They can be, "look like," and celebrate Māori. Everywhere, schools need to teach every one of their students that the person they are isn't holding them back, but a powerful means for *contributing back*.

I provide the above example as evidence that when learners are provided an opportunity to learn in and through their own context, they are successful. This indeed is a first for Washington State, and a step towards healing the historical wrongs of the past. It is my understanding that WIHS and Whiteswan Environmental (WE) will establish fair agreements between neighboring Indigenous Nations and peoples to ensure equitable treatment and protection. In addition, WIHS and WE will create a foundation of support for Indigenous curriculum development that emphasizes Washington State Senate Bill 5433 - Since Time Immemorial mandate in which common schools are to be taught tribal history, culture, governance and language.

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I support WIHS in their efforts to desegregate and provide equitable learning opportunities for all communities in Whatcom County and the Salish Sea.

Thank you for your consideration.

Best,

Joanne McEachen
CEO/Founder
The Learner First
www.thelearnerirst.com

and

Global New Measures Director New Pedagogies for Deep Learning www.npdl.global



Whatcom Intergenerational High School

Section 4: Attachment 3

Contents:

• Grade 9 Math Course Scope and Sequence

Introduction

The Common Core Learning Standards (CCLS) define progressions of learning that develop the major content of school mathematics over grades Pre-K emerges of mathematics as an elegant subject in which the collective body of knowledge results from reasoning from a cohesive set of principles. The through 12. When those standards are further connected to each other within a grade and throughout a sequence of lessons, a coherent story word story in the title A Story of Functions is meant to capture this notion of coherence as students study functions and model with them.

This document provides an overview of the academic year for Grades 9 through 12, beginning with a curriculum map and followed by detailed grade level descriptions. Courses for Algebra I, Geometry, and Algebra II were designed in accordance with PARCC Model Content Frameworks for High School Mathematics. ¹ The courses outlined in this document were informed by, but are not identical to, Appendix A of the Common Core State Standards. 2 A Precalculus course is provided as a fourth course.

Each course description begins with a list of the modules that comprise the instruction of the course. The list is followed by five sections of

- Summary of Year, which describes the focus of the course³
- Recommended Fluencies for the course, as stated in the PARCC Model Content Frameworks for High School Mathematics (Note that this information is not available for Precalculus.)
- CCLS Major Emphasis Clusters for the course, as stated in the PARCC Model Content Frameworks for High School Mathematics (Note that this information is not available for Precalculus.)
- Rationale for the Module Sequence of the course
- Alignment Chart of the course standards

³ Text in the summary paragraphs and Rationale for Module Sequencing for Algebra I, Geometry, and Algebra II were informed by, but are not identical to, Appendix A of the Common Cores State Standards.



COMMON A Story of Functions: A Curriculum Overview for Grades 9–12 6/5/14



¹ http://www.parcconline.org/sites/parcc/files/PARCCMCFMathematicsNovember2012V3 FINAL.pdf

² http://www.corestandards.org/assets/CCSSI Mathematics Appendix A.pdf

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Key for reading this document:

- indicated by a star symbol (*)." Opportunities for modeling are woven throughout all four courses and are also indicated by (*) in this document. mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards (*) According to the CCLS, "Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making
- Precalculus course. Note: None of the (+) standard in the Geometry or Algebra II course will be assessed on the Regents Exam in those courses. used to effectively extend a topic (e.g., G-GMD.2 as an extension of G-GMD.1) or to introduce a theme/concept that will be fully covered in the Statistics." A few key (+) standards are included in the Geometry and Algebra II courses to provide coherence to the curriculum. They can be (+) The CCLS notes, "Standards beginning with the (+) symbol form a starting point for fourth year courses in Precalculus and in Probability and All (+) standards are in the Precalculus course where they are assessed.

Timeline

The curriculum map on the next page shows the approximate number of instructional days designated for each module of each grade. The number of instructional days and dates will vary due to different school calendars, school holidays, snow days, and especially student needs.

To accommodate the January and June Regents Exam periods, the modules are based 150 instructional days instead of 180. The remaining 30 days takes into consideration 15 days of test administration and at least 10 days for review. Note: For the first administration of the Regents Exams, there will be less than 150 instructional days because the Regents Exams are given early (impacting Algebra I and Geometry in the 2013–2014 school year and all courses in the 2014–2015 school year).

Curriculum Map

| | Grade 9 Algebra I | Grade 10 Geometry | Grade 11 Algebra II | Grade 12 Precalculus | |
|---------|--|---|---|--|---------|
| 20 days | M1: Relationships Between Quantities and Reasoning | M1: | M1: Dolynomial Rational and | M1: Complex Numbers and | 20 days |
| 20 days | with Equations and Their Graphs (40 days) | Congruence, 1100, and Constructions (45 days) | Radical Relationships (45 days) | Trans formations (40 days) | 20 days |
| 20 days | M2: Descriptive Statistics (25 days) | M2: Similarity. Proof, and | M2: Trigonometric Functions (20 davs) | M2: Vectors and Matrices | 20 days |
| 20 days | M3: Linear and Exponential Functions | Trigonometry (45 days) | M3: Functions (45 days) | (40 days) | 20 days |
| 20 days | State Examinations (35 days) | State Examinations | State Examinations | State Examinations M3: | 20 days |
| T | | M3: Extending to Three Dimensions (10 days) | | Kational and Exponential Functions (25 days) | |
| 20 days | M4: Polynomial and Quadratic | M4: Connecting Algebra and Geometry through | | M4: Trigonometry | 20 days |
| 20 davs | Expressions, Equations and Functions (30 days) | Coordinates (25 days) | M4: | (20 days) | 20 davs |
| | M5: | M5: | Inferences and Conclusions from Data | M5: | |
| 20 days | A Synthesis of Modeling with Equations and Functions (20 days) | Circles with and Without Coordinates (25 days) | (40 days) | Probability and Statistics (25 days) | 20 days |
| 20 days | Review and Examinations | Review and Examinations | Review and Examinations | Review and Examinations | 20 days |
| | Key: | Number and Geometry Quantity and Modeling | Algebra and Probability Modeling and Modeling | Functions and Modeling | |

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Standards for Mathematical Practice

The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. neaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. others so solving complex problems and identify correspondences between different approaches.
- of their own, without necessarily attending to their referents, and the ability to contextualize—to pause as needed during the manipulation decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life representation of the problem at hand; considering the 6 units involved; attending to the meaning of quantities, not just how to compute Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to them; and knowing and flexibly using different properties of operations and objects (exemplified in Topic D). MP.2
- even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical clarify or improve the argument (exemplified in Topics A and E). MP.3





MP.4

- Mathematically proficient students, who can apply what they know, are comfortable making assumptions and approximations to simplify a Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday complicated situation and realize that these may need revision later. They are able to identify important quantities in a practical situation ife, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle elationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. and map their relationships using tools, such as diagrams, two-way tables, graphs, flowcharts, and formulas. They can analyze those eflect on whether the results make sense, possibly improving the model if it has not served its purpose.
- algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant heir grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained: external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When naking mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical use technological tools to explore and deepen their understanding of concepts. MP.5
- quantities in a problem. They calculate accurately and efficiently and express numerical answers with a degree of precision appropriate for consistently and appropriately. They are careful about specifying units of measure and labeling axes to clarify the correspondence with the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in nigh school, they have learned to examine claims and make explicit use of definitions (exemplified in Topics C and F). MP.6
- recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. single objects or as being composed of several objects. For example, they can see $5-3(x-y)^2$ as 5 minus a positive number times a square Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes earning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They and use that to realize that its value cannot be more than 5 for any real numbers x and y (exemplified in Topic B)

MP.7



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MP.8

repeatedly check whether points are on the line through (1,2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)same calculations over and over again and conclude they have a repeating decimal. By paying attention to the calculation of slope as they both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students 1) = 3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated and look maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results (exemplified in Topic G).

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Sequence of Algebra I Modules Aligned with the Standards

Module 1: Relationships Between Quantities and Reasoning with Equations and Their Graphs

Module 2: Descriptive Statistics

Module 3: Linear and Exponential Functions

Module 4: Polynomial and Quadratic Expressions, Equations and Functions

Module 5: A Synthesis of Modeling with Equations and Functions

Summary of Year

methods for analyzing, solving, and using quadratic functions. The Mathematical standards, prescribe that students experience mathematics as a coherent, useful, applying linear models to data that exhibit a linear trend, and students engage in Practice Standards apply throughout each course and, together with the content linear and exponential relationships by contrasting them with each other and by has generally been offered. The modules deepen and extend understanding of mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than and logical subject that makes use of their ability to make sense of problem The fundamental purpose of this course is to formalize and extend the

Recommended Fluencies for Algebra I

- Solving characteristic problems involving the analytic geometry of lines, including, writing the equation of a line given a point and a slope.
- Adding, subtracting and multiplying polynomials.
- expression as a single object) as used in factoring, completing the Transforming expressions and chunking (seeing the parts of an square, and other algebraic calculations.

CCLS Major Emphasis Clusters

Seeing Structure in Expressions

- Interpret the structure of expressions
- Arithmetic with Polynomials and Rational Expressions
- Perform arithmetic operations on polynomials **Creating Equations**
- Create equations that describe numbers or relationships Reasoning with Equations and Inequalities
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Represent and solve equations and inequalities graphically Interpreting Functions
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context

Interpreting Categorical and Quantitative Data

Interpret linear models





6

Rationale for Module Sequence in Algebra I

forms of linear equations and inequalities and make conjectures about the form that a linear equation Module 1: By the end of eighth grade, students have learned to solve linear equations in one variable equations. They learn the terminology specific to polynomials and understand that polynomials form and have applied graphical and algebraic methods to analyze and solve systems of linear equations in Students, through reasoning, develop fluency writing, interpreting, and translating between various might take in a solution to a problem. They reason abstractly and quantitatively by choosing and interpreting units in the context of creating equations in two variables to represent relationships two variables. Now, students analyze and explain precisely the process of solving an equation. techniques and the properties of exponents to the creation and solution of simple exponential between quantities. They master the solution of linear equations and apply related solution a system analogous to the integers.

of a situation to justify their choice of a linear model. With linear models, they plot and analyze residuals to informally assess the goodness of fit. representations of data, and if appropriate, choose regression techniques when building a model that approximates a linear relationship between quantities. They analyze their knowledge of the context Module 2: This module builds upon students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students display and interpret graphical

students learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they compare and contrast linear and exponential functions, looking for structure in each and distinguishing between additive and multiplicative change. various representations. Students build on their understanding of integer exponents to consider exponential functions with integer domains. They functions and geometric sequences as exponential functions. In building models of relationships between two quantities, students analyze the key interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear Module 3: In earlier grades, students defined, evaluated, and compared functions in modeling relationships between quantities. In this module, features of a graph or table of a function.

linear and exponential functions. They learn through repeated reasoning to anticipate the graph of a quadratic function by interpreting the structure abstractly and quantitatively in interpreting parts of an expression that represent a quantity in terms of its context; they also learn to make sense of expression to reveal a maximum value). Students consider quadratic functions, comparing the key characteristics of quadratic functions to those of expressions. They create and solve equations involving quadratic and cubic expressions. In this module's modeling applications, students reason Module 4: In this module, students build on their knowledge from Module 3. Students strengthen their ability to discern structure in polynomial problems and persevere in solving them by choosing or producing equivalent forms of an expression (e.g., completing the square in a quadratic

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

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of various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function.

square, and cube root, and those that are piecewise-defined, including absolute value and step. Students select from among these functions to model Module 5: In this module, students expand their experience with functions to include more specialized functions—linear, exponential, quadratic, phenomena using the modeling cycle (see page 61 of the CCLS).

Alignment Chart

| Module and Approximate Number of Instructional Days | Common Co | Common Core Learning Standards Addressed in Algebra I Modules |
|--|--------------------|---|
| Module 1: | Reason quanti | Reason quantitatively and use units to solve problems. |
| Relationships Between Quantities and Reasoning with Equations and Their Graphs | N-Q.1 | Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. |
| (40 days) | N-Q.24 | Define appropriate quantities for the purpose of descriptive modeling. |
| | N-Q.3 ⁵ | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| | Interpret the s | Interpret the structure of expressions |
| | A-SSE.1 | Interpret expressions that represent a quantity in terms of its context. * |
| | | a. Interpret parts of an expression, such as terms, factors, and coefficients. ⁶ |
| | | b. Interpret complicated expressions by viewing one or more of their parts as a single entity. |

⁴ This standard will be assessed in Algebra I by ensuring that some modeling tasks (involving Algebra I content or securely held content from Grades 6-8) require the student to create a quantity of interest in the situation being described.

⁶ The "such as" listed are not the only parts of an expression students are expected to know; others include, but are not limited to, degree of a polynomial, leading coefficient, constant term, and the standard form of a polynomial (descending exponents) (in preparation for Regents Exams)



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The greatest precision for a result is only at the level of the least precise data point (e.g., if units are tenths and hundredths, then the appropriate level of precision is tenths). Calculation of relative error is not included in this standard (in preparation for Regents Exams)

| Module and Approximate Number of Instructional Days | Common Col | Common Core Learning Standards Addressed in Algebra I Modules |
|--|-----------------|--|
| | | For example, interpret P(1+r) n as the product of P and a factor not depending on P. |
| | A-SSE.27 | Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as |
| | | $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. |
| | Perform arithm | Perform arithmetic operations on polynomials |
| | A-APR.1 | Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. |
| | Create equation | ns that describe numbers or relationships |
| | A-CED.18 | Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> * |
| | A-CED.2 | Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. * |
| | A-CED.3 | Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.* |
| | A-CED.4 | Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R^* |
| | | |

⁷ In Algebra I, tasks are limited to numerical expressions and polynomial expressions in one variable. Examples: Recognize $53^2 - 47^2$ as a difference of squares and see an opportunity to rewrite $a^2 + 9a + 14$ as (a + 7)(a + 2). This does not include factoring by grouping and factoring the sum and difference of cubes (in preparation for Regents Exams). ⁸ In Algebra I, tasks are limited to linear, quadratic, or exponential equations with integer exponents.



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| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Algebra I Modules | |
|--|--|--|
| | Understand solving equations as a process of reasoning and explain the reasoning | |
| | A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has solution. Construct a viable argument to justify a solution method. | om the equality of numbers hat the original equation has a ethod. |
| | Solve equations and inequalities in one variable | |
| | A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. | ling equations with coefficients |
| | Solve systems of equations | |
| | A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. | replacing one equation by the sum em with the same solutions. |
| | A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. | (e.g., with graphs), focusing on pairs |
| | Represent and solve equations and inequalities graphically | |
| | A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). | the set of all its solutions plotted in a line). |
| | A-REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. | a half-plane (excluding the ution set to a system of linear ponding half-planes. |
| Module 2: | Summarize, represent, and interpret data on a single count or measurement variable | ble |
| Descriptive Statistics | S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).* | histograms, and box plots).* |
| (25 days) | S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, | on to compare center (median, |

⁹ Tasks have a real-world context. In Algebra I, tasks have hallmarks of modeling as a mathematical practice (less defined tasks, more of the modeling cycle, etc.).



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| Module and Approximate Number of Instructional Days | Common Co | Common Core Learning Standards Addressed in Algebra I Modules |
|--|------------------|--|
| | | mean) and spread (interquartile range, standard deviation) of two or more different data sets. * |
| | S-ID.3 | Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).* |
| | Summarize, repr | present, and interpret data on two categorical and quantitative variables |
| | S-ID.5 | Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.* |
| | S-ID.6 | Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.* |
| | | a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ¹⁰ |
| | | b. Informally assess the fit of a function by plotting and analyzing residuals. 11 |
| | | c. Fit a linear function for a scatter plot that suggests a linear association. 12 |
| | Interpret linear | models |
| | S-ID.7 | Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.* |
| | S-ID.8 | Compute (using technology) and interpret the correlation coefficient of a linear fit. * |
| | S-ID.9 | Distinguish between correlation and causation. * |

¹⁰ Tasks have a real-world context. In Algebra I, exponential functions are limited to those with domains in the integers. Includes the use of the regression capabilities of the calculator (in preparation for





Regents Exams). 11 Includes creating residual plots using the capabilities of the calculator (not manually) (in preparation for Regents Exams). 12 Both correlation coefficient and residuals will be addressed in this standard (in preparation for Regents Exams).

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Algebra I Modules |
|--|---|
| Module 3: | Write expressions in equivalent forms to solve problems |
| Linear and Exponential Functions (35 days) | A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* |
| | c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15 ^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%. ¹³ |
| | Create equations that describe numbers or relationships |
| | A-CED.1 ¹⁴ Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> * |
| | Represent and solve equations and inequalities graphically |
| | A-REI.11 ¹⁵ Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. * |
| | Understand the concept of a function and use function notation |
| | F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The |

¹³ Tasks have a real-world context. As described in the standard, there is an interplay between the mathematical structure of the expression and the structure of the situation such that choosing and producing an equivalent form of the expression reveals something about the situation. In Algebra I, tasks are limited to exponential expressions with integer exponents.

In Algebra I, tasks are limited to linear, quadratic, or exponential equations with integer exponents.

¹⁵ In Algebra I, tasks that assess conceptual understanding of the indicated concept may involve any of the function types mentioned in the standard except exponential and logarithmic functions. Finding the solutions approximately is limited to cases where f(x) and g(x) are polynomial functions.



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| | | graph of f is the graph of the equation $y = f(x)$. |
| | F-IF.2 | Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. |
| | F-IF.3 ¹⁶ | Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \ge 1$. |
| | Interpret functi | ons that arise in applications in terms of the context |
| | F-IF.4 ¹⁷ | For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* |
| | F-IF.5 | Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* |
| | F-IF.6 ¹⁸ | Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* |
| | Analyze functio | ns using different representations |
| | F-IF.7 | Graph functions expressed symbolically and show key features of the graph, by hand in simple |

 $^{^{16}}$ This standard is part of the Major Content in Algebra I and will be assessed accordingly.

absolute value functions), and exponential functions with domains in the integers. The focus in this module is on linear and exponential functions.





¹⁷ Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The focus in this module is on linear and exponential functions, and exponential functions (including step functions and 18 Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Algebra I Modules | |
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| | cases and using technology for more complicated cases. ★ | |
| | a. Graph linear and quadratic functions and show intercepts, maxima, and minima. | |
| | F-IF.9 ¹⁹ Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. | of one amum. |
| | Build a function that models a relationship between two quantities | |
| | F-BF. 1^{20} Write a function that describes a relationship between two quantities.* | |
| | a. Determine an explicit expression, a recursive process, or steps for calculation from a context. | _ |
| | Build new functions from existing functions | |
| | F-BF.3 ²¹ Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i> | ecific t with |
| | Construct and compare linear, quadratic, and exponential models and solve problems | |
| | F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.* | nential |
| | a. Prove that linear functions grow by equal differences over equal intervals, and that | |

¹⁹ In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The focus in this module is on linear and exponential functions.

Experimenting with cases and illustrating an explanation of the effects on the graph using technology is limited to linear functions, quadratic functions, square root functions, cube root functions, piecewisedefined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. Tasks do not involve recognizing even and odd functions. The focus in this 21 in Algebra I, identifying the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(x), and f(x+k) for specific values of k (both positive and negative) is limited to linear and quadratic functions. module is on linear and exponential functions.





²⁰ Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, and exponential functions with domains in the integers.

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| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Algebra I Modules |
|---|---|
| | exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval |
| | relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. |
| | F-LE.2 ²² Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).* |
| | F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.* |
| | Interpret expressions for functions in terms of the situation they model |
| | F-LE.5 ²³ Interpret the parameters in a linear or exponential function in terms of a context.* |
| Module 4: | Use properties of rational and irrational numbers. |
| Polynomial and Quadratic Expressions, Equations and Functions | N-RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number is irrational. |
| (30 days) | Interpret the structure of expressions |
| | A-SSE.1 Interpret expressions that represent a quantity in terms of its context. ★ |
| | a. Interpret parts of an expression, such as terms, factors, and coefficients. ²⁴ |

²² In Algebra I, tasks are limited to constructing linear and exponential functions in simple context (not multi-step).

²⁴ The "such as" listed are not the only parts of an expression students are expected to know; others include, but are not limited to, degree of a polynomial, leading coefficient, constant term, and the standard form of a polynomial (descending exponents) (in preparation for Regents Exams).



²³ Tasks have a real-world context. In Algebra I, exponential functions are limited to those with domains in the integers.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Algebra I Modules |
|--|---|
| | b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P . |
| | A-SSE.2 ²⁵ Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. |
| | Write expressions in equivalent forms to solve problems |
| | A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* |
| | a. Factor a quadratic expression to reveal the zeros of the function it defines. 26 |
| | b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. |
| | Perform arithmetic operations on polynomials |
| | A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. |
| | Understand the relationship between zeros and factors of polynomials |
| | A-APR.3 ²⁷ Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. |

²⁷ In Algebra I, tasks are limited to quadratic and cubic polynomials in which linear and quadratic factors are available. For example, find the zeros of $(x-2)(x^2-9)$.



²⁵ In Algebra I, tasks are limited to numerical expressions and polynomial expressions in one variable. Examples: Recognize 53² – 47² as a difference of squares and see an opportunity to rewrite it in the easier-to-evaluate form (53-47). See an opportunity to rewrite $a^2+9a+14$ as (a+7)(a+2). This does not include factoring by grouping and factoring the sum and difference of cubes (in

preparation for Regents Exams). 26 includes trinomials with leading coefficients other than 1 (in preparation for Regents Exams).

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Algebra I Modules |
|--|--|
| | Create equations that describe numbers or relationships |
| | A-CED.1 ²⁸ Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> * |
| | A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* |
| | Solve equations and inequalities in one variable |
| | A-REI.4 ²⁹ Solve quadratic equations in one variable. |
| | a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x-p)^2=q$ that has the same solutions. Derive the quadratic formula from this form. |
| | b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b . |
| | Represent and solve equations and inequalities graphically |
| | A-REI.11 ³¹ Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute |

 $^{^{28}}$ in Algebra I, tasks are limited to linear, quadratic, or exponential equations with integer exponents.



²⁹ Solutions may include simplifying radicals (in preparation for Regents Exams).

³⁰ Tasks do not require students to write solutions for quadratic equations that have roots with nonzero imaginary parts. However, tasks can require the student to recognize cases in which a quadratic

equation has no real solutions. ³¹ In Algebra I, tasks that assess conceptual understanding of the indicated concept may involve any of the function types mentioned in the standard except exponential and logarithmic functions. Finding the solutions approximately is limited to cases where f(x) and g(x) are polynomial functions.

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| Module and Approximate Number of Instructional Days | Common Co | Common Core Learning Standards Addressed in Algebra I Modules |
|--|----------------------|---|
| | | value, exponential, and logarithmic functions.* |
| | Interpret funct | Interpret functions that arise in applications in terms of the context |
| | F-IF.4 ³² | For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* |
| | F-IF.5 | Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* |
| | F-IF.6 ³³ | Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* |
| | Analyze function | ons using different representations |
| | F-1F.7 | Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* |
| | | a. Graph linear and quadratic functions and show intercepts, maxima, and minima. |
| | | b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. |
| | | |

³² Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The focus in this module is on linear and exponential functions.

³³ Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The focus in this module is on linear and exponential functions.

| Module and Approximate Number of Instructional Days | Common Co | Common Core Learning Standards Addressed in Algebra I Modules |
|--|----------------------|---|
| | F-IF.8 | Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. |
| | | a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. |
| | F-IF.9 ³⁴ | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. |
| | Build new func | Build new functions from existing functions |
| | F-BF.3 ³⁵ | Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(x)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. |

Experimenting with cases and illustrating an explanation of the effects on the graph using technology is limited to linear functions, quadratic functions, square root functions, cube root functions, piecewisedefined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. Tasks do not involve recognizing even and odd functions. 35 in Algebra 1, identifying the effect on the graph of replacing f(x) by f(x) +k, k f(x), f(xx), and f(x+k) for specific values of k (both positive and negative) is limited to linear and quadratic functions.



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³⁴ In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.

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| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Algebra I Modules |
|--|--|
| Module 5: A Synthesis of Modeling with Equations and Functions | Reason quantitatively and use units to solve problems. N-Q. 3^{36} Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| (20 days) | Create equations that describe numbers or relationships |
| | A-CED.1 ³⁷ Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> * |
| | A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* |
| | Interpret functions that arise in applications in terms of the context |
| | F-IF.4 ³⁸ For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> * |
| | F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate |

³⁸ Tasks have a real-world context. In Algebra 1, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.





³⁶ The greatest precision for a result is only at the level of the least precise data point (e.g., if units are tenths and hundredths, then the appropriate level of precision is tenths). Calculation of relative error is not included in this standard (in preparation for Regents Exams). ³⁷ In Algebra I, tasks are limited to linear, quadratic, or exponential equations with integer exponents.

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| Module and Approximate Number of Instructional Days | Common Core | Common Core Learning Standards Addressed in Algebra I Modules |
|--|----------------------|--|
| | | domain for the function.* |
| | F-IF.6 ³⁹ | Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* |
| | Build a function | that models a relationship between two quantities |
| | F-BF.1 ⁴⁰ | Write a function that describes a relationship between two quantities. * |
| | | a. Determine an explicit expression, a recursive process, or steps for calculation from a context. |
| | Construct and co | Construct and compare linear, quadratic, and exponential models and solve problems |
| | F-LE.1 | Distinguish between situations that can be modeled with linear functions and with exponential functions.* |
| | | b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. |
| | | c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. |
| | F-LE.2 ⁴¹ | Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).* |
| | | |

⁴¹ In Algebra 1, tasks are limited to constructing linear and exponential functions in simple context (not multi-step).



³⁹ Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.

⁴⁰ Tasks have a real-world context. In Algebra I, tasks are limited to linear functions, quadratic functions, and exponential functions with domains in the integers.



Whatcom Intergenerational High School

Section 4: Attachment 4

Contents:

- Curriculum Development Plan
- WIHS Curriculum Resources List
- WIHS Framework
- WIHS Critical Literacy Assessment Examples
- Differentiation Strategies
- First Peoples Principles of Learning
- Phenomenon-Based Learning Rubric and Artifacts from Finland
- WIHS Design Map: Template
- WIHS Design Map: Sample PhenoBL Unit Overview
- WIHS Design Map: Sample Parallel PhenoBL disciplinary map (Science strands)

Section 4: Attachment 4

Plan and Process for Developing the WIHS Curriculum

Overview

"Being and becoming a culturally sustaining educator is dynamic; it's about critically learning with community, culturally sustaining youth and communities, and doing all of that with respect and love." 1

For design of Phenomenon-based learning (PhenoBL) disciplinary units, teachers need to possess a thoughtful and functional understanding of and commitment to the following teaching and learning components:

- Aligning curriculum with Washington State Learning Standards/Common Core/Next Generation Science Standards.
- Designing formative and summative assessments.
- Infusing critical literacy by using the Four Resources Model.²
- Ensuring culturally-relevant pedagogies³ through First Peoples Principles of Learning.
- Designing for technology integration and digital literacies.

For design of PhenoBL disciplinary units, teachers must also be skilled in:

- Designing assessments using the PhenoBL 5 Dimensions Rubric⁴ (see end of **Attachment 4** for template)
- Integrating all of the above into PhenoBL disciplinary instructional units using the WIHS Design Map influenced by the *Understanding by Design (UbD)*⁵ framework (see end of **Attachment 4** for template)

The timeline and table below detail how curriculum will be selected, designed, and how teachers will be supported in executing the above lists.

¹ Paris, D., & Alim, H. S. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. New York, NY: Teachers College Press.

² Luke, A., & Freebody, P. (1999). Further notes on the four resources model. Retrieved from Kingston networknumandlitteam.wikispaces.com/file/view/Further+Notes+on+the+Four+Resources+Model-Allan +Luke.pdf

³ Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

⁴ Silander, P. (2015, December 10). Phenomenon-based learning rubric. Retrieved from http://nebula.wsimg.com/c58399e5d05e6a656d6e74f40b9e0c09?AccessKeyId=3209BE92A5393B603C75&disposition=0&alloworigin=1

⁵ Wiggins, G. P., & McTighe, J. (2005). Understanding by design framework. Retrieved from https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Curriculum Development Timeline

Phase I: July 1-September 30, 2019

Whatcom Intergenerational High School (WIHS) will hire the Principal to begin July 1, 2019. WIHS will assess candidates' competencies in leading the execution of the components listed above through the interview process. The Principal will take a baseline self-assessment in conversation with the Executive Director (ED) and education consultants on all teaching and learning elements. In addition, the Principal's capacity for coaching teaching staff on each of the above will be evaluated.

Based on the results of the self-assessment, the Principal/ED/education consultants will design a coaching calendar. This will ensure the Principal has the necessary support to ensure selection, review, and completion of all PhenoBL disciplinary course units for Grade 9, development of a Grade 10 PhenoBL overview map, scaffolding for the Grade 10 PhenoBL disciplinary units and completion of the WIHS Grade 9-12 grade curriculum map (see Section 22: Professional Development).

Phase II: October 1, 2019-January 1, 2020

It is *essential* that WIHS unit plans are designed by teachers, well-versed in the content and performance standards of their disciplines and with a working knowledge of all supporting standards and practices (i.e., subject matter content, PhenoBL rubric design, critical literacy, technology integration, culturally-relevant practices, FPPL).

WIHS will aim to hire the first 10 founding teachers on stipend by October 2019. The Principal, working with consultants (Educating for Change, Indigenous scholars), will collaborate to design and deliver a process for WIHS founding teachers culminating in the following products:

- All Grade 9 PhenoBL disciplinary units aligned with Washington State Learning Standards (WSLS), assessments and rubrics, culturally-relevant pedagogies, digital media learning, critical literacy, First Peoples Principles of Learning (see below for WIHS Design Maps: Phenomenon-based learning overview and science strands).
- Grade 10 PhenoBL overview map with scaffolded Grade 10 PhenoBL disciplinary units.
- A complete Grade 9-12 curriculum map.

To accomplish a deep and functional understanding of and commitment to the WIHS design elements, the teachers must themselves experience the rigor, collaboration, meaning, and edification that results from curriculum created by the skilled integration of WIHS teaching and learning components. Learners who experience the transformative power of this kind of learning *and* design will become faithful and inspiring models of it for their students. This process begins with 3 days of professional development in October 2019.

For 3 days in October 2019, the founding faculty will come together for a professional development (PD) engagement process designed to help teachers understand the data (phenomena) that prompted the need for a school such as WIHS (i.e., course performance, absenteeism, need for postsecondary remediation). Teachers will ask these sample questions as they learn about Phenomenon-based learning and begin to create PhenoBL disciplinary units of study:

- What systems, forces, concepts, and beliefs created this situation?
- What and who is impacted and how?

• How am I as an educator affected by the data and what are my responses to the data? Digging into the WIHS phenomena also includes discussing restorative practices and First Peoples Principles of Learning (FPPL), making connections across disciplinary units of study to create the first PhenoBL disciplinary units of study for Grade 9 students entering WIHS September of 2020 (a schoolwide PhenoBL unit focused on identity and culture will ensure all students have access to the same content to learn the 5 PhenoBL dimensions described in the PhenoBL rubric).

Phase III: January 2-April 1, 2020

Phase III consists of continued PhenoBL disciplinary unit design and coaching. Both the Principal and education consultants will be involved in coaching the teachers as they develop their units. In February 2019, all units will be assessed by the Principal with support from Educating for Change consultants for the following elements:

- Alignment with Washington State K-12 Learning Standards/Common Core/National Standards;
- Design literacy learning through disciplinary and critical literacy perspectives;
- Design through culturally-relevant pedagogies;
- Design for technology integration and digital literacies; and
- Design using clear formative and summative assessments.

All units will be developed and ready for final review April 1, 2020. The Principal/Educating for Change will finalize all PhenoBL disciplinary units by May 1, 2020.

Summary Table of First Three Phases of WIHS Curriculum Development

| Timeline | Participants | Responsible | Process | Outcome |
|----------------------------|--|-------------|---|---|
| July- September 2019 | Principal, Executive Director, Education Consultants | Principal | Research resources and standards-aligned disciplinary (math, ELA, SS, science, world language, art, music, ELL, PE/health) curriculum to choose appropriate resources for core subject areas. | Choose aligned disciplinary curriculum exemplars for all disciplinary units of study* |
| | | | Math: EngageNY ⁶ (or similar) Rationale: Rigorous, standards- aligned, vetted curriculum with interdisciplinary connections. Scaffolding instructions for English Language Learners (ELLs) provided. | |

⁶ Engage NY. (2014). Algebra 1. Retrieved from <u>www.engageny.org/resource/high-school-algebra-i</u>

^{*} See Attachment 3 for a sample scope and sequence for Grade 9 math. Our intention is to use high-quality curriculum such as EngageNY Math for our starting point for the curriculum development process.

| Timeline | Participants | Responsible | Process | Outcome |
|----------|--------------|-------------|--------------------------------------|---------|
| | | | ELA: EngageNY, 7 Wheatley | |
| | | | Portfolio, ⁸ or similar | |
| | | | Rationale: Standards-aligned, | |
| | | | includes art, provides teachers | |
| | | | with flexibility, and includes | |
| | | | formative assessments. | |
| | | | Science: Connected Science | |
| | | | Learning, ⁹ or similar | |
| | | | Rationale: Standards-aligned, | |
| | | | consistent with PhenoBL | |
| | | | practices and project-based | |
| | | | methods; attention given to | |
| | | | diversity, equity, and inclusion. | |
| | | | Social Studies: National Council | |
| | | | for the Social Studies ¹⁰ | |
| | | | resources, Since Time | |
| | | | Immemorial Curriculum | |
| | | | Rationale: Standards-aligned, | |
| | | | relevant curricular materials | |
| | | | addressing preparation for | |
| | | | college, career, and civic life, | |
| | | | with full flexibility for teachers. | |
| | | | Washington has mandated in | |
| | | | Senate Bill 5413 teaching | |
| | | | Indigenous curriculum and this | |
| | | | curriculum will be integrated | |
| | | | into the Social Studies and | |
| | | | Science curriculum. | |
| | | | World Language: Coast Salish | |
| | | | Sea developed with educators | |

⁷ Engage NY. (2014). Grade 9 English Language Arts. Retrieved from www.engageny.org/resource/grade-9-english-language-arts

⁸ Great Minds. (2018). Wheatley English maps (Grades 9-12). Retrieved from https://greatminds.org/store/products/copy-of-wheatley-english-maps-grades-9-12

⁹ Connected Science Learning. (n.d.). *Linking in-school and out-of-school STEM learning*. A publication of NSTA and ASTC. Retrieved from http://csl.nsta.org/2018/02/delving-below-the-surface/ (see Curriculum Resources for WIHS).

¹⁰ National Council for the Social Studies. (n.d.). Resources for using the C3Framework. Retrieved from https://www.socialstudies.org/c3/resources

| Timeline | Participants | Responsible | Process | Outcome |
|-------------------------------|--|--|--|---|
| | | | teaching immersion at WSa'nich school and Spanish. | |
| | | | Reading Intervention: i-Ready ELA, NewsELA, Read 180 ¹¹ Rationale: Research shows success with students of diverse backgrounds, including ELLs, students with disabilities, economically disadvantaged students, and students of various ethnicities. | |
| | | | Math Intervention: i-Ready Math, ALEKS Math, Khan Academy, Math 180, 12 or similar Rationale: Research shows success with students of diverse backgrounds; Universal Design for Learning compliant. | |
| October 2019 | Principal, Educational consultants, 10 founding teachers | Principal, Consulting firm lead | 3 days of professional development including: standards-based design, WIHS Design Map, culturally-relevant pedagogies, text and context of disciplinary and critical literacy, PhenoBL 5 Dimensions Rubric, and FPPL. | Teachers are well-versed in WIHS teaching and learning components. Modify disciplinary curriculum selections and align with emerging PhenoBL disciplinary units of study. |
| November- December 2019 | Principal, Consulting firm, 10 founding teachers | Teachers develop; Principal and Consulting firm coach and assess | Create standards-based aligned PhenoBL disciplinary units of study, using the WIHS Design Map template, a critical literacy lens (Four Resources Model), and culturally-relevant pedagogies. | Development of standards-based aligned PhenoBL disciplinary units of study. Begin making connections across disciplines. |

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¹¹ Read 180. (2016). WWC Intervention Report: A summary of findings from a systematic review of the evidence. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_read180_112 916.pdf

¹² Math 180. (2017). *Making effective use of a flexible blended learning model: An answer to maximizing educational outcomes for all students.* Houghton Mifflin Harcourt. Retrieved from http://52.1.239.6/products/math-180/pdfs/239262 M180 SpecialPopulations whitePaper LR%20single.pdf

| January 1-April 1 | Principal, Consulting firm, 10 founding teachers | Teachers develop; Principal and Consulting firm assess | February units are assessed for alignment with WA K-12 standards, critical literacy, culturally-relevant pedagogies; technology integration and digital literacies; and formative and summative assessments including 5 dimensions on the PhenoBL rubric. | Founding faculty understanding of how all WIHS design components work together to engage students in disciplinary PhenoBL units of study. How students engaging in this work leads to increased student motivation, literacies and academic achievement. |
|----------------------|--|---|---|--|
|----------------------|--|---|---|--|

Phase IV: April 1-July 1, 2020

| Timeline | Participants | Responsible | Process | Outcome |
|------------------------------|--|--|--|---|
| April 1-15, 2020 | Teachers, Principal, Consulting firm | Teachers, Principal, and Consulting firm assess | All PhenoBL disciplinary units are assessed. | All Grade 9 disciplinary units are ready. Teachers are ready to engage students in relevant and meaningful learning to increase student academic achievement. |
| April 15- June 1, 2020 | Teachers, with coaching by Principal and Consulting firm | Teachers | Teachers continue to make connections between disciplinary units of study related to PhenoBL overview. | PhenoBL disciplinary units of study are finalized. Teachers bring disciplinary connections together to discuss PhenoBL 90-minute class time. |
| June 2020 | Teachers, Principal, Consulting firm | Principal and Consulting firm lead | Summer Institute (4-day), Design PhenoBL 90-minute class time. Reflection and self- assessment. | Structure for 90- minute PhenoBL class is in place. Grade 9-12 curriculum map is refined. All faculty comfortable and understand connections and links designed to achieve |

| | increased student |
|--|-------------------|
| | outcomes. |

Staff June Institute-4 days: June 2020

The June 2020 institute will revisit PD that was started in October of 2019 with the founding team. This session is designed to ensure all PhenoBL disciplinary units of study are finalized and the founding team is ready to engage learners with high-quality, relevant and innovative curricula in PhenoBL disciplinary classes, 90-minute PhenoBL courses, and electives.

Teachers will engage in a comprehensive reflection and assessment process as learners themselves, as persons concerned about the learning of their students, and as practitioners charged with designing PhenoBL disciplinary standards-based instruction and using the WIHS Design Map. Educators will have used WIHS curriculum rubrics (i.e., critical literacy framework [Four Resources Model], standards-based disciplinary rubrics, PhenoBL Rubric, and FPPL) to design and ensure integration and assessment of all WIHS teaching and learning elements in unit design. The intention is to have this professional development (PD) experience set the stage and build the learning culture for what will follow for WIHS student learners.

Curriculum Map

Our ultimate goal is to ensure a comprehensive map that embraces and aligns with core components of the WIHS teaching and learning framework so that units are geared to best serve our students. The Principal will have a basic outline based on WSLS across Grades 9-12. Any additional content/performance standards will be integrated where appropriate on the final day of the June 2020 Summer Institute.

Horizontal and vertical alignment will occur through the standards-based PhenoBL disciplinary units. In these constructed units, everything from selection of phenomena and inquiry focus to summative assessment is aligned to promote student learning and achievement and fulfill the expectations of the WIHS curriculum framework, including:

- Focus determined by student interest.
- Students informed "up front" of expected formative and summative assessment.
- Instruction differentiated to ensure success of learning.
- Selection of standards-aligned and complex texts.
- Employment of critical literacy strategies that permit entry for all learners.
- Individual and cooperative learning.
- Individual and collective goal setting.

The curriculum map will show how students develop competencies over time based on the PhenoBL Rubric. They will begin to design their own PhenoBL units of study for Semester II in Grade 10. This aligns with the learning goals of PhenoBL and an apprenticeship model of learning that suggests students engage best when they have learned specialized disciplinary knowledge within the context of relevant experiential learning.

The Principal will finalize the curriculum map and results will be published in a working Grade 9-12 curriculum map.

Additional Curriculum Resources for WIHS

English Language Arts (ELA) and Cross Discipline:

- 1. Great Books Foundation texts and professional development support including:
 - A. State standards alignment
 - B. Social and emotional learning alignment
 - C. Literature and Thought Series
 - D. Many Voices Series
- 2. Wessling, S. B., Lillge, D., & VanKooten, C. (2011). Supporting students in a time of core standards: English language arts, grades 9-12. Urbana, IL: National Council of Teachers of English.
- 3. National Council of Teachers of English (NCTE) Resources:
 - A. General resources
 - B. Web seminar series: Each of these 1-hour on-demand Web seminars features thoughtful NCTE members, authors, and experts who share strategies for developing critical consumers and communicators of information and engaging youth meaningfully as agents of change in their communities and in the world.
- 4. Springboard ELA materials

Social Studies:

- 1. Great Books including: Social Studies/Civics 9-12
- 2. Programs and Projects endorsed by the National Council for the Social Studies (NCSS)
 - A. The C3 Framework and the National Social Studies Standards
 - B. Programs and Projects Endorsed by NCSS
 - C. Endorsed curricula resources
- 3. Since Time Immemorial Curriculum

Science:

- 1. Lattimer, H. (2010). Reading for learning: Using discipline-based texts to build content knowledge. Urbana, IL: National Council of Teachers of English.
- 2. Great Books Science Series
- 3. Programs and Projects endorsed by the National Science Foundation (NSF): Classroom Resources for different disciplines within 9-12 sciences
- 4. National Science Teachers Association (NSTA): Including online resources, podcasts, and special-focus sites
 - A. Connected Science Learning (curriculum for STEM for inside and outside of school connections)
- 5. Next Generation Science Standards aligned curriculum resources
 - A. OSPI WA resources:

Math:

- 6. Whitin, P., & Whitin, D. J. (2000). Math Is Language Too: Talking and Writing in the Mathematics Classroom. Urbana, IL: National Council of Teachers of English.
- 7. OSPI WA Instructional Materials, Resources and Course Supports
- 8. Great Minds/Eureka Math curriculum

Adaptive Technology:

- 1. Aleks Math
- 2. NewsELA
- 3. I-Ready ELA/Math

Whatcom Intergenerational High School Framework

FIRST PEOPLES PRINCIPLES OF LEARNING

Learning supports the well-being of self, the family, the community, the land, the spirits, and the ancestors

Multiplicity of viewpoints have voice honoring the cultural knowledges of all students

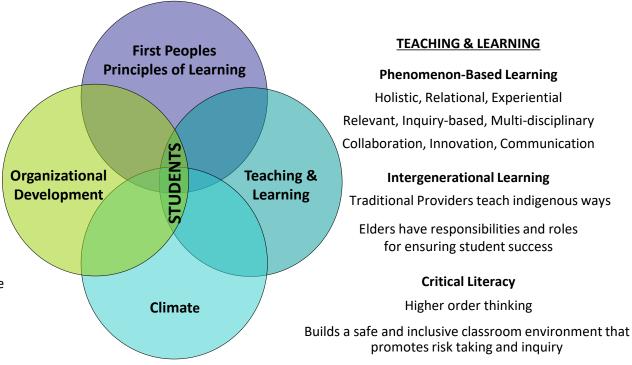
Learning environment fosters ethical choice making for eco health and sustainability

ORGANIZATIONAL PRACTICES

Organization of reflective practitioners who model respect, curiosity and empathy

Replicable practices, non-proprietary system to ensure ALL students develop the competencies for success in college, career, and life.

Commitment to developing a research and evaluation project to document and disseminate learning, successes and challenges



LEARNING ENVIRONMENT

Sense of belonging and responsibility to self, family, community, the land, spirits and ancestors

Ability to make a significant contribution as a valued member of the community

Safety emotionally, physically, intellectually, spiritually through restorative practices

WIHS Critical Literacy Assessment Examples

from Sandretto, S., & Klenner, S. R. (2011). Planting seeds: Embedding critical literacy into your classroom programme. NZCER Press.

<u>Critical Literacy Peer Review Assessment</u>

| Criteria | Above expectations | At expectations | Below expectations |
|---|---|--|--|
| Personal experience/ knowledge | Clear and relevant evidence of links between text and personal experience/knowledge with appropriate explanation/justification. | Some relevant evidence of links between text and personal experience/ knowledge with appropriate explanation/ justification. | Little or no relevant evidence of links between text and personal experience/knowledge with appropriate explanation/justification. |
| Viewpoints | Clear and relevant evidence of multiple viewpoints with appropriate explanation/justification. | Some relevant evidence of multiple viewpoints with appropriate explanation/justification. | Little or no relevant evidence of multiple viewpoints with appropriate explanation/justification. |
| In-/exclusion | Clear and relevant evidence of in-/exclusion with appropriate explanation/justification. | Some relevant evidence of in-/exclusion with appropriate explanation/justification. | Little or no relevant evidence of in-/exclusion with appropriate explanation/justification. |
| Representation | Clear and relevant evidence of representation with appropriate explanation/justification. | Some relevant evidence of representation with appropriate explanation/justification. | Little or no relevant evidence of representation with appropriate explanation/justification. |
| Influence on his/her thinking Feedback & | Clear and relevant evidence of influence on the student's thinking with appropriate explanation/justification. | Some relevant evidence of influence on the student's thinking with appropriate explanation/justification. | Little or no relevant evidence of influence on the student's thinking with appropriate explanation/justification. |
| feed forward | | | |
| Student reflection | Successes & challenges: | | |

^{*}Sources: Adapted from (Sandretto & Ledington, 2010)

Example: Self-assessment tool

(Scale: 1 2 3 4 5, Not so much Very much so)

For each statement, rate yourself and provide an example from the text you just read to support your rating.

- 1. I am able to make links between the text and my personal experiences. Give an example:
- 2. I am able to identify multiple viewpoints. Give an example:
- 3. I am able to identify incidences of inclusion (or exclusion). Give an example:
- 4. I am able to discuss how people/animals/topics are represented in the text. Give an example:
- 5. I am able to discuss the influence the text has had on my thinking. Give an example:

Critical Literacy Rubric Cover Sheet

Underpinning principles (philosophy)

- All texts are social constructions. (Thus this point on the poster is not directly assessed.)
- Critical literacy is a cumulative set of critical thinking strategies/skills that will be developed and enhanced over a number of years and practiced over a lifetime.
- Critical literacy is about supporting students to become aware of multiple interpretations.

Assessment design

- Pre/post-test design.
- "Snapshot" of students' critical thinking.
- Supplements running record and/or STAR data.
- To be used with small groups in a guided reading lesson.
- In some circumstances the teacher may elect to conduct an individual assessment.
- Teacher may elect to use as a self- or peer assessment tool.

Purpose

- Pre-test is to inform teaching and learning.
- Post-test is to gauge progress and next-step learning.

Task development (responsibility of teacher)

- 1. Lessons using the rubric have been developed for the purpose of critical literacy assessment.
- 2. Provide as many opportunities as possible for students to articulate their thinking and achieve each aspect of critical literacy.
- 3. Allow for wait time during questioning and use neutral responses to student answers.
- 4. Use follow-up questions such as, "Why do you think that?" or "Can you explain further?" or "What makes you think that?" or "Explain your thinking" to provide an opportunity for students to justify their responses.
- 5. In order to assess all five areas, multiple lessons will be necessary. (In an ideal world assessment would be completed within a fortnight.)
- 6. Attach a copy of the CL lesson plan templates.

Level of performance

With support:

• Student is able to demonstrate aspect of critical literacy with teacher prompting and/or scaffolding.

Identifies

- Student is able to state, list or record with regard to critical literacy aspect, but does not provide justification even when prompted. Justifies
- Student is able to rationalise, explain, or debate with regard to critical literacy aspect with or without prompting.

CRITICAL LITERACY RUBRIC

| Link to poster | Criteria | With support | Identifies: list, state, record | Justifies: explain, debate, "because…" | Independent able to discuss multiple texts without prompting |
|--|--|-----------------|---------------------------------------|---|--|
| All readers have different knowledge and experiences they bring to texts | The student is able to recognize: • links between text and personal experience/knowledge | | | | |
| Readers will make sense of texts differently | • multiple viewpoints | | | | |
| People make choices about who and/or what is included so some things and/or people may be excluded | • occurrences of in/exclusion in the | | | | |

| about how things | how people/ animals/topics are represented in the text | | |
|--|--|--|--|
| We can develop an awareness of how | • influence of text | | |
| texts influence our thoughts and actions | on his/her thinking | | |

Journaling as Assessment

There are a number of different ways that the use of a journal to capture learning in critical literacy could be structured. Using some of the questions from the interview, students could be asked to reflect on a particular critical literacy lesson, as follows:

- What do you think were the key points in today's lesson?
- What did you learn about critical literacy today?
- What did the teacher do today to help you learn about critical literacy?
- Why do you think we're doing critical literacy?
- How confident are you to express your own point of view when it is different to that of the teacher (or the majority of the class)? Why?
- If you were the teacher, what would you do to help students learn about critical literacy?
- Which critical literacy question would you ask of (a particular text)? Why?



DIFFERENTIATED INSTRUCTION

Definition: Differentiation is a process through which teachers enhance learning by matching student characteristics to instruction and assessment.

Differentiation allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs. In a differentiated classroom, variance occurs in the way in which students gain access to the content being taught, the process by which they acquire information, and the manner in which they demonstrate understanding (Hall, Strangman, & Meyer, 2003).

STRATEGIES TO DIFFERENTIATE INSTRUCTION

| | CONTENT | PROCESS | PRODUCT |
|--------------------------------|--|---|--|
| WHAT IT IS? | What the teacher plans to teach. What the students need to learn. | How the students will access the information. Activities in which the students engage in order to make sense of or master the content. | How the student will demonstrate what s/he has learned. |
| WHAT IT COULD LOOK LIKE: | Determined through formative assessment Using reading materials at varying readability levels Putting text materials on tape/CD Using spelling/vocab lists at readiness level of students Presenting ideas through auditory, visual, kinesthetic, & tactile means Using reading buddles Flex grouping** Compacting Meeting with small groups to reteach idea/skill, or to extend the thinking/skill Multi-leveled questions Modeling | Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity. Centers/Stations Developing personal agendas Manipulatives Varying the length of time a student may take to complete a task Cubing Learning logs or journals Note-taking organizers Graphic organizers Graphic organizers Highlighted materials Jigsaw Think, Pair, Share Learning Menus Webquests Labs Role Play / Simulations | Choice boards Podcast Blog Presentation Quiz/Test Using rubrics that match and extend students' varied skill levels. Encouraging students to create their own product assignment as long as it contains required elements. Enabling students to use contemporary media/technology as tools to demonstrate knowledge and understanding See attached list for more options** |

~Created By: Steve Figurelli & Kristen Tsaoys, Staff Development

FIRST PEOPLES PRINCIPLES OF LEARNING1

- Learning ultimately supports the well-boing of the self, the family, the community, the land, the spirits and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and on a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Every interaction, however big or small, with others or with oneself internally, is an opportunity to practice and grow socially, emotionally, culturally, spiritually, and physically. The First Peoples Principles of Learning (FPPL) set the foundation for daily interactions and the development of dispositions at WIHS.

In keeping with our intent to be a learning organization (not just a school), everyone at WIHS will reflect upon and discuss FPPL. The National Council for Accreditation of Teacher Education argues that teacher dispositions influence behaviors toward others that ultimately end up affecting student learning, motivation, and development as well as the educator's own professional growth.² Thus, each constituency in the community—board, staff (teaching and administrators), elders, and students—will reflect and discuss its understanding and development related to the FPPL.

During our planning year, the teaching staff and Principal will use the FPPL to reflect upon and discuss their understanding and development and how to incorporate FPPL intentionally into the design of PhenoBL disciplinary units of study. This will ultimately contribute to community health and advance the mission and vision of WIHS.

¹ Chrona, J. L. (2018). First Peoples Principles of Learning. Retrieved from https://firstpeoplesprinciplesoflearning. wordpress.com/first-peoples-principles-of-learning/

² The National Council for Accreditation of Teacher Education (NCATE). (2010). Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers. Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. Retrieved from https://eric.ed.gov/?id=ED512807

Phenomenon Based Learning Rubric

The phenomenon-based learning gives a holistic view of real-world phenomena - in a real context, breaking the curricular boundaries.

| Dimensions | Limited evidence | Emerging | Developing | Accelerating | Advanced |
|--------------------|----------------------|----------------------|-------------------------|------------------------|-----------------------|
| 1. Holisticity | Although studying | A Phenomenon | The objectives and | The objectives of | The objectives of |
| | and processing | combines different | contents of different | learning arise from | learning arise from |
| -360 ° perspective | phenomena, | subjects, contents | subjects are merged | phenomena and they | phenomenon and |
| | analysis or study is | and objectives, but | together seamlessly | are multidisciplinary. | they are |
| - From the | done more or less | they are not | in a phenomenon. | The starting point of | multidisciplinary. |
| traditional | from the | merged together | The phenomenon is | learning is not the | In the |
| curricular | perspectives of | seamlessly. The | not studied on the | integration of | phenomenon- |
| integration | traditional school | phenomenon can | aspect of different | traditional school | based learning the |
| towards to the | subjects. | be worked | school subjects (e.g. | subjects; the focus is | starting point is not |
| phenomena in the | An example may | (studied) on | In designated | rather on current and | the integration of |
| real world | be a common | different subjects | subjects in class); the | actual events in the | traditional school |
| | theme, which is | in class, or to | phenomenon is | real world. The | subjects; the focus |
| | processed in | integrate different | rather studied as a | phenomena shall be | is rather on current |
| | various subjects. | subjects e.g. in a | project (work) and | identified and | and actual events in |
| | Another example | project work. | long term process. | defined together | the real world. |
| | may be an event | Traditional | The phenomenon- | with the whole | Learning and |
| | or a theme day. | subjects aspects | based learning is | learning community. | working are not, as |
| | The phenomenon- | can still be seen in | understood to be a | Learning and working | a rule structured by |
| | based learning is | the background | teaching and learning | are not, as a rule | lessons or subjects. |
| | just spicy - not a | when studying a | method. Phenomena | structured by lessons | The phenomenon- |
| | systematic | phenomenon. | rise from the | or subjects. | based learning is |
| | practice. | (Traditional | objectives of the | | systematic and it is |
| | | curricular | curriculum; in | Team Teaching is a | seen as a |
| | | integration, the | addition they are | key way of working. | comprehensive |

| | | integration of traditional school subjects) | connected to the currently relevant, actual issues and phenomena. Collaborative Teaching or coteaching one way of working. | | method of learning and teaching. Team Teaching as a major way of working. |
|---|---|--|--|--|--|
| 2. Authenticity -In the learning situation used methods, tools, and materials, correspond the real world, where the knowledge is used | The phenomenon is a "textbook-like" or study materials focused - a small and pretty clearly defined entity. | The topic of learning is an authentic phenomenon from the real word. | The topic of learning is genuine, phenomenon from the real world. The phenomenon is timely and on behalf of content relevant to the learners in their world now and in the future. Learners examine and study the phenomenon by using real, authentic sources and materials and media. | The object of the learning is holistically authentic phenomenon from the real world .The examined phenomenon is current, actual and it has real world relevance to the learners now and in the future. In additions, the learner's output has relevance outside of school and it will be published to a wider public. Learners examine and study the | The learners' cognitions are authentic, i.e. the learner's thinking in learning situations corresponds as closely as possible thinking that is needed in the real world situation, where the knowledge is applied / used. Learners use authentic sources, materials and tools, and methods as the real experts and professionals use. Learning takes place |

| | | | | phenomenon by using real, authentic sources and materials and media. Learners use methods and tools that are typical to the culture expertise – e.g. tools and devices that are used in the real working life. | in a real environment rather than in a traditional classroom. Learning community utilizes experts and professionals from various fields. Learners' outcomes / content produced by learners are relevant to real life, and they solve some problems that are significant in the surrounding society. Learners' outputs / content produced by learners will be published to a wider audience. |
|---|---|---|--|--|---|
| 3. Contextuality (/context) - Learners learn things in their natural context. Contextualization vs. De- | While studying a phenomenon one looks at individual cases - one thing and perspective at a time. Learning the phenomenon is structured in the traditional way | The phenomenon is studied in structured entities. Things are learned in their natural context; context and meanings are understood by observing a wider | Learners are working on sets of entities instead of individual task or exercises (cf. Project-based working). The phenomenon is examined as a holistic entity, where | Learners work on vague and ambiguous, not the pre-defined phenomena (cf. Project work where the problem and topic are set by students). Learners | Learners work on the vague and ambiguous, not pre- defined phenomenon (cf. Project work where the problem and topic are set by students). Learners |

| contextualization. | with small tasks or | context. Learning | things are in a | structure and analyze | structure |
|-----------------------------|------------------------------|---------------------|---------------------------------|------------------------|-----------------------|
| | exercises given by | process is | natural context; | the phenomenon | themselves the |
| | a teacher. (Tasks | structured and | context and | from different | phenomenon from |
| | typically based on | guided by learning | meanings are | perspectives. | different |
| | the closed task of | tasks. | understood by | (Learning process can | perspectives. Things |
| | objections, tasks | | observing wider | be methodologically | are learned in a |
| | with relatively | | context. | guided and facilitated | natural context and |
| | strictly limited | | | by scaffolds* or by | setting and |
| | "right" answer.) | | | learning tasks that | meanings are |
| | | | | are open.) | understood by |
| | | | | | observing wider |
| | | | | | context where |
| | | | | | various aspects and |
| | | | | | topics come |
| | | | | | together. The |
| | | | | | phenomenon is |
| | | | | | understood and |
| | | | | | processed as a |
| | | | | | systemic entity. |
| 4. Problem based | The phenomenon | The problem | The phenomenon is | The phenomenon is | The phenomenon is |
| inquiry learning | is not studied | setting (wondering | studied based on the | studied based on the | studied based on |
| | | of the problem / | | problem settings that | the problem |
| -Learning and collaborative | problem based; teacher or | research of the | problem settings that have been | have been | - |
| | | | | | settings that have |
| knowledge | students are not | problem) works as | collaboratively made | collaboratively made | been collaboratively |
| construction is | creating own | a base for learning | together by learners. | and reflected | made and reflected |
| based on the | questions s or | and studying a | Learners set research | together by learners. | together by |
| learner's own | problem settings | phenomenon. | / wondering | Problem settings are | learners. Problem |
| questions. | as a basis for | Problem setting | problems as a basis | relevant to the | settings are relevant |
| In the phenomenal | knowledge | comes from the | for the review and | learners and to their | to the learners and |

| learning learners | construction | teacher or is made | study of the | real world. The | to their real world. |
|---------------------|---------------------|---------------------|-------------------------|------------------------|----------------------|
| learn by | process. | by the teacher- | phenomenon. | setting of problems is | The setting of |
| wondering | | centered way. | Knowledge | a continuous process | problems is a |
| together. | (Questions, | Problem setting | construction is a | that guides individual | continuous process |
| | exercises and | makes learning | process of answering | and collaborative | that guides |
| | learning tasks are | meaningful and | to the | knowledge | individual and |
| | by all means used.) | significantly; it | questions/problems. | construction during | collaborative |
| | | anchors things to | | the whole learning | knowledge |
| | | be learned to the | | process. | construction during |
| | | real world. | | | the whole learning |
| | | | | | process. The |
| | | | | | learning process is |
| | | | | | an intentional |
| | | | | | process of |
| | | | | | developing |
| | | | | | hypothesis and |
| | | | | | working theories |
| | | | | | (working models, |
| | | | | | (mental) |
| | | | | | prototypes). |
| 5. Learning | The learning | The learning | The learning process | The learning process | The learners create |
| process | process is not | process is guided | is guided by learning | is guided by open | their own learning |
| -Learning is seen | guided by learning | by learning tasks | tasks that | learning tasks that | tasks and learning |
| as a process, | tasks, even the | which are mainly | methodologically | methodologically | tools (scaffolds *) |
| which is guided | students are given | focusing learner on | guide the learner's | guide the learner's | for themselves. |
| and facilitated by | separate individual | | learning and facilitate | learning. Learners | Learners are aware |
| learning tasks | tasks. | focusing on the | the learner's learning | also create their own | of the learning |
| -The learning tasks | | repetition of the | process. | learning tasks for | methods as well as |
| guide the learner's | | information. | | themselves. Learners | their own and |
| perception and | | | | are aware of learning | common learning |

| information | methods and their process. Learners |
|---------------------|-------------------------------------|
| process – the aim | own and common plan their own |
| is to facilitate | learning process. individual |
| | learning |
| students to | processes, as |
| | well as |
| learning | their |
| a and athing a many | collaborative |
| something new | learning |
| (methodological | processes. |
| quidance). | |



12.10.2015 Pasi.Silander@gmail.com





WIHS DESIGN MAP

For PhenoBL Quarterly Unit Planning

PhenoBL Nominal Theme: DESIGN THIS FIRST **Enduring Understanding: DO THIS THIRD** Summative Assessment: DO THIS SECOND (BACKWARDS PLANNING FROM What are the core SUMMATIVE) ideas of the unit? The summative assessment is the students' "performance of understanding" in Why are these core which they answer the essential question in a performance that both exhibits and ideas important enhances their understanding. This performance is more than presenting and worth knowledge or the fruits of research. To demonstrate understanding, students learning? must engage in some authentic application of their knowledge, facts, and skills. Essential Questions: CONSTRUCT THESE FOURTH **Disciplinary Standards** Alignment to Alignment (math, science, PhenoBL Rubric: Write questions that address both the **DO THIS SIXTH** 'what' and the 'how' found in the SS, ELA, art, world language, PE, health): DO summative assessment (performed/ produced knowledge created by students). THIS FIFTH Describe related dimensions with Choose grade-appropriate explanation of how These should lead to deep thoughts, standards from each of the it is aligned to the sustained inquiry, new questions, and four strands to focus on in rubric and related meaningful connections. your unit. Most likely you to other parts of will cover multiple this framework. Consider how some will be topical and standards within each overarching—this is the 'what' that is strand. Be sure to list the Dimensions expected to be performed or produced in standards that are most include: the summative assessment. important in the lessons -Holisticity and assessments of your -Authenticity Consider how others will be processunit. -Contextuality oriented—this is the 'how' that can be linked to the standards that your unit (context) -Problem-based addresses. inquiry learning Reflection: How does this align with your -Learning process **Enduring Understanding?** How well do these align with your chosen disciplinary

standards and next

section?

First Peoples Principles of Learning: DO THIS

SEVENTH

(LIST THESE HERE)

Activities & Learning Targets (multiple): DO THIS EIGHTH

Sequence: Explain your rationale for how the activities are organized—how do the activities reveal a continuum of learning and an integration of knowledge?

Activities (8-12): Include a brief but thorough description that explains the purpose of each activity within the larger unit—describe both what students will be doing during the activity and what you want students to learn by doing the activity.

Learning Targets:

- Selection of Standards
- 3-5 long-term targets
- 3-7 supporting targets for each longterm target

Resources/Companion Texts: DO THIS NINTH

DO THIS AS YOU PLAN FORMATIVE INSTRUCTION AND FORMATIVE ASSESSMENT

Identify—for yourself and for others—what materials and resources you will use to prepare the students to perform the summative assessment successfully. Include materials that might be useful in differentiation.

Include disciplinary literacy, Four Resources Model, and critical literacy connections here.

Formative Instruction and Formative Assessments: DO THIS TENTH WITH OTHER DESIGN FEATURES

This is the strategic and scaffolded route to the summative assessment. What knowledge, skills, and understanding do the students need to be able to give an excellent "performance of understanding"? Plan the instruction and learning experiences here and identify the places where you will do formative assessments to make sure that students are indeed learning and growing in ways that will enable their performance of the summative assessment.

Plan to build confidence and competence through formative (and sometimes initially ungraded) assessments. Plan to have the students self-monitor and self-assess their progress toward the summative assessment standards.

Differentiation: DO THIS AS YOU PLAN FORMATIVE INSTRUCTION AND FORMATIVE ASSESSMENT

How will you differentiate for the varieties of learning styles, learning abilities, and levels of interest in your classroom? Think about content differentiation, process differentiation, and product differentiation.

The unit addresses the needs of students with attention to their social, cultural, and linguistic diversity.

Academic Language (vocabulary): DO THIS AS YOU PLAN FORMATIVE INSTRUCTION AND FORMATIVE ASSESSMENT

What vocabulary will the students need to understand and apply to use the content and skills involved in this unit?

Think about engaging ways to introduce and encourage the students' daily use of this vocabulary—both in writing and in speech. Can your students find uses for these words outside of the academic context? Look to the language standard found in the WA state and your discipline's national standards.



WIHS DESIGN MAP: PHENOMENON-BASED LEARNING OVERVIEW SAMPLE UNIT: KNOWING MYSELF AND WHERE I COME FROM

PhenoBL Nominal Theme: (Habits of doing, being, and thinking)

By developing the tools necessary to better understand ourselves, we are able to better understand others and the world around us. In addition, we build a deeper sense of empathy, understanding, and collaborative spirit.

First Peoples Principles of Learning: Reference Doc

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and on a sense of place)
- Learning requires exploration of one's identity

Summative Assessment:

Essential Questions:

A "Spoken Word and Storytelling Summit" will be held where students perform their spoken word piece alongside community members and elders, who will be invited to deliver stories, reflections, or even spoken word pieces with the focus of developing a stronger understanding of the connections they share.

Disciplinary Standards Alignment:

Content EQs: (critical literacy-based) How do we better

- understand ourselves (identities)? How are we connected to the local region and communities? How do our actions affect local and global conditions and our relationships with each other?
- What does connection look and feel like within diverse communities, including Indigenous and non-Indigenous communities?
- How do others view us (friends, family, teachers, acquaintances)? How do we learn to work across difference?

Disciplinary EQs: (disciplinary literacy-based)

How is math used to understand who we are 13 Moons - Using 13 moons (lunar phases) to understand oneself in relationship to natural resources, community, and sustainability

Biology/Science - Structure and Function, Matter and Its Interactions, Inheritance and Variation of Traits

Math - Interpreting Categorical and Quantitative Data. Summarize, represent, and interpret data on a single count or measurement variable

ELA Narrative Text - Range of Reading and Level of Text Complexity that reflects diverse perspectives and local communities

ELA Writing - Text Types and Purposes narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

History/Social

Studies - Students come to understand other perspectives and cultures. Craft and Structure, Integration of Knowledge

and Ideas from historical perspectives and current contexts

Enduring Understanding:

"Knowing Myself" and "Where I Come From": A multiperspective, multigenerational, cross-curriculum exploration of oneself. Students use the lenses of an interdisciplinary perspective from all content areas to develop a deeper understanding of themselves. The findings from these perspectives will be crafted into a spoken word piece that will be shared with the school community and/or during an end-of-semester Community Learning Showcase.

Alignment to PhenoBL Rubric:

Describe related dimensions with explanation of how it is aligned with the rubric and related to other parts of this framework.

Dimensions include:

- Holisticity
- Authenticity
- Contextuality (context)
- Problem-based inquiry learning
- Learning process

How well do these alian with your chosen disciplinary standards and next section?

- and how we might predict our future? How do mathematicians predict futures?
- How do we develop a deeper social and cultural understanding of who we are as scientists, readers, historians, health-care providers, musicians, and artists?
- How do we develop an engaging narrative?
- How do people's crosscultural stories and language (literature, oral traditions, spoken word, etc.) provide us with new lenses necessary to better understand ourselves and larger communities?

PhenoBL EQ aligned with Nominal Theme EQ:

What tools are necessary for us to better understand ourselves and better understand others' experiences in our efforts to practice a deeper sense of empathy, understanding, and collaborative spirit with ourselves and with diverse community members? **Health** - Knowing my body and what keeps me emotionally, socially, physically healthy. Medicine Circle and relationship with Indigenous and Western perspectives in science and medicine

World Language - What is your first language and what does that tell you about yourself? Exploring relationships between language and culture. Has your family lost its language and how does that impact culture and communities? What language would you like to learn and why?

Since Time Immemorial - What do our oral stories tell us about ourselves? How do they help us build community? How does physical geography affect the distribution, culture, and economic life of local tribes? What were the political, economic, and cultural forces consequential to the treaties that led to the movement of tribes from long-established homelands to reservations? What are the ways in which tribes responded to the threats to extinguish their cultures and independence, such as missionaries, boarding schools, assimilation policies, and the reservation system? What have tribes done to meet the challenges of reservation life? What have these tribes, as sovereign nations, done to meet the economic and cultural needs of their tribal communities?

Treaty rights, governance, sovereignty (Senate Bill 5433) What can we do differently now?

For PhenoBL Quarterly Unit Planning

Activities & Learning Targets (overall): Include a brief but thorough description that explains the purpose of each activity within the larger unit—describe both what students will be doing during the activity and what you want students to learn by doing the activity. See specific disciplinary maps for detailed activities and learning targets.

Sequence: A slow zoom out beginning with the micro-level examination of themselves, with each step out revealing new perspectives and connections. Throughout the process, students

take on different professional roles including, but not limited to, mathematicians, biologists, and sociologists. Students will use knowledge acquired from each step to add to their spoken work piece from their newfound perspectives.

Micro Level - An exploration of the structure and function of one's body starting at the atomic level and incorporating social, emotional, physical, and cultural knowledge.

Body Level - An exploration of how the body works. Students may focus on one or more aspects to use as inspiration (shelf image, consciousness, movement, imagination, etc.).

Friend Level - Students examine connections made to a friend incorporating another perspective into their thinking and inquiry.

Family Level - A dynamic view that can provide at times conflicting perspectives requiring students to understand the idea of multiple perspectives. Their written piece may shift with these perspectives and/or address them. What oral stories does our family share about who we are and where we come from?

Community Level - Interconnectedness to the community is explored with topics that may include a wide range of subjects (e.g., local treaty rights, water rights, fishing rights, agriculture, DACA, and immigration).

Regional Level - There is opportunity to define how large this perspective may be ranging from Whatcom county to the Northwest to North America depending on current events and content constraints/needs.

Earth Level - Students explore how they are connected to the earth and its inhabitants. 13 Moons. Topics from the environment to conflict can be incorporated into the written piece where connections are identified.

"Beyond" Level - Third person, god's-eye view, spirits view, and beyond are all available as students explore one final perspective in the infinite zoom.

Learning Targets: (found in disciplinary parallel maps)

- Selection of Standards (see disciplinary maps for specific alignment)
- 3-5 long-term targets
- 3-7 supporting targets for each long-term target

Resources/Companion Texts: Narrative and Informational

#NotYourPrincess: Voices of Native American Women

"In Her Words" by Lee Maracle (Sto:lo Nation)

Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit by Jo-Ann Archibald Coast Salish Squamish, Musqueam, Snuneymux, and Stol:lo Elders and storytellers to create a curriculum around Indigenous oral narratives.

Native Legends of the Indian Arm Area compiled and edited by Ralph Drew, Belcarra,

Stories of Salish Sea Indigenous histories.

<u>Salmon and the Salish Sea: Stories and</u>
<u>Sovereignty</u> by Seattle Public Library
Stories of the Puget Sound Indigenous tribes

<u>You Don't Know Me</u> by David Klass If I had one wish, it would be that the next time you looked at me, you would look into my eyes and finally see who I really am.

Beauty by Lisa Daily

Molly is a frizzy, ugly mess until a mysterious artist sketches her picture at the town fair and the next day she wakes up looking impossibly beautiful.

How Beautiful the Ordinary: Twelve Stories of Identity edited by Michael Cart
Twelve different authors share stories about such life-changing topics as love, death, happiness, gender, and sexuality.

Mexican Whiteboy by Matt de la Pena Danny Lopez's father is Mexican, and his mother has blonde hair and blue eyes, so he never quite fits in. If he goes to Mexico to find his roots, will he also be able to find himself?

The Hate U Give by Angie Thomas
Sixteen-year-old Starr Carter moves between
two worlds: the poor neighborhood where she
lives and the fancy suburban prep school she
attends.

Online Resources

KhanAcademy.com

- -Biology
- -Mathematics I (integrated)

<u>Coast Salish Stories for Children and Teens</u> https://seattle.bibliocommons.com/list/share /202851054/1287778157

5 Tips on Spoken Word | Power Poetry

Formative Instruction and Formative Assessments:

The summative assessment "Spoken Word and Storytelling Summit" will serve as a final presentation.

- Peer critique
- Expert critique
- Weekly reflections
- Drafts

This is the strategic and scaffolded route to the summative assessment. What knowledge, skills, and understanding do the students need to be able to give an excellent "performance of understanding"? Plan the instruction and learning experiences here and identify the places where you will do formative assessments to make sure that students are indeed learning and growing in ways that will enable their performance of the summative assessment.

Plan to build confidence and competence through formative (and sometimes initially ungraded) assessments. Plan to have the students self-monitor and self-assess their progress toward the summative assessment standards.

Differentiation:

The unit is designed to be accessible for a wide range of abilities and backgrounds

Prior to each level of zoom, instructors will establish a baseline of student understanding. Using this information, instructors can design a differentiated support system allowing for small group instruction opportunities while also establishing groups (homogeneous and heterogeneous) to provide peer support and critique.

Class agendas, notes, graphic organizers, discussion points, and next steps will be captured in a dynamic daily agenda that is posted for students and families to use as a reference.

Elders and community members will provide an additional level of support as they will act as experts and critique partners within the structures described above.

Additionally, they will provide an important perspective in the "Community Level" of the unit.

- www.powerpoetry.org

<u>20 Years of Brave New Voices</u> - Youth Speaks https://tinyurl.com/y7uedqw7

Academic Language (vocabulary):

Overarching Vocabulary

These terms will form as the structures for both the unit and the summative written piece. Spoken work thrives on rich vocabulary use, so students will be required to share new vocabulary with the group to encourage additional use.

- Alternative
- Authenticity
- Analyze
- Contextuality
- Detract
- Distort
- Escalate
- Evaluate
- Fluctuate- Formulate
- Holisticity
- Identity
- Imply
- Infuriate
- Interpret
- Intimidate
- PerspectivePerception
- Pertinent
- Sabotage



WIHS DESIGN MAP: SCIENCE STRANDS SAMPLE UNIT: KNOWING MYSELF AND WHERE I COME FROM

For PhenoBL Quarterly Unit Planning

PhenoBL Nominal Theme: (Habits of doing, being, and thinking)

By developing the tools necessary to better understand ourselves, we are able to better understand others and the world around us. In addition, we build a deeper sense of empathy, understanding, and collaborative spirit.

First Peoples Principles of Learning: Reference Doc

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and on a sense of place)
- Learning requires exploration of one's identity

Summative Assessment:

A "Spoken Word and Storytelling Summit" will be held where students perform their spoken word piece alongside community members and elders, who will be invited to deliver stories, reflections, or even spoken word pieces with the focus of developing a stronger understanding of the connections they share.

Enduring Understanding:

"Knowing myself and where I Come From" A multi-perspective, multi-generational, cross-curriculum exploration of oneself. Students use the lenses of an interdisciplinary perspective from all content areas to develop a deeper understanding of themselves. The findings from these perspectives will be crafted into a spoken word piece that will be shared with the school community and/or during end of semester Community Learning Showcase.

Essential Questions:

Content EQs:

- How do we better understand ourselves? How are we connected to the region? How do our actions affect more global conditions?
 - Structure and Function
 - Matter and Energy in Organisms and Ecosystems
 - Interdependent Relationships in Ecosystems
- How do others view us? (Friends, family, teachers, acquaintances)
 - o Inheritance and Variation of Traits
- What does connection look and feel like within community?
 - Cause and Effect
 - Interdependent Relationships in Ecosystems

Disciplinary EQs:

 How do we develop a deeper understanding of who we are from a scientific and health-oriented (e.g., food as medicine) perspective from Indigenous and Western perspectives?

Disciplinary Standards Alignment:

13 Moons - Using 13 moons (lunar phases) to understand oneself in relationship to natural resources and sustainability

Biology - Structure and Function, Matter and Its Interactions, Inheritance and Variation of Traits

Health - Knowing my body and what keeps me emotionally, socially, physically healthy. Medicine Circle and relationship with Western science and medicine. First Peoples Principles of Learning

Since Time Immemorial - What do our oral stories tell us about ourselves specifically related to science? How were policies built with or on historically-based science knowledge? Who holds knowledge? How does what we learn about science, medicine,

Alignment to PhenoBL Rubric:

Describe related dimensions with explanation of how it is aligned to the rubric and related to other parts of this framework.

Dimensions include:

- Holisticity
- Authenticity
- Contextuality (context)
- Problem based inquiry learning
- Learning process

How well do these align with your chosen disciplinary standards and next section?

PhenoBL EQ aligned with Nominal Theme EQ:

 What tools and PhenoBL dimensions (e.g., contextuality, problem-based inquiry learning) are necessary for us to better understand ourselves and others' experiences from Indigenous and Western perspectives in our efforts to practice a deeper sense of empathy, understanding, and collaborative spirit? and health help us build healthier communities? What are the ways in which tribes responded to the threats to extinguish their cultures and independence related to access to food as medicine? What are tribes doing today regarding health and wellness? (Senate Bill 5433)

Activities & Learning Targets including: (1) Selection of Standards; (2) 3-5 long-term targets; (3) 3-7 supporting targets for each long-term target

Sequence: A slow zoom out beginning with the micro-level examination of themselves, with each step out revealing new perspectives and connections. Throughout the process, students take on different professional roles including, but not limited to, mathematicians, biologists, and sociologists. Students will use knowledge acquired from each step to add to their spoken work piece from their newfound perspectives.

Micro level - An exploration of the structure and function of one's body starting at the atomic level and incorporating social, emotional, physical, and cultural knowledge influence on the body.

Body Level - An exploration of how the body works. Students may focus on one or more aspects to use as inspiration (shelf image, consciousness, movement, imagination, etc.). Applying STI/13 Moons perspectives including analyzing food as medicine and food sovereignty issues.

Friend Level - Students examine connections made to a friend incorporating another perspective into their thinking and inquiry. Students engage with each other using the PhenoBL dimensions and the FPPL in collaborative work together.

Family Level - A dynamic view that can provide at times conflicting perspectives requiring students to understand the idea of multiple perspectives. Their written piece may shift with these perspectives and/or address them. What oral stories does our family share about who we are and where we come from? What do we learn from both Indigenous and non-Indigenous elders?

Community Level - Interconnectedness to the community is explored with topics that may include a wide range of subjects (e.g., local treaty rights, water rights, fishing rights, agriculture, DACA, and immigration).

Regional Level - There is opportunity to define how large this perspective may be, ranging from Whatcom county to the Northwest to North America depending on current events and content constraints/needs.

Earth Level - Students explore how they are connected to the earth and its inhabitants. 13 Moons. Topics from the environment to conflict can be incorporated into the written piece where connections are identified. Local and global issues of climate change, access to traditional foods, and clean water both environmental and connected to the Indigenous experience (e.g., treaty rights).

"Beyond" Level - Third person, Indigenous and Western perspectives including god's-eye view, spirits view, and beyond are all available as students explore one final perspective in the infinite zoom.

Resources/Companion Texts:

13 Moons related texts

 Sample interview with an elder: http://www.racerocks.com/racerock/arc hives/archives 9b2.htm

<u>Since Time Immemorial: Tribal Sovereignty in Washington State High School Grade Levels related texts:</u>

 Video: Contemporary Voices Along the Lewis and Clark Trail & Native Homelands Along the Lewis and Clark Trail (https://www.k12.wa.us/IndianEd/TribalSovereignty/CWP-HSUnit1.aspx)

<u>First Peoples Principles of Learning related texts</u>

- Forests for the Future: Local Ecological Knowledge: http://www.ecoknow.ca
- Multiple high school level texts: https://curriculum.gov.bc.ca/instruction al-samples/tagged/first-peoples-principles-learning

Knowing Home: Braiding Indigenous Science with Western Science: https://pressbooks.bccampus.ca/knowinghome2/chapter/chapter-9/

Staying the Course Staying Alive:

http://www.biodiversitybc.org/assets/Default/BBC Staying the Course Web.pdf

Food as Medicine related texts

 Food as Medicine: Integrating Nutrition Education: https://geiselmed.dart mouth.edu/news/2018/food-asmedicine-integrating-nutritioneducation-into-the-medical-educationcurriculum/

The Immortal Life of Henrietta Lacks by Rebecca

She was a poor black tobacco farmer whose cells—taken without her knowledge in 1951—became one of the most important tools in medicine, vital for developing the polio vaccine, cloning, gene mapping, and more

Activities (8-12): Include a brief but thorough description that explains the purpose of each activity within the larger unit—describe both what students will be doing during the activity and what you want students to learn by doing the activity.

Science Standards

- HS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics
 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- HS-LS2-7 Ecosystems: Interactions, Energy, and Dynamics
 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- HS-LS2-8 Ecosystems: Interactions, Energy, and Dynamics
 Evaluate evidence for the role of group behavior on individual and species chances to survive and reproduce.
- HS-LS4-6 Biological Evolution: Unity and Diversity
 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
- HS-ESS3-1 Earth and Human Activity
 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- HS-ESS3-5 Earth and Human Activity
 Analyze geoscience data and the results from global climate models
 to make an evidence-based forecast of the current rate of global or
 regional climate change and associated future impacts to Earth
 systems.
- HS-ETS1-1 Engineering Design
 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- HS-ETS1-3 Engineering Design
 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Letters to a Young Scientist by Edward O. Wilson Reflecting on his coming-of-age in the South as a Boy Scout and a lover of ants and butterflies, Wilson threads these 21 letters, each richly illustrated, with autobiographical anecdotes that illuminate his career—both his successes and his failures—and his motivations for becoming a biologist.

Silent Spring by Rachel Carson

The publication forced the banning of DDT and spurred revolutionary changes in the laws affecting our air, land, and water. Carson's passionate concern for the future of our planet reverberated powerfully throughout the world, and her eloquent book was instrumental in launching the environmental movement. It is without question one of the landmark books of the 20th century.

The Demon in the Freezer: A True Story by Richard Preston

The first major bioterror event in the United States—the anthrax attacks in October 2001—was a clarion call for scientists who work with "hot" agents to find ways of protecting civilian populations against biological weapons.

A Short History of Nearly Everything by Bill Bryson Taking as territory everything from the Big Bang to the rise of civilization, Bryson seeks to understand how we got from there being nothing at all to there being us.

<u>Human Body!</u> (Knowledge Encyclopedias)
A biology book on the human body with computer generated 3D images to support STEM education learning.

CDC.Gov

Formative Instruction and Formative Assessments:

The summative assessment "Spoken Word and Storytelling Summit" will serve as a final presentation.

- Peer critique
- Expert critique
- Weekly reflections
- Drafts

This is the strategic and scaffolded route to the summative assessment. What knowledge, skills, and understanding do the students need to be able to give an excellent "performance of understanding"? Plan the instruction and learning experiences here and identify the places where you will do formative

Differentiation:

The unit is designed to be accessible for a wide range of abilities and backgrounds.

Prior to each level of zoom, instructors will establish a baseline of student understanding. Using this information, instructors can design a differentiated support system allowing for small group instruction opportunities while also establishing groups (homogeneous and heterogeneous) to provide peer support and critique.

Academic Language (vocabulary):

Scientific Focused Vocabulary

These terms will form as the structures for both the unit and summative written piece. Spoken work thrives on rich vocabulary use, so students will be required to share new vocabulary with the group to encourage additional use.

Food as medicine Tribal sovereignty Heterozygous Organ Natural selection Artificial selection DNA Evolution Tissue assessments to make sure that students are indeed learning and growing in ways that will enable their performance of the summative assessment.

Plan to build confidence and competence through formative (and sometimes initially ungraded) assessments. Plan to have the students self-monitor and self-assess their progress toward the summative assessment standards.

Class agendas, notes, graphic organizers, discussion points, and next steps will be captured in a dynamic daily agenda that is posted for students and families to use as a reference.

Elders and community members will provide an additional level of support as they will act as experts and critique partners within the structures described above. Additionally, they will provide an important perspective in the "Community Level" of the unit.

Scientific Methods
Hypothesis
Experiment
Variable
Dependent Variable
Independent Variable

Control
Bias
Model
Theory
Scientific Law
Standard
Volume
Matter
Density
Graph
Technology
Mass

Society



Whatcom Intergenerational High School

Section 5: Attachment 5

Contents

• WIHS Exit Standards for Graduating Students



Whatcom Intergenerational High School Exit Standards and Requirements

WIHS will ensure that Whatcom County high school students—regardless of their life circumstances—develop the competencies and agency for success in college, career, and life.

Students are assigned an expected graduation year at the time they enter Grade 9 per WAC 180-51-035. When students graduate from WIHS, they will have earned the minimum of 24 credits as required by the State Board of Education and an additional 4 PhenoBL interdisciplinary credits, for a total of 28 credits. WIHS will use baseline, formative, and summative assessments to monitor student progress toward mastery of standards and determine a final credit award based on demonstrated proficiency on the requirements below.

Students will take all required state assessments, demonstrate their learning through a minimum of 4 Community Learning Showcases, and take the SAT or ACT college entrance exam.

| Washington State | WIHS Requirements | |
|----------------------------------|---------------------------|------------------------------|
| English | 4 credits | 4 credits |
| Math | 3 credits | 3 credits |
| Science | 3 credits | 3 credits (2 lab) |
| Social Studies (Civics embedded) | 3 credits | 3 credits |
| Arts | 2 credits | 2 credits |
| Health and Fitness | 2 credits | 2 credits |
| World Languages | 2 credits | 2 credits |
| Career Exploration | 1 credit | 1 credit |
| Electives | 4 credits | 4 credits |
| PhenoBL | N/A | 4 credits |
| Total Credits | 24 credits | 28 credits |
| Additional Requirements | Completion of High School | Completion of High School |
| | and Beyond Plan | and Beyond Plan |
| Additional Requirements | Completion of required | Completion of required state |
| | state assessments | assessments |
| Additional Requirements | N/A | Completion of 4 Community |
| | | Learning Showcases |
| Additional Requirements | N/A | Completion of the SAT or ACT |
| | | college entrance exam |

The third credit of science and the third credit of math are chosen by the student based on the student's interest and High School and Beyond Plan (HSBP) that must be approved by the parent or guardian, or, if the parent or guardian is unavailable or does not indicate a preference, the Principal, per WAC 180-51-068. The State Board of Education allows a waiver of up to two credits based on a student's unusual circumstances. WIHS will enact this policy based on student need.

Exit Standards

For WIHS students to earn the credits detailed above, they must be able to demonstrate content knowledge and skills aligned with the following state frameworks, which are detailed on the Office of the Superintendent of Public Instruction website:²

- Washington State Math K-12 Learning Standards for High School
- Washington ELA K-12 Learning Standards for High School
- Washington State Science K-12 Learning Standards for High School
- Washington State Social Studies K-12 Learning Standards for High School
- Washington State World Languages K-12 Learning Standards for High School
- Washington State Health and Physical Education K-12 Learning Standards for High School
- Washington State Arts K-12 Learning Standards for High School
- Washington State CTE Guidelines

For a detailed view of how standards align with content at WIHS, see the sample scope and sequence in **Attachment 3**. A sample PhenoBL overview and parallel Science Strands map are available for review in **Attachment 4**.

Additional WIHS Graduation Requirements

In addition to *knowing* the above standards, WIHS graduates must be able to *do* the following additional requirements that are not required by the state for graduation.

Phenomenon-Based Learning Course Passage

Quarterly units of study will be constructed using the WIHS Design Map (**Attachment 4**) for all disciplinary and interdisciplinary PhenoBL units. All units will include:

- Standards to be addressed and achieved through the unit.
- Instructional strategies describing a variety of differentiation strategies so that all students have access to learning.
- Formative assessments for learning that will be used during the quarter to inform students and teachers of progress toward standards achievement.

¹ State Board of Education. (2019). *College and career ready graduation /requirements*. Retrieved from http://www.sbe.wa.gov/graduation.php

² Office of the Superintendent of Public Instruction (OSPI). (2018). Washington State K-12 learning standards. Retrieved from http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx

 Community Learning Showcase of learning that will measure growth to standards, including the rubric by which mastery of each standard will be assessed designating emerging, developing, meeting, or exceeding.

Students earn credits through their PhenoBL course where they work on completing their unit of study. At the end of each semester students have an opportunity to demonstrate their learning through a Community Learning Showcase. For graduation requirements students will participate in a Community Learning Showcase annually. The Community Learning Showcase is an opportunity for students to become experts in their areas of interest developing agency as learners. In addition to the coursework listed above, WIHS students graduate with dispositions in social, emotional, and physical learning, developing a positive sense of self and spirit.

Expanded High School and Beyond Plan

WIHS students will also be required to complete a HSBP plan.³ The purpose of the HSBP plan is to help students begin their post-high school planning from the first year of high school. This plan dovetails with the WIHS mission to ensure students have the agency and skills for success in college, career, and life. Students become familiar with the HSBP in the beginning of their Grade 9 year. They develop their plans winter quarter in collaboration with an elder. Students plan their individual high school pathways and intentionally build the experiences that will take them to graduation, including the coursework they will pursue, inquiries they are curious about asking, and phenomena they are interested in studying. Presentation of the HSBP will be part of the Grade 12 Community Learning Showcase, which is a capstone assessment required for graduation, and the final of four Community Learning Showcases students must participate in to graduate.

College Entrance Exams

WIHS graduates will be required to prepare for and complete the SAT or ACT college entrance exams to ensure they are set up to apply for postsecondary options upon graduation. Students will receive tutoring support to prepare for these exams from teachers and elders and the test will be built into their HSBP goal-setting and monitoring.

³ State Board of Education. (2018). *High School and Beyond Plan frequently asked questions*. Retrieved from http://sbe.wa.gov/faq/highschoolbeyondplan.php



Whatcom Intergenerational High School

Section 7: Attachment 6

Contents:

- Year 1 of Operation School Calendar
- Daily Schedule
- Daily and Weekly Schedule
- Calculations for Instructional Hours and Minutes

Section 7: Attachment 6

Annual Calendar Key Components

The WIHS annual calendar is designed to give students ample time for learning in core classes, understanding PhenoBL, progressing toward mastery on the phenomenon-based learning rubric, participating in tutoring, and providing opportunities for students to showcase their learning and work for the community. Some key features that are integral to actualizing WIHS's educational program terms on the annual calendar are:

• Home visits and staff orientation

WIHS staff will help new families understand the school model and build relationships during home visits. The staff will come together to define the culture of care they want to create, prepare curriculum plans and assessments (on stipend October 2019-June 2020), and learn about the school's policies and operations during staff orientation (August 2020).

Student-led conferences

Twice a year, students will lead conferences regarding progress in core classes, their High School and Beyond Plan (HSBP), and the PhenoBL rubric. Depending on each situation, a staff member, family member, elders, and students will attend these meetings.

Community Learning Showcase

At a minimum of once per year (graduation requirement), students share their learning with families and interested community members. Time is set in the calendar at the end of Semester I and Semester II to give additional community learning experiences for those students who choose to showcase more than one time annually. This offers families opportunities for engagement. Community review gives students relevant feedback to the work they have pursued in PhenoBL class throughout the year.

Assessments and Data Days

Students will take diagnostics assessments to establish a baseline for their learning at the start of the year. This includes PSAT and ELPA21 testing mid-year and ELPA21 at the end of the year. Students will demonstrate learning through summative assessments quarterly and participate in at least one annual Community Learning Showcase (these are set in the calendar at the end of every semester). Summative assessments may include research papers, demonstrations of learning, project presentations, media presentations, or written assessments, depending on the class. Three times a year, staff will take part in a formal cycle of data analysis, using Data Days to examine students' academic, social-emotional, discipline, attendance, and behavioral data to determine how they can improve instruction and other structures in the daily schedule to better support students.

WHATCOM INTERGENERATIONAL HIGH SCHOOL YEAR CALENDAR 2020-2021

NOTE: WIHS operates on quarter system.

| | | | | | | | | | es on quarter | | | | | | | | |
|--|---|-----------------------------|--|------------------------------|--|-----------------------------|--|---|----------------------------------|--|--|--|---|--|-------------------------------|------------------------------------|-----------------------------|
| | August 2020 | | | | | | | | | February 202 | | | | | | | |
| | | Su | М | Т | W | Т | F | S | | | Su | М | Т | w | Т | F | S |
| | | | | | | | | 1 | 2/4 | Field Study | | 1 | 2 | 3 | 4 | 5 | 6 |
| | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 2/9-2/10, 2/11 | PSAT, ELPA21, Field Study | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 2/11 2/18 | Presidents' Day (no school), Field Study | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 8/17-8/21 | Home Visits/Staff Orientation | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 2/22, 2/23- | Data Day, Student Led Conf., Field | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 8/24-8/28, 8/25 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 2/24, 2/25 | Study | 21 | 22 | 23 | 24 | 23 | 20 | 21 |
| | to-School Night | 30 | 31 | | | | | | , , , | , | 28 | | | | | | |
| | Total Instructional Days | 30 | 31 | | | | | | | Total Instructional Days | | 2 | 4 | 4 | 4 | 4 | |
| | September 2020 | | | | | | | | | March 2021 | | | | | | | |
| | September 2020 | Su | М | Т | w | т | F | S | | | Su | М | Т | W | Т | F | S |
| 9/1, 9/3 | First Day of School; Field Study | Ju | 141 | 1 | 2 | 3 | 4 | 5 | 3/4 | Field Study | | 1 | 2 | 3 | 4 | 5 | 6 |
| 9/7, 9/9, 9/10 | Labor Day (no school); ELPA 21 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3/11 | Field Study | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 5/1, 5/5, 5/10 | baseline data, Field Study | 0 | , | ٥ | 9 | 10 | 11 | 12 | 3/18 | Field Study | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 9/17 | Field Study | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 3/25.3/26 | Field Study, Community Learning | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 9/24 | Field Study | 20 | 21 | 22 | 23 | 24 | 25 | 26 | ., .,., | Showcase | | | | | | | |
| | , | 27 | 28 | 29 | 30 | | | | | | 28 | 29 | 30 | 31 | | | |
| - | Total Instructional Days | | 3 | 5 | 5 | 4 | 4 | | | | | | | | | | |
| | October 2020 | | | | _ | | | | | Total Instructional Days | | 5 | 5 | 5 | 4 | 4 | |
| | | Su | М | т | w | Т | F | S | | April 2021 | | | | | | | |
| 10/1 | Field Study | | | | | 1 | 2 | 3 | | | Su | М | Т | W | T | F | S |
| 10/5: 10/8 | Data Day (staff only); Field Study | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 4/1 | Field Study | | | | | 1 | 2 | 3 |
| 10/12; 10/15 | Indigenous People's Day, Field | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 4/5-4/9 | Spring Break (no school) | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10, 12, 10, 15 | Study | | | 10 | | | 10 | | 4/15 | Field Study | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 10/22 | Field Study | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 4/22 | Field Study | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 10/29, 10/30 | Field Study, Community Learning | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 4/29 | Field Study | 25 | 26 | 27 | 28 | 29 | 30 | |
| | Showcase | | | | | | | | | Total Instructional Days | | 3 | 3 | 3 | 4 | 4 | |
| | Total Instructional Days | | 2 | 4 | 4 | 5 | 5 | | | May 2021 | | | | | | | |
| | November 2020 | <u> </u> | | - | w | - | F | | | | Su | М | Т | W | Т | F | S |
| 11/5 | Ciald Charles | Su | M | T | | T | | S | | | | | | | | | 1 |
| 11/5 | Field Study | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 5/6 | Field Study | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 11/11; 11/12 | Veterans' Day (no school); Field Study | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5/10, 5/13 | Data Day, Field Study | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 11/19 | Field Study | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 5/20 | Field Study | 16 | _ | | 19 | 20 | 21 | 22 |
| 11/26-11/27 | Thanksgiving Break (no school) | 22 | | | | | | | - / | | | 17 | 18 | 19 | 20 | | |
| 11/20 11/27 | Thanksgiving Break (no senoor) | ~~ | 73 | 24 | | 26 | | | 5/25-26, | Student Conf., Field Study | 23 | 17 24 | 18 25 | 26 | 27 | 28 | 29 |
| | | 20 | 23 | 24 | 25 | 26 | 27 | 28 | 5/25-26, 5/27 | Student Conf., Field Study | | | | | | 28 | 29 |
| | Total Instructional Flaur | 29 | 30 | 24 | | 26 | | | | Student Conf., Field Study Memorial Day (no school) | | | | | | 28 | 29 |
| | December 2020 |) | 30 | | 25 | , | 27 | 28 | 5/27 | , | 23 | 24 | | | | 4 | 29 |
| | | | 30 | , T | 25 W | Ţ | 27 3 F | 28 S | 5/27 | Memorial Day (no school) | 23 | 24 31 | 25 | 26 | 27 | | 29 |
| 12/3 | Field Study | Su | 30 M | T 1 | 25 W 2 | T 3 | 27 F 4 | 28 S 5 | 5/27 | Memorial Day (no school) Total Instructional Days | 23 | 24 31 | 25 | 26 | 27 | | 29 S |
| 12/10 | Field Study Field Study | Su 6 | 30 M 7 | T 1 8 | 25 W 2 9 | T 3 10 | 27 F 4 | 28 S 5 12 | 5/27 | Memorial Day (no school) Total Instructional Days | 30 | 24 31 3 | 25 4 | 26 4 | 27 4 | 4 | |
| 12/10 12/17 | Field Study | Su 6 13 | 30 M 7 14 | T 1 8 15 | 25 W 2 9 16 | T 3 10 17 | F 4 11 18 | 28 S 5 12 19 | 5/27 5/31 | Memorial Day (no school) Total Instructional Days June 2021 | 30 | 24 31 3 | 25 4 T | 26 4 W | 27 4 | 4 F | S |
| 12/10 12/17 12/21 - 12/25 | Field Study Field Study | Su 6 | 30 M 7 14 21 | T 1 8 | 25 W 2 9 16 23 | T 3 10 17 24 | 27 F 4 | 28 S 5 12 | 5/27 5/31 6/3 | Memorial Day (no school) Total Instructional Days June 2021 Field Study | 23 30 Su | 31 3 M | 25 4 T | 26 4 W 2 | 27 4 T 3 | 4 F 4 | S 5 |
| 12/10 12/17 12/21 - 12/25 | Field Study Field Study Field Study Winter Break Winter Break (no school) | Su 6 13 | 30 M 7 14 21 28 | T 1 8 15 22 29 | 25 W 2 9 16 23 30 | T 3 10 17 24 31 | F 4 11 18 25 | 28 S 5 12 19 | 5/27 5/31 6/3 6/10-6/11 | Memorial Day (no school) Total Instructional Days June 2021 Field Study Community Learning Showcase | 23 30 Su 6 | 31 3 M | 25 4 T 1 8 | 26 4 W 2 9 | 27 4 T 3 | 4 F 4 11 | S 5 12 |
| 12/10 12/17 12/21 - 12/25 | Field Study Field Study Field Study Winter Break | Su 6 13 20 | 30 M 7 14 21 | T 1 8 15 22 | 25 W 2 9 16 23 | T 3 10 17 24 | F 4 11 18 | 28 S 5 12 19 | 5/27 5/31 6/3 6/10-6/11 | Memorial Day (no school) Total Instructional Days June 2021 Field Study Community Learning Showcase | 23 30 Su 6 13 | 31 3 M 7 14 | 25 4 T 1 8 | 26 4 W 2 9 | 27 4 T 3 10 17 | 4 F 4 11 18 | \$ 5 12 19 |
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| 12/10 12/17 12/21 - 12/25 | Field Study Field Study Field Study Winter Break Winter Break (no school) Total Instructional Days | Su 6 13 20 | 30 M 7 14 21 28 2 | T 1 8 15 22 29 | 25 W 2 9 16 23 30 | T 3 10 17 24 31 | F 4 11 18 25 | 28 S 5 12 19 | 5/27 5/31 6/3 6/10-6/11 | Memorial Day (no school) Total Instructional Days June 2021 Field Study Community Learning Showcase Last day of school | 30 Su 6 13 20 | 31 3 M 7 14 21 28 | 25 4 T 1 8 15 22 29 | 26 W 2 9 16 23 30 | 27 4 T 3 10 17 24 | 4 F 4 11 18 25 | \$ 5 12 19 |
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| KEY | , |
|-----|--|
| | Baseline data collection (ELPA, PSAT) |
| | Back-to-School Night |
| | Home Visits/Staff Summer Institute |
| | Student Retreat |
| | First/Last Day of School |
| | Field Study |
| | Data Days (no school for students) |
| | Vacation/Holiday (no school for students/staff) |
| | Student-Led Conferences |
| | Community Learning Showcase |
| | Inclement Weather Make-up Days |

| Month | Staff Days | Full Instructional Days |
|------------|------------|-------------------------|
| August | 8 | 0 |
| September | 21 | 21 |
| October | 21 | 20 |
| November | 18 | 18 |
| December | 14 | 14 |
| January | 19 | 19 |
| February | 18 | 19 |
| March | 23 | 23 |
| April | 17 | 17 |
| May | 19 | 19 |
| June | 11 | 11 |
| July | 0 | 0 |
| Total Days | 189 | 181 |

| Instructional Hours and Minutes | | | | | |
|--|----------------------|--|--|--|--|
| M-F Full Day Start - Dismissal: 8:00am-3:30pm | 7 hrs. | | | | |
| Min. # of Instructional Hours per Day in Grades 9-12 | 7 hrs. (420 min.) | | | | |
| Min. # of Instructional Hours per Week in Grades 9-12 | 35 hrs. | | | | |
| | (2,100 min.) | | | | |
| Total Full Instructional Days x Total Full Day Instructional | 1,267 hrs. | | | | |
| Hrs. (181 days x 7 hrs.) | | | | | |
| Instructional Hours Totals | | | | | |
| SBE Instructional Hours requirement: 1,080/year | | | | | |
| WIHS Instructional Hours: 1,267/year (76,020 min.) | | | | | |

| Academic Year Calendar | Number of Days |
|----------------------------------|----------------|
| Number of instructional days | 181 |
| Number of instructional hours | 1,267 |
| Number of holidays | 23 |
| Make-up days (inclement weather) | 2 |
| State Assessment Days (ELPA21) | 2 |

Daily/Weekly Schedule Key Components

1. Sample Weekly/Daily Schedule

WIHS's school day runs from 8:00am to 3:30pm with a 20-minute lunch and 10-minute snack break. All students follow the same basic schedule below. Students will be placed in a cohort of 25 students and rotate through core content classes, Phenomenon-based Learning (PhenoBL), world languages, and electives. Homework Help (HH) is offered during PhenoBL and over lunch hour.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|------------------|----------------|----------------|---------------|------------|
| 8:00-8:35am | Morning Cohort | Student Prep | Student Prep | Student Prep | Morning |
| | Prep | | | | Cohort |
| | | | | | Check |
| 8:38-9:43am | Math | Math | Math | Math | Math |
| 9:46-10:51am | ELA | ELA | ELA | ELA | ELA |
| 10:54-11:04am | Snack | Snack | Snack | Snack | Snack |
| 11:07am-12:12pm | SS/Science | World | SS/Science | World | SS/Science |
| | | Language | | Language | |
| 12:12-12:52pm | Lunch | Lunch | Lunch | Lunch | Lunch |
| | Movement/HH | Movement/HH | Movement/HH | Movement/HH | Movement/ |
| | | | | | НН |
| 12:52-1:57 pm | SS/Science | Elective | SS/Science | PhenoBL Field | SS/Science |
| 2:00-3:30pm | Phenomenon- | PhenoBL Skills | PhenoBL Skills | Study | PhenoBL |
| | based Learning | | | | Skills |
| | (PhenoBL) Skills | Homework Help | Homework Help | | |
| | | | | | Homework |
| | Homework Help | | | | Help |
| 3:30-5:00pm | Afterschool | Afterschool | Afterschool | | |
| | Clubs | Tutoring | Clubs | | |
| | (Optional) | (mandatory | (Optional) | | |
| | | for students | | | |
| | | not meeting | | | |
| | | standards) | | | |

Daily/Weekly Schedule Guide

Morning Cohort Prep and Check

On Monday morning, students will meet with their cohorts, which include a maximum of 13 students, one teacher, and one elder. During Morning Monday Meeting, students eat breakfast, then meet in circle to check in and set their goals for the week. Friday Meeting is the same process, with a circle to check out and a discussion on progress achievement for the week. On Mondays and Fridays, students also learn and practice restorative practices such as circle process and discuss First Peoples Principles of Learning (FPPL).

Student Prep Tuesday-Thursday

This is a mandatory part of the instructional day for all students. Students have several options to participate in activities and explore what helps get them get mentally and physically ready for their day. They might read the newspaper, participate in yoga or Zumba, walk the grounds, or tend the greenhouse/community garden. Breakfast is served daily.

Math, ELA, Science/SS (Interdisciplinary) Rotation

Students participate in core subject matter courses. PhenoBL disciplinary units are aligned with Washington State K-12 Learning Standards and Next Generation Science Standards, using the critical literacy framework and implemented with culturally-sustaining pedagogies. The 65-minute block for these courses allows for flexibility in how content is delivered and encourages students to make connections across disciplines. This time is used to deliver content using a variety of instructional methods depending on student needs. Differentiated instruction (see **Attachment 4**) ensures that students who need to catch up do so and students who are exceeding are being challenged.

Break/Snack

In between core content classes, students take the opportunity to grab a snack, chat with a friend or elder, and enjoy some free time. During WIHS Discovery Cafés (with students at risk of academic failure), students suggested that time for play, breaks, and a variety of movement throughout the day were crucial to staying engaged cognitively.

Lunch

Whatcom County has many different opportunities for farm-to-table relationships and we are researching options to ensure lunches are healthy and that students are interested in eating. Lunchtime is also an opportunity for students to connect with elders, set up homework help, participate in yoga or other movement activities, tend the greenhouse and community gardens, and interact with friends.

World Language/Electives Rotation/Homework Help

WIHS will offer Saanich and Spanish and a variety of electives based on student and staff interests (during Discovery Cafés, students suggested astronomy, debate, Adulting 101, financial management, and weaving). Homework Help is designed to help students catch up and/or progress toward mastery on all learning targets and disciplinary content. In addition, students may need extra help with their Phenomenon-based learning (PhenoBL) units. During Discovery Cafés students overwhelmingly agreed that WIHS should have structured time in the schedule to obtain help with homework from teachers.

Phenomenon-based Learning (PhenoBL)

Students are engaged with their interests working alongside teachers and community elders. PhenoBL allows students to explore real-world concepts through inquiry that incorporates multiple academic

subjects so that students make and use connections across content to solve problems and understand complexity. Phenomena of interest will eventually incorporate PE/health, music, art, and career exploration.

Thursday PhenoBL Field Study

Students have mandatory extended time to work on their PhenoBL studies, participate in community research, and get extra support from elder volunteers. Staff will have time to meet in grade-level and content-area teams and PLCs during this time (on-going professional development for staff).



Whatcom Intergenerational High School

Section 11: Attachment 7

Contents:

• Enrollment Policy

Section 11: Attachment 7

Student Enrollment Policy

WIHS Student Enrollment Policy

Whatcom Intergenerational High School (WIHS) is open to all students at the appropriate age groups and grade levels who wish to attend the school, though we anticipate the majority of the student population will come from the Ferndale and Bellingham regions, given the school's proposed location. As a public school, WIHS is tuition-free and open to all, and there are no required entrance exams. If capacity is insufficient to enroll all students who apply to WIHS, admission, except for existing students, shall be determined by a random, public lottery in accordance with an authorizer-approved enrollment preference and Open Public Meetings Act. WIHS's enrollment policy is modeled, with permission, after the enrollment policies of Willow Public School and Ashé Preparatory Academy.

The WIHS Board of Directors, in collaboration with WIHS leadership, will determine the policies and procedures that govern application, admission, and enrollment at WIHS. All policies and procedures will be culturally inclusive and demonstrate a commitment to serving at-risk students. WIHS will not discriminate based on race, ethnicity, national origin, gender, economic status, religion, home language, learning or physical disability, sexual orientation, or level of academic preparation.

The enrollment policy below contains tentative dates for enrolling founding WIHS students. This timeline provides ample time for families to decide about joining the school community and submit required enrollment paperwork and for the school to ensure strong data collection systems are in place to maintain student enrollment data securely and efficiently.

a. Application Period and Enrollment Deadlines and Procedures

WIHS will begin accepting applications for founding Grade 9 students on November 1, 2019 and will follow the timetable below to enact application and enrollment procedures. Applications will be designed to be as accessible as possible. Applications will be translated in primary non-English languages in the region, requesting only basic necessary information. We will have enrollment forms available at all WIHS information sessions, with bilingual staff and Family Network representatives available to assist families in form completion.

| Period/Action | Timeline/Deadline |
|--|--------------------------------|
| Application Period | November 1, 2019-April 8, 2020 |
| Admissions Lottery (if applicable) | Saturday, April 11, 2020 |
| Notify Admitted Students | Monday, April 13, 2020 |
| Intent to Enroll Forms Due | Monday, April 20, 2020 |
| Waitlist Students Notified (if applicable) | Tuesday, April 21, 2020 |
| Enrollment Packets Due | Tuesday, May 5, 2020 |

October 1 – Student recruitment continues with our outreach efforts. WIHS will hold a WIHS

Community Celebration in October to kick off the school's successful authorization process. November 1 officially opens the enrollment period and we will begin to hold WIHS information sessions. At each contact (in person, e-mail, phone), parents/guardians and students will be offered the WIHS Student Enrollment Form. This process ensures that families/students enter the WIHS school community comfortably. The enrollment team ensures each family/student is on track regarding their decisions, and school expectations and requirements are clear. WIHS Student Enrollment Forms will be managed through a spreadsheet and in the date of order that each is received. This spreadsheet will have appropriate columns showing contacts, assistance requested and provided, and completion of the WIHS application. This will provide WIHS a means to:

- o Measure and monitor outreach efforts (providing feedback for WIHS on successes and areas for improvement on our outreach efforts, especially related to at-risk students).
- Track contact information from families (parents/guardians/students) as permitted by the form/signatures.
- Connect, build relationships, maintain contacts, and provide information and assistance as requested.
- Assist families/students throughout the application process.
- o Ensure families/students understand the enrollment and lottery timing and processes.
- April 8 Final deadline for submission of applications from new applicants. Any applications received after this date and time will be placed at the end of the lottery-generated waitlist. All applications received in person will receive a confirmation receipt. Families are welcome to mail their application, fill one out online, or in person at the school's office. An acknowledgement letter will be sent upon receipt of the mail or online application. If a family does not receive or keep this receipt, the school is not responsible for claims that an application was sent by mail but not received by the deadline. All receipts will be closely tracked, but in the unlikely event that the record is lost, the school cannot take responsibility should an application be unaccounted for and the family does not have a record of it.
- April 11 In Year 1 of operation, WIHS is enrolling 75 Grade 9 students for Fall of 2020. If enrollment numbers go beyond 75, we will enact a weighted, public, and random lottery process. The lottery will be conducted pursuant to Washington State's charter school law (RCW 28A.710.050) and the admissions policy, once approved by the authorizer. The lottery will be open to the public and attended by a representative of the WIHS Board of Directors and a neutral auditor. After all seats have been filled for each grade level, a lottery-generated waiting list will be created for each grade level, placing students in the order in which their ticket was drawn. The waitlist will be valid for one year.
- Ongoing If capacity is not reached by the application deadline, students will be enrolled in the school on a rolling basis. If and when the number of students surpasses the number of seats, students who submit applications after capacity is reached will be added to a waitlist, in the order the school received their application.
- April 13 After the lottery is complete, all parents will be notified of the results of the lottery within 48 hours. Parents of accepted children will receive an Intent to Enroll form, which can either be picked up at the school or mailed to the parent with a return envelope and postage included. School staff will be available to assist families with the completion of Intent to Enroll forms as necessary. Completion of the Intent to Enroll form guarantees the student a spot in the

school, and once a family submits an Intent to Enroll form, they will receive an **Enrollment Packet**. Students who have been placed on the waiting list will also be notified of such placement within 48 hours of the lottery.

- April 20 Completed Intent to Enroll forms must be returned to the school. If mailed, the Intent to Enroll form must be postmarked by this date. Before the due date for the Intent to Enroll forms, WIHS will attempt to verify personally with each parent by phone or at home if they intend to accept a seat at the school and encourage them to submit their Intent to Enroll form. If the school is unsuccessful in contacting the family for verification or is not in receipt of an Intent to Enroll form, the family will then give up the seat and the student's name will be placed at the end of the lottery-generated waitlist.
- April 21 If there are still seats available after the Intent to Enroll deadline, the school will begin
 accepting students on the waitlist. After all seats have been assigned, the lottery-generated
 waitlist will be utilized for the remaining students who have registered if a seat should open. In
 all cases, WIHS will adhere to all schedules and requirements pursuant to Washington State law
 concerning the recruitment and enrollment of students.
- May 5 Enrollment packets are due for lottery-selected students. If students are enrolled on a
 rolling basis, enrollment packet deadlines will be set accordingly to give families ample time to
 gather the necessary documentation. Late paperwork for admission and enrollment shall result
 in loss of opportunity for enrollment preferences as listed below, and may result in loss of
 opportunity for admission, but will be reserved in the case that the waiting list is completely
 exhausted in each year. WIHS will provide extensive support to families, including holding office
 hours, home visits, and family enrollment events, to ensure all paperwork is received on time.
 Requirements for enrollment include:
 - Completed enrollment/registration forms turned in, including student data sheet, emergency information cards, and all other required documents.
 - o Records documenting immunizations required by public schools.

The process described above should help all families avoid late applications and/or enrollment packets. In the event of a late enrollment form, WIHS will save late forms and students will be placed at the end of the waiting list. Late return of enrollment packets following notification of admission shall result in loss of admission.

• The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. If there is an available seat, WIHS will immediately enroll any homeless student, and will not delay or prevent the enrollment of a homeless student due to the lack of school or immunization records. If enrollment is at capacity, the student will be placed at the top of the waitlist and admitted as soon as a seat opens.

b. Timeline and plan for student recruitment, engagement, and enrollment

The WIHS plan is culturally inclusive and ensures outreach to systemically underserved communities while complying with the admissions and enrollment practices outlined in RCW 28A.710.050. WIHS recognizes that a multipronged strategy that includes authentic relationship-building, multiple methods of communication, and multiple points of entry for families is necessary to recruit founding students. Strategies include the following:

| Action | Timeline | Responsible Parties |
|---|-----------------------------|---|
| Hold Discovery Cafés with underserved communities to gather input regarding their hopes and dreams for student learning. Door-to-door canvassing. | October 2017- March 2019 | Planning Board, Community Engagement Coordinators |
| Door-to-door canvassing events to recruit families. | October 2019- March 2020 | Principal, Indigenous Community and Cultural Inclusion Liaison, Family Network, Volunteers |
| Ensure access for underserved families by actively seeking input from families and recruiting in the following culturally and linguistically diverse communities: • Sterling Meadows Housing Complex: Residence of 51 farm working migrant/immigrant families, mostly Spanish-speaking, and all first-generation college students. All families qualify for free or reduced lunch (FRL). • Eliza Trailer Court: Residence of many Spanish-speaking families and first-generation college students. All families qualify for FRL. • Villa Santa Fe Apartment Complex: Residence of 50 farm working migrant/immigrant families, who are mostly Spanish-speaking families with some families from Marshall Islands. Majority are first-generation college students. • Roosevelt and Birchwood neighborhoods: Economically, culturally, and linguistically diverse neighborhoods. Many families are FRL-qualified. • Lummi Nation and Indigenous communities | October 2017- ongoing | Community Engagement Coordinators, Principal, Indigenous Community and Cultural Inclusion Liaison, Family Network |
| Meet with culturally and linguistically diverse community leaders to discuss WIHS | January 2018- ongoing | Planning Board, Principal, Executive Director (ED), Indigenous Community and Cultural Inclusion Liaison |
| Maintain a website and Facebook page that include updates on WIHS, information sessions, the application process, and deadlines | January 2018- ongoing | Planning Board, Board Clerk |

| Work with local media outlets, especially outlets serving Indigenous and Hispanic communities, to include recruitment events and application deadlines Work with faith-based communities to present to congregations Place paid advertisements in local print media (Spanish language and Indigenous publications) Host WIHS information sessions during the school year before opening. Staff will present the education program as well as an explanation that the school is tuition-free, open to all students, including students with special education needs, English language learners, homeless and LGBTQ youth, and our priorities include ensuring all students have the resources and support to be prepared for college. Participants will have an opportunity to ask questions, meet WIHS staff, and learn about enrollment. Translators will be available, and all materials will be available in Spanish, English, and additional languages if necessary. Bilingual staff and Family Network representatives will be available to answer questions at all events. Convene ongoing discussions with Bellingham and Ferndale School Districts to ensure a thoughtful partnership in serving students who are not achieving in the current system. In addition, we will ask to: Be included in annual preschool fairs and school information opportunities or events hosted by the target schools in the area Discuss opportunities for partnership Collaborate with Northwest Youth Services to ensure access for homeless youth to WIHS | A ak' - ·· | Time | Dogwonsikle Danties |
|--|--|----------------|-------------------------|
| serving Indigenous and Hispanic communities, to include recruitment events and application deadlines Work with faith-based communities to present to congregations Place paid advertisements in local print media (Spanish language and Indigenous publications) Host WIHS information sessions during the school year before opening. Staff will present the education program as well as an explanation that the school is tuition-free, open to all students, including students with special education needs, English language learners, homeless and LGBTQ youth, and our priorities include ensuring all students have the resources and support to be prepared for college. Participants will have an opportunity to ask questions, meet WIHS staff, and learn about enrollment. Translators will be available, and all materials will be available in Spanish, English, and additional languages if necessary. Bilingual staff and Family Network representatives will be available to answer questions at all events. Convene ongoing discussions with Bellingham and Ferndale School Districts to ensure a thoughtful partnership in serving students who are not achieving in the current system. In addition, we will ask to: Be included in annual preschool fairs and school information nights Present at middle school information opportunities for partnership Collaborate with Northwest Youth Services to August 2019- Principal, ICCIL August 2019- Principal, ICCIL Board of Directors, ED, Family Network Principal, ICCIL August 2019- Principal, ICCIL August 2019- Principal, ICCIL Are august 2019- Principal, ICCIL Board of Directors, ED, Family Network Principal, ICCIL August 2019- Principal, ICCIL Board of Directors, ED, Family Network Principal, ICCIL August 2019- Principal, ICCIL Board of Directors, ED, Family Network August 2019- Principal, ICCIL August 2019- Principal, ICCIL Board of Directors, ED, Family Network August 2019- Principal, ICCIL Board of Directors, ED, Family Network August 2019- Principal, ICCIL Board of Directors, | Action | Timeline | Responsible Parties |
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| Spanish language and Indigenous publications March 2020 | · | | Principal, ICCIL |
| year before opening. Staff will present the education program as well as an explanation that the school is tuition-free, open to all students, including students with special education needs, English language learners, homeless and LGBTQ youth, and our priorities include ensuring all students have the resources and support to be prepared for college. Participants will have an opportunity to ask questions, meet WIHS staff, and learn about enrollment. Translators will be available, and all materials will be available in Spanish, English, and additional languages if necessary. Bilingual staff and Family Network representatives will be available to answer questions at all events. Convene ongoing discussions with Bellingham and Ferndale School Districts to ensure a thoughtful partnership in serving students who are not achieving in the current system. In addition, we will ask to: Be included in annual preschool fairs and school information nights Present at middle school information opportunities or events hosted by the target schools in the area Discuss opportunities for partnership Collaborate with Northwest Youth Services to March 2020 Board of Directors, ED, Family Network Family Network Ramily Network Board of Directors, ED, Family Network Family Network Family Network Family Network Ramily Network Pamily Network Primcipal, ED Principal, ED | · | | Principal, ICCIL |
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| | Convene ongoing discussions with Bellingham and Ferndale School Districts to ensure a thoughtful partnership in serving students who are not achieving in the current system. In addition, we will ask to: Be included in annual preschool fairs and school information nights Present at middle school information opportunities or events hosted by the target schools in the area Discuss opportunities for partnership | March 2020 | |
| | | - | Principal, ICCIL |

c. Lottery and Enrollment Preferences

At the end of our open enrollment period, September 2019-April 2020, if the number of applications for enrollment exceeds capacity (except for previously admitted students, beginning in Year 2 of operations), WIHS will conduct a weighted lottery. WIHS will follow the timeline above and conduct a lottery online or in an accessible location, and an impartial observer will be selected to attend. The lottery will be a public and random process. Rules, deadlines, dates, and times for the lottery will be communicated in the WIHS Student Enrollment form, on the WIHS website, and in enrollment materials. In addition, all materials will

be translated into the languages spoken by applicants' parents/guardians. Public notice for the date and time of a lottery will be posted once the enrollment deadline has passed. WIHS will also inform parents/guardians of all applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time via mail or e-mail at least one week prior to the lottery date. All non-English-speaking parents/guardians will be informed of the process through written and/or spoken communication in their language through translation services.

Drawing from currently authorized charter schools, Willow Public School's, and Ashé Preparatory Academy's procedures, the WIHS lottery will generally follow the order below:

- Current students are automatically re-enrolled to the next grade.
- If spaces are available, and once an application is completed and duly submitted, siblings of currently enrolled students will be automatically enrolled. If a grade has more sibling applicants than openings, sibling applicants will be drawn at random.
- New applicants are drawn completely for each grade, beginning with the lowest entry grade, until
 all applicants are placed in a grade or on the waiting list. As applicants are drawn and enrolled,
 siblings will also be immediately enrolled.
- After all spaces are filled, the drawing continues to determine the order of the waiting list.

d. Enrollment Preferences

WIHS will grant an enrollment preference to siblings of currently enrolled students, with any remaining enrollments allocated through a lottery (RCW 28A.710.050(3)). In addition, WIHS will work with the Commission to legally grant a weighted enrollment preference to children of full-time employees of WIHS as well as to at-risk students, in accordance with federal Charter School Program Grant lottery guidelines.

e. Waitlist, Withdrawals, Re-enrollment, and Transfers

When the lottery is concluded, students not granted admission due to capacity will be added to a **waitlist**. The wait list will be used to fill seats newly available as the school year progresses. The waitlist allows students the option to enroll if a spot opens during the current school year. The waitlist will not carry over to the following school year. The order of admission of students at any time during the year will be determined solely by the order of applicants on the waitlist based on the draw of the lottery. Late applications will be put at the end of the waitlist.

Students are assumed to be returning to the school each fall unless the school is informed otherwise. To **withdraw** a student, the parent/guardian informs the school in writing that the student is transferring and indicates the school to which they are transferring. Although WIHS plans to serve all students, at times families may determine the need to transfer their student to another school. A withdrawal form will be completed so that a student may properly be enrolled at the new school of choice.

Re-enrollments will be accepted any time there is an opening in the student's grade. Students will be accorded a waitlist place with the date of their re-enrollment request. Should they advance to the next school year on the waitlist, they will be afforded a small weighted advantage and be put to the front of the waitlist for the new enrollment process. This advantage recognizes the right of students to make difficult decisions and affords WIHS the advantage of enrolling a student who is already acquainted with school processes and who has been part of the WIHS school culture and community.

Students who seek to transfer to WIHS will be placed on the waitlist and notified when an opening exists. Students who enter mid-year will be supported with learning school processes and socializing into the WIHS culture and community.



Whatcom Intergenerational High School

Section 12: Attachment 8

Contents:

• Discipline Policy

Section 12: Attachment 8

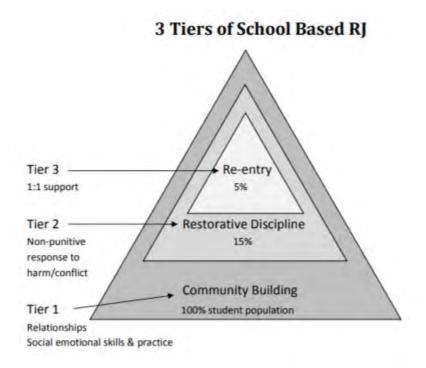
Whatcom Intergenerational High School (WIHS) Proposed Discipline Policy

Restorative Discipline¹

Because WIHS is an organization that is focused on continuous learning, we expect that both students and adults will make mistakes in interactions, communication, and behavior. We also expect that students and adults will reflect on those mistakes and restore community. This is an iterative action research process that everyone at WIHS will use to create a safe and caring school culture and includes strong relationship and trust building, holding a common set of core values that are reflected in First Peoples Principles of Learning, and using rituals like morning meetings and community meals to foster open communication between all members of the school community.

Attending to school culture, setting positive and clear expectations for behavior, and practicing procedures and routines will prevent most discipline problems. Students will understand the Restorative Practices/FPPL framework and make decisions regarding their participation, implementation, and ongoing efficacy in implementing practices to in establish a safe, fair, and equitable learning environment.

WIHS will follow the following process, adopted from the Oakland Unified School District and grounded in a foundation of community building to guide its approach to a schoolwide Restorative Practices Approach related to discipline.



¹ Kidde, J., & Alfred, R. (2009). *Restorative justice: A working guide for our schools.* Oakland Technical High School, Oakland CA. Retrieved from http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf

- **Tier 1** is characterized by the use of classroom circles to build relationships, create shared values and guidelines, and promote restorative conversations following behavioral disruption. The goal is to build a caring, intentional, and equitable community with conditions conducive to learning.
- **Tier 2** is characterized by the use of restorative processes such as harm circles, mediation, or family-group conferencing to respond to disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.
- **Tier 3** supports the successful re-entry of youth following suspension, truancy, expulsion, or incarceration. The goal is to welcome youth to the school community in a manner that provides wraparound support and promotes student accountability and achievement.

Restorative Strategies for Addressing Smaller Harms

A restorative approach often represents a shift in thinking about behavior issues in a school community and provides youth and adults with moments for learning and growth. The approach is predicated on creating space for dialogue to address and repair a harm caused by a member(s) of the community. Issues such as defacing school property, inappropriate use of classroom technology, swearing at a teacher, or peer conflicts present a variety of opportunities for students and adults to work together to learn from one another, change the current situation, and prevent the situation in the future. The following practices offer new possibilities for inquiry, reflection, and response:²

- **Restorative Inquiry** involves asking the student to reflect on and explain what happened and why; to consider who was affected; to consider what it would it take to restore the relationship; and to plan and take next steps.
- **Problem-Solving Circles** involve making space and time in the classroom to resolve conflict and solve problems as a group.
- **Restorative Conversation** is an informal conversation using restorative dialogue and reflection to prevent or repair harm.
- **Restorative Conference and Mediation** involve meeting formally with school staff and students to prevent harm, enable people to resolve differences, and build empathy.
- Hallway Conferences can be used to move staff and student conversations to the side to understand how to take steps to prevent harm and address the people who were affected.
- **Connection to Resources** involves helping the student and family find mental health and additional supports to address root causes.

² Oakland Unified School District Family, School, and Community Partnerships Department: Whole School Restorative Justice. Retrieved from https://www.ousd.org/cms/lib/CA01001176/Centricity/Domain/134/Whole%20School%20Restorative%20Justice%20Info%20Sheet%20FINAL.pdf

RJ Processes Building community and responding to harm. Circles Creating space For dialogue Restorative Conversations Family Group Conference Community Conference

Restorative Process for Repairing Major Harm

Building trust and relationships is foundational to a restorative approach to discipline and ensuring a school culture that promotes social, cultural, emotional, behavioral, spiritual and academic learning. WIHS begins trust building during outreach and recruitment activities and reinforces First Peoples Principles of Learning and practices at our family home visit and in our summer orientation for all students. Relationship and trust building continue throughout the year in all classrooms, morning meeting, during intentional scheduled breaks, and with elder/student check-in and through intergenerational learning. By starting with and focusing on relationships, WIHS sets a foundation for strong culture and, when necessary, positive discipline. By doing so, we model the just and humane world we want our students to sustain.

If a student behavior, such as theft, alcohol use, or physical fights, requires disciplinary action, there will be a three-step process to restore harm. Parents/guardians will be contacted, and they will participate in the process facilitated by staff:

- 1. Repairing the damage done to the community,
- 2. Rebuilding relationships, and
- Reintegration back into the community.

a. **Equitable and Fair Practices**

In order to accomplish our vision and mission and the above restorative schoolwide approach to discipline, WIHS is committed to a safe and positive learning environment where all students, employees, and volunteers work, learn, and participate in an environment free from bullying, harassment, or intimidation.³ WIHS uses culturally-sustaining classroom management and discipline practices that build community, strengthen relationships, promote inclusiveness, and enhance communication and problem-solving skills. Students and adults are expected to be mutually responsible and individually accountable for building a school culture that is safe for all to learn and grow. We will:

- Create an intentional school culture; use affective statements and proactive community building activities.
- Build healthy, productive relationships with a focus on collective strengths and connections.
- Use language that builds community and facilitates class discussions in a way that encourages affiliation and resolves problems with focus on fairness, equity, and continuous improvement.

³ Archibold, E. E. (2016). Accessing freedom: Culturally responsive restorative justice practice in schools. Retrieved from https://www.google.com/search?q=Archibold%2C+E.+E.+(2016).+Accessing+Freedom%3A+Culturally+Responsive+Restorative+Justice+Practice+in+Schools.&oq=Archibold%2C+E.+E.+(2016).+Accessing+Freedom%3A+Culturally+Responsive+Restorative+Justice+Practice+in+Schools.&aqs=chrome.69i57.1768j0j4 &sourceid=chrome&ie=UTF-8

- Use non-contingent rewards/reinforcement.
- Collect and analyze data including teacher, elder, parent, staff observations, self-assessment by students, course grades, attendance records, progress on the High School and Beyond Plan (HSBP), understanding and practice of First Peoples Principles of Learning (FPPL) to:
 - o inform staff of positive trends in school climate; identify students' needs and strengths; monitor student progress over time; and guide future planning or goal setting.
 - Support students in making progress toward their goals.
 - o support adults in collecting reflective data on inclusive practices and modeling FPPL to help continually strengthen their relational interactions with youth and colleagues.
- Assess prospective staff to identify those who share a restorative practices philosophy; hire well-qualified teachers and staff who engage the strengths, cultural knowledges, and abilities of all young people.
- Establish community partnerships with local businesses, health and social service providers, and community organizations to help support the needs of students and their families. Appropriate partnerships and alignment with the WIHS system of learning are being created during the startup phase to ensure timely support and resources once the school is operational.

The following equitable and fair practices will also be expected from those who work, volunteer, and participate in the WIHS learning community. Adults are responsible for supervision, modeling FPPL and creating a caring and inclusive school environment.⁴

Adults will:

- Establish expectations and norms for behavior in collaboration with students and families, which include understanding and preventing discrimination, and providing opportunities for students to practice and reflect on FPPL.
- Approach each situation with respect and attentiveness to the uniqueness of theyoung person, of each situation, and of each individual life.
- Display caring and curiosity when things flare up in times of difficulty, misfortune, adversity, or hardship.
- Work with families to provide insight into students' behavior, culture, and prior educational
 experiences, as well as ascertain what their educational goals for their children are and whether
 their children may be experiencing cultural conflicts in the classroom.
- Be sensitive to subtle signs of mood and atmosphere and practice thoughtfulness, sensitivity, and the ability to grasp what goes on in the inner life of another.
- Be open to experiencing the *possible*.
- Be reflective of the youth's experience of risk and safety and need for security and reliability.
- Model for each other and young people ways of being that are just and empathetic and help one another take responsibility for their actions.
- Address their own behavior by reflecting on their own biases and values, and how these may affect
 their interactions with students, including the kinds of behaviors they judge to be problematic,
 and how these are related to race and ethnicity.
- Create caring and inclusive classrooms by learning about students' interests, ensuring students are engaged, making decisions with students, and deliberately modeling respect for diversity.

⁴ Van Manen, M. V. (2016). *Pedagogical tact: Knowing what to do when you don't know what to do.* New York, NY: Routledge.

Young people are mutually responsible and individually accountable for creating a learning environment that supports each other in practicing the FPPL, including individual and social responsibility related to behavior and learning. Accordingly, students will:

- Inform and be informed of expectations regarding the school wide restorative approach to discipline practices and the discipline policy.
- Follow expectations and norms and the discipline policy they mutually create and govern.
- Reflect on their own behaviors and interactions related to making progress on practicing FPPL.
- Encourage their peers to reflect on their behaviors in relation to practicing FPPL.
- Participate in restorative practices when harm has been done.

b. Offenses Eligible for Suspension or Expulsion and Required Procedures

In 2016, the Washington State legislature passed House Bill 1541, which sought to increase educational equity through several means, including reducing discipline disproportionality between student subgroups. The Bill led to a honed focus on restorative approaches to discipline by the Office of the Superintendent of Public Instruction (OSPI). WIHS's restorative approach to discipline integrates Restorative Practice and First Peoples Practices of Learning and aligns well with the state's new discipline requirements, as they require schools to use methods other than suspension, expulsion, and exclusionary discipline, when possible, and to focus on due process, remediation, and reintegration if a student does need to be excluded for a period. Thus, WIHS adopts the following policies, which have been modeled after the Washington State School Directors Association model policies 3241 and 3241P regarding Classroom Management, Discipline, and Corrective Action. They have been designed to reflect the expectations of the OSPI and the intent of House Bill 1541.

Procedures for Classroom Management, Discipline, and Corrective Action

Definitions

- "Behavioral violation" means a student's behavior that violates the Charter School's discipline policies.
- "Classroom exclusion" means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - o teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - o the student remains under the supervision of the teacher or other school personnel during such brief duration.
- "Corrective action" means discipline, classroom exclusion, suspension, emergency expulsion, or expulsion.
- "Culturally responsive" has the same meaning as "cultural competency" in RCW 28A.410.270.
- "Discipline" and "other forms of discipline" mean all forms of corrective action used in response
 to behavioral violations other than classroom exclusion, suspension, expulsion, or emergency
 expulsion, which may involve the use of best practices and strategies included in the state menu
 for behavior developed under RCW 28A.165.035.
- "Discretionary discipline" means any disciplinary action taken in response to student misconduct
 that violates the rules, policies, or procedures adopted by the Board of Directors, other than the
 misconduct listed in one or more of the categories in this procedure set forth below in the section

- entitled "Suspension, Expulsions, and Discretionary Discipline." Discretionary discipline cannot include long-term suspension or expulsion.
- "Disruption of the educational process" means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- "Emergency expulsion" means an emergency removal from school for up to, but not exceeding, ten (10) consecutive school days from the student's current school placement by the school principals or designee. An emergency expulsion requires the school principals or designee to have good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to other students or school staff or an immediate and continuing threat of substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten (10) school days from the date of the emergency removal from school. If the Charter School converts the emergency expulsion to another form of corrective action, it must provide notice and an explanation of due process rights to the student and parent/guardian.
- "Expulsion" means a denial of attendance for a period up to but no longer than length of an academic term (as defined by the Board of Directors) from the time the student is removed from his/her current school placement by the charter school Principal or designee. An expulsion may not be for an indefinite period and may not be imposed as a form of discretionary discipline. An expulsion may be extended beyond the length of an academic term if the school Principal petitions the Board of Directors for an extension. An expulsion may also include a denial of admission to, or entry upon, real or personal property that is owned, leased, rented, or controlled by the Charter School.
- "Length of an academic term" means the total number of school days in a single trimester or semester, as defined by the Board of Directors.
- "Parent" means a biological, adoptive, or foster parent, or a guardian generally authorized to act as parent or specifically authorized to make education decisions. The definition of parent does not include the state, if the student is a ward of the state. When more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student or if a judicial decree or order identifies a specific person or persons. See WAC 392-172A-01125.
- "School business day" means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the school principals is open to the public for business. A school business day concludes or terminates upon the closure of the school Principal's office for the calendar day.
- "School day" means a calendar day, except school holidays, on which enrolled students are afforded the opportunity to be engaged in educational activity planned, supervised, and conducted by or under the supervision of certificated staff, and on which day all or any portion of enrolled students participate in such educational activity.
- "Suspension" means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the Charter School.
 - Short-term suspension means suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days.

Long-term suspension means a suspension that exceeds ten (10) consecutive school days. A long-term suspension may not exceed the length of an academic term, as defined by the Charter School's Board of Directors, cannot be imposed beyond the school year in which the alleged misbehavior occurs, and may not be imposed except for the offenses listed below in the section entitled "Suspension, Expulsions, and Discretionary Discipline."

Authority of School Principal

The school Principal will have the authority to discipline, suspend, or expel students. The school Principal will:

- Identify the conditions under which a teacher may exclude a student from his or her class; and
- Designate which staff members have the authority to initiate or to impose discipline, suspensions, or expulsions.

No student will be expelled, suspended, or disciplined in any manner for the performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

No form of discipline will be enforced in such a manner as to prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

- Notification of suspensions of students eligible for special education services
 The Principal will notify special education staff of any suspensions to be imposed on a student who is currently eligible for special education services or any student who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the Principal will notify relevant special education staff so that WIHS can ensure compliance with special education discipline procedures.
- Notification of procedures relating to student behavior
 The Principal will annually publish and make available to students, parents or guardians, staff, and the community the rules, policies, and procedures of WIHS that establish misconduct and the written procedures for administering corrective action. The publication will also define student rights and responsibilities relating to student behavior.

Pursuant to the Drug-Free Schools and Communities Act (Amendments of 1989), students and parents will be given annual notice of the standard of conduct that WIHS requires regarding controlled substance and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.

WIHS will also, in consultation with staff, students, student's families, and the community, periodically review and update WIHS rules, policies, and procedures related to student discipline.

Fundamental Rights

When administering discipline under this chapter, WIHS must not:

- (1) Unlawfully discriminate against a student based on sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal;
- (2) Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of

- religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
- (3) Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
- (4) Unlawfully interfere in a student's pursuit of an education while in the custody of the Charter School; or
- (5) Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a Charter School without due process of law.

Rights and Responsibilities of Certificated Staff

Certificated staff will have the right to:

- Expect students to comply with school policies.
- Develop and/or review building rules relating to student conduct and behavioral expectations at least once each year.
- Receive any complaint or grievance regarding corrective action of students. Certificated staff will
 be given the opportunity to present their version of the incident and to meet with the complaining
 party, if a conference is arranged.
- Use such reasonable action as is necessary to protect himself/herself, a student, or others from physical abuse or injury.

Teachers have the right to exclude any student from the teacher's classroom, instructional area, or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision, subject to the requirements of WAC 392-400-335 and the section below (see Classroom Exclusions).

Certificated staff will have the responsibility to:

- Observe the rights of students;
- Supervise student behavior and enforce the rules of student conduct fairly, consistently, and without discrimination. Any infractions will be reported orally and in writing to the Principal as soon as possible, regardless of any corrective actions taken by the teacher;
- Maintain good order in the classroom, in the hallways, on the playgrounds, or other common areas of the school, and on school buses (i.e., during field trips);
- Maintain accurate attendance records and report all cases of truancy;
- Set an appropriate example of personal conduct and avoid statements that may be demeaning or personally offensive to any student or group of students; and
- Meet with a parent(s) within five (5) school days upon request to hear a complaint regarding the use of classroom materials and/or teaching strategies that are being employed in the classroom.

The Principal will have the responsibility to:

- Impose suspension or expulsion when appropriate;
- Notify parents when students are suspended or expelled; and
- Confer with certificated staff at least once per year, to develop and/or review rules of conduct to be employed in the school, and corrective actions that may be employed in the event of rule infractions.

Restrictions on Corrective Action

Educational Services

WIHS will not suspend the provision of educational services as a disciplinary action, nor will WIHS suspend the provision of educational services to a student in response to behavioral violations.

WIHS will provide the student the opportunity to receive educational services during a suspension, expulsion, or emergency expulsion. The educational services must enable the student to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within WIHS; and
- Complete subject, grade-level, and graduation requirements.

Such services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

When providing a student the opportunity to receive educational services under this section, WIHS must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations, and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and coursework for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments
 and coursework for all the student's regular subjects or classes. School personnel will make a
 reasonable attempt to contact the student or parents within three (3) school business days
 following the start of the suspension or emergency expulsion and periodically thereafter until the
 suspension or emergency expulsion ends to:
 - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and coursework for all the student's regular subjects or classes; and
 - o Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with WAC 392-121-107.

Unexcused Absences and Tardiness

Students will not be suspended or expelled from school for absences or tardiness.

Denial or Delay of a Nutritionally-Adequate Meal Prohibited

Students will not be subjected to correction action in a manner that would result in the denial or delay of a nutritionally-adequate meal to a student.

Language Assistance

WIHS will ensure that notices and communications required in connection with any corrective action are provided in a language the student and parents understand, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.

Corporal Punishment

District staff may not administer corporal punishment, including any act that willfully inflicts or willfully causes the infliction of physical pain on a student. Corporal punishment does not include:

- The use of reasonable physical force by a school administrator, teacher, school personnel, or volunteer as necessary to maintain order or to prevent a student from harming themselves, other students, school personnel, or property;
- Physical pain or discomfort resulting from or caused by training for or participation in athletic competition or recreational activity voluntarily engaged in by a student; or
- Physical exertion shared by all students in a teacher-directed class activity, which may include, but is not limited to, physical education exercises, field trips, or vocational educational projects.

Restraint and Isolation

District staff may not use isolation, restraint, or a restraint device on any student, except as provided for in RCW 28A.155.210, 28A.600.485, WAC 392-172A-02105, and 392-172A-02110.

Alternative Forms of Corrective Action

The Board of Directors at WIHS encourages the use of alternative forms of correction action when possible and practicable considering the duty to maintain safe and orderly school environments conducive to student learning and WIHS' restorative approach to discipline. WIHS administrators may consider alternative forms of corrective action, including programs intended to lessen the time of exclusion from class attendance, which have been approved by the Board of Directors, and/or the Executive Director and Principal.

Except in cases involving exceptional misconduct, WIHS administrators must impose alternative forms of corrective action for incidents of misbehavior prior to imposing a suspension or expulsion for the same type of misbehavior.

Student Disciplinary Boards

The Board of Directors recognizes that a student's behavior may be positively influenced when an incident giving rise to corrective action is reviewed by a panel of the student's peers. The Board of Directors may, in its discretion, authorize the establishment of one or more student disciplinary boards composed of students, which may also include teachers, administrators, parents, or any combination thereof. The

student disciplinary board may be authorized to prescribe reasonable discipline and may recommend suspension or expulsion to the WIHS Principal. The Principal will be authorized to set aside or modify the student disciplinary board's recommendation.

Student Discipline

WIHS will administer student discipline to maintain a safe and supportive school environment that is conducive to student learning.

The methods employed in administering the rules of student conduct involve professional judgment. Such judgment should:

- Provide due process and ensure fairness and equity in administration;
- Implement the policy and procedure in a culturally responsive manner;
- Respond to the needs and strengths of students;
- Facilitate collaboration between school personnel, students, and families; and
- Provide a safe and supportive learning environment for all students.

No form of discipline will be administered in such a manner as to prevent a student from accomplishing specific academic grade, subject, or graduation requirements. Appeal procedures have been established to provide for an opportunity for every corrective action to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff.

Detention

For minor infractions of school regulations or policies, or for minor misconduct, staff may assign students detention during afterschool hours for not more than sixty (60) minutes on any given day.

Preceding the assignment of detention, the staff member will inform the student of the nature of the offense charged and of the specific conduct that allegedly constitutes the violation. The student will be afforded an opportunity to explain or justify his/her actions to the staff member.

Students assigned detention for corrective action will be under the direct supervision of the staff member or another member of the professional staff.

Grievance and Appeal Process for Student Discipline

Any parent/guardian or student who is aggrieved by the imposition of discipline will have the right to an informal conference with the Principal for resolving the grievance. The employee whose action is being grieved will be notified of the grievance as soon as reasonably possible.

At such conference, the student and parent/guardian will be subject to questioning by the Principal and will be entitled to question the staff involved in the matter being grieved.

After exhausting this remedy, the parent/guardian and student will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the school Principal or designee.

If the grievance is not resolved, the parent/guardian and student, upon two (2) school business days' prior notice, have the right to present a written or an oral grievance to the Board of Directors during its next regular meeting, or at a meeting held within thirty (30) days, whichever is earlier. A closed meeting may be held for considering the grievance. The Board of Directors will notify the parent and student of its response to the grievance within ten (10) school business days after the date when the grievance was

presented. The disciplinary action will continue notwithstanding implementation of the grievance procedure, unless the Principal, Executive Director or Board of Directors elects to postpone such action.

Alternatively, the Board of Directors may delegate its authority to hear and decide discipline and short-term suspension grievance appeals to a charter school disciplinary appeal council established pursuant to WAC 392-400-310(1).

Classroom Exclusions

A teacher may exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision. WIHS may authorize other school personnel to exclude a student from a classroom or instructional or activity area for behavioral violations of WIHS' discipline policy. The teacher or other school personnel must first attempt one or more other forms of restorative practice to support the student in meeting behavioral expectations, unless the student's presence poses an immediate and continuing threat of material and substantial disruption of the educational process.

In administering restorative practices, the teacher or other school personnel may consider using best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom, instructional area, or activity area. When a student is excluded from the student's classroom, instructional area, or activity area for longer than the balance of the school day, WIHS will provide the student and the student's family notice and due process for a suspension, expulsion, or emergency expulsion, as appropriate. A student may not be removed from school during a classroom exclusion unless WIHS provides such notice and due process for a suspension, expulsion, or emergency expulsion.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

A student may be removed immediately from a classroom or activity by teacher or other authorized personnel without first attempting other forms of restorative practice provided that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of substantial disruption of the educational process.

Classroom Exclusion: Notice

Following the classroom exclusion of a student, the teacher or other school personnel must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the Principal or the Principal's designee as soon as reasonably possible.

The teacher, Principal, or the Principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. WIHS must ensure that this notification is in a language the parents understand, which may require language assistance for parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.

When the teacher or other authorized school personnel administers a classroom exclusion claiming the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- (a) the teacher or other school personnel must immediately notify the Principal or the Principal's designee; and
- (b) the Principal or the Principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

Suspensions, Expulsions, and Discretionary Discipline

Suspensions (including long-term suspensions) and expulsions may be imposed for any of the following student behaviors:

- 1. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- 2. Any of the following offenses listed in RCW 13.04.155, including:
 - a. Any violent offense as defined in RCW 9.94A.030, including:
 - i. Any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - ii. manslaughter;
 - iii. indecent liberties committed by forcible compulsion;
 - iv. kidnapping;
 - v. arson;
 - vi. assault in the second degree;
 - vii. assault of a child in the second degree;
 - viii. robbery;
 - ix. drive-by shooting; and
 - x. vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner:
 - any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - c. inhaling toxic fumes in violation of chapter 9.47A RCW;
 - d. any controlled substance violation of chapter 69.50 RCW;
 - e. any liquor violation of RCW 66.44.270;
 - f. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
 - g. any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
 - h. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
 - i. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
 - j. any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti;
- 3. Two or more violations of the following within a three-year period:
 - a. criminal gang intimidation in violation of RCW 9A.46.120;

- b. gang activity on school grounds in violation of RCW 28A.600.455;
- c. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
- d. defacing or injuring school property in violation of RCW 28A.635.060; and
- 4. Any student behavior that adversely affects the health or safety of other students or educational staff.

Unless otherwise required by law, school administrators are not required to impose a long-term suspension or expulsion for the misconduct listed above, and whenever reasonable, school administrators should first consider WIHS' restorative approach.

For student behaviors that do not fall within one or more of the categories listed above, WIHS may only impose discretionary discipline as defined in this procedure. WIHS may not impose long-term suspension or expulsion as a form of discretionary discipline but may impose other sanctions up to and including short-term suspension in a manner consistent with this procedure.

Short-term Suspension

Conditions and Limitations

The nature and circumstances of the student conduct violation must reasonably warrant a short-term suspension. As a general rule, no student will be suspended for a short-term suspension unless restorative approaches have been demonstrated and the violation continues.

No student will be suspended for more than a total of fifteen (15) school days during any single semester.

Continuation of Educational Services

WIHS will not suspend the provision of educational services during a period of short-term suspension and will provide the student the opportunity to receive such services. Educational services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of a short-term suspension. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

The Principal will notify special education staff of any short-term suspensions to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that short-term suspensions may cumulatively or consecutively exceed ten (10) school days (see Procedure 2161P, Special Education and Related Services for Eligible Students, Discipline section), the Principal will notify relevant special education staff so that the Charter School can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

In-school Suspension

Students who are denied attendance at school are denied the opportunity to learn. WIHS has therefore created an in-school suspension program which temporarily removes the student from his/her regular learning environment but permits the student to maintain his/her educational progress. An in-school suspension is no different from any other suspension as defined by WAC 392-400-205, and therefore triggers the same substantive and procedural due process, including student and parent/guardian notification.

Students who are assigned to in-school suspension are expected to comply with the expectations of staff. The school Principal will establish guidelines for the operation of the in-school suspension program.

Exceptional Misconduct

A student may be short-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruption to the operation of the school that immediate suspension is warranted. In cases of exceptional misconduct, WIHS may impose a short-term suspension without first attempting alternative forms of corrective action. The WIHS Principal will recommend for Board of Director adoption, the nature and extent of the corrective actions that may be imposed as a consequence of exceptional misconduct. An administrator may grant an exception when warranted by extenuating circumstances.

Prior Notice and Conference

Prior to the short-term suspension of a student, the Principal or designee will conduct a conference with the student and provide:

- An oral or written notice of the charges;
- An oral or written explanation of the evidence in support of the allegation(s); and
- An oral or written explanation of the short-term suspension that WIHS may impose.

WIHS will provide the student with an opportunity to present his/her explanation of the allegation(s).

If the short-term suspension is to exceed one (1) calendar day, the Principal or designee will notify the student's parent/guardian of the reason for the suspension and its duration either orally or by written electronic communication as soon as reasonably possible. The notice will also address the parent/guardian's right to an informal conference pursuant to WAC 392-400-255 and the fact that the Charter School may reduce the student's suspension as a result of such conference.

Grievance and Appeal Process for Short-term Suspension

Any parent/guardian or student who is aggrieved by the imposition of a short-term suspension will have the right to an informal conference with the Principal or designee for resolving the grievance. At such conference, the student and parent will be subject to questioning by the Principal and will be entitled to question staff involved in the matter being grieved.

The parent/guardian and student after exhausting this remedy will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the Executive Director. The Executive Director will notify the parent/guardian and student of their response to the grievance within five (5) school business days after the date when the grievance was presented.

If the grievance is not resolved the parent/guardian and student, upon two (2) school business days' prior notice will have the right to present a written or oral grievance to the Board of Directors at its next regular meeting, or at a meeting held within thirty (30) days, whichever is earlier. Such a meeting is not subject to the Open Public Meetings Act and need to be noticed or open to the public.

The Board of Directors will notify the parent/guardian and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented. The short-term suspension will continue notwithstanding implementation of the grievance procedure, unless the Principal, Executive Director, or Board of Directors elects to postpone such action.

Readmission

WIHS will allow any student who has been short-term suspended to make application for readmission at any time in accordance with WIHS policy and procedure.

Reporting

The WIHS Principal will record all short-term suspensions that are issued and will report these data to the Board of Directors at least quarterly, along with other disciplinary data.

Emergency Expulsion

Limitations

An emergency expulsion may not be imposed solely for the purposes of investigating student conduct.

The WIHS Principal or a designee may immediately expel and remove a student from school prior to a hearing without other forms of corrective action if the Principal or designee has good and sufficient reason to believe that the student's presence poses:

- An immediate and continuing danger to students or school staff; or
- An immediate and continuing threat of substantial disruption of the educational process.

Such emergency expulsion must end or be converted to another form of corrective action within ten (10) school days of the date of the expulsion. If WIHS converts an emergency expulsion to another form of corrective action, WIHS will provide the student and/or parents/guardians with notice and due process rights appropriate to the new corrective action.

Notice of Hearing

WIHS will notify the student and his/her parents/guardians of the emergency expulsion and of their opportunity for a hearing by:

- Hand-delivery of written notice within twenty-four (24) hours of expulsion (charter schools must
 document delivery of the notice by obtaining the signature of the student's parents/guardians
 acknowledging receipt or the written certification of the person making the delivery); or
- Certified letter mailed within twenty-four (24) hours of the expulsion (reasonable attempts to contact the parents/guardians by phone or in person will also be made as soon as reasonably possible).

WIHS' written and oral notice of emergency expulsion and opportunity for hearing will:

- Be provided in a language the student and/or a parent/guardian can understand, if other than English;
- Specify the alleged reasons that the student's presence poses an immediate and continuing danger to students, school staff, or poses an immediate and continuing threat of substantial disruption of the educational process;
- Set forth the date on which the emergency expulsion began and when it will end;
- Set forth the right of the student and/or his or her parents/guardians to a hearing for purposes of contesting the allegations as soon as is reasonably possible; and
- Set forth the facts that:
 - A written or oral request for hearing must be received by a designated school employee or his or her office on or before the end of the third school business day after receipt of the notice of opportunity for hearing; and

o If the request is not received within three (3) school business days, then the right to a hearing may be deemed waived and the emergency expulsion may be continued, if deemed necessary, for up to ten (10) school days from the date of the student's emergency expulsion from school without any further opportunity for the student or his or her parent/guardian to contest it.

As a best practice, WIHS will provide a schedule of school business days with the notice.

The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The family may request the hearing in writing or orally but must make or provide the request to the WIHS employee specified in the notice or their office. If WIHS does not receive a hearing request within the required period, WIHS may deem the right to hearing waived and WIHS may impose the emergency expulsion for up to ten (10) school days from the date of the expulsion from school.

Prehearing and Hearing

If WIHS receives a request for hearing within three (3) school business days after receipt of notice, WIHS will immediately schedule and give notice of a hearing to commence as soon as reasonably possible and no later than the second school business day after receipt of the request for hearing.

The student and his/her parents/guardians have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that WIHS intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a WIHS witness does not appear);
- Explain the alleged misconduct;
- Present relevant affidavits, exhibits, and witnesses.

WIHS and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing.

The hearing will be conducted before a hearing officer appointed by the Executive Director. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both Charter School administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings. Either a tape-recorded or verbatim record of the hearing will be made.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct;
- A conclusion as to whether the student's immediate and continuing danger to students and/or school staff OR immediate and continuing threat of substantial disruption of the educational process giving rise to the emergency expulsion has terminated; AND
- A conclusion as to whether the emergency expulsion shall be converted to another form of corrective action or stand as imposed.

Within one (1) school business day after the date upon which the hearing concludes, the hearing officer will issue the decision and WIHS will provide notice of such decision to the student and the student's parents/guardians and legal counsel, if any, by depositing a letter in certified U.S. mail.

If the hearing officer concludes in his/her decision that the emergency expulsion will be converted to another form of corrective action, WIHS must provide notice of all due process rights to the student and parent/guardian for the appropriate corrective action. For appeals from a hearing officer decision regarding an emergency expulsion, see *Appeals of long-term suspension and expulsion*, below.

Long-term Suspension

Conditions and Limitations

WIHS will not impose a long-term suspension unless the student's misconduct falls within one or more of the categories listed in this procedure above ("Suspension, Expulsions, and Discretionary Discipline"). If the student's behavior falls within one or more of such categories, a student may be long-term suspended for violation of WIHS rules provided that the long-term suspension does not exceed the length of an academic term as defined by the Board of Directors. A long-term suspension may not be imposed as a form of discretionary discipline, as defined in this procedure.

The nature and circumstances of the violation must reasonably warrant a long-term suspension. As a general rule, no student will be long-term suspended unless other forms of restorative practices have previously been implemented and the student continues the same violation.

No student will be long-term suspended and lose academic grades or credit for more than one quarter.

The Principal will notify special education staff of any long-term suspension to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the Principal will notify relevant special education staff so that the Charter School can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

Exceptional Misconduct

A student may be long-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruptive effect on the operation of the school that an immediate resort to a long-term suspension is warranted. In cases of exceptional misconduct, a long-term suspension may be imposed without first attempting alternative forms of restorative practice. The WIHS' Principal, following consultation with a

representative ad hoc citizens' committee, will recommend for board approval, the nature and extent of the corrective actions which may be imposed as a consequence of exceptional misconduct (see Procedure 3240P). An exception may be granted by an administrator and/or hearing officer when warranted by extenuating circumstances.

Notice of Hearing

Prior to imposing a long-term suspension, WIHS will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:

- Be provided in a language the student and his or her parents/guardians can understand, if other than English;
- Specify the alleged misconduct and the charter school rule(s) alleged to have been violated;
- Set forth the proposed long-term suspension;
- Set forth the right to a hearing for the purpose of contesting the allegation(s); AND
- Set forth the facts that:
 - A written or oral request for hearing must be received by (insert designated staff member) or their office on or before the end of the third school business day after the notice is received; and
 - o If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed without further opportunity for the student and/or their parent/guardian to contest it.

As a best practice, WIHS will provide a schedule of school business days with the notice.

The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The request may be provided in writing or orally but must be provided to the WIHS employee specified in the notice or their office. If a request for hearing is not received within the required period, WIHS may deem the right to hearing waived and the long-term suspension may be imposed.

Prehearing and Hearing

If a request for hearing is received within three (3) school business days after receipt of notice, WIHS will schedule a hearing to begin within three (3) school business days after the date of receiving the request.

The student and parent/guardian have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that WIHS intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a charter school witness does not appear);
- Explain the alleged misconduct; and
- Present relevant affidavits, exhibits, and witnesses.

WIHS and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the Executive Director. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both charter school administration experience and/or legal training and/or prior experience conducting administrative hearings.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
- A conclusion as to whether the nature and duration of the proposed long-term suspension is appropriate or whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and WIHS will provide notice of such decision to the student's legal counsel, or, if none, to the student's and his/her parents/guardians.

If the hearing officer decides that a long-term suspension is appropriate, the parent/guardian and student will have the right to appeal that decision to the WIHS Board of Directors by filing a written or oral notice of appeal at the office of WIHS or the hearing officer within three (3) school business days after the date of receipt of the decision.

If a timely notice of appeal is not provided to WIHS, the long-term suspension may be imposed as of the calendar day following expiration of the three (3) school business day period (see **Appeal Process for Long-Term Suspension or Expulsion**, below).

Readmission

Any student who has been long-term suspended will be allowed to make application for readmission at any time in accordance with charter school policy and procedure (see also *Readmission Application Process and Re-engagement*, below).

Reporting

The WIHS Principal will report all long-term suspensions and the reasons therefore to the Executive Director and Board of Directors within twenty-four (24) hours after the imposing the expulsion.

Expulsion

Conditions and Limitations

WIHS may not expel a student unless the student's misconduct falls within one or more of the categories listed in this procedure above ("Suspension, Expulsions, and Discretionary Discipline"). If the student's behavior falls within one or more of such categories, a student may be expelled for a violation of WIHS rules, provided that the expulsion does not exceed the length of an academic term as defined by the Board of Directors. An emergency expulsion may not be imposed as a form of discretionary discipline, as defined in this procedure.

The nature and circumstances of the alleged violation must reasonably warrant the harshness of expulsion. No student will be expelled unless other forms of restorative practices have been reasonably implemented.

WIHS will make all reasonable efforts including following the WIHS restorative approach to discipline to assist students in returning to an educational setting prior to, and no later than, the end date of the expulsion.

An expulsion may not exceed the length of the academic term unless:

- The school petitions the Board of Directors for an extension; AND
- The Board of Directors authorizes the extension in compliance with the Superintendent of Public Instruction's rules adopted for this purpose (see *Petition for Extension of Expulsion* below).

Once a student is expelled in compliance with WIHS policy, the expulsion will be brought to the attention of appropriate local and state authorities, including, but not limited to, juvenile authorities acting pursuant to the Basic Juvenile Court Act, so that such authorities may address the student's educational needs.

Any elementary or secondary school student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, will be expelled from school for not less than one calendar year pursuant to RCW 28A.600.420 with notification to parents/guardians and law enforcement. The Executive Director and WIHS Principal may modify the expulsion of a student on a case-by-case basis.

Firearm Exception

In accordance with RCW 28A.600.420, WIHS must expel a student for no less than one (1) year if WIHS has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Executive Director and Principal may modify the expulsion on a case-by-case basis.

WIHS may also suspend or expel a student for up to one (1) year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.

These provisions do not apply to:

- Any student while engaged in military education authorized by WIHS in which rifles are used;
- Any student while involved in a convention, showing, demonstration, lecture, or firearms safety course authorized by WIHS; or
- Any student while participating in a rifle competition authorized by WIHS.

Notice of Hearing

Prior to the expulsion of a student, WIHS will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:

- Be provided in a language the student and his or her parents/guardians can understand, if other than English;
- Specify the alleged misconduct and the charter school rule(s) alleged to have been violated;
- Set forth the proposed expulsion;
- Set forth the right to a hearing for the purpose of contesting the allegation(s); AND
- Set forth the facts that:
 - A written or oral request for hearing must be received by (insert designated staff member) or their office on or before the end of the third school business day after the notice is received; and
 - If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed without further opportunity for the student and/or their parent/guardian to contest it.

Prehearing and Hearing

If a request for hearing is received within three (3) school business days after receipt of notice, WIHS will schedule a hearing to begin within three (3) school business days after the date of receiving the request.

The student and parent/guardian have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that WIHS intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a charter school witness does not appear);
- Explain the alleged misconduct;
- Present relevant affidavits, exhibits, and witnesses.

WIHS and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the Executive Director. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both charter school administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings.

The hearing is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the hearing will be held without public notice and without public access unless the student(s) and/or the parent(s)/guardian(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, WIHS will comply with the Family Educational Rights and Privacy Act (FERPA) in regard to confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
- A conclusion as to whether the expulsion is appropriate OR whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and WIHS will provide notice of such decision to the student's legal counsel, or, if none, to the student's and his/her parents/guardians.

The student and parent/guardian will have the right to appeal the hearing officer's decision to the Board of Directors by filing a written or oral notice of appeal at the office of WIHS or the hearing officer within three (3) school business days after the date of receipt of the decision. If a timely notice of appeal is not provided to WIHS, the expulsion may be imposed as of the calendar day following expiration of the three (3) school business day period.

If a timely notice of appeal is received, see Appeal Process for Long-Term Suspension or Expulsion, below.

Readmission

Any student who has been expelled will be allowed to make application for readmission at any time in accordance with WIHS enrollment and lottery policy and procedure (see also **Readmission Application Process and Re-engagement** below). WIHS will work diligently with the student and family to implement WIHS restorative approaches for readmission and a successful reentry to the school culture.

Reporting

The WIHS Principal will report all long-term suspensions and the reasons therefor to the Executive Director and Board of Directors within twenty-four (24) hours after the imposing the expulsion.

Petition for Extension of Expulsion

The Executive Director or Principal may petition the Board of Directors for authorization to exceed the length of one academic term for a student's expulsion when warranted because of a perceived risk to public health and safety. The petition may be submitted any time after final imposition of the expulsion and prior to the end of the expulsion. The petition will include:

- A detailed description of the student's misconduct, the school rules that were violated, and the public health or safety concerns of WIHS;
- A detailed description of the student's academic, attendance, and discipline history, if any;
- A description of the lesser forms of corrective action and restorative practices that were considered and the reasons why they were rejected;
- A description of all alternative learning experiences, vocational programs, and/or other educational services that may be available to the student;

- The proposed extended length of the expulsion;
- Identification of special education services or accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, if appropriate;
- A proposed date for the re-engagement meeting.

A copy of the petition will be delivered in person or by certified mail to the student and his/her parents/guardians in a language they can understand, if other than English, if feasible. The student and/or parents/guardians may submit a written or an oral response to the petition within ten (10) school business days of receipt of the petition.

Within eleven (11) school business days, but no later than twenty (20) school business days from delivery of the petition to the student and parent/guardians, the Board of Directors will issue a written decision granting or denying the petition. The Board of Directors may grant the petition if evidence exists that if a student was to return at or before one calendar year, he/she would pose a risk to public health or safety. The written decision will include a description of rights and procedures for appeal.

The student and/or parents/guardians may appeal the decision within ten (10) school business days of receipt of the decision to the Board of Directors.

The WIHS Principal will report the number of petitions submitted, approved, and denied to the Board of Directors, Executive Director and OSPI annually.

Board Option to Delegate Authority to Hear Appeals

The Board of Directors may delegate its authority to hear and decide long-term suspension and expulsion appeals to a Charter School disciplinary appeal council established by the Board of Directors. Members of such councils will be appointed by the Board of Directors for fixed terms and shall consist of no less than three persons. If such a council is established, the student and/or his/her parents/guardians have the right to appeal the hearing officer decision to the Board of Directors or the disciplinary appeal council.

Appeal Process for Long-term Suspension and Expulsion

If a timely notice of appeal is received, the long-term suspension or expulsion may be imposed during the appeal period if:

- The long-term suspension or non-emergency expulsion is imposed for no more than ten (10) consecutive days or until the appeal is decided, whichever is the shortest period.
- Any days that the student is suspended or expelled before the appeal is decided are applied to
 the term of suspension or expulsion and will not limit or extend the term of the suspension or
 extend the term of suspension or expulsion; and
- A suspended student who returns to school before the appeal is decided will be provided the opportunity upon return to make up assignments and tests missed by reason of suspension if:
 - Such assignments or tests have a substantial effect on the student's semester or trimester grade or grades; OR
 - o Failure to complete such assignment or tests would result in denial of course credit.

The Board of Directors will schedule and hold a meeting to informally review the matter within ten (10) school business days from receipt of such appeal. The purpose of the meeting will be to confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time, the student, parent/guardian, and/or counsel will be given the right to be heard and will be granted the opportunity to present such witnesses and testimony as the Board of Directors deems reasonable.

Prior to adjournment, the Board of Directors will agree to one of the following procedures:

- Study the hearing record or other materials submitted and record its findings within ten (10) school business days; OR
- Schedule and hold a special meeting to hear further arguments on the case and record its findings within fifteen (15) school business days; OR
- Hear and try the case *de novo* before the Board of Directors within ten (10) school business days.

Any decision by the Board of Directors to impose or to affirm, reverse, or modify the imposition of suspension or expulsion upon a student will be made only by:

- Those board members who have heard or read the evidence;
- Those board members who have not acted as a witness in the matter; AND
- A majority vote at a meeting at which a quorum of the Board of Directors is present.

Within thirty (30) days of receipt of the Board of Directors final decision, any parent and student desiring to appeal any action upon the part of the Board of Directors regarding the suspension or expulsion may serve a notice of appeal upon the Board of Directors and file such notice with the Superior Court Clerk of the County.

Readmission Application Process

Any student who has been suspended or expelled will be allowed to make application for readmission at any time. If a student desires to be readmitted to the school from which he/she has been suspended/expelled, the student will submit a written application to the Principal, who will recommend admission or non-admission. The application will include:

- Reasons the student wants to return and why the request should be considered;
- Evidence which supports the request; AND
- A supporting statement from the parent or others who may have assisted the student.

The Principal will advise the student and parent/guardian of the decision within seven (7) school days of the receipt of such application.

Re-engagement Meeting and Plan

For any student who has been subjected to a long-term suspension or expulsion, WIHS will convene a reengagement meeting with the student and their parent(s)/guardian(s) to discuss a plan to re-engage the student. The re-engagement meeting does not replace an appeal hearing to challenge the suspension or expulsion, nor does it replace a petition for readmission. Before convening a re-engagement meeting, WIHS will communicate with the student and parents to schedule the meeting time and location.

The re-engagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt re-engagement meeting.

WIHS will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive re-engagement plan based in WIHS' restorative approach aligned to First People's Principles of Learning and tailored to the student's individual circumstances to support the student in successfully returning to school.

In developing a re-engagement plan WIHS must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate;
- Supporting the student's parents or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring; and
- All necessary restorative means for ensuring a successful reentry.

WIHS must document the re-engagement plan and provide a copy of the plan to the student and parents. WIHS must ensure that both the re-engagement meeting and the re-engagement plan are in a language the student and parents understand, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.

Behavior Agreements

WIHS may authorize staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance.

A behavior agreement does not waive a student's opportunity to participate in a re-engagement meeting under WAC 392-400-710, or waive the opportunity to receive educational services as provided under WAC 392-400-610. The duration of a behavior agreement must not exceed the length of an academic term. WIHS is not precluded from administering discipline for behavioral violations that occur after WIHS enters into an agreement with the student and parents.

WIHS must ensure that any behavior agreement is provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

Exceptions for Protecting Victims

WIHS may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- Teacher victim. A student committing an offense under RCW <u>28A.600.460(2)</u>, when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned.
- Student victim. A student who commits an offense under RCW <u>28A.600.460(3)</u>, when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

c. Students with Disabilities

WIHS will seek to understand the nature of a student's disability and provide the appropriate levels of support to mitigate the effects of the disability and promote the strengths of the student. WIHS will comply with all federal and state civil rights laws and regulations (including IDEA, Section 504, and WAC 392-172A-05140 through 392-172A-05155) regarding disciplinary procedures for students with disabilities, including students not yet eligible for special education or 504 Plans but for whom the school has a basis of knowledge regarding a suspected disability. Students will be held to schoolwide expectations and policies regarding student discipline, and the unique circumstances of each student eligible for special education, who violates a code of student conduct, will be considered when determining whether a change in placement is appropriate (WAC 392-172A-05145).

WIHS will adhere to the following procedural safeguards found in the Office of the Superintendent's Notice of Special Education Procedural Safeguards for Students and Their Families.⁵

Discipline Procedures for Students Eligible for Special Education

There are special education protections afforded to a child when he or she is disciplined. These protections are in addition to discipline procedures that apply to all students. These protections also apply to students who have not yet been found eligible for special education if the Charter School should have known that the student would be eligible.

Authority of School Personnel

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child who violates a school code of student conduct.

General

To the extent that they also take such action for students without disabilities, school personnel may, for not more than 10 school days in a row, remove a child from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspend a child, when he or she is in violation of a discipline policy. School personnel may also impose additional removals of a child of not more than

⁵ Dorn, R. (2013). Notice of special education procedural safeguards for students and their families. Retrieved from http://www.k12.wa.us/SpecialEd/pubdocs/PS.doc.

10 school days in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

Once a child has been removed from his or her current placement for a total of 10 school days in the same school year, WIHS must, during any subsequent days of removal in that school year, provide services to the extent required.

Additional Authority

If the behavior that violated the student code of conduct was not a manifestation of a child's disability and the disciplinary change of placement would exceed 10 school days in a row, school personnel may apply the disciplinary procedures to a student in the same manner and for the same duration as it would to students without disabilities, except that the school must provide services to a student. A students IEP team determines the interim alternative educational setting for the services to a student in this situation.

Services

The services that must be provided to a student, when he or she has been removed from his or her current placement may be provided in an interim alternative educational setting.

WIHS is not required to provide services to a student if he or she has been removed from his or her current placement for 10 school days or less in that school year, unless it provides services to students without disabilities who have been similarly removed.

If a student has been removed from his or her current placement for more than 10 school days a student must:

- 1. Continue to receive educational services, so as to enable a student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in his or her IEP; and
- 2. If a student's behavior was not a manifestation of his or her disability, he or she must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again.

After a student has been removed from his or her current placement for 10 school days in that same school year, and if the current removal is for 10 school days in a row or less, and, if the removal is not determined to be a change of placement, then school personnel, in consultation with at least one of a student's teachers, will determine the extent to which services are needed to enable a student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in a Student's IEP.

If the removal is a change of placement a student's IEP team determines the appropriate services to enable a student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in his or her IEP.

Change of Placement Because of Disciplinary Removals

A student's removal from his or her current educational placement is a Change of Placement if:

- 1. The removal is for more than 10 school days in a row; or
- 2. A student has been subjected to a series of removals that constitute a pattern because:
 - a) The series of removals total more than 10 school days in a school year;

- b) A student's behavior is substantially similar to his or her behavior in previous incidents that resulted in the series of removals; and
- c) There are additional factors considered such as the length of each removal, the total amount of time a student has been removed, and the proximity of the removals to one another.

WIHS determines whether a pattern of removals constitutes a change of placement on a case-by-case basis and, if challenged, WIHS is subject to review through due process and judicial proceedings.

Notification

On the date that WIHS makes the decision to make a removal that is a change of placement for a student because of a violation of a code of student conduct, it must notify parents/guardians and the student of that decision, and provide parent/guardian and the student with a procedural safeguards notice.

Manifestation Determination

Within 10 school days of any decision to change the placement of a student because of a violation of a WIHS policy, WIHS, and relevant members of the IEP team, determined by parent/guardian and WIHS administration, must review all relevant information in a student's file, including his or her IEP, any teacher observations, and any relevant information provided by parent/guardian and the student to determine:

- 1. If the conduct in question was caused by, or had a direct and substantial relationship to, a student's disability; or
- 2. If the conduct in question was the direct result of WIHS' failure to implement a student's IEP.

If the relevant members of a student's IEP team, including the parent/guardian and the student, determine that either of those conditions was met, the conduct must be determined to be a manifestation of a student's disability.

If the group described above determines that the conduct in question was the direct result of WIHS' failure to implement the IEP, WIHS must take immediate action to remedy those deficiencies.

Determination That Behavior Was a Manifestation of the Student's Disability

When this group, that includes parent/guardian/student and IEP team, determines that the conduct was a manifestation of a student's disability, the IEP team must either:

- Conduct a functional behavioral assessment, unless WIHS had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student; or
- 2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the student's behavior.

WIHS must return a student to the placement from which he or she was removed, unless the parent/guardian and student and WIHS agree to a change of placement as part of the modification of the behavioral intervention plan or there is a special circumstance.

Special Circumstances

School personnel may remove a student to an interim alternative educational setting (determined by the student's IEP team), regardless of whether or not a student's behavior was a manifestation of his or her disability, for up to forty-five (45) school days, if he or she:

- 1. Carries a weapon to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of WIHS;
- 2. Knowingly has or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of WIHS; or
- 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of WIHS.

Definitions

- Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).
- Illegal drug means a controlled substance but does not include a controlled substance that is
 legally possessed or used under the supervision of a licensed health-care professional or that is
 legally possessed or used under any other authority under that Act or under any other provision
 of Federal law.
- Serious bodily injury means a bodily injury that involves: a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty.
- Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half inches in length.

Determination of Setting

The IEP team must determine the interim alternative educational setting for removals that are Changes of Placement, and removals that warrant Additional Authority and Special Circumstances.

Due Process Hearing Procedures for Discipline

The parent/guardian may file a due process hearing request if they disagree with:

- 1. Any decision regarding placement made under these discipline provisions; or
- 2. The manifestation determination described above.

WIHS may file a due process hearing request if it believes that maintaining the current placement of a student is substantially likely to result in injury to a student or to others.

See the *Due Process Hearing Procedures* section for more information on filing a due process hearing request.

Authority of Administrative Law Judge (ALJ)

An ALJ must conduct the due process hearing and make a decision. The ALJ may:

Return a student to the placement from which he or she was removed if the ALJ determines that
the removal was a violation of the requirements described in *Authority of School Personnel*, or
that a student's behavior was a manifestation of his or her disability; or

2. Order a change of placement of a student to an appropriate interim alternative educational setting, for not more than forty-five (45) school days if the ALJ determines that maintaining a student's current placement is substantially likely to result in injury to a student or to others.

These hearing procedures may be repeated, if WIHS believes that returning a student to the original placement is substantially likely to result in injury to a student or to others.

Whenever the parent/guardian or WIHS requests a due process hearing, the request must meet the requirements described under *Due Process Hearing Request Procedures and Due Process Hearings*, except as follows:

- 1. The due process hearing is expedited and must occur within twenty (20) school days of the date the hearing is requested. The ALJ must issue a decision within ten (10) school days after the hearing.
- 2. Unless the parent/guardian and WIHS agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within seven (7) calendar days the date the parent filed the due process hearing request with OSPI and WIHS. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of receipt of the due process hearing request.
- 3. OSPI has established a two (2) business-day timeline for production of evidence when the parent/guardian or WIHS files an expedited due process hearing request (for discipline).

The parent/guardian or WIHS may initiate a civil action, contesting the decision in an expedited due process hearing the same way as they contest decisions in non-disciplinary special education due process hearings.

Placement During Due Process Expedited Hearings

When the parent/guardian or WIHS has filed a due process hearing request related to disciplinary matters, unless the parent/guardian or WIHS agree to a different arrangement, a student must remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal, whichever occurs first.

Protections for Students Not Yet Eligible for Special Education and Related Services

General

If a child has not been determined eligible for special education and related services, and violates a code of student conduct, the parent may assert a child's procedural protections if it is determined that the Charter School had knowledge that a child should have been evaluated and determined eligible for special education services before the behavior that brought about the disciplinary action occurred.

Basis of Knowledge for Disciplinary Matters

A Charter School must be deemed to have knowledge that a child is eligible for special education if, before the behavior that brought about the disciplinary action occurred:

- The parent/guardian expressed concern in writing that a child is in need of special education and related services to supervisory or administrative personnel of the charter school, or to a teacher of a child;
- 2. The parent requested an evaluation related to eligibility for special education and related services under Part B of IDEA; **or**

3. A student's teacher, or additional WIHS personnel, expressed specific concerns about a pattern of behavior demonstrated by a child directly to the charter school's director of special education, or to other supervisory personnel of the Charter School.

Exception

WIHS would not be deemed to have such knowledge if:

- 1. The parent/guardian did not allow an evaluation of a student or the parent/guardian refused special education services; or
- 2. A student has been evaluated and determined to not be eligible for special education services.

Conditions That Apply if There is No Basis of Knowledge

If WIHS does not have knowledge that a student is eligible for special education, prior to taking disciplinary measures against a student, as described above, a student may be subjected to the disciplinary measures that are applied to students without disabilities who engaged in the same types of behaviors.

However, if the parent or WIHS requests an evaluation of a student during the time period in which he or she is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, a student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If a student is determined to be eligible for special education services, taking into consideration information from the evaluation conducted by WIHS, and information provided by the parent/guardian, WIHS must provide special education and related services to the student and follow the disciplinary requirements described above.

d. Potential Disproportionate Discipline Rates

WIHS will annually collect and review data on disciplinary actions taken. The data will be disaggregated into subgroups as required by RCW 28A.300.042 and will include students protected by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. The review will include short-term suspensions, long-term suspensions, and expulsions. In reviewing the data, WIHS will determine whether it has disciplined a substantially disproportionate number of students within any of the disaggregated categories. If disproportionality is found, WIHS will act to ensure that it is not the result of discrimination. WIHS will also review the data to see if individual teachers/staff are disproportionately disciplining students. If this is found, teachers/staff will be given the necessary professional development and coaching to ensure all students are given just and fair treatment in a positive and safe learning environment.

WIHS is committed to reducing and eliminating suspensions, expulsions (see Attachment 23 for mission-specific goals), and any disproportionate discipline rates found in trend data will immediately be addressed. Hiring practices, professional development and the WIHS restorative practices aligned with First Peoples Principles of Learning will help us develop a respectful and safe culture of learning for all students.

e. Due Process

See previous sections for information about procedures for due process when a student is suspended or expelled, because of WIHS policy violation, including the appeal process and service provision.



Whatcom Intergenerational High School

Section 13: Attachment 9

Contents:

- School Leader Job Description and Hiring Plan
 - o Principal Hiring Plan
 - o Principal Job Description

Section 13: Attachment 9

Whatcom Intergenerational High School (WIHS) Principal Recruitment and Hiring Plan

Overview

WIHS is currently recruiting a founding Principal to begin full-time in July 1, 2019. The process for recruiting, selecting, and hiring our school leader is detailed below.

WIHS is proactively targeting school leaders from diverse backgrounds who display a passion to work with all students and have high school expertise and demonstrated leadership qualities. The WIHS Board chair, critical partners (Whiteswan Environmental, Animals as Natural Therapy), and Board are conducting a wide-ranging recruitment search. We have been meeting with potential candidates. We are using word-of-mouth, traditional, and online methods for recruitment. The position is advertised with local nonprofit partners and social media. In addition, WIHS is working with Western Washington University and School Foundry to attract candidates.

To ensure diverse candidates get access to this opportunity, WIHS is forming connections with culturally-connected nonprofit organizations (Whiteswan Environment, Whatcom Community College Diversity and Equity Committee), and community-based organizations serving our potential constituents. We are interested in attracting school leader candidates possessing a Washington State Principal certification, a Washington teaching credential or out-of-state equivalent, a Master's degree in education, experience working with systemically underserved populations, and commitment to closing opportunity gaps. The WIHS Principal will ensure student learning and achievement for all students and support teachers in developing learners.

Selection and Hiring Process

The Board Chair (Executive Director once authorized) is ultimately responsible for hiring the WIHS Principal in collaboration with the Board of Directors. Input will be gathered from stakeholders (parents, partner organizations, students) and the Board through the final round of interview day. This day of interviews and simulations aligns with the WIHS education model for students and the professional development process for adults in that it focuses heavily on application of skills and knowledge in real-world contexts. The following multistage interview process will be used to evaluate candidates:

- 1. Submit résumé, letter of interest, and evidence of student learning and achievement results in closing opportunity gaps.
- 2. Complete a screening interview with WIHS Board Chair, a WIHS Board member, and Whiteswan Environmental (WE) Executive Director.
- 3. Complete extended day of in-person interviews with the WIHS board chair and WE Executive Director, with reflection. Interviews include:
 - a. Meeting with a diverse stakeholder groups including our partner organizations, educators, students; input will be scored on the WIHS hiring rubric.
 - b. Engaging in a comprehensive day of simulation activity that allows the WIHS team and stakeholders to see the candidate in action versus simply talking through responses.
 - c. An offer will be made pending successful completion of a clear background check.

Based on WIHS's partner connections and our team's Whatcom and Washington connections and experience in recruiting, selecting, and hiring leaders, the WIHS team and Board are confident in the team's ability to secure a leader who aligns well with the WIHS vision and mission to serve as the founding Principal of WIHS.

Principal Hiring Timeline

| Timeline | Plan | Process | Culturally-Inclusive |
|---------------------|-----------------------|---|--|
| February-April 2019 | Active Recruitment | Local/national search | Local search seeking candidate from/familiar with proposed student communities Connections with culturally- connected partners Focus on leaders with experience with proposed student population Salary and benefits packaged made clear from start of process |
| April-May 2019 | Selection Process | Résumé Phone interviews In-person interviews Simulation activities | Diverse group of stakeholders (CBO partners, students, parents, Board members) participate in interview process Multiple opportunities to demonstrate commitment to equity, growth mindset, and other key competencies and skills |
| June 2019 | Hiring | Final background check | WIHS will support candidate through this process, if needed. |
| July 1, 2019 | Hiring | Offer made through at-will contract Candidate will submit all required onboarding paperwork, including transcripts and other documents required by OSPI | Candidate will begin meeting with school stakeholders and community members immediately upon starting. |

See WIHS Principal Job Description on the next page.



POSITION: Founding Principal

Position Starts: July 1, 2019

Whatcom Intergenerational High School (WIHS) is seeking authorization to start an innovative public charter school in Whatcom County. We plan to open our doors for 75 Grade 9 students in August 2020 and we will serve a culturally diverse community, eventually enrolling 300 students in Grades 9-12 with elders and Traditional Providers (knowledge keepers who have a background in their own cultural history, governance, and language), supporting academic, social, emotional, physical, and spiritual learning. Our co-partner Whiteswan Environmental (WE) will help us ensure that our next generation of graduates have the competencies and agency to bring cultural, historical, and ecological health perspectives to their communities and careers.

Our strategic vision is to create a unique learning environment designed with students and supported by elders to ensure every young person—regardless of their life circumstances—is educated for success in school, career, and life to create a more just and sustainable world.

Planning Year Duties:

We are seeking a flexible and dynamic leader to join our founding team who is committed to learning, equity, and social change. The WIHS Principal will bring logistical skill in fulfilling the following duties:

- Hire a highly qualified and diverse founding team of teachers for retention who are experts at developing learners and passionate about their craft.
- Refine the overall curriculum framework including WA Commission performance framework, specific mission-aligned goals, school calendar and schedule, implementation of all rubrics and assessments.
- Collaborate with education consultants to develop the year-long professional development plan and curriculum development plan for the start-up year.
- Provide ongoing coaching and professional development to teachers who will be developing their disciplinary and phenomenon-based learning units throughout the planning year.
- Build positive long-lasting relationships with community members and families.
- Nurture community partners who will enhance WIHS learning experiences.
- Recruit a diverse student body of learners.
- Conduct home visits.
- Work tirelessly to hold and model the mission that all students can be successful in high school regardless of their prior preparation or life circumstances.

Support:

The Principal will be supported by School Foundry, an organization that brings together a consortium of equity-driven school leaders providing design support, mentorship, and leadership development. In addition, the Principal will work closely with a previous school founder (Executive Director of WIHS) as well as having an instructional coach who will provide ongoing professional development to help fill any instructional gaps in understanding the WIHS framework, including phenomenon-based learning, intergenerational learning, critical literacy, and using the WIHS Design MAP for building comprehensive units of study. The Principal will work closely with the professional development team in providing support to new staff throughout the planning year and developing the ongoing professional development plan for Operational Year 1 and beyond.

The Principal will also attend the Washington State Charter Schools Association's Strong Start programming that guides newly authorized charter schools to meet required pre-opening conditions and prepare for a successful instructional and operational school launch.

Operational and Beyond:

The Principal will provide school leadership for WIHS including:

- Implement the WIHS vision, mission, learning framework, and oversight of curriculum;
- Hire and assess the teachers;
- Coach, support, and develop strategic professional development to ensure all teachers are prepared to deliver units designed to develop learners in an inclusive environment;
- Support a school culture with implementation of First Peoples Principles of Learning and restorative practices leading to zero suspensions and expulsions;
- Ensure student achievement and growth on assessment data with ongoing professional development to achieve charter goals;
- Oversee compliance related to Special Education and School Safety;
- Ensure an inclusive and welcoming environment for all families with systems for ongoing communication and input from diverse stakeholders;
- Oversee development of community partnerships to ensure a holistic health and wellness program where all students thrive in academic, social, cultural, emotional, physical, and spiritual learning;
- Build a system of learners to promote the positive cultural identity and educational development of every student in an inclusive learning environment.

This position reports to the Executive Director.

The ideal candidate will:

- Model dispositions of respect, patience, and curiosity.
- Bring an unwavering belief in all students' abilities to learn and grow and commitment to social justice.
- Demonstrate a minimum of 5 years of excellent teaching experience.
- Understand and/or demonstrate knowledge with Indigenous ways of knowing, 13 Moons, Since Time Immemorial.
- Understand and/or demonstrate constructivist theories, research, curriculum, and learning and assessment strategies.
- Demonstrate the ability to work with staff to build schoolwide efforts and policies that foster academic, social, cultural, emotional, physical, and spiritual learning.

- Understand and/or demonstrate experience with and the ability to implement and oversee restorative practices that help all students be successful.
- Demonstrate the ability to set up systems for PLCs, and lead and coach school staff in collecting, analyzing, and evaluating action research data to improve student achievement.
- Possess effective management skills; be able to use a variety of process skills for planning, organizing, and problem solving; and demonstrate commitment to First Peoples Principles of Learning in creating a professional learning environment.
- Develop close and positive working relationships with students, parents, and communities of all socioeconomic and ethnic backgrounds to create a culture that supports positive learning; sustains achievement; and promotes trust, collaboration, and an ethic of care.
- Work collaboratively with staff to establish a culture that promotes learning, good judgment, and high ethical standards.
- Demonstrate ability to develop and maintain a positive school climate and learning environment in which positive impactful behavior and highly professional behavior are encouraged, learning is maximized, and discipline problems are minimal.
- Demonstrate success as an instructional leader (i.e., demonstrate high expectations for effective instruction, exceptional instructional methods—multiple approaches and differentiated instruction, strong evidence of reflective practice).
- Demonstrate knowledge of state and federal legal and regulatory issues pertaining to education that require compliance; understand the relationship of public policy to education.
- Possess experience in and/or knowledge of managing a budget and resource allocation.
- Possess experience in and/or knowledge of federal education programs (i.e., Title I, II, IV).

Additional consideration will be given to candidates who:

- Are indigenous, bilingual, and/or deeply connected with systemically underserved communities.
- Have secondary and preferably high school teaching experience.
- Demonstrate an understanding and/or experience with WIHS's learning framework, including phenomenon-based learning, intergenerational learning, critical literacy, culturally sustaining pedagogies, First Peoples Principles of Learning, and restorative practices.
- Demonstrate experience as a highly valued Principal, Assistant Principal, or Education Director.
- Hold a Principal or Secondary Administration license.
- Have successful Special Education experience.

Salary range/Start Date:

\$100,000 – 12-month contract

\$105,000-\$115,000 - Operational Year 1 including full benefits package + retirement

Method of Application:

Please e-mail a cover letter and resume to cindy.reuther@intergenerational.school

Affirmative Action Policy: Whatcom Intergenerational High School will not deny anyone the opportunity for employment because of race, color, creed, religion, sex, age, national origin, sexual orientation including gender expression or identity, honorably discharged veteran or military status, marital status, the presence of any sensory, physical or mental disability, or the use of a trained dog guide or service animal by a person with a disability.

Additionally, we seek candidates who bring diverse life and learning experiences, including race, color, religion, sex, age, national origin, sexual orientation and gender expression, veteran status, and persons with a disability.



Whatcom Intergenerational High School

Section 13: Attachment 10

Contents:

- Leadership Team Job Descriptions and/or Résumés
 - o Executive Director Job Description/Hiring Plan
 - o Resume, Cindy Reuther, Executive Director
 - o Indigenous Community and Cultural Inclusion Liaison Job Description
 - Resume, Shirley Williams, Indigenous Community and Cultural Inclusion Liaison
 - o Director of Operations (DOO) Job Description/Hiring Plan
 - o Elder Volunteer Job Description (included as supplemental information)
 - o Traditional Provider Job Description (included as supplemental information)
- Letter of Support, Patrick D'Amelio, Washington State Charter Schools Association
- Letter of Support, Jeff Petty, School Foundry

Section 13: Attachment 10

Leadership Team Job Descriptions and Résumés

Job descriptions included in this attachment include the Executive Director (ED), Director of Operations (DOO), and Indigenous Community and Cultural Inclusion Liaison. These three positions along with the Principal comprise the Leadership Team during the Planning Year. While elders and Traditional Providers are not formally part of the Leadership Team, they are a significant part of the operations of WIHS and the job description for that position is also included.

Executive Director Hiring Plan and Timeline

The WIHS Board of Directors will formally hire Cindy Reuther as the ED upon school authorization in June 2019. The job description is included below and Reuther's resume for this position is in **Attachment 10.**

Executive Director Job Description

The ED oversees all aspects of the organization to ensure successful implementation of mission and vision and fulfillment of the charter. Cindy Reuther is uniquely qualified to fulfill the below roles based on her prior experience with starting and leading Laura Jeffrey Academy (LJA). She hired the leadership and staff along with a group of stakeholders, oversaw the growth and development of the organization, managed and supported the LJA Leadership Team, oversaw all financial management and compliance, reported to the LJA board, and worked with the Board on fundraising and development.

Organizational Growth and Development

- Identifies emerging trends in education and the charter school landscape and sets priorities.
- Assesses resources and creates an annual priority plan to meet needs.
- Evaluates and refines marketing messages and materials and creates a variety of communication channels to assess the school's progress.
- Regularly meets with politicians, funders, and leaders of the industry to ensure visibility and continued growth.

Financial Management and Oversight

- Ensures that the annual budget reflects the organizational priority plan and mid-year budget reflects emerging priorities and needs.
- Ensures all audit recommendations are addressed.

Management and Leadership

- Hires and assesses the Leadership Team: Principal, Indigenous Community and Cultural Inclusive Liaison, and DOO with support from the Board and a diverse array of stakeholders.
- Supports and coaches the Leadership Team and ensures that they have the necessary support to be successful in achieving their goals and responsibilities.
- Supports leadership to define programmatic priorities for successful student learning and achievement.
- Evaluates and refines the teacher and staff selection process.

CINDY REUTHER

431 N State Street #2 Bellingham, Washington 98225 (651) 402-9803 reutherck@gmail.com

PROFESSIONAL EXPERIENCE

INNOVATION AND LEADERSHIP

- Founder and Executive Director of Laura Jeffrey Academy, the only girl's public school with a STEM (science, technology, engineering, math) focus in the state of MN. Developed a collaborative team to:
 - create the strategic framework, curriculum structure, and direction for a 200 student, 4 million dollar, year-round learning organization;
 - manage all aspects of start up including acquiring an authorizer, charter, and non-profit; securing a building; hiring staff, and ensuring effective systems to support an inquiry-based, experiential, constructivist learning environment;
 - secure over 1 million in start up funds and project grants;
 - start a Building Company to ensure access to adequate facilities for students;
 - establish strategic partnerships with Macalester College, University of Minnesota, Hamline University, Saint Catherine's University, University of St. Thomas, Augsburg College, Gender Justice, Women of Influence, Girl Scouts, MN Youth Alliance, Junior Achievement, YWCA and corporations to ensure on-going access to research, curriculum, funds and volunteers.
- Initiated and directed *Project Discover* a multi-cultural initiative for adolescents exploring issues of diversity and community building by:
 - --- developing a collaborative of 25 organizations to create the project;
 - supervising and training a staff, advisory board, and volunteers;
 - securing on-going funding through grant writing and agency donations;
 - designing an evaluation process to

FACILITATION AND CONSULTING

- Start up and Project management --- Lead consultant on developing and managing the start up of Ramsey Middle School, Minneapolis Public Schools to:
 - strategically design a new Minneapolis public middle school to keep students in the district serving the Southwest Minneapolis community and surrounding area;
 - ensure a high quality team of educators through innovative and strategic hiring practices, curricular framework and budgetary decisions;
 - ensure enrollment projections through marketing and recruitment strategies, parent engagement and volunteerism.
- Strategic Planning Facilitate customized experiences that enable groups to:
 - envision a future that their organization seeks to influence;
 - assess organizational strengths and areas for improvement;
 - identify and set strategic directions;

- analyze current practice to highlight competencies and address recurrent organizational roadblocks;
- develop action steps and accountability for ensuring work product completion.
- Work Climate, Communication and Culture Consult with organizations and groups interested in improvement so that individual's can:
 - contribute their best effort toward reaching their goals and achieving organizational mission:
 - discuss difficult issues and learn from mistakes so that sustainable change can occur.
- Board Governance and Executive Coaching Facilitate experiences that build capacity for governing boards and executive leadership that:
 - defines a structure and infrastructure for executing effective board work that supports the organization and clearly defines board responsibilities and work products;
 - ensures a focus on monitoring and evaluating organizational results;
 - ensures alignment between strategic outcomes and daily practice in the organization.

DEVELOPMENT AND INSTRUCTIONAL DESIGN

- Design experience—based learning modules that help organizations assess current issues and implement interpersonal and business strategies for increased workplace effectiveness (creating a focused school culture for learning, developing training that embodies the principles of the organization, developing new initiatives).
- Designed coursework to help students analyze and evaluate groups more effectively, enhance their ability to speak in public settings, and increase their awareness of how differences (class, race, lifestyle, age) influence the relationship in communication.

EDUCATION

Masters, University of Cincinnati, Cincinnati, OH (1996) Interpersonal, Group, and Organizational Communication

Bachelor of Science, Bemidji State University, Bemidji, Minnesota (1984)

Major: Community Service

Minors: Psychology, Criminal Justice and Recreation

PUBLICATION

"Chaos Theory and the Glass Ceiling." Patrice Buzzanell, Ed. *Rethinking Organizational & Managerial Communication from Feminist Perspectives*. (Thousand Oaks, CA: Sage Publications, 2000): 236–253.

INVITED KEYNOTES and SPEAKING

Minnesota Women in Psychology Century College American Association of University Women Junior League of St. Paul Press Conference: State Capitol

Ann Bancroft Awards

AWARDS, RECOGNITION, and MEDIA

AWARDS and RECOGNITION

Century College 'Women of Distinction,' Award.

Great Books Foundation 'Lifetime Achievement Award in Education.'

Ann Bancroft 'Dream Maker Award,' Individual Support & Leadership.

Minnesota Women's Consortium Award, 'Women & Girls, Hearts & Minds: Honoring Excellence in Education.'

Minnesota Women's Press 'Change Maker,' Award.

Hubert H. Humphrey Institute of Public Affairs Fellow.

Featured Honoree, Minnesota Women's Foundation.

Video: Laura Jeffrey Academy

https://www.youtube.com/watch?v=CztPLIpz3A8

PRESS

University of Minnesota, CE&HD News, English education students thrive on new partnership with Laura Jeffrey Academy," 10/24/2013

Twin Cities Daily Planet, "Laura Jeffrey Academy nurtures strong, growing women in St. Paul," May 2012

WCCO, CBS Minnesota, "St. Paul School Harbors environment where girls excel," 10/02/2012

Star Tribune, All-girls charter tries to build engineering students," 6/29/2011

WCCO, CBS Minnesota, First graduation for girl-focused charter school," 6/29/2011

Minnesota Parent cover story, "Gaining Confidence in a Girl-Focused Charter School," October 2010

Cindy Reuther on WCCO. Saturday Night with Esme Murphy on 8/21/2010, "Area Charter School Offers Different Avenue of Learning."

"Life to the Max" story about the Geek Squad's most recent visit to LJA, 6/18/2010

"What's Cool in School" segment on KARE 11 News, 5/13/2010

Dream Maker Award segment on Kare 11, 4/26/2010

LJA Girls on the Farm! LJA girls' experiences with Artificial Insemination on a Wisconsin farm, published by Landmark Services Coop, 8/13/2010.

University of Cincinnati, "Dream Maker Founds STEM School for Girls," 3/23/2010

Star Tribune article "Loud and Proud at Girl-Focused School," 11/24/2008 Feature

story about LJA on WCCO 4 News, 10/21/2008

Minnesota Women's Press article "Girl-focused education," 04/02/2008

Minnesota Daily, 3/25/2008

Minnesota Public Radio interview, 3/21/2008

CLIENT LIST

School Initiatives

Ramsey Middle School, Minneapolis Public Schools, MN

St. Michael Albertville School District, MN

Williamsburg School District, OH Springfield City Schools, OH Midway Elementary, OH Parham Elementary, OH Oak Hills High School, OH

Alternative and Charter Schools

Laura Jeffrev Academy, MN MN New Country School, MN Nerstrand Elementary, MN El Colegio Charter School, MN

Urban Academy, MN

Harbor City International School, MN

Excell Academy, MN Partnership Academy, MN Sage Charter School, MN Avalon Charter School, MN

Agricultural Sciences Academy, MN

Riverbend Academy, MN

Trek North, MN Artech, MN

VOA Middle School, MN

Sierra Crest, NV Phoenix Academy, WI River Heights Academy, MN

New Century, MN Liberty, MN Green Isle, MN

Outdoor Education

Wilder Forest

Camp Joy Outdoor School Program, OH

U of M Outdoor Program

Minnesota Auditor's Office

US Fish & Wildlife

Department of Public Safety, MN

Community & Not for Profit

Sexual Assault Victims Emergency Services

Center for Neighborhoods

Fraser

Center for Victims of Torture

GLBT Generations

Spirit of the Lakes Church

Contemporary Psychoanalysts

Minnesota Association of Charter Schools

EdVisions. Inc

Early Childhood and Family Education **Bloomington Desegregation Committee**

Rondo Community Education Minneapolis Community Education

Healthy Start

Early Intervention Alliance

Jewish Federation of Cincinnati

Jobs for OH Graduates

Urban League

Lutheran Social Services Women's Consortium

Medical/Health

Health East Kaup Pharmacy Ethicon Endo Surgery Midwest Ultrasound Group Health

Children's Hospital American Red Cross

Health Alliance of Cincinnati U of M Family Practice Residents

Higher Education

Cincinnati Reform Rabbinical School

Miami University of Ohio - Women's Studies

Department

St. Paul Technical Colleges University of Cincinnati Wright State University **Xavier University**

Government

Ramsey County Corrections

Department of Education, MN

Washington Co. Jobs & Training Program, MN Washington County Public Health, MN

Environmental Pollution Agency, MN Department of Health, Environment, and

Land Management, MN

Corporate For Profit

Procter & Gamble Fidelity Investments

Batesville Casket Company

United Stationers Bistro Management

Portman Equipment

U.S. Precision Lens

The Prudential

Star Tribune

ITT-AC Pump

United Way Council of Agency Executives

Fort Recovery Industries, Inc. **Bruck-Hartman Environmental** Messer Construction Company

Dayton Power & Light

Whiteford Foods



POSITION: Indigenous Community and Cultural Inclusion Liaison

Whatcom Intergenerational High School (WIHS) is seeking authorization to start an innovative public charter school in Whatcom County. We plan to open our doors for 75 Grade 9 students in August 2020 and we will serve a culturally diverse community, eventually enrolling 300 students in Grades 9-12 with elders and Traditional Providers (knowledge keepers who have a background in their own cultural history, governance, and language), supporting academic, social, emotional, physical, and spiritual learning. Our co-partner Whiteswan Environmental (WE) will help us ensure that our next generation of graduates have the competencies and agency to bring cultural, historical, and ecological health perspectives to their communities and careers.

Mission

WIHS will ensure that Whatcom County high school students—regardless of their life circumstances—develop the competencies and agency for success in college, career, and life.

Vision

WIHS envisions learning designed with students and supported by elders generating deep inquiry skills, thoughtful interactions, and critical consciousness, ensuring every young person is able to contribute to a more just and sustainable world.

The Indigenous Community and Cultural Inclusion Liaison is an integral part of the WIHS start-up team.

RESPONSIBILITIES:

Leadership Team

- Help develop and implement culturally relevant policies and procedures.
- Ensure curriculum decisions, assessments, hiring processes, policies, and procedures are inclusive of indigenous ways of being and are culturally inclusive.
- Help to create a dashboard that ensures an Indigenous and culturally inclusive lens.
- Ensure that the annual budget reflects the organizational priority plan and the mid-year budget reflects emerging priorities and needs related to serving marginalized communities.
- Regularly meet with Indigenous, communities of color, and non-native community leaders to forward WIHS and WE's long-term goals for students in Whatcom County.
- Address concerns and help to set strategy for ensuring culturally relevant and inclusive practices.
- Establish linkages to community traditional helpers: Actively participate in internal, external, local, and regional committees/groups in support of cultural services to WIHS.
- Address any concerns related to policies and procedures and cultural practices.

Curriculum and Development

- Create partnerships to provide resources and consultants to ensure students learn Indigenous ways and Western knowledge to meet the long-term vision.
- Set up partnerships for collaborative grant writing between WE and WIHS to forward the long-term vision.
- Develop and maintain a resource list of people, resources, and elders available to WIHS.
- Ensure WIHS meetings and gatherings reflect cultural practices to guide discussions and decisions.
- Work with the Family Network to ensure that cultural resources are available for young people.
- Develop relationships with Washington State OSPI Indigenous education department and local colleges and universities to access resources and potential funding opportunities and achieve long-term vision.
- Work with the Principal and Executive Director to define programmatic priorities for successful student learning and achievement incorporating Indigenous and culturally inclusive practices.

Student Recruitment

- Ensure access to pilot programs through WE's Coast Salish Sea Institutes.
- Work with the Principal to ensure Indigenous students and families and systemically underserved communities in Whatcom County have access to enroll students in WIHS.
- Work with families to support students with enrollment process and paperwork.

Holistic Health and Wellness for All Students at WIHS

- Develop community partners and resources for holistic health and wellness.
- Ensure that the plan for holistic health and wellness includes emotional, social, cultural, physical, and spiritual learning based in First Peoples Principles of Learning.
- Assess outcomes related to holistic health and wellness and academic achievement.

Staff Recruitment

- Increase opportunities to hire Indigenous staff by creating partnerships with Lummi, Nooksack, and Coast Salish partners, including Wsanic, Stelly, UVic, and WA Office of Native Education.
- Inform Indigenous leaders and leaders of color in Whatcom County, and nationally of the Principal, Teacher, Traditional Provider, and staff job descriptions, and sit on the hiring team.

KEY RELATIONSHIPS:

This position requires interaction and relationship building between the following constituencies, (1) external partners including Indigenous leaders and families, communities of color, and non-native leaders of Community Based Organizations, leaders in policy, politics, and decision-making roles; (2) local, state, and national funding organizations; and (3) WIHS and WE employees, partners, and volunteers, including WIHS students, Executive Director, Board of Directors, Principal, teachers, WIHS staff, Family Network volunteers, elder and student volunteers, and AmeriCorps staff.

Shirley L. Williams, RN

2348 Lummi View Drive, Bellingham, WA98226 | 360-815-2409 | kastlmut@gmail.com

OBJECTIVE

To continue to support community healing through Western theory and practice as a nurse, while also honoring and respecting cultural continuity through Indigenous worldviews and public health methodologies.

EDUCATION

| Registered Nurse | Bellingham Technical College | June 2008 |
|---------------------------------------|------------------------------|-----------|
| Licensed Practical Nurse | Bellingham Technical College | June 2002 |
| Associates Arts and Science | Whatcom Community College | June 1998 |
| Business Office Administration | Cascade Business College | June 1987 |

WORK EXPERIENCE

Co-Founder Whiteswan Environmental, WE Lummi Nation, WA Executive Director Indigenous-led 501(c)3 January 2015 - Present

• WE are responsible for creating, planning, implementing and integrating the strategic direction of a network of bioregional federal land managers, universities, colleges, first nation representatives and non-government organizations who are willing to work together to take an interdisciplinary approach to community healing in the Salish Sea. WE serve as tribal liaisons who have been strengthening relationships and building programs for Coast Salish youth and community members that address root cause of trauma; bringing our international transboundary relationships to the forward edge of reversing epistemicide for first peoples, as we work expand the boundaries of public health and social science by re-affirming indigenous knowledge systems.

Registered Nurse Lummi Youth Academy Bellingham, WA Licensed Practical Nurse Lummi Tribal Health Clinic August 2008 – July 2017

Provided a capacity building framework for the ambulatory medical office as guided by western
nursing theory and practice for administration, policy, procedure and program development,
workforce development and medical office supervision, procurement of grants and supplies, and
primary care for pediatric medical and health service management.

Registered Nurse Christian Healthcare Center Lynden, WA
Licensed Practical Nurse August 2002 – October 2009

 Provided skilled nursing that include managing chronic medical conditions, adult and geriatric care, supervised nursing assistance.

Insulator/Asbestos Worker/Local refineries &Whatcom County, WAMulti-craft Mechanicasbestos companiesJune 1994 – December 1999

• Worked as a team player to maintain a safe and sanitary work environment; cut, fit and installed industrial pipe insulation; maintained and operated safety equipment and tools; removed hazardous waste and assisted in clean up in residential, academic and industrial settings.

Business Office Administration Lummi Indian Business Council

1985-1993

• Provided clerical and administrative support, established smooth running system for administration, efficiency in multi-tasking and working under pressure.

TRAINING AND CERTIFICATES

HIV/AIDS IV Therapy CPR/First Aid Certified Certified Mandatory Reporter Save the Child/Save the Teenager

Annual Ambulatory Nursing
Medical-Surgical Review
Building High Performance Team
Medical Transcription
Business Office Administration
Fetal Alcohol Syndrome

Neuroscience, Epigenetics, Adverse Childhood Experience and Resilience Potlatch Foundation Non- Profit Management Cohort Anger Resolution Grant Writing

COMMUNITY AND LEADERSHIP ACTIVITIES

- June 2015 to present day, WE provided over 20 presentations on Indigenous Public Health issues to universities, colleges and organizations throughout the United States and Canada; including the National Museum of Natural History, Indigenous Worldviews in Informal Science Conference in Washington, DC and the international forum on Canadian Risk and Hazards Network in Montreal, Quebec.
- Since 2015, WE are the organizer of the Spirit of the Sxwo'le (reef-net) Coast Salish Mini University camps and the culminating Lummi and Saanich Storyboard dedication to the San Juan Island 100th National Park Service Anniversary on August 25, 2016. Approximately 125-500 attendees participated in these community healing events throughout the bioregion of the Salish Sea.
- November 2016, I received a letter from the Department of Interior, Secretary Sally Jewell, appointing me to the San Juan Island National Monument Advisory Committee as a Tribal Interest Representative. In this position, I advocate for the Resource Management Plan goals of restoration to Coast Salish village sites, camps, food sovereignty, reef-net locations and tribal use language per the US Constitutional treaty rights.
- June 2017, I received a letter from Lummi Indian Business Council (LIBC) supporting me as the liaison between LIBC and the San Juan Island National Monument and San Juan Island National Parks Service.

RECOGNITION RECEIVED

White House

Signed letter and proclamation

2016

President Obama sent a letter of support thanking me for our shared commitment to the
environment and putting our children's future first. He also sent a signed a guiding
Presidential Proclamation - San Juan Island National Monument, which called out the rich
history of the Coast Salish People and the reef-net.

Social Innovation Award

Potlatch Fund

2016

• WE received \$5,000 for the innovative work completed from a 2015 Native Student Success grant in which WE received \$50,000 for the Spirit of the Sxwo'le Coast Salish Mini University. WE also turned two additional grants of \$15,000 into an in-kind of approximately \$400,000 for a one-year grant cycle. WE accomplished our mission to support community healing through the natural, cultural and historical restoration to the Salish Sea for the next seven generations.

Friends of the Year Award

Friends of the San Juans

2015

• For facilitating unprecedented unions in the archipelago of the Salish Sea; strengthening relationships between native and non-native organization to support creating healthy spaces for the youth and Coast Salish communities to experience their ancestral homelands in the San Juan Islands.

Roots of Wisdom Exhibit

Oregon Museum of Science and Industry

2015

• Photo of our youth and quote of how we are taking care of our homelands and culture.

Community Building Award

Whatcom Community and Family Network

2012

• For bridging native and non-native community members to collaborate on educational and training sessions on Adverse Childhood Experience.

Certificate of Appreciation

Tribal/Indian Health Service

1991

• Appreciation of Devoted and Invaluable Services rendered to Spokane '91: A Commitment to Partnership

> VIDEOS, ARTICLES, PUBLICATIONS &

INSPIRING PARTNERSHIPS THAT TELL OUR STORY OF COMMUNITY HEALING IN THESALISH SEA

- Misty Newell, Visit to English Camp, 2014, https://www.youtube.com/watch?v=CHROtbsczNE
- Northwest Treaty Tribes, *Lummi Nation Honor Traditions at Historical Fishing Site*, August 24, 2015, https://nwtreatytribes.org/lummi-nation-members-honor-traditions-at-historical-fishing-site/
- Richard Walker, Indian Country Today, August 24, 2015, https://indiancountrymedianetwork.com/news/native-news/watershed-moment-pole-story-boards-installed-on-ancestral-village-site/
- ➤ Shirley Williams, *Inspiring Resilience: A Reflection of Indigenous Public Health and our Chi'lange'lth* (*Inherent Birth Rights*), HAZNET, The Magazine of the Canadian Risks and Hazards Network, November 2016, http://haznet.ca/inspiring-resilience-a-reflection-of-indigenous-public-health-and-our-chilangelth-inherent-birth-rights2/
- ♣ Potlatch Fund, Inspiring Philanthropy in Northwest Indian Country, (2016) http://www.potlatchfund.org/grants/innovation.html
- ♣ Richard Walker, Indian Country Today, May 20, 2017, https://indiancountrymedianetwork.com/news/native-news/ancestral-land-made-available-lummi-nations-use/
- National Park Service, San Juan Island National Historical Park, *The First Ones*, Last updated: July 14, 2015, https://www.nps.gov/sajh/learn/historyculture/the-first-ones.htm
- Friends of the San Juans, Safe Passage in the Salish Sea, https://www.youtube.com/watch?v=nvYgKS14-bU
- Lummi Nation, *Protecting our Heritage*, https://video.search.yahoo.com/yhs/search; ylt=A86.J7tvhvpZIDkAokQPxQt.?p=protecting+our+heritge &fr=yhs-adk_adk_sbnt&fr2=piv-web&hspart=adk&hsimp=yhs-adk_sbnt&type=A1#id=1&vid=64ac3b9915ada1f19d4879593acaeb7b&action=view
- ♣ University of Victoria Mapping Collaboration, To Fish As Formerly: WSÁNEĆ Nation Brings Reef Net Fishing Back After 100 Years, https://www.youtube.com/watch?v=vTQk1IR9ibc

Whatcom Intergenerational High School (WIHS) Director of Operations Recruitment and Hiring Plan

Overview

WIHS will recruit a Director of Operations to start full-time on contract June 1, 2020 and move into a full-time salaried position on September 1, 2020. The process for recruiting, selecting, and hiring our DOO is detailed below. WIHS will proactively target individuals from diverse backgrounds who display a wide range of competencies with non-profit and school operations and financial acumen. The WIHS Board chair, ED, and our critical partner Whiteswan Environmental will conduct the search.

Selection and Hiring Process

The Executive Director is ultimately responsible for hiring the WIHS DOO in collaboration with the Board of Directors. The following multistage interview process will be used to evaluate candidates:

- 1. Submit résumé, letter of interest, and evidence of alignment with vision/mission and FPPL and operations/financial expertise and experience.
- 2. Complete a screening interview with WIHS Board Chair/Board member, WIHS ED and Whiteswan Environmental (WE) Executive Director.
- 3. Complete in-person interviews with the WIHS board chair, and WIHS and WE Executive Directors and a diverse group of Family Network members and students.

DOO Hiring Timeline

| Timeline | Plan | Process | Culturally-Inclusive |
|----------------------|-------------|------------------|-----------------------------------|
| January – April 2020 | Active | Local search | Connections with culturally- |
| | Recruitment | | connected partners |
| | | | Salary and benefits package made |
| | | | clear from start of process |
| April-May 2020 | Selection | Résumé | Multiple opportunities to |
| | Process | Phone interviews | demonstrate commitment to |
| | | In-person | equity, growth mindset, and other |
| | | interviews | key operational/financial |
| | | | competencies and skills |
| May 2020 | Hiring | Final background | WIHS will support candidate |
| | | check and offer | through this process, if needed |
| | | made | |
| June 1, 2020 | Start date | Onboarding | Assessment taken of FPPL and |
| | | | operations/financial |
| | | | competencies. PD set up to ensure |
| | | | support and success. |



POSITION: Director of Operations

Position Starts: June 1, 2020

Whatcom Intergenerational High School (WIHS) is seeking authorization to start an innovative public charter school in Whatcom County. We plan to open our doors for 75 Grade 9 students in August 2020 and we will serve a culturally diverse community, eventually enrolling 300 students in Grades 9-12 with elders and Traditional Providers (knowledge keepers who have a background in their own cultural history, governance, and language), supporting academic, social, emotional, physical, and spiritual learning. Our co-partner Whiteswan Environmental (WE) will help us ensure that our next generation of graduates have the competencies and agency to bring cultural, historical, and ecological health perspectives to their communities and careers.

Our strategic vision is to create a unique learning environment designed with students and supported by elders to ensure every young person—regardless of their life circumstances—is educated for success in school, career, and life to create a more just and sustainable world.

Duties:

We are seeking a flexible and dynamic leader to join our founding team who is committed to learning, equity, and social change. The WIHS Director of Operations (DOO) will bring expertise in fulfilling the following duties:

- Ensure we meet WIHS vision, mission, and student achievement by overseeing and managing effective and efficient operations and financial management.
- Supervise and coach the office manager and ensure his/her success in achieving goals and responsibilities.
- Manage all vendor contracts and ensure transportation, food service, Back-Office Service Providers (BOSP) provide effective and cost-effective services.
- Work closely with the BOSP to ensure effective management of finances and compliance with all financial regulations, including purchasing and logistics, payroll, HR, and reporting.
- Maintain a system to address all facility needs.
- Maintain a system to address all technology issues, including the student data base, technology network, computers, copy machine, and phone system.
- Ensure WIHS meets all enrollment goals with a waiting list and a successful lottery process.
- Oversee the communications system build an effective schoolwide system for scheduling and planning, ensuring all stakeholders have knowledge of the school calendar, events, and systems.
- Build a system of learners in the operations department to promote the positive cultural identity and educational development of every student in an inclusive learning environment.

Fundraising and Development

- Develops 5-year Fundraising Plan with Board Fundraising committee.
- Ensures that funds are raised to meet organizational priorities.
- Ensures fundraising and development goals are on track and achieved.

Board of Directors

- Ensures a collegial and successful Executive Director/Board relationship.
- Helps to create a dashboard of information in the areas of finance, student information, and academic information for board review and oversight.
- Helps to ensure Board meets mission-specific goals.
- Supports the Board in fulfilling its duties.

This position reports to the Executive Director.

The ideal candidate will:

- Model dispositions of respect, patience, and curiosity.
- Bring an unwavering belief in all students' abilities to learn and grow and commitment to social justice.
- Demonstrate experience with managing operations and budgets.
- Demonstrate an interest to work with staff to build schoolwide efforts and policies that foster academic, social, cultural, emotional, physical, and spiritual learning.
- Possess effective management skills; be able to use a variety of process skills for planning, organizing, and problem solving.
- Demonstrate commitment to First Peoples Principles of Learning in creating a professional working environment.
- Develop close and positive working relationships with vendors, staff, students, parents, and communities of all socioeconomic and ethnic backgrounds to create a culture that supports student achievement and learning.
- Demonstrate knowledge of state and federal legal and regulatory issues pertaining to operations and finances that require compliance.
- Possess experience in and/or knowledge of all aspects of fiscal management and oversight.
- Possess experience in and/or knowledge of federal education programs (i.e., Title I, II, IV).

Additional consideration will be given to candidates who:

- Are indigenous, bilingual, and/or deeply connected with systemically underserved communities.
- Demonstrate exceptional success working with educational learning environments to provide operations and financial management that lead to student achievement.

Salary Range/Start Date:

\$70,000 - June 1, 2020 including full benefits package + retirement

Method of Application:

Please e-mail a cover letter and resume to <u>cindy.reuther@intergenerational.school</u>

Affirmative Action Policy: Whatcom Intergenerational High School will not deny anyone the opportunity for employment because of race, color, creed, religion, sex, age, national origin, sexual orientation including gender expression or identity, honorably discharged veteran or military status, marital status, the presence of any sensory, physical or mental disability, or the use of a trained dog guide or service animal by a person with a disability.

Additionally, we seek candidates who bring diverse life and learning experiences including, race, color, religion, sex, age, national origin, sexual orientation and gender expression, veteran status, and persons with a disability.



POSITION: Elder Volunteer

Introduction

Whatcom Intergenerational High School (WIHS) is a tuition-free public charter school in Whatcom County offering a unique year-round, Grades 9-12 educational experience.

WIHS is committed to ensuring equal access to all volunteer opportunities in the program without regard for one's race, color, gender, sex, creed, religion, national origin, age, marital status, disability, sexual or affectional preference or orientation, ancestry, family status, or any other characteristics protected by law. WIHS shall make arrangements to the physical and mental limitations of a volunteer unless such arrangements would impose an unwarranted difficulty on the ability of both WIHS and the volunteer.

Mission

WIHS will ensure that Whatcom County high school students—regardless of their life circumstances—develop the competencies and agency for success in college, career, and life.

Vision

WIHS envisions learning designed with students and supported by elders generating deep inquiry skills, thoughtful interactions, and critical consciousness, ensuring every young person is able to contribute to a more just and sustainable world.

Your Role as an Elder

- Connect with your assigned student(s) at least twice a week via the method that suits you and your students best.
- Model the First Peoples Principles of Learning and share your own goals and what you are working on developing.
- Support your student(s) with their High School and Beyond Plans (HSBP).
- Provide emotional support and encouragement.
- Share life experiences.
- If you have signed up to provide homework help or tutoring, adhere to the schedule determined by the AmeriCorps volunteer.

The Process to Become an Elder

- 1. Return a completed application to our AmeriCorps staff (basic information, résumé, and a statement of interest, including availability and types of assignments you would consider).
- 2. Provide 3 references.
- 3. Participate in the interview process with WIHS staff and students.

- 4. Submit materials for required OSPI background check.
- 5. If accepted to the program, attend elder training and get student(s) assigned to you.

WIHS Volunteer Policies

Your Rights as a Volunteer

- To be a volunteer, regardless of gender, race, religion, sexual orientation, age, or financial status.
- To be informed regarding WIHS's policies, programs, and staff to support the programyou serve.
- To be treated in a respectful and professional manner.
- To evaluate the program you serve.
- To receive training for the program you serve.

Your Responsibilities as a Volunteer

- To be honest about your interests, skills, expectations, preferences, and availability.
- To inform program leadership regarding medical or physical information relevant to the program you serve.
- To be knowledgeable of the program's purpose and the requirements and expectations of your volunteer assignment.
- To respect the confidentiality of student, staff, and organizational information.
- To follow WIHS policies and procedures, including for background checks.
- To be dependable, perform duties appropriately and reliably.
- To participate in training and accept the guidance and direction of program leadership.

Confidentiality

Volunteers may have contact with and access to confidential information not generally known outside of WIHS. Confidential information may be developed or maintained by a volunteer as a result of the volunteer's relationship with the organization. Confidential information includes, but is not limited to, all student/staff records and information. Confidential information must never be discussed, released, removed from WIHS premises, copied, or in any other way used by volunteers for any purpose outside the scope of the volunteer relationship or assignment. Failure to follow this policy may be grounds for immediate termination.

Any information a student or family communicates to a volunteer or staff person is considered confidential unless there is concern the student is in any danger of abuse, neglect, or hurting himself or herself. In this instance, see Mandated Reporting and Procedures. In using e-mail correspondence with WIHS, volunteers may not use the student's full name. Use of their initials or substituting "my student" is sufficient to fully protect their privacy.

Drug/Alcohol/Smoke-free Environment

WIHS is a drug/alcohol/smoke-free environment; accordingly, it is WIHS policy that:

- Volunteers will not use or be under the influence of tobacco, illegal drugs, and/or alcohol while in the presence of students and are expected to report to activities on time and be able to perform their assignment.
- 2. The sale, transfer, manufacture, distribution, or possession of alcohol, tobacco, or a controlled substance on WIHS premises or while in the presence of students is prohibited.
- 3. Volunteers are prohibited from buying for or from a student, tobacco, controlled substances,

- alcohol, illegal drugs, alcohol/drug-related merchandise, or using tobacco, alcohol, illegal drugs α controlled substances with students at any time.
- 4. This drug/alcohol/smoke-free environment extends to any WIHS activity that involves students including but not limited to field trips and extracurricular activities.

Mandated Reporting and Procedures

WIHS staff, volunteers, mentors, and interns are required by law to report any suspected abuse or neglect of students (whether physical, emotional, or sexual). You do not need to have extensive experience or training in detecting maltreatment—your concerns and observations are what matter. If at any time you suspect a child has been harmed or is in danger of being harmed, you must report your suspicions of abuse/neglect to your Program Coordinator within 24 hours of when you become aware of the suspected abuse. If your Program Coordinator is not available, you can contact any WIHS staff with concerns. As mandated reporters, WIHS staff, leadership, volunteers, and mentors will have immunity from civil or criminal liability for good-faith reporting and given support through the reporting process.

| Acknowledgment of Volunteer Guidelines and Confidentiality Agreement | | | | |
|---|---|--|--|--|
| I, | , have received a copy of Whatcom Intergenerational High School | | | |
| I will implement the Neither these guides is intended to crubetween WIHS and I will maintain Intergenerational have access in mediate | knowledge that I have read and understand its contents and agree that: ne WIHS vision, mission, and principles in my volunteer service; delines nor any other written or unwritten policy or practice of WIHS creates nor eate an express or implied contract, covenant, promise, or representation d me; and the highest standards of confidentiality in my work with Whatcom High School. I will not reveal, now or in the future, any information to which I y work with WIHS. Further, I understand that a breach of confidentiality as locument will/may result in immediate termination of my volunteer position. | | | |
| • | nteer services are terminable at will any time. I also understand that Whatcom nool reserves discretion to add, change, or rescind its guidelines, policies, and/or | | | |
| Signature: | Date: | | | |



POSITION: Traditional Provider

Whatcom Intergenerational High School (WIHS) is seeking authorization to start an innovative public charter school in Whatcom County. We plan to open our doors for 75 Grade 9 students in August 2020 and we will serve a culturally diverse community, eventually enrolling 300 students in Grades 9-12 with elders and Traditional Providers (knowledge keepers who have a background in their own cultural history, governance, and language), supporting academic, social, emotional, physical, and spiritual learning. Our co-partner Whiteswan Environmental (WE) will help us ensure that our next generation of graduates have the competencies and agency to bring cultural, historical, and ecological health perspectives to their communities and careers.

Mission

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Vision

WIHS envisions learning designed with students and supported by elders generating deep inquiry skills, thoughtful interactions, and critical consciousness, ensuring every young person is able to contribute to a more just and sustainable world.

Traditional Providers are integral to students' achievement and success, and they will provide the necessary training and oversight to ensure all staff and volunteers are educated in culture appropriation and prevent exploitation of intellectual property as WIHS builds a respectful community of learners.

Traditional Providers are responsible for providing direct and indirect cultural practices with students, staff, and volunteers at WIHS in order to develop cultural competencies in the learning environment:

- Work with licensed teachers in developing units of study to ensure relevant and cultural practices
 are implemented to enhance opportunities for young people to develop a positive and strong
 cultural identity (i.e., cultural traditions, teachings, ceremonies that can be designed in units of
 study).
- Provide opportunities for the enhancement and development of positive cultural identities of students and families at WIHS.
- Work directly with students and teachers in teaching cultural history, language, and practices.
- Work with the Principal and Family Network to develop a professional development calendar that
 includes education and training for WIHS staff, families, volunteers, and external partners
 regarding cultural traditions and beliefs and culturally-sustaining practices.

- Work with the Family Network and AmeriCorps staff in planning quarterly meals and ensure cultural resources are available at the school as well as provide resources available to families and students in Whatcom County.
- Work with the Principal to develop professional development for teachers to implement assessments which appropriately incorporate cultural aspects.
- Train WIHS partners on cultural practices, teachings, and ceremonies to ensure a consistently unified and culturally-appropriate process.
- Coordinate and participate in the Elders' Committee.
- Ensure effective and professional communications with all internal and external service providers.
- Share information according to privacy and/or confidentiality guidelines.
- Work with the Special Education Coordinator to ensure Indigenous students are not disproportionately placed in Special Education services.
- Work with ELL Coordinator to ensure that ELL students have necessary cultural supports.
- Ensure confidentiality and safekeeping of all WIHS documents and records.
- Prepare and deliver reports to the Board of Directors quarterly.
- Follow WIHS human resources, finance, and other policies and procedures.

QUALIFICATIONS

Minimum Experience

- Three (3) years' experience developing and delivering cultural programs and working with staff and young people.
- Experience working with Indigenous and/or immigrant and migrant students, work with organizations and communities of color.
- Knowledge of Coast Salish Sea programs and services, knowledge of migrant/immigrant programming, knowledge of colonization and its effects on communities of color.
- Respect for, sensitivity towards, knowledge, and understanding of First Peoples culture and First Peoples Principles of Learning.
- Strong cultural skills.
- Excellent interpersonal skills, oral and written communication skills, conflict resolution skills, and problem-solving, organization, and management skills.
- Ability to manage multiple priorities; work independently and within a team environment.
- Ability to take initiative, meet deadlines, and work flexible hours.
- Ability and willingness to support both traditional and contemporary learning and health and wellness practices including social, emotional, cultural, and physical learning.
- Ability to display a positive, respectful, and empathetic disposition.
- Ability to use good judgment in assessing difficult situations.
- Ability to work with confidential and sensitive information.
- Ability to understand and speak Lummi, Sannich, Spanish is a definite asset.
- Must provide a clear background check.

KEY RELATIONSHIPS

This position requires interaction and relationship building with internal and external employees, partners, and volunteers, including WIHS students, Executive Director, Board of Directors, Principal, teachers, WIHS staff, Family Network volunteers, elder and student volunteers, AmeriCorps staff, and external organizations, leaders, and partners.



CHARTER SCHOOLS ASSOCIATION

206.832.8505 info@wacharters.org

March 1, 2019

Ms. Cindi Williams, Chairperson Washington State Charter School Commission P.O. Box 40996 Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

On behalf of the Washington State Charter Schools Association (WA Charters), I am writing to pledge my full support for **Whatcom Intergenerational High School (WIHS)** and the leadership of Cindy Reuther, one of our state's most innovative educators and promising charter school leaders. WA Charters is a statewide nonprofit organization that advocates for and supports the startup of high-quality charter public schools, with a focus on serving systemically underserved communities. Through the School Leadership and Design Fellowship (SLDF), WA Charters has worked with Ms. Reuther for nearly two years (July 2017-present), as she and her school design team developed a proposal for a high-quality charter public high school in Whatcom County.

The SLDF is a highly selective, year-long program (July 2018 – June 2019) in which talented leaders explore diverse educational models, visit high-performing schools, and conduct deep, authentic community engagement with stakeholders to understand a particular local context to inform the design of a school. Ms. Reuther was selected for the Fellowship based on her track record of successfully launching and operating a high-quality charter middle school in Minnesota, her commitment to serving an "at-risk" student population, and her proposal for a community-responsive, innovative school model that aligns to state standards and will prepare students to be college and career-ready.

Guided by WA Charters' core values of Partnership, Community, Innovation, Excellence, and Diversity, Fellows are encouraged to build partnerships with community-based organizations and local school districts, conduct focus groups with community stakeholders to get input about their school model, imagine inclusive, rigorous school models that meet the needs of the whole child, build leadership teams that reflect the students and communities they will serve, set ambitious goals for the student outcomes they seek to achieve—and build excellent operational and academic systems to attain them.

In Whatcom Intergenerational High School, Cindy Reuther and her team offer a truly innovative phenomenon-based learning academic model rooted in social justice and community action, a unique community partnership with CBO White Swan Environmental, and the opportunity to open a charter public in a new region in our state that has demonstrated need and demand. For the past two years, Ms. Reuther and her school design team have engaged student, parent, and elder communities in Bellingham and Ferndale to understand their needs and desires for a high-quality public high school option in the region. They have traveled to Finland to observe phenomenon-based learning schools led by the world's leading experts in the model, and they have worked diligently to build a diverse board committed to the community engagement and governance responsibilities required of a founding charter school board.

On behalf of WA Charters, I have the utmost confidence in Ms. Reuther's abilities to plan, launch, and operate a rigorous, inclusive school model that meets the needs of its community. WA Charters is committed to continuing to work with **Whatcom Intergenerational High School**, Cindy Reuther and other members of its design team, as well as its board of directors throughout the start-up phase and beyond. The authorization of Ms. Reuther's school is critical to realizing our vision for empowered communities with high-quality public schools for all students. I urge you to give the families and students of Whatcom County the option and opportunity to attend WIHS.

Respectfully yours,

Patrick D'Amelio CEO. WA Charters



Co-Founders

Dennis Littky, Ph.D. Elliot Washor, Ed.D.

Executive Directors

Andrew Frishman Carlos Moreno

Board Chair Saul Kaplan

Board Members

Lorne Adrain Dale Dougherty Marc Ecko Isaac Ewell Gwen Fountain Tim Galles Stanley Goldstein Francie Heller Peter Karoff Rabbi Irwin Kula Peter McWalters Eva Mejia Andrew Nkongho Carol Nulman Ramona Pierson Daniel Pink Bruce Webb Ronald A. Wolk

SCHOOLS, INNOVATION, INFLUENCE

January 27, 2019

Ms. Cindi Williams, Chair & Members of the Commission Washington State Charter Schools Commission P.O. Box 40996 Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

I am writing to encourage your support of Whatcom Intergenerational High School's (WIHS) opening in the fall of 2019. WIHS co-founder Cindy Reuther is part of this year's School Foundry cohort, and we anticipate continuing to support Ms. Reuther and the WIHS team throughout their planning, first year, and ongoing operation.

School Foundry draws on Big Picture Learning's twenty-five-plus years of principal leadership development as well as mentorship from leaders of other exemplary schools, networks, and equity initiatives. We partner with leaders and schools who demonstrate a strong commitment to equity and student-centered learning, and we selected WIHS based on their compelling application and multiple conversations with Ms. Reuther.

WIHS aspires to be a model program that brings together indigenous ways and knowledge with Western knowledge. Given the profound challenges affecting Washington's indigenous communities and our persistent lack of effectiveness supporting them to thrive in our public schools, we could not be more excited and hopeful to partner with Ms. Reuther in developing WIHS, including helping her team learn from best practices developed elsewhere.

In addition to ongoing design coaching and leadership support, School Foundry is supporting the WIHS team on an upcoming site visit and interview tour in British Columbia to learn about curriculum and infrastructure of multiple programs there, including West Saanich school, University of Victoria, and Camosun College, among others. We also will support their attendance at two regional retreats related to Learning in the Salish Sea and Rights of the Salish Sea.

I would be glad to respond to any questions about School Foundry and WIHS's involvement. Thank you for your consideration of their exceptional work!

Best Regards,

Jeff Petty

Regional Director

jeff@psconsortium.org

206.595.6133



Whatcom Intergenerational High School

Section 14: Attachment 11

Contents:

- Legal Status and Governing Documents
 - o Articles of Incorporation
 - o Proof of Nonprofit and Tax-Exempt Status
 - o Bylaws
 - o Board Chair Signed Statement of Assurances

On February 19th, 2019 during the Board of Directors meeting, the Articles and ByLaws were amended by unanimous vote to align with a 5 minimum, 11 maximum board membership moving forward.

INTERNAL REVENUE SERVICE P. O. BOX 2508 CINCINNATI, OH 45201

Date:

JUN 29 2018

INTERGENERATIONAL HIGH SCHOOL C/O CINDY REUTHER 431 N STATE ST STE 2 BELLINGHAM, WA 98225 Employer Identification Number: 82-3673961 DLN: 17053031339028 Contact Person: ID# 31797 MS. REPENNING Contact Telephone Number: (877) 829-5500 Accounting Period Ending: December 31 Public Charity Status: 170(b)(1)(A)(ii) Form 990/990-EZ/990-N Required: Effective Date of Exemption: December 9, 2017 Contribution Deductibility: Yes Addendum Applies:

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

No

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

INTERGENERATIONAL HIGH SCHOOL

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

stephen a. martin

Director, Exempt Organizations Rulings and Agreements



Filed
Secretary of State
State of Washington
Date Filed: 12/09/2017
Effective Date: 12/09/2017
UBI #: 604 199 433

ARTICLES OF INCORPORATION

| UBI NUMBEF | 2 | |
|--|--|--|
| UBI Number: | | |
| BUSINESS N | AME | |
| Business Name: INTERGENERATION | ONAL HIGH SCHOOL | |
| REGISTERE | O AGENT CONSENT | |
| Registered Agent Color I am the Registered Agent Color I am not the Registered Signed document contaunderstand the WA Nodocument on request. RCW 23.95.415 requ | tered Agent, please delete the current Registered Agen onsent (Check One): gent. Use my Contact Information. d Agent. I declare under penalty of perjury that the WA aining the consent of the person or business named as roopprofit Corporation must keep the signed consent documents that all businesses in Washington State have a Region is prepopulated from information previously provided DAGENT RCW 23.95.410 | A Nonprofit Corporation has in its records a registered agent to serve in that capacity. I cument in its records, and must produce the stered Agent. |
| Registered Agent Name | Street Address | Mailing Address |
| STEVEN ANDERSON | 720 W BOONE AVE, SUITE 200, SPOKANE, WA, 99201-2560, USA | 720 W BOONE AVE, SUITE 200, SPOKANE, WA, 99201-2560, USA |
| ARTICLES O | F INCORPORATION | |
| Do you have a Article Articles of Incorpor Articles Signed.pdf | | |
| PURPOSE O | F CORPORATION | |

THE CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL AND SCIENTIFIC

PURPOSES, INCLUDING, FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS WITHIN THE MEANING OF §501(C)(3) OF THE INTERNAL REVENUE CODE OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

ANY OTHER PROVISIONS

Required by IRS for Tax Exempt Status https://www.irs.gov/:

Required by IRS for Tax Exempt Status

DURATION

Duration:

Perpetual

EFFECTIVE DATE

Effective Date:

11/27/2017

INITIAL BOARD OF DIRECTORS

| Title | Initial Director Type | Entity Name | First Name | Last Name | Address |
|------------------------------|--------------------------|----------------|---------------|--------------|--|
| INITIAL BOARD OF DIRECTOR | INDIVIDUAL | 44 | CINDY | REUTHER | 431 N STATE ST APT 2, BELLINGHAM, WA, 98225-5342, USA |
| INITIAL BOARD OF DIRECTOR | INDIVIDUAL | | KAREN | DADE | 431 N STATE ST APT 2, BELLINGHAM, WA, 98225-5342, USA |
| INITIAL BOARD OF DIRECTOR | INDIVIDUAL | , | TRACEY | PYSCHER | 431 N STATE ST APT 2, BELLINGHAM, WA, 98225-5342, USA |

INCORPORATOR

| Title | Incorporator Type | Entity Name | First Name | Last Name | Address |
|--------------|----------------------|----------------|---------------|--------------|---|
| INCORPORATOR | INDIVIDUAL | | CINDY | REUTHER | 431 N STATE ST APT 2, BELLINGHAM, WA, 98225-5342, USA |

DISTRIBUTION OF ASSETS

UPON THE DISSOLUTION OF THE CORPORATION, ITS ASSETS SHALL BE DISTRIBUTED TO ONE OR MORE ORGANIZATIONS OR ENTITIES EXEMPT FROM TAXATION PURSUANT TO § 501(C)(3) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE.

FILING CORRESPONDENCE ADDRESS

Attention:

STEVEN O. ANDERSON

Email:

SANDERSON@STAMPERLAW.COM

Address:

720 W BOONE AVE, SUITE 200, SPOKANE, WA, 99201-2560, USA

Note: If you would like to have your document mailed to an address other than the registered agent's address, please provide the

information in this section.

UPLOAD ADDITIONAL DOCUMENTS

Do you have additional documents to upload? No

AUTHORIZED PERSON

I am an authorized person.

Person Type: INDIVIDUAL

First Name: STEVEN

Last Name:
ANDERSON

Title:

This document is hereby executed under penalty of law and is to the best of my knowledge, true and correct.

ARTICLES OF INCORPORATION FOR INTERGENERATIONAL HIGH SCHOOL

ARTICLE I NAME

The name of this Corporation is "Intergenerational High School".

ARTICLE II DURATION

The period of its duration shall be perpetual.

ARTICLE III PURPOSES

- 3.01 The Corporation is organized exclusively for charitable, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations within the meaning of §501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code.
- 3.02 Subject to the foregoing, the purpose of forming this nonprofit Corporation shall be to provide education to students in the State of Washington in any combination of grades ranging from kindergarten through twelve (12).
- 3.03 The Corporation shall admit and assist any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to its general membership. It shall not discriminate on the basis of race, color, national and ethnic origin in administration of its policies.
- 3.04 The foregoing notwithstanding, the Corporation shall be entitled to serve any other purpose, as determined by its Board of Directors, consistent with the limitations set forth in paragraph 3.01 of this Article.

ARTICLE IV POWERS

4.01 The Corporation shall have all powers conferred on, or not prohibited of, non-profit organizations organized pursuant to Chapter 24.03 of the Revised Code of Washington; provided, however, the Corporation shall have no power or authority to carry on any activity not permitted to be carried on by (1) an organization exempt from federal income tax pursuant to §501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code, or (2) an organization, contributions to which are deductible under §170(c)(2) of the said Code.

4.02 No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, nor intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE V NON-PROFIT CORPORATION

- 5.01 The Corporation shall be organized and operated as a non-profit, non-stock Corporation pursuant to Chapter 24.03 of the Revised Code of Washington.
- 5.02 No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, directors, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above.

ARTICLE VI BOARD OF DIRECTORS

- 6.01 The Corporation shall be managed by its Board of Directors, which shall be no less than three (3) and no greater than nine (9) in number, as determined from time to time by majority vote of the Board of Directors.
- 6.02 Unless otherwise provided in the Corporation's Bylaws, vacancies on the Board of Directors shall be filed by majority vote of the remaining Board of Directors.

ARTICLE VII INCORPORATOR

The name and address of the incorporator is:

Cindy Reuther 431 N. State Street, #2 Bellingham, WA 98225

ARTICLE VIII INDEMNIFICATION

The Corporation shall indemnify its officers and directors to the full extent permitted by law.

ARTICLE IX BYLAWS

The Board of Directors shall adopt, by majority vote, such bylaws as it deems appropriate and as not inconsistent with these Articles, for the internal governance of the Corporation.

ARTICLE X AMENDMENT

These Articles may be amended by majority vote of the members of the Board of Directors.

ARTICLE XI DISSOLUTION

Upon the dissolution of the Corporation, its assets shall be distributed to one or more organizations or entities exempt from taxation pursuant to § 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE XII REGISTERED OFFICE AND AGENT

The registered agent and registered office address of the Corporation shall be as follows:

Steven O. Anderson Stamper Rubens, P.S. 720 W. Boone, Suite 200 Spokane, WA 99201

| DATED this 14th day of _ | Nov, | , 2017. |
|--------------------------|------|---------------|
| · | | af lux |
| | | CINDY REUTHER |

SIGNED AND ATTESTED to before me this 14th day of Navember, 2017.

NOTARY PUBLIC in and for the State of Washington, residing at Bull notation My commission expires: 67/19/2020

H:\Clients\Intergenerational High School\ARTICLES.docx

ANY BLA

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DOLLAR

DOLL

BYLAWS OF INTERGENERATIONAL HIGH SCHOOL

ARTICLE I OFFICES

1.01 Registered Office and Registered Agent. The registered office of the Corporation shall be located in the state of Washington at such place as may be fixed from time to time by the Board of Directors upon filing of such notices as may be required by law. The registered agent shall have a business office identical with such registered office.

ARTICLE II CHARITABLE PURPOSES/NEGATION OF PECUNIARY GAIN

2.01 <u>Charitable purposes.</u> The Corporation is organized exclusively for charitable, scientific, literary, or educational purposes within the meaning of §50l(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws, as designated in the Restated Articles of Incorporation, filed with the Secretary of State on December 9, 2017, and as amended thereafter.

Notwithstanding any provisions of these Bylaws to the contrary, this Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization qualified for tax-exempt status under $\S50l(c)(3)$ of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws. Furthermore, this Corporation shall neither conduct nor carry on any activities which subject the Corporation to liability for excise taxes imposed pursuant to $\S\S4941$, 4942, 4943, 4944, or 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws.

The Corporation shall not devote any part of its activities to carrying on propaganda, or otherwise attempting to influence legislation; nor shall the Corporation participate or intervene in any political campaign (including the publishing or distributing of statements) on behalf of any candidate for public office.

2.02 <u>Negation of pecuniary gain.</u> No part of the net earnings of this Corporation shall ever incur to or for the benefit of or be distributable to its directors, officers, or other private persons, except that the Corporation shall be empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the exempt purposes for which it was formed.

ARTICLE III MEMBERS

3.01 <u>Membership.</u> The Corporation shall have no members.

ARTICLE IV BOARD OF DIRECTORS

- 4.01 Number and Powers. The management of all the affairs, property, and interests of the Corporation shall be vested in a Board of Directors. The Board of Directors shall consist of no fewer than five (5) and no more than eleven (11) Members. The terms of the directors shall be two (2) year, expiring at the annual meeting following their election, except that at least half of the initial Members of the Board of Directors shall be elected to serve an initial one (1) year terms to ensure that approximately half of the Board is elected in any given year thereafter. At each annual meeting, the directors shall be elected to succeed the directors whose terms expire at such meeting. In addition to the powers and authorities expressly conferred upon it by these Bylaws and Articles of Incorporation, the Board of Directors may exercise all such powers of the Corporation and do all such lawful acts and things as are necessary to carry out the business of the Corporation.
- 4.02 <u>Term Limits.</u> Directors may serve up to a maximum of five (5) terms or a total of ten (10) years, after which he or she may not be re-elected for one (1) term. Such term limits shall be calculated from the adoption date of these Bylaws forward (i.e., past terms will not be counted in the term limits, whereas any term currently being served as of the adoption date will be counted in the term limits) regardless of how many terms a Director may have served in the past. Notwithstanding the foregoing, in the event the Corporation cannot find a new member to fill the vacant position on the Board of Directors, the remaining members of the Board of Directors may, by unanimous vote, elect to waive the term limits provision for such period.

4.03 Change o(Number.

- a. The current number of directors serving may at any time be increased or decreased, between five (5) and eleven (11) Members, by a majority of the entire Board of Directors, but no decrease shall have the effect of shortening the term of any incumbent director.
- b. The number of directors authorized to serve on the Board of Directors under these Bylaws may at any time be increased or decreased by an amendment of these Bylaws, but no decrease shall have the effect of shortening the term of any incumbent director.
- 4.04 <u>Vacancies</u>. All vacancies in the Board of Directors, whether caused by resignation, death or otherwise, may be filled by the affirmative vote of a majority of the remaining directors. At such time as the Board of Directors may drop below the minimum number of five (5), whether by resignation, death or otherwise, the Board of Directors shall be authorized to carry out business with that reduced number for the maximum period required to fill the vacant position(s). A director elected to fill any vacancy shall hold office for the unexpired term of the predecessor director and until a successor is elected and qualified.

- **4.05** <u>Regular Meetings.</u> Regular meetings of the Board of Directors may be held at the Corporation's business office or at such other place or places, either within or without the state of Washington, as the Board of Directors may from time to time designate. The annual meeting shall be held each year during the month of August at a date, time and place as the Board of Directors shall designate by written notice. In addition to the annual meeting, there shall be regular meetings of the Board of Directors held, with proper notice, not less frequently than once each calendar quarter. Minutes shall be kept at all meetings of the Board of Directors.
- 4.06 <u>Special Meetings.</u> Special meetings of the Board of Directors maybe called at any time by the President or upon written request by any two directors. Such meetings shall be held at the registered office of the Corporation or at such other place or places as the directors may from time to time designate. When called by written request of any two directors, such directors shall be charged with providing proper notice of the special meeting in accordance with §4.07. Minutes shall be kept of all Special Meetings.
- **4.07 Notice.** Notice of all meetings of the Board of Directors (regular, annual and special) shall be given to each director by seven (7) days prior service of the same by email, letter, or personal delivery. Such notice shall designate the time and place of the meeting, but need not specify the business to be transacted at, nor the purpose of, the meeting.
- 4.08 <u>Posting Electronic Notice</u>. Notice may be provided to directors by posting the notice on an electronic network and delivering to such directors a separate record of the posting, together with comprehensible instructions regarding how to obtain access to the posting on the electronic network. Notice is effective when it has been posted to an electronic network and a separate record of the posting has been delivered to the recipient as provided by this §4.08.
- **4.09** Waiver of Notice. Waiver of notice can be made in one of the following two ways:
- a. Attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened; or
- b. A waiver of notice signed by the director or directors, whether before or after the time stated for the meeting.
- **4.10 Quorum.** A majority of the Members of the entire Board of Directors shall be necessary and sufficient at all meetings to constitute a quorum for the transaction of business.
- **4.11 Manner of Acting.** The act of the majority of the directors present at a meeting at which there is a quorum shall be the act of the Board of Directors, unless the vote of a greater number is required by these Bylaws, the Articles of Incorporation or applicable Washington law.
- **4.12 Voting by Electronic Transmission.** Votes for successor directors may be cast by electronic transmission, provided that the Corporation has designated an address, location or system to which the ballot may be electronically transmitted.

- 4.13 <u>Meetings by Telephone</u>. Members of the Board of Directors or any committee designated by the Board of Directors may participate in a meeting of such Board of Directors or committee via conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time. Participation via such equipment shall constitute presence in person at a meeting.
- 4.14 <u>Registering Dissent.</u> A director who is present at a meeting of the Board of Directors at which action on a corporate matter is taken shall be presumed to have assented to such action unless the director's dissent or abstention shall be entered in the minutes of the meeting, or unless the director shall file a written dissent or abstention to such action with the person acting as the secretary of the meeting before the adjournment thereof, or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent or abstain shall not apply to a director who voted in favor of such action.
- **4.15 Remuneration.** No stated salary shall be paid to directors, as such, for their service, but by resolution of the Board of Directors, a fixed sum and expenses of attendance, if any, may be allowed for attendance at each annual, regular or special meeting of such Board of Directors; provided that nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefore. Members of ad hoc or standing committees may be allowed like compensation for attending committee meetings.
 - **4.16 Loans.** No loans shall be made by the Corporation to any director.
- 4.17 <u>Removal.</u> Any director may be removed at any time, with or without cause, by the affirmative vote of two-thirds (2/3) of the whole Board of Directors. Notice stating that a named director shall be considered for removal and the cause, if any, for such removal must be mailed to the director prior to a duly called meeting of the Board of Directors at the same time and in the same manner prescribed for the notice of the meeting.
- 4.18 <u>Action by Directors without a Meeting.</u> Any action required or permitted to be taken at a meeting of the directors, or of a committee thereof, may be taken without a meeting by a written consent setting forth the action so to be taken, signed by all the directors, or all of the Members of the committee, as the case may be, before such action is taken. Such consent shall have the same effect as a unanimous vote. Any such action may also be ratified after it has been taken, either at a meeting of the directors or by unanimous written consent.

ARTICLE V OFFICERS

- 5.01 <u>Designations.</u> The officers of the Corporation may be a President, Vice Presidents, Treasurer, Secretary and Assistant Secretary, and such other officers as the Board of Directors may designate. The Corporation shall have a President and Secretary. All officers shall be elected at the annual meeting for terms of one (1) year by the Board of Directors. Such officers shall hold office until their successors are elected and qualify. Any two or more offices may be held by the same person, except the offices of President and Secretary.
- 5.02 <u>The President.</u> The President shall preside at all meetings of the Board of Directors, shall perform such other duties as are incident to the office or are properly required of the President by the Board of Directors.
- 5.03 <u>Vice President.</u> During the absence or disability of the President, the Vice President shall exercise all the functions of the President. The Vice President shall have such powers and discharge such duties as may be assigned to the Vice President from time to time by the Board of Directors.
- 5.04 <u>Secretary and Assistant Secretary.</u> The Secretary, or his/her designee, shall issue notices for all meetings, except for notices of special meetings of the Board of Directors which are called by the requisite number of directors, such directors being charged with giving proper notice, shall keep minutes of all meetings, shall have charge of the corporate books, shall make such reports and perform such other duties as are incident to the office, or are properly required of the Secretary of the Board of Directors and shall maintain all committee reports.
- 5.05 <u>Treasurer</u>. The Treasurer, or his/her designee, shall have the custody of all monies and securities of the Corporation and shall keep financial records. The Treasurer, or his/her designee, shall disburse the funds of the Corporation in payment of the just demands against the Corporation or as may be ordered by the Board of Directors (taking proper vouchers for such disbursements) and shall render to the Board of Directors from time to time as may be required, an account of all transactions undertaken as Treasurer and of the financial condition of the Corporation. The Treasurer shall perform such other duties as are incident to the office or are properly required by the Board of Directors. The Treasurer shall provide a monthly report of the financial condition of the Corporation to the Board of Directors.
- **5.06** <u>Delegation.</u> If any officer of the Corporation is absent or unable to act and no other person is authorized to act in such officer's place by the provisions of these Bylaws, the Board of Directors may from time to time delegate the powers or duties of such officer to any other officer or any director or any person it may select.
- 5.07 <u>Vacancies</u>. Vacancies in any office arising from any cause may be filled by the Board of Directors at any regular or special meeting of the Board of Directors.
- **5.08** Other Officers. The Board of Directors may appoint or retain such other officers or agents as it shall deem necessary or expedient, who shall hold their offices for such terms and

shall exercise such powers and perform such duties as shall be detennined from time to time by the Board of Directors.

- **5.09 Loans.** No loan shall be made by the Corporation to any officer.
- 5.10 <u>Term Removal.</u> The officers of the Corporation shall hold office until their successors are chosen and qualified. Any officer or agent elected or appointed by the Board of Directors may be removed at any time, with or without cause, by the affirmative vote of a majority of the whole Board of Directors, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.
- 5.11 <u>Bonds.</u> The Board of Directors may, by resolution, require any and all of the officers to provide bonds to the Corporation, with surety or sureties acceptable to the Board of Directors, conditioned for the faithful performance of the duties of their respective offices, and to comply with such other conditions as may from time to time be required by the Board of Directors.
- 5.12 <u>Salaries.</u> The officers of the Corporation shall receive no salary. However, officers shall be reimbursed for reasonable expenses actually incurred in the performance of their duties. The President may recommend to the Board of Directors the salary of the Executive Director, if any, and the Executive Director shall recommend salaries for other employees, if any, and the Board of Directors shall approve or amend any such recommendations.
- 5.13 Repayment. Any payments made to a director, officer, or other employee of the Corporation for compensation, salary, bonus, interest, rent, or expense incurred by the party which shall be determined to be unreasonable in whole or in part by the Internal Revenue Service pursuant to §4941(d)(2)(E) of the Internal Revenue Code of 1986, as amended, shall be reimbursed by such director, officer, or employee to the Corporation to the full extent of such determination of unreasonableness. It shall be the duty of the Board of Directors to enforce repayment of each such amount. In lieu of repayment by the director, officer, or employee, subject to the determination of the Board of Directors, amounts may be withheld from future compensation or expense reimbursement payments of the director, officer, or employee, to the extent permitted by law, until the amount owed to the Corporation shall have been recovered.

ARTICLE VI EXECUTIVE DIRECTOR/EX OFFICIO

- 6.01 <u>Executive Director</u>. The Board of Directors may select an Executive Director who shall be responsible for the administration and conduct of the business and affairs of the Corporation pursuant to guidelines established by the Board of Directors. The Executive Director, if selected, may be compensated for services in that capacity in such amount and manner as the Board of Directors shall determine.
- **6.02 Board Service.** The Executive Director or other designee of the Board of Directors may serve on the Board of Directors in a, Ex-Officio nonvoting capacity at the direction of the Board of Directors.

- 6.03 <u>Liaison</u>. The Executive Director shall act as a liaison between the Board of Directors and the staff and employees of the Corporation. The Executive Director shall have full exclusive authority with respect *to* employees of the Corporation, pursuant *to* any personnel or other policies adopted by the Board of Directors. The Executive Director shall also make salary recommendations for the employees of the Corporation. See §5.20.
- **6.04 Removal.** The Executive Director may be removed at any time, with or without cause, by the affirmative vote of a majority of the whole Board of Directors.
 - 6.05 Loans. No loan shall be made by the Corporation to the Executive Director.

ARTICLE VII COMMITTEES

Creation. The Board of Directors may appoint, from time to time, standing or ad hoc committees. Such committees may be vested with such powers as the Board of Directors may determine by resolution passed by a majority of the full Board of Directors. Provided that no such committee shall have the authority of the Board of Directors in reference to amending, altering, or repealing these Bylaws; electing, appointing, or removing any Member of any such committee or any director or officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another Corporation; authorizing the sale, lease, or exchange of all or substantially all of the property and assets of the Corporation other than in the ordinary course of business; authorizing the voluntary dissolution of the Corporation or adopting a plan for the distribution of the assets of the Corporation; amending, altering or repealing any resolution of the Board of Directors, which by its terms provides that it shall not be amended, altered, or repealed by such committee or such other act(s) as only the Board of Directors may perform under the Corporation's Articles of Incorporation and Bylaws or otherwise under law. All committees so appointed shall keep regular minutes of the transactions of their meetings and shall cause them to be recorded in books kept for that purpose in the office of the Corporation. The designation of any such committee and the delegation of authority thereto, shall not relieve the Board of Directors, or any Board Member of any responsibility imposed by law.

7.02 Standing and Ad Hoc Committees.

- a. **Standing Committee.** A committee designated as a Standing Committee shall serve continuously until such time as the Board of Directors dissolves such committee by a majority vote of the full Board of Directors. Standing Committees will be charged with assisting the Board of Directors with the continuous management and operation of the Center.
- b. <u>Ad Hoc Committee.</u> A committee designated as an Ad Hoc Committee shall serve on a temporary basis for the purpose of assisting the Board of Directors in any particular matter as the Board of Directors may designate and shall be automatically dissolved at the conclusion of the matter for which they were created or upon a majority vote of the full Board of Directors.

- 7.03 <u>Membership.</u> Membership on Standing or Ad Hoc Committees shall be by appointment of the Board of Directors. Upon formation of a committee, at least one Board Member or officer shall be designated to serve on such committee. The Board Member or officer serving on the committee shall be the liaison between the Board of Directors and the committee. If at any time no Board Member or officer is serving on a committee, such committee shall designate one among its membership to make reports to the Board of Directors at each Board meeting as to the activities, progress, needs and concerns of the committee.
- 7.04 <u>Duties Communication with Board of Directors.</u> Committees shall be charged with whatever duties the Board of Directors may designate in accordance with the purposes for which the committee was created. All committees shall have an obligation to ensure that the minutes of committee meetings are kept and regular reporting is made to the Board of Directors.
- 7.05 <u>Nomination of Board Members.</u> All committees shall have the ability to nominate Members to serve on the Board of Directors. The Board of Directors shall consider the nominations made by committees at each regular election of the Board of Directors. If a vacancy occurs, for whatever reason, with respect to a Board Member who was charged with acting as a committee liaison, the committee upon which that Board Member served shall nominate a replacement from among the committee membership. The Board of Directors shall have full discretion to elect or reject candidates nominated by committees.
- **7.06** <u>Dissolution.</u> The Board of Directors shall have the ability to dissolve any Standing or Ad Hoc Committee at any time by a majority vote of the full Board of Directors. Ad Hoc Committees may also be automatically dissolved upon completion of the purposes for which they were created. Standing Committees shall serve indefinitely until dissolution by the Board of Directors.

ARTICLE VIII RULES OF PROCEDURE

The rules of procedure at meetings of the Board of Directors and committees of the Board of Directors shall be rules as adopted by the Board of Directors, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or any further resolution of the Board of Directors.

ARTICLE IX DEPOSITORIES

The monies of the Corporation shall be deposited in the name of the Corporation in such bank or banks or trust company or trust companies as the Board of Directors shall designate, and shall be drawn from such accounts only by check or other order for payment of money signed by such persons, and in such manner, as may be determined by resolution of the Board of Directors.

ARTICLEX NOTICES

Except as may otherwise be required by law, any notice to any director or officer may be delivered personally or by mail or e-mail. If mailed, the notice shall be deemed to have been delivered when deposited in the United States mail, addressed to the addressee at his or her last known address in the records of the Corporation, postage prepaid. If e-mailed, the notice shall be deemed to have been delivered when sent, unless returned by an automated notification of failure to deliver.

ARTICLE XI INDEMNIFICATION OF OFFICERS, DIRECTORS, EMPLOYEES, AND AGENTS

The Corporation shall indemnify its officers, directors, employees, and agents to the greatest extent permitted by law. The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the Corporation or who is or was serving at the request of the Corporation as an officer, employee, or agent of another Corporation, partnership, joint venture, trust, other enterprise, or employee benefit plan, against any liability asserted against such person and incurred by such person in any such capacity or arising out of any status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article.

ARTICLE XII CONTRACTS AND CONVEYANCES

All contracts, deeds, conveyances, negotiable instruments, and other instruments of like character which have first been approved by the Board of Directors shall be signed by the president or vice president and by the secretary or as otherwise directed by the Board of Directors. No contract of any officer of the Corporation shall be valid without previous authorization or subsequent ratification of the Board of Directors.

ARTICLE XIII BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board of Directors; and shall keep at its registered office or principal place of business, or at the office of its transfer agent or registrar, a record of its directors, giving the names and addresses of all directors.

ARTICLE XIV AMENDMENTS

A majority of the entire Board of Directors shall have power to make, alter, amend, and repeal the Bylaws of this Corporation.

Adopted by resolution of the Corporation's Board of Directors on December 9, 2017.

Tracy Pyscher, TRACEY PYSCHER, Secretary

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Secretary of State

I, KIM WYMAN, Secretary of State of the State of Washington and custodian of its seal, hereby issue this

ARTICLES OF INCORPORATION

to

INTERGENERATIONAL HIGH SCHOOL

A WA NONPROFIT CORPORATION, effective on the date indicated below.

Effective Date: 12/09/2017 UBI Number: 604 199 433



Given under my hand and the Seal of the State of Washington at Olympia, the State Capital

Kim Wyman, Secretary of State

Date Issued: 12/09/2017



STATEMENT OF ASSURANCES

This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: Whatcom Intergenerational High School are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

- The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
- 2. The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
- The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
 - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
 - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
 - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
 - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
 - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
 - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
 - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
 - h. Compliance with Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101).
 - i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seg.
- The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
- The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
- To the extent it enters into contracts with any school district, educational service district, or other

Updated: November 29, 2016

public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

- 7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;
- 8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;
- 9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
- 10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;
- 11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;
- 12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;
- 13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;
- 14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;
- 15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
- 16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);
- 17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;
- 18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);
- 19. The School shall comply with the employee record check requirements in RCW 28A.400.303;
- 20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
- 21. The School shall comply with the annual performance report under RCW 28A.655.110;
- 22. The School shall be subject to the performance improvement goals adopted by the state board of

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Updated: November 29, 2016

education under RCW 28A.305.130;

- 23. The School shall comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;
- 24. The School shall be subject to and comply with all legislation governing the operation and management of charter schools;
- 25. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract;
- 26. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations;
- 27. The School shall be subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;
- 28. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any student regardless of his or her location of residence;
- 29. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;
- 30. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;
- 31. The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;
- 32. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;
- 33. The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;
- 34. The School shall meet any reasonable preopening and/or reopening requirements or conditions imposed by the Commission, including but not limited to requirements or conditions to monitor the start-up progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;
- 35. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;
- 36. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission pursuant to Chapter 28A.710 RCW;
- 37. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;
- 38. The School shall comply with any nonrenewal of termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;
- 39. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;

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of enrolled students and annual average full time equivalent enrollment as other public schools

- 40 The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;
- The School shall, at all times, maintain all necessary and appropriate insurance coverage;
- 42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;
- 43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.
- 44. The School will notify families of current and prospective students of any origing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt
- Board members will complete the financial affairs statement disclosures as required by faw and address any conflicts identified by such disclosure
- 46. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC
- All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.
- 48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a notion affirming current and future compliance with these assurances.

| Winatom Intergenerational High School | |
|---|-------------------|
| NAME OF SCHOOL | |
| Liff lents | January, 16, 2019 |
| SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE | DATE |
| Lingy Heather | |
| NAME OF DULY AUTHORIZED REPRESENTATIVE | |



Whatcom Intergenerational High School

Section 15: Attachment 12

Contents:

- Organizational Charts
 - o Year 1
 - o Year 5

Section 15: Attachment 12

Whatcom Intergenerational High School (WIHS) Year 1 Organizational Chart

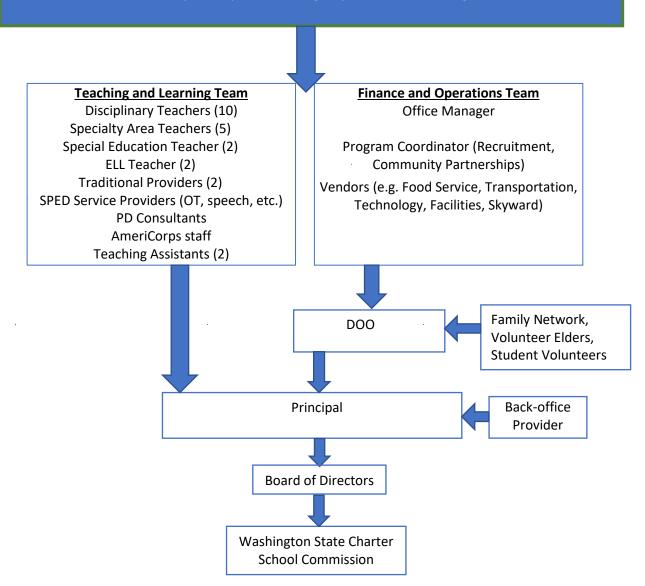
"The Commission seeks to build a diverse portfolio of school delivery models that **expand the authority** of teachers and school leaders" (See New Charter School Application).

At WIHS, we flip the organizational chart to show how positional leadership (authorizer, Board of Directors, Executive Director, Principal) support employees in the organization. Mission and student outcomes are at the top, and rather than seen as subordinates in a reporting structure, staff are leaders working with students on a daily basis to achieve student outcomes. Solid lines indicate a reporting relationship with all of the parts working together.

WIHS will ensure that Whatcom County high school students—regardless of their life circumstances—develop the capacities and agency for success in college, career, and life. **Teaching and Learning Team Finance and Operations Team** Disciplinary Teachers (4) Office Manager Specialty Area Teachers (4 Part-time) Vendors (e.g. Food Service, Transportation, Special Education Teacher (1) Technology, Facilities, Skyward) ELL Teacher (1) Traditional Providers (1) SPED Service Providers (OT, speech, etc.) PD Consultants AmeriCorps staff Family Network, **Principal** DOO Volunteer Elders **Executive Director** Back-office Provider **Board of Directors Washington State Charter School Commission**

Year 5 Organization Chart (At Capacity)

WIHS will ensure that Whatcom County high school students—regardless of their life circumstances—develop the capacities and agency for success in college, career, and life.





Whatcom Intergenerational High School

Section 15: Attachment 13

Contents:

- Proposed Contracts
 - o Northwest Educational Service District
 - o True Measure Collaborative and Seneca Family of Agencies Offerings
 - o Washington State Charter Schools Association Member Service Offerings

AGREEMENT

This Agreement is made and entered into this <u>1st</u> day of <u>September</u>, 2020, by and between the Northwest Educational Service District, ("NWESD" hereinafter) and the Whatcom Intergenerational High School ("District" hereinafter).

WHEREAS, the NWESD is authorized to provide services to school districts by RCW 28A.310.010;

WHEREAS, the NWESD has formed the Northwest Regional Data Center cooperative, ("NWRDC" hereinafter);

WHEREAS, the District and NWESD under RCW 28A.320.080, RCW 28A.310.200, and RCW 39.34.080 are empowered to enter into agreements for Interlocal agreements and cooperative service programs; and,

WHEREAS, the District desires to enter into a cooperative service agreement with the NWESD;

IT IS HEREBY AGREED that the NWESD shall receive funds from the District and shall expend such funds for the purpose of providing information systems services through the NWRDC and the Washington Schools Information Processing Cooperative, ("WSIPC" hereinafter) in accordance with the terms and conditions set forth herein:

1. GENERAL TERM OF THE AGREEMENT

The term of the Agreement will commence September 1, 2020. Thereafter, the terms of the Agreement will automatically renew from September 1st through August 31st of each successive year.

This term shall continue unless District gives written notice to NWRDC to terminate the Agreement. This notice must be provided to NWRDC by March 1st of the same year termination is desired, at which time District agrees to continue paying Cooperative fees until August 31st of the same year. District may extend the term of services beyond the date which notice of termination is given. Each extension must be at least two months long.

2. MEMBERSHIP IN NORTHWEST REGIONAL DATA CENTER

District shall become a full member of NWRDC effective September 1, 2020. Membership shall entitle District to nominate candidates and vote for representatives on the NWRDC Executive Committee. NWRDC is a part of and functions through NWESD.

3. INFORMATION SYSTEM SERVICES

During the term of this Agreement, NWESD agrees, through NWRDC, to provide to District information system services as set forth in the Appendix, which outlines the software, service levels, roles and responsibilities of NWRDC to District in support of student, business and personnel related software packages offered by WSIPC including software support, amount and method of customer support, performance levels, and availability of staff, of this Agreement.

4. PROGRAM DEVELOPMENT

NWESD agrees that priority in the development of new applications services by WSIPC shall be in accordance with the expressed direction of the WSIPC Board of Directors operating under their bylaws.

5. COST TO THE DISTRICT

During each year of the term, the WSIPC fee will be incorporated into the total fee collected by NWRDC. The WSIPC fee is established by the WSIPC Board of Directors and the NWRDC fee is approved by its Executive Committee.

The annual cost to District for services provided under this Agreement will be determined pursuant to the enclosed fee schedule. The FTE fee will be calculated based on the actual annual student FTE count for the prior fiscal year. This cost includes amounts for sales use or other similar taxes related to the services provided herein. One twelfth of the annual cost will be invoiced for the first ten months of the Agreement. A final adjustment shall be made to the actual average annual FTE for the current year on the July and August payments.

6. RIGHTS TO PARTICIPATE IN JOINT COOPERATIVE

As authorized by RCW 28A.320.080 (3) and RCW 28A.310.180 (3) (currently existing or hereinafter amended), group purchasing and/or bidding for data processing equipment and/or services, or related equipment and/or services, may be part of the activities of the ESD cooperatives. Members of these cooperatives may, at their own option, participate in the bidding/purchasing role of WSIPC, but will not be required to do so for any particular item(s).

7. CONFIDENTIALITY

All materials furnished to WSIPC and NWRDC by District pursuant to this Agreement, shall remain the property of District and shall not be disclosed to third parties except by written consent of District. These materials include, but are not limited to, source data, computer files, reports, listings and computer programs.

NWRDC and WSIPC acknowledge that performance of Services under this Agreement may involve access to confidential information including, personally-identifiable

information, student records, protected health information, or individual financial information that is subject to state or federal law/rules restricting the use and disclosure of such information, (reference Family Educational Rights and Privacy Act (20 U.S.C. § 1232g). NWRDC and WSIPC agree to comply with said FERPA regulations and will follow the federal guidelines in handling or disclosing personally identifiable information.

8. ACCESS TO PUBLIC RECORDS

No records of District shall be made available for public inspection or copying by NWRDC, NWESD, or WSIPC without express written authorization of District. Requests pursuant to RCW 42.17 for inspection or copying of public records of District, held or maintained by NWRDC shall be referred to District.

9. RIGHTS IN COMPUTER SOFTWARE

During the term of this Agreement, District agrees that it shall safeguard all Skyward, Inc., NWRDC, and WSIPC proprietary materials as set forth under "Grant and Limitations" on page 2 of the Appendix.

10. PERFORMANCE AND BONDING

NWESD shall not be liable for inadequate services or errors caused by inaccurate or inadequate input data, programs or other software furnished by District.

11. DISPUTES

Any dispute, claim or grievance arising out of or relating to the interpretation or application of this Agreement shall be resolved by a three-member committee. The representatives shall be selected by NWESD and District, each selecting one representative. Thereafter, NWESD's representative and District's representative shall select an impartial third party who shall serve as the third member of the committee. This dispute resolution committee shall be guided and limited by the terms and conditions expressly delineated in this Agreement.

12. TERMINATION FOR BREACH

If either party fails to comply with the terms and conditions of this Agreement, the other party upon thirty (30) days prior written notice to the breaching party may terminate this Agreement.

13. INTERLOCAL AGREEMENT

This Agreement provides authority in addition to those vested by RCW 28A.310.200 and RCW 28A.320.080, is be deemed to be in satisfaction of the provisions of RCW 39.34, and is deemed a contract pursuant to RCW 39.34.080.

14. CRIMES AGAINST CHILDREN

In accordance with RCW 28A.400.330, employees, agents, and contractors of NWESD are prohibited from working at a school if they have or may have contact with children at a public school during the course of their employment and have pleaded guilty to or been convicted of the crimes identified in RCW 28A.400.322. Any failure to comply with this section shall be grounds for District immediately terminating the Agreement.

15. INDEMNITY

NWESD shall defend, indemnify, and hold harmless District in full for any and all claims against District or its employees, officials, or contractors which arise from the acts or omissions of NWESD and its employees, officials, and contractors in the provision of services under this Agreement. District shall defend, indemnify, and hold harmless NWESD in full for any and all claims against NWESD or its employees, officials, or contractors which arise from the acts of omissions of District and its employees, officials, and contractors in the provision of services under this Agreement.

16. ASSIGNMENT

This Agreement may not be assigned by either party without written consent of the parties.

17. WAIVER AND SEVERABILITY

No provision of this Agreement, or the right to receive reasonable performance of any act called for by its terms, shall be deemed waived of a breach thereof as to a particular transaction or occurrence.

If any term or condition of this Agreement or application thereof to any person or circumstance is held invalid, such invalidity shall not affect other terms, conditions or applications of the Agreement which can be given effect without the invalid term, condition or application; to this end the terms and conditions of this Agreement are declared severable.

The parties acknowledge that they have read and understand this Agreement, including any supplements or attachments hereto, and do agree thereto in every particular. The parties further agree that this Agreement, together with all appendices, constitutes the entire Agreement between the parties and supersedes all communications, written or oral, heretofore related to the subject matter of this Agreement. This Agreement may be modified or amended with the mutual consent of the parties. With the signatures below, the parties indicate that they have the legal authority to obligate their respective agency to the terms and conditions contained herein.

Whatcom Intergenerational High School elects to contract for (check one):

| Fiscal Services | () | |
|----------------------|---|--|
| Student Services | () | |
| Full Services | (X) \$43.76 Per studer (2019-20 fee, fees | nt FTE not set for 2020-21 school year) |
| (Superintendent Sign | nature) (Date) | Larry Francois, Superintendent (Date) Northwest Educational Service District 189 Skagit County, Washington |
| Printed Name | | |
| (County) | , Washington | |



School Year 2018-2019 Membership Services

We believe that strong, high-quality student supports coupled with strong, thoughtful systems are critical to creating a truly inclusive and compliant school environment. Thus, the True Measure Collaborative (TMC) is proud to partner with Seneca Family of Agencies to offer 50% discounts to schools on Unconditional Education services with Seneca. Charter Management Organizations receive a 35% discount on each additional school that participates in the TMC. Schools must be a member of the TMC to contract with Seneca and a WA Charters member to join the TMC.

| Services | Non-Puget Sound Area Schools \$8,000 | Puget Sound Area Schools \$12,000 |
|--|--|---|
| PROGRAM SPECIALIST SUPPOR | | \$12,000 |
| Monthly regional IEP Labs focused on a specific portion of IEP compliance. Attendance to 3 or more earns clock hours | | ~ |
| Monthly school file review aligned to WISM specific audit areas such as LRE and Adverse Impact Statement. School selects files for review. | | ~ |
| Quarterly "deep dive" review into special education files using the OSPI developed IEP and Evaluation File Review Form | | ~ |
| Assistance in preparing OSPI IDEA and TBIP applications and reporting forms for submission | | ~ |
| Monthly regional office hours, including special hours targeted to specific timely needs (e.g. applying for safety net funding) | | ~ |
| On-site technical assistance for targeted supports responsive to student, staff, and systems needs. Charter Management Organizations can use these hours flexibly across multiple sites. | 5 hours / quarterly | 5 hours / month |
| Remote technical assistance for processes and procedures and student-specific compliance | 5 hours / month | 5 hours / month |
| On-call support and guidance for pre-legal intervention | ~ | ~ |
| HIGH-QUALITY, TIME-SAVING RESO | URCES | |
| Monthly newsletter featuring Washington and federal Special Education compliance updates, resources, and professional development opportunities | ~ | ✓ |
| Assistance in selecting contracted supports (e.g. physical therapy, occupational therapy, speech-language pathology) | ✓ | ✓ |
| E-Library of curated templates for data and service tracking (e.g. Washington-specific IEP Online handbook, ELL Resources) | ~ | ~ |
| Library of assessment materials (e.g. Woodcock Johnson, BASC-3, DAS-II) for check-out (approximately \$28,000 total value) | ~ | |
| VALUABLE PROFESSIONAL DEVELO | PMENT | |
| Summer Institute, a multi-day shared learning opportunity to prepare strong systems, protocols, and practices for the school year ahead | One attendee | Up to two attendees |
| Student Support Professional Learning Community for cross-disciplinary staff focused on improving student outcomes through regular data-based intervention cycles | One attendee | ✓ |
| Regional workshops provided by experts in areas such as PBIS, Physical Restraint, and Trauma-informed Education | 4 registrations / year | 6 registrations / year |
| Curated, on-site workshops for school staff provided by experts in areas such as Crisis Intervention, Autism 101, Accommodations 101 | 1 workshop / year | 2 workshops / year |
| Curated, on-site Universal Design for Learning workshops provided by WA Charters | 1 workshop / year | 2 workshops / year |
| On-site English Language Proficiency Standards and Linguistically Responsive Instructional Practices training, incorporating Project GLAD and SIOP strategies | 1 workshop / year | 1 workshop / year |
| On-site Diversity, Equity, and Inclusion workshops provided by Seneca Family of Agencies focused on cultural humility | 2 workshops / year | 3 workshops / year |
| Online Compliance Training Platform featuring required and recommended health and safety, civil rights, Section 504 and cultural competency trainings for school staff | ~ | ~ |
| Submission for up to \$2000 in travel and lodging for TMC professional development participation | ✓ | |

WA CHARTERS MEMBERSHIP 2018-2019

School quality is the single most important factor in long-term sector-wide success and the success of WA Charters.

A high-quality school meets the diverse needs of all its learners, demonstrates high levels of student achievement, retains talented staff, and is financially and operationally healthy.

As a membership organization, WA Charters provides operating schools with responsive, differentiated services and supports to achieve and maintain a high degree of quality. As the sector in Washington is still young, we anticipate that these services will grow and change as the needs of our schools evolve. A full listing of our current technical assistance offerings for member schools is provided below. Schools in their planning year pay \$500 and operating schools pay \$5.00/student annually.

WA Charters provides the following sector-wide supports to member schools:

Sector-wide Communications

- Cultivation, coordination, and promotion of positive earned media stories
- Ongoing paid digital media campaigns to increase awareness of charter public schools
- Sector-wide messaging, trainings, and tools
- Website resources including: blog focusing on sector success stories, school-finder tool, FAQ, growth and achievement data

Sector-wide Community Engagement

- Civic engagement opportunities for parents
- Legislator/community stakeholder school visits
- CBO relationship-building in new regions
- Regional Charter 101 sessions

Sector-wide Policy and Advocacy

- Legal representation in sector-wide cases
- Legislative advocacy for charter issues
- Sector data collection

Sector-wide Networking and Collaboration

- Annual WA Charters Conference
- Quarterly Member Council meetings
- Quarterly stakeholder meetings
- Regional work groups

Sector-wide School Development

- Aspiring Leaders Program
- School Leadership and Design Fellowship
- A la carte application coaching

WA Charters provides the following planning and operating supports to member schools:

Communications

- Placement and promotion of positive earned media stories about schools
- Enrollment support through annual paid digital media campaigns (Facebook, Google, Twitter ads)
- Media training and customized crisis communications coaching and messaging
- Event support: live tweeting, support with media advisories and press releases
- School-specific features on WA Charters blog
- Bi-annual professional school photography with usage privileges

Compliance

- On-demand regulatory guidance
- Monthly Commission updates
- Annual compliance calendar
- Membership to Washington Association of School Business Officials
- S-275 filing support for non-Skyward schools
- Regional truancy board development

• Access to the Washington Assessment of the Risks and Needs of Students (WARNS)

Family and Community Engagement (FACE)

- FACE staff professional learning community (PLC)
- Monthly parent newsletter and regional parent trainings
- CBO tabling and event sponsorship
- Student recruitment coaching
- Title 1 Parent and Family Engagement compliance support
- School-based FACE professional development
- Support for school-based parents groups (training and coaching)

Finance

- Planning, Implementation, and Operating grants
- Budget review and revenue forecasting
- Expense benchmarking consultation

Fundraising

- Fundraising capacity assessment and plan development
- Trainings for staff, leaders, parents, and board
- Grant opportunities database
- Prospect list development and research support
- On-demand coaching

Governance

- TFA WA WA Charters Nonprofit Leadership Fair
- OPMA / PRA trainings
- Equity-driven decision making
- Board best practices trainings (see attached for full list of available trainings)

Operations

- Bi-weekly Strong Schools Bulletin
- · Operations listserv and collaborative
- Templates and guides resource bank
- Vendor directory
- On-site technical assistance

Staff Recruitment

- TFA WA corps members placement
- TFA WA WA Charters local and national recruitment events
- Job fair table sponsorship
- WA Charters resume collection and job board
- WorkMonger headhunting services

Start-Up

Strong Start Program for new leaders

True Measure Collaborative (TMC) (Additional membership fee; see attached for full list of services)

- Cultural humility and diversity, equity, and inclusion workshops
- Linguistically Responsive Instructional Practices workshops and Universal Design for Learning trainings
- Remote and on-site technical assistance
- Regional IEP Labs
- Online compliance trainings learning management system



Whatcom Intergenerational High School

Section 16: Attachment 14

Contents:

- Board Member Information Forms and Résumés
 - o Nancy Braam
 - o Braythen Hernandez
 - o Cliff Geis-Poage
 - o Sadie Olsen
 - o Emma Owens
 - o Dr. Tracey Pyscher
 - o Dr. Leanne Robinson
 - o Darlene Snider
 - o Cindy Reuther
- Board Recruitment Packet

CHARTER SCHOOL BOARD INFORMATION FORM

To be completed individually by each proposed charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

- 1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
- 2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve

Whatcom Intergenerational High School

| - |
|---|

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

My educational background is high school with a couple unstructured years in college. I am committed to lifelong learning and have taken advantage of career enhancing education throughout my career. I have worked as a Realtor for 30 years, with the same company for 28 of those. I most enjoy solving problems and complicated transactions. Finding solutions to problems others get stuck on is very satisfying to me. I enjoy working with the public and highly value the trust that my clients place in me.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

- 5. Why do you wish to serve on the board of the proposed charter school?
 I am interested in serving on the board to help find an ideal location for WIHS. My 30 year career as a local Realtor gives me the expertise to find and evaluate any sites and properties that will accomplish WIHS goals. The attainment of a suitable property involves many aspects, from general size and location issues, to zoning requirements and the ability to grow with our enrollment in the formative years. I believe my expertise can streamline and oversee this process.
- 6. What is your understanding of the appropriate role of a public charter school board member? Board members are ultimately responsible for overseeing the successful completion of all the tasks to accomplish the goals of WIHS. To actively participate in moving the school from concept to reality.
- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
- For the past 4 years I have served as Education Chairperson for the Whatcom County Association of Realtors. 4 years ago, we had no education committee and hadn't had one for several years. We were able to sponsor 6 to 8 continuing education classes and certification classes for Whatcom County members annually. Most were only available by driving to Seattle.
- 8. Describe the specific knowledge and experience that you would bring to the board. I am bringing 30 years of very specific experience in land acquisitions, commercial leasing, negotiation and knowledge of working with City and County building, planning and zoning departments.

School Mission and Program

- 1. What is your understanding of the school's mission and guiding beliefs?

 Our Mission WIHS will ensure the Whatcom County high school students no matter their life circumstances develop the skills and agency for success in college, career and life. This is plainly stated that no matter what has gone before, WIHS is committed to giving all students as level of a playing field as possible to compete and be effective in their life, college and work.
- 2. What is your understanding of the school's proposed educational program? It is grounded on 3 basic fundamentals 1. phenomenon based learning which allows the students to apply what they are learning to real world issues and problems, 2, critical literacy which teaches students to mine for a deeper understand of material, and 3. intergenerational mentorship which is, I believe, the missing linking in our general educational model. We can assume that all children have trusted adults who can help, advise and support. Unfortunately, this is not always the case. By adding this component, we add another layer of support to help each student experience success.
- 3. What do you believe to be the characteristics of a successful school?

 A successful school must encourage and develop a student's learning independence, helping to make learning a life-long activity. A successful school treats all students with respect and the belief that they are whole human beings, completely capable of living the life they choose. The students feel heard and feel confident expressing their beliefs and allowing others to do the same.

4. How will you know that the school is succeeding (or not) in its mission? Having measurable outcomes both quantitatively and qualitatively. Academic progress is measured along with participation. Student retention and attendance will be monitored along with state and federal requirements. The student's perspective

Governance

1. Describe the role that the board will play in the school's operation.

Establish goals and evaluation methods

Find location

Set budget

Hire key personnel

2. How will you know if the school is successful at the end of the first year of operation?

Charter has been written and approved. Board structure has been established.

Academic standards are defined, and tracking methods are in place.

Job descriptions are written and approved.

Student recruitment efforts are established and underway

Process for electing and rotating board member has been approved.

3. How will you know at the end of four years if the school is successful?

School is meeting outcome goals in enrollment, pass rates and graduation rates.

Advisors and key partners are actively engaged.

Strategies for improvement are established and reviewed annually.

Budgets are established and are accurate.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Evaluation with regard to adherence to school mission and vision.

Transparent strategic plan evaluated frequently.

Active engagement by board members includes attending all meetings and being responsive.

Hiring highly skilled and competent school leaders and teachers.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Contact board chair of my concerns along with specific details of unethical practices. A process for review by the larger board and actions to be taken would be in place.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. X Yes I have represented two board members in a real estate purchase.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

X I / we do not know any such employees. Yes

- 3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 - I / we do not know any such persons. X Yes
 - One location we are researching is the Sterling Drive Church. I have two family members who are members of the church and I have known a number of the other members including the elders for several decades.
- 4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 - X I / we do not anticipate conducting any such business. Yes
- 5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization.
- X I / we do not know any such persons. Yes
- 6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
- X. I / we have no such interest. Yes
- 7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 - X I / we or my family do not anticipate conducting any such business. Yes
- 8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

X None. Yes

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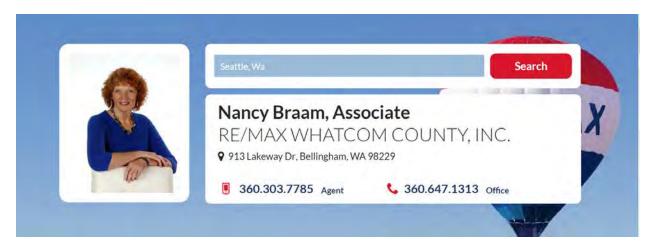
| I,Nancy Braam | , certify to the best of my knowledge and ability that |
|--|--|
| the information I am providing to the Washington | State Charter School Commission as a prospective |

| board member for | Whatcom Intergenerational_ Charter School is true and correct in every |
|------------------|--|
| respect. | |
| Manc | yl Sraan 12/11/18 |
| Signature | O bate / |

Nancy Braam Bio

Nancy Braam is a local Realtor with 30 years' experience who has completed over 1000 real estate transactions.

A 5th generation Bellingham resident, Nancy has watched the changes in our area over the years, has a lifetime of connections, and is a committed puzzle-solver. She holds numerous awards and certifications and is a a Master Certified Negotiator and a member of the Commercial Brokers Association as well as the NW Multiple Listing Service.



Certifications:

- ABR- Accredited Buyer's Representative
- CDPE- Certified Distressed Property Expert
- CRS- Certified Residential Specialist
- GRI- Graduate Realtor Institute



CHARTER SCHOOL BOARD INFORMATION FORM

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Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

- **1.** To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
- **2.** To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

 Name of charter school on whose Board of Directors you intend to serve

| 2. | Full name | Clifford M. Geis-Poage |
|----|---------------------------|--------------------------------------|
| | Home Address | 8 Honeycomb Ln. Bellingham, WA 98229 |
| | Business Name and Address | |
| | Phone Number | (360) 927-1119 |
| | E-mail address | geispoage@gmail.com |
| | | |

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

| \boxtimes | Resume | and | professional | bio | are | attached | đ. |
|-------------|--------|-----|--------------|-----|-----|----------|----|
|-------------|--------|-----|--------------|-----|-----|----------|----|

| 4. | Indicate whether you currently or have previously served on a board of a school district, another |
|----|--|
| | charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise |
| | indicated in your response to Item 3, above). |
| | □ Does not apply to me. □ Yes |

- 5. Why do you wish to serve on the board of the proposed charter school?

 I believe in small schools and their ability to meet the needs of an increasingly diverse student population. To that end, I want to lend my voice in developing a school that gives the students of Whatcom County the ability to pursue a school experience that balances a unique curriculum and instructional approach with a strong social justice mission.
- 6. What is your understanding of the appropriate role of a public charter school board member?

 A public charter school board are the agents responsible for the positive outcomes of the school. They are the responsible party for hiring and developing the principal, faculty and staff, the group that enters into the charter with the school authorizer, and the agents who are ultimately responsible for the educational quality of the program. While the school board members may not be directly responsible for day-to-day operations, they are the group charged with the responsibility for the success of the school.
- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
 I have not served on a school board or non-profit board prior to Whatcom Intergenerational High School, but have been an administrator in small schools and led numerous school development efforts. I have also worked alongside school board members as the Head of School at two independent schools as they provided oversight and governance. I believe that this experience translates well to a role on the WIHS school board.
- 8. Describe the specific knowledge and experience that you would bring to the board. I have significant experience with public charter schools, having been a founding faculty member of a public charter school in Milwaukie, OR. In addition to this school start-up experience and my years as a classroom teacher in a small public charter school, I also have nine years of experience in diverse school settings as a coordinator and Principal. I have worked extensively to write and implement curriculum, developed Student Services and Transitional Bilingual programs, led school-based initiatives in Restorative Justice and PBIS as well as led facilities searches.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? Whatcom Intergenerational High School

- 2. What is your understanding of the school's proposed educational program?
 WIHS will combine Phenomenon-Based Learning with the 4 Models of Critical Literacy, and supported by Intergenerational Mentorship in a school program. The educational program will be competency-based, and meet WA State education standards.
- 3. What do you believe to be the characteristics of a successful school?

 I believe a school is the collective experience and dispositions of a community, striving for a common goal in the education of its children. To this end, successful schools do three things well:

 They consistently plan and reflect on their progress; they objectively measure and monitor carefully selected outcomes and the processes by which they are implemented; and they communicate frequently and consistently across their community. Successful schools are process-oriented, and are made, not born.
- 4. How will you know that the school is succeeding (or not) in its mission?

A successful school develops a strategic plan with measurable outcomes in addition to a process by which data is regularly collected and analyzed in order to determine the effectiveness of its programs. In addition to progress toward measurable outcomes, a successful school also listens to and adjusts based on the concerns and needs of its community of students, parents, faculty and broader stakeholders.

Governance

- 1. Describe the role that the board will play in the school's operation.
 - A successful board implements best-practices in governance, including on-going training in necessary skills such as finance and budgeting, hiring practices, recruiting and retention of students and facilities planning, but also setting goals for the implementation of the first several years of operation as well.
- 2. How will you know if the school is successful at the end of the first year of operation?
 - The charter has been authorized and the strategic plan is being implemented
 - The school board has established roles, recruited for diverse representation of skills and established a succession plan for subsequent years
 - The school has established a budget, located and secured facilities and recruited the founding faculty as well as the initial cohort of students.
 - Academic standards and benchmarks have been established, as well as the process by which student progress will be monitored
 - Recruitment and marketing plans have been drafted and implemented; enrollment milestones are met.

- **3.** How will you know at the end of four years if the school is successful?
 - Strategic plan has been implemented and measurable progress is being made toward short and longterm goals
 - Enrollment targets have been met and student retention goals have been established, reflecting the diversity of Whatcom County and the surrounding communities.
 - Academic growth goals are supported with robust evidence of progress; the first graduating class is on target to meet graduation rate goals.
 - The school has engaged community members and supports
 - The school board meets on a regular basis, and oversees a healthy budget cycle, reviews and analyzes academic success data and reflects on the implementation of the strategic plan, revising when deemed necessary.
- **4.** What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - A strategic plan will need to be implemented and monitored through regular meetings and analysis by
 the school board. This plan will need to be aligned to the school's mission and vision, and
 communicated throughout the school program. While the school board will not always be responsible
 for the daily implementation of the strategic plan, they will be responsible for the oversight of its
 implementation.
 - Regular meetings and investments in trainings on best-practices for governance to continue growth in the skills of the board members.
 - Actively planning for diverse representation of skills and backgrounds on the board, including succession planning.
 - Ensure for the recruitment and retention of highly skilled professionals in key administrative and instructional areas.
- **5.** How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If a board member were acting unethically or working against the interests of the school, I would approach the board chair with the situation. Depending on the severity of the situation, the details of the issue may need to be shared through a resolution process with either the board executive committee or with the entire school board. Ideally there would already be a resolution process in place, which the board would need to develop or adopt as part of their practices.

Disclosures

| 1. | Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes |
|----|--|
| 2. | Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes |

| 3. | Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. |
|----|--|
| | |
| 4. | Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. |
| | |
| 5. | If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization. I / we do not know any such persons. Yes |
| 6. | If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. N/A. |
| 7. | If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes |
| 8. | Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes |
| 9. | Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. |

| ⊠ None. ☐ Yes | | |
|---|---------------------------|----------------------|
| Certification | | |
| I, Clifford Geis-Poage, certify to the bes to the Washington State Charter Schoo Intergenerational High School, (WIHS), | l Commission as a prospec | |
| Signature Cathol H | grooge | <u>12/12/18</u> Date |

CLIFF GEIS-POAGE

9965 Pine Ridge Dr. Manzanita, OR 97130 1 (503) 446-1127 (Mobile) geispoage@mac.com



INTERNATIONAL & DOMESTIC CAREER EXPERIENCE

Head of School - Zhuhai, China

Quality Schools International School of Zhuhai

2016-present

- Responsible for all operational, instructional and fiscal aspects of an international school serving 150 students.
- Recruit, evaluate and supervise a faculty of 28 teachers including planning for and delivering professional development opportunities, curriculum development and implementation, and facilitation of inquiry-driven coaching groups
- Oversee the planning and administration of a \$2.8M budget, with a clear focus on aligning expenditures with academic vision, expanding access to instructional resources and material in the areas of Early Literacy and Technology Integration, while reducing historic school debt.
- Ensure compliance with all government and independent tax and legal requirements, oversee monthly reporting cycles for both local government agencies as well as organizational personnel and accounting offices.
- Market to and recruit potential students in a cost-sensitive environment, leveraging financial assistance to achieve school enrollment goals.
- Create and implement a collaborative professional learning model utilizing norms-based dialogue and examination of multiple sources of student data.
- Lead accreditation efforts to monitor and document school improvement efforts as part of our accreditation cycle.
- Streamline communication plans and update channels between school and the international community. Plan, develop and execute monthly events, such as presentations of learning, concerts, community coffee presentations, sports events, community carnivals and charity fundraisers.
- Drive Child Protection and Study Team efforts, developing safeguarding policies and procedures, initiating a search for local judicial and counseling resources, and sourcing and implementing community trainings in the areas of Child Safeguarding.

Head of School - Brindisi, Italy

Quality Schools International School of Brindisi

2013-2016

- Create and implement strategic marketing plan focusing on local expatriate and nationalized families in order to increase enrollment.
- Evaluate and supervise a faculty of 12 teachers including planning for and delivering professional development opportunities.
- Creation of extracurricular programming focusing on sports, arts and academic opportunities,
- Developed and updated safety and security policies, liaising with local police, United Nations and Department of Overseas Schools personnel, managed installation of security features and revision of safety procedures.
- Draft and oversee the administration of a \$1M budget, while reducing school debt by 24%.

Elementary Principal/Director of Instruction - Shenzhen, China

Quality Schools International School of Shekou

2010-2013

- Supervised and evaluated a team of 44 teaching faculty including professional goal setting, team-building and implementation of Professional Learning Groups.
- Drove the collaborative analysis of instructional needs of the school to develop a professional development strategy and implementation plan, with a focus on implementing a Balanced Literacy/workshop model as well as Lucy Caulkins' Units of Study.
- Coordinated school-wide assessments, including MAP testing, trained and supervised proctors, drafted testing schedules for multiple campuses and oversaw test-related technology implementation.
- Revised and published school policies and procedures including student and faculty handbooks, emergency responses and academic procedures, master scheduling and extracurricular activities creation.
- Organized and presented information sessions for parents and community members on interpreting assessment results, early literacy instruction, online learning and communicable disease response.
- Led teacher learning during the implementation of a school-wide online learning platform, delivering small-group and individualized tutorials for faculty, parents and students.
- Organized China regional Professional Development conferences in 2011 and 2012.

Resource Coordinator (EAL and Student Services), Shenzhen, China

Quality Schools International School of Shekou

2008-2010

- Oversaw school-wide Intensive English program, including coordinating student assessment and movement for over 350 students.
- Collaborated as part of the self-study team in preparation for the International Baccalaureate site visit.
- Delivered professional development opportunities for teachers in the areas of Sheltered Instruction and scaffolding strategies for ELL's.
- Led admissions efforts, delivering school tours, administering all entrance and placement exams, interpreting test results and formulating placement recommendations for ages Pre-K through Secondary 4.
- Managed the ordering, scheduling and distribution of all school-wide standardized assessments.
- Led the Student Services department, including leading weekly child study team meetings, development of departmental goals and intervention responses, performing student observations, drafting Personalized Education Plans and supporting intervention implementation.

Teacher, QSI International School of Shekou, Shenzhen

Quality Schools International School of Shekou

2007-2008

- Planned and delivered high quality instruction for diverse classes of 15-28 students.
- Revised curriculum for grades 5-8 Intensive English Assessed student learning based on performance criteria as well as written benchmark assessment items.
- Collaborated with a multi-disciplinary team on the Student Services committee to draft Personalized Education Plan guidelines.

Health, Science and Physical Education Teacher, Portland, OR

New Urban High School

2003-2007

- Founding faculty member of a High Tech High School replica charter program.
- Planned and delivered high quality instruction in Anatomy & Physiology, Life Science electives, Health Education and Physical Education for classes of 26-35 students.
- Wrote and field-tested performance assessment items for Oregon Department of Education Certificate of Initial Mastery in Health Education.
- Initiated the adoption of standards-based and researched curricula for both NUHS and NCSD.
- Led the NUHS Positive Behavior Support team in analyzing school behavior data and drafting behavioral interventions that led to a 10% decrease in behavior referrals.
- Presented implementation sessions to local area school teams seeking to implement PBIS programs as part of a PBS Dissemination grant.

Clinical Occupational Therapist, Lutheran Medical Center, Wheat Ridge, Colorado 1999-2002

Education

- Master's Degree in Educational Leadership, American College of Education, Chicago, IL, June 2014
- Master's Degree in Curriculum and Instruction, Portland State University, Portland, OR, August 2003
- Bachelor's Degree in Occupational Therapy, University of Puget Sound, Tacoma, WA, June 1999
- Oregon Certification

Professional Development and Memberships

- Certified MAP Growth Professional Development Facilitator, NWEA, Bangkok, Nov.2012
- Presenter, QSI European PD, Putting it All Together: Using Data to Drive Differentiation, Bratislava, Nov. 2014
- Member, Association for Supervision and Curriculum Design (ASCD)
- Member, National Association of Elementary School Principals



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- 2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

| of Directors you intend to serve | Whatcom Intergenerational High School |
|----------------------------------|--|
| 2. Full name | Braythen Michael Hernandez |
| Home Address | 1901 18 th St Apt E7 Bellingham, WA 98225 |
| Business Name and Address | |
| Phone Number | 360-543-3383 |
| E-mail address | braythenhernandez@yahoo.com |

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

| Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise |
|--|
| indicated in your response to Item 3, above). Does not apply to me. Yes |
| Why do you wish to serve on the board of the proposed charter school? |
| After learning about phenomenon based learning and the school's educational goals, I plan to use my experiences, perspectives and ideas to contribute to the development of the curriculum. As a student who comes from a low-income family with a different cultural background, I found that a lot of my old friends didn't make it past high school, becoming the first among my them and my immediate family to graduate college. I want to support the goals of WIHS as a way to give back to the community so everyone can have the same chances to succeed. |
| What is your understanding of the appropriate role of a public charter school board member? |
| A public charter school board members job is to work towards the completion of a strong application. Each member is responsible for ensuring the rigor and quality of the school's proposed curriculum and that it meets all state educational requirements. |
| Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. |
| Although I have not served on a board before, my experiences in leadership and insight to cultural diversity and awareness allows me the ability to contribute my perspectives and ideas to the development of this charter school. I am self-motivated, principled and devoted in supporting the school's positive educational developments and goals. |
| Describe the specific knowledge and experience that you would bring to the board. |
| I am a student from a low-income family whom faced many hardships under the context of the societal construct, who had overcome being 'at-risk' to being a recent 2-year college graduate and beyond. Therefore, I have valuable insight of the public school system and culture which allows the key board leaders of this school to use my perspective during the development of the school. Within the last few years, I have travelled to different places outside of the country such as Germany and India as a |
| |

volunteer and to learn about different cultures, which has really opened my eyes to a

renewed understanding of human values and traditions. I've participated in an event for student leaders called Students of Color Conference and presented my own workshop for my college's Students Leading Change Conference event, which helped me to gain valuable leadership skills. With firsthand experience of diverse cultural lifestyles as well as the challenges that at-risk students face, I can lend great insight I've gained from these experiences to the board to support and strengthen ideas.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

WIHS plans to meet the needs of at-risk students who are not presently being served by the public school system through various progressive educational tools. Many students do not receive the attention they need to thrive under the current educational model and WIHS strives to act as an educational alternative. Students will be prioritized with small class sizes and high expectations push students to achieve their fullest potential. The school will encourage students to pursue higher education and provide them with tools for success in their education and career after high school.

2. What is your understanding of the school's proposed educational program?

Phenomenon-based learning, intergenerational mentorship and critical literacy are the foundational components of this school's proposed education program. Phenomenon based learning fosters deeper connection and immersion into educational subjects. Intergenerational mentorship benefits both elders and students who both benefit from companionship. Students also receive attention, support and guidance from a non-familial place. When encouragement and familial supporting this can be an integral component of success. Critical literacy prioritized students ability to fully comprehend their work and process their learning deeply.

3. What do you believe to be the characteristics of a successful school?

A successful school prioritizes the needs of each of its students and provides them with engaging structure, tools, leadership and curriculum. Students are given high expectations and encouraged to push themselves to peak achievement. The school takes into account to student, staff and parent input then is able to adapt accordingly. Success is determined by the ability of students to comprehend and sustain what they learn. Students are high-performing, graduate and have the ability to continue on to higher education if desired.

4. How will you know that the school is succeeding (or not) in its mission?

If students are unhappy with the structure of the school or are unable to thrive or perform well under the educational systems in place, this is a clear sign the school isn't successful. If the school veers markedly from their proposal and is unable to implement alternative programs effectively this is another sign they were unable to fulfill their mission.

Governance

1. Describe the role that the board will play in the school's operation.

WIHS board will be a policy board which entails the following. 1) Establishes methods for evaluating goal attainment and monitors continuous school improvement. 2) Hires the school principal and monitors leadership's ability to operationalize the strategic plan and school's effectiveness in meeting academic standards. 3)Reviews and approves the budget.

2. How will you know if the school is successful at the end of the first year of operation?

After the first year of operation, student, staff and parent feedback and re-enrollment will be a large indicator of the successes of the school. Mission specific goals will be identifiers. The school will have met priority benchmarks and outcome targets-enrollment, pass rates and matriculation rates.

3. How will you know at the end of four years if the school is successful?

Graduation rates and test results (SBAC/SAT), student educational growth and achievement will act as indicators. Each student will demonstrate comprehension under phenomenon based learning. College admissions percentages and running start enrollment for at-risk students will be evaluated. Annual reviews will reveal that the school continues to reach the priority demographic proposed in the charter application.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will retain an effective school leader, family engagement, strong communication, and connection to mission. It will also follow evaluation plan using data that has been collected to make decisions.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If perceived unethical behavior or activity that worked against the success of the school, I would report it to the board chair with examples and details. Depending on how extreme the situation was, the issue may have to be reported further, follow established chain of command. Steps will be outlined in the board charter. Enable conversation rather than discord. Boards executive committee would need to make a decision if the board member was acting harmfully to the board. Go to the source, address and clarify issue with the person in question and gather information. Then make a decision based on the severity of the issue and bring it to the board chair if necessary.

Disclosures

| 1. | Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes |
|----|--|
| 2. | Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes |
| 3. | Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes |
| 4. | Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes |
| 5. | If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization. I / we do not know any such persons. Yes |
| | |

| 6. | If the school contracts with an education service provider, please indicaspouse, or other immediate family members have a direct or indirect or contractual or management interest in the provider. For any interest in | wnership, employment, | |
|--|---|---|--|
| * | detailed description. N/A. I / we have no such interest. Yes | | |
| 7. | If the school plans to contract with an education service provider, indicate the immediate family member anticipate conducting, or are conducting provider. If so, indicate the precise nature of the business that is being N/A. I / we or my family do not anticipate conducting any such | ng, any business with the or will be conducted. | |
| 8. | Indicate whether you, your spouse or other immediate family members employee, partner or member of, or are otherwise associated with, any partnering with the charter school. To the extent you have provided the to,prior items, you may so indicate. Does not apply to me, my spouse or family. Yes | organization that is | |
| 9. | Indicate any potential ethical or legal conflicts of interests that would, o you serve on the school's board. None. Yes | r are likely to, exist should | |
| Certification I, <u>Braythen M. Hernandez</u> , certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for <u>Whatcom Intergeneration</u> tharter School is true and correct in every respect. | | | |
| É | Smulmen III | 12/21/18 | |
| Signa | ature | Date | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

BRAYTHEN HERNANDEZ

SKILLS

Hardworking, Self-Motivated, Responsible,
Principled, and Dependable. I Learn quickly and
am detail-oriented. Critical thinker, able to analyze
situations thoughtfully. I am disciplined while
working alone and enjoy being part of a larger
team effort as well.

WORK EXPERIENCE

Maintenance | WCC Work-Study | Sept. 2017 – Present

Works well both independently and with a team on daily tasks such as painting, building/fixing/moving/breaking down various furniture and overall keeping classrooms and offices well maintained.

Hand Bindery/Cutter | Lithtex NW | Feb. 2017 – Sept. '17

Work tasks efficiently and on schedule each day with only verbal instructions as guide, cut bulk industrial printing stock. Advanced from hand bindery to cutting machine operator after a few months.

Production Worker | Theo Wanne | Aug. 2015 – Dec. '16

Fine sandblasting of metal wind instrument mouth pieces (for high-end Saxophones), finishing work, and packaging for shipment. Had to be flexible in coordination with manager. Started as internship, hired to part-time position after contract ended and received a raise.

OBJECTIVE

Looking to gain new skills and opportunities for personal growth as well as contributing to the whole and betterment of the community.





braythenhernandez@ yahoo.com (360)543-3383





None

None

VOLUNTEER EXPERIENCE OR LEADERSHIP

2016-'18, Visited Ashrams in
Germany and India while studying
culture and music. Volunteered
performing maintenance work,
gardening and janitorial duties.
Currently teaching various musical
instruments and acting as music
lead in group performances in the
local community.

BRAYTHEN HERNANDEZ

EDUCATION

April '19 & Beyond | Music Education Degree | Western Washington University

Planning to attend WWU to become a music teacher.

Sept '17- Dec. '18 | Associates of Arts & Science | Whatcom Community College

Associates Degree: graduated Fall 2018. English, business, science, art and music courses. Member of Phi Theta Kappa.

Jan. '14 – June '17 | General Education | Bellingham Technical College

GED Certification, building college credits.

Qualifications

Musician, artist, worker, student, volunteer, spiritual. Experience in leadership and educated in cultural diversity. Studied abroad, experienced vastly different cultures. Received all A's and B's at WCC; Punctual. Construction skills with woodwork, painting and can operate hand tools and other machinery. Problem solver, good at math, computer literate.

Volunteer Experience or Leadership (cont.)

2018, Attended Students of Color Conference with the Intercultural Center at Whatcom Community College in Yakima. Student leaders were chosen to learn and study cultural perspectives in a three-day, multi-program event with various workshops and talks about diversity.

2018, Presented a workshop for Students Leading Change Conference at Whatcom Community College that incorporated spirituality and meditation to bring positive awareness to others as a way to address 'social justice' in American culture.

2018, Attended a music conference in Germany for music leaders around the world. For five days, we had a very in-depth look into music history of kirtan, music composition, music teaching, eastern and western perspectives of music and much more. All participants experienced leading and teaching music in large groups, supported by feedback from peers. A certificate was handed out after completing the course.



CHARTER SCHOOL BOARD INFORMATION FORM

To be completed individually by each proposed charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold;

- 1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
- 2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

| 1. | Name of charter school on whose | e Board |
|----|----------------------------------|---|
| | of Directors you intend to serve | Whatcom Intergenerational High School |
| 2. | Full name | Sadie Samantha Olsen |
| | Home Address | 2348 Lummi View Drive |
| | Business Name and Address | Whiteswan Environmental 2348 Lummi View Drive |
| | Phone Number | (360)-603-6986 |
| | E-mail address | sadieolsen20@gmail.com |

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

I was in the running start program when I was in the 3rd grade until my 8th grade. In high school I was in honors classes until I realized that was not a comfortable setting for me. I had many high quality encounters in 10th grade. Now that I am in my Junior year of highschool, I am a full-time

running start student at Northwest Indian College. I worked for Whiteswan Environmental in our pilot program for Coast Salish Mini University. Last summer, I participated in the Coast Salish Youth Stewardship Corps. I am a staff member for the Lummi Seafood Market, and regularly run the store independently. I also get paid occasionally get paid for work that I do, with the intent of volunteering.

| ☐ Resume and professional bio are attached |
|--|
|--|

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me.

Yes

- 5. Why do you wish to serve on the board of the proposed charter school?

 I was asked to serve on the board of WIHS by Cindy. I believe in the goals and values of WIHS and will continually pursue the betterment of my community. I feel that I am a good outlet of information of cultural knowledge.
- 6. What is your understanding of the appropriate role of a public charter school board member? An appropriate role of a public charter school board member is to contribute to conversation that impacts the ways the schools run. I will also be implemented physically into the school and be considered a teacher, or a oksale, or a volunteer or whoever I need to be to be involved in the lives of youth that need help and guidance onto a positive pathway.
- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

 I would have the capability to be an effective board member because I believe in myself, and other people believe in me. I have a lot of knowledge, and push myself to do better, as well as encourage others to do better. I learned diverse learning skills from a young age, and I am creative with solutions. I think that I have critical thinking skills, which help me explain things in words. My actions reflect my words, and I am incredibly involved in my community.
- 8. Describe the specific knowledge and experience that you would bring to the board. I am a Lummi Tribal Member and I have grown up with people around me doing revitalization of the traditional native culture. I think that I have a lot of Indigenous Knowledge to add to the board. Also, I am 17, so I am considered a youth voice and I can work towards outreach in young native or non-native communities. I am also a college student so I have mainstream educational understandings that I feel are beneficial and up to date.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
I feel that the school's mission and guiding beliefs are bridging the gaps of racism and oppression by elevating underserved populations. I think that we are working towards making a more equitable future, and working within different generations to deeply understand the difference we are making.

2. What is your understanding of the school's proposed educational program?

My understanding of the school's proposed educational program is that we will work with many different age groups to learn various cultural values. We will educate people starting from the 9th grade and work towards creating a cozy community of kindness, and awareness. I think that we will provide land-based learning opprotunities to underserved populations.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school are community, phenomena-based learning information that we can see and share, understanding, and change/adaptation.

4. How will you know that the school is succeeding (or not) in its mission?

I will know the school is succeeding in its mission if we see youth that are less violent, and grow into a healthy future. I will know that we have succeeded if we see healing from historical trauma in many generations of their life. I will know if we succeed in our mission if we see a healthy environment for our youth. I will know if we succeeded if we see smiles on our kids faces, and we see them lifting up their peers.

I will know if we didn't succeed if our students still feel underserved, and oppressed(in whatever words the use). If our students are unmotivated to work, or to be around, then I would say we have not succeeded.

Governance

1. Describe the role that the board will play in the school's operation.

In terms of the operation of the school, I will be a support person for staff and students. We, as board members should work to share knowledge and advice. Also, we should learn from everyone around us on how to improve. I think that we will be oversight if there are any concerns that people need assistance in figuring out.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year of operation, the school will show success if we have a higher graduation rate of a specific minority than mainstream public schools.

- 3. How will you know at the end of four years if the school is successful?

 Graduation rates will increase, SBAC scores will increase, college success rates will increase, and running start enrollment for at-risk will be evaluated. Analytical annual reviews will show that the school is enjoyed, and succeeding in terms of graduation and enrollment.
- What specific steps do you think the charter school board will need to take to ensure that the school is successful? The board will have an effective group leader, family communicator, and connection to mission. It will be evaluated by an end of the year using data collected by families.
- **5.** How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I deal with the situation depending on the situation. I likely would report to the board, and get many people's perspective. I think that I will wait for things to diffuse over time, reviewed, discussed, and properly handled. Otherwise, if it were hardly inappropriate, I might say something to the person about the situation as a friend.

Disclosures

| 1. | Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. X Yes |
|----|---|
| | I suppose that I do know Cindy more closely than just a board member because she is strengthening relationships with my family as a genuine friend. |
| 2. | Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. $X \mid /$ we do not know any such employees \square Yes |
| 3. | Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. |
| | |
| | Whiteswan Environmental(WE) is working with Cindy(WIHS). My mother, father, and I are co-founders of WE, and we are involving ourselves in the development and relationship building of the school. |
| 4. | Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. |
| | ☐ I / we do not anticipate conducting any such business. Yes |
| | Whiteswan Environmental is very involved in this development of this school because of the leadership has collective dreams, visions, goals, and energy in pushing equity, diversity, and Indigenous Education in our community. |
| 5. | If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization. I / we do not know any such persons. Yee I am assuming that we will be working with the National Parks Service and other agencies to get information about our environment that may be involved in our curriculum. Our relationships are |

| 6. If the school contracts with an education service provider, please indicat spouse, or other immediate family members have a direct or indirect ow contractual or management interest in the provider. For any interest indescription. | nership, employment, |
|--|--|
| □ N/A. X ⊥/ we have no such interest. □ Yes | |
| 7. If the school plans to contract with an education service provider, indicate other immediate family member anticipate conducting, or are conducting provider. If so, indicate the precise nature of the business that is being on the business that is being the business that is being on the business that it is being on th | g, any business with the or will be conducted. |
| | |
| Indicate whether you, your spouse or other immediate family members a employee, partner or member of, or are otherwise associated with, any partnering with the charter school. To the extent you have provided this to prior items, you may so indicate. Does not apply to me, my spouse or family. (Yes) | organization that is |
| I talked about this in questions 3,4,5, & 7. | |
| 9. Indicate any potential ethical or legal conflicts of interests that would, or you serve on the school's board.X None.Yes | are likely to, exist should |
| Certification | |
| I, <u>Sadie Olsen</u> , certify to the best of my | knowledge and ability that |
| the information I am providing to the Washington State Charter School Com | mission as a prospective |
| board member for whatcom Intergeneral Charter School is true and c | correct in every respect. |
| Soulie Pisen | 12/11/18 |
| Signature | Date |
| | • |

highly interconnected. My mother (WE) has strong ties with these agencies and has provided

community/educational outreach in that way before.

Sadie Olsen

2348 Lummi View Drive Bellingham, Wa 98226 (360) 603-6986 sadieolsen20@gmail.com

HIGHLIGHTS

- Food handler certified
- Organized
- Dedicated
- Hard-worker
- Clean & neat
- Quick learner
- Helpful

- Proactive
- Interpersonal
 - skills

EXPERIENCE

Whiteswan Environmental, WE 501(c)3 - Co-Founder

August 2014 - PRESENT

- Social media manager
- Support community healing through the natural, cultural and historical restoration to the Salish Sea
- Established a intergenerational, transboundary, traditional ecological knowledge place-based learning program
- Build upon the spirit of cooperation between treaty tribes and the federal government agencies, non-government organizations, academic institutions

WE - Coast Salish Youth Stewardship Corps, San Juan Islands - *Youth Worker*

June 2018 - PRESENT

- Cooked dinner for a large group of people with small utilities
- Ethnobotanical research in the Pacific Northwest
- Practicing treaty rights/traditional practices such as harvesting, and carving.
- Did federally-recognized tracking to promote tree growth
- Learned from professionals about endangered species, fire fighting responsibilities and effects, geology, salmon spawning, and government relationships with the environment, reefnetting etc.
- Educational visitation hikes through historical archeological sites

Lummi Seafood Market, Ferndale - Employee

June 2017 - PRESENT

- Communicating with customers to persuade sale
- Keeping all food items sanitary to food-grade standard
- Training new employees
- Opening store & closing store securely, and independently
- Filleting salmon and vac-packaging seafood
- Tagging items
- Organizing display
- Store clean up such as: sweeping, mopping, maintaining cleanly workspace
- Dish washing
- Working retail

EDUCATION

Northwest Indian College, Lummi -Environmental Science

Sept 2018 - present

I am a full-time running start student at NWIC. Classes vary by date and quarter, but generally start at 10 am and go to 2 PM Tuesday-Thursday. Mondays, I have a night-time class at 6pm. I have no classes on Fridays this quarter.

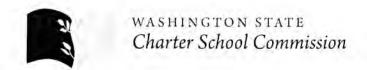
Eagleridge Elementary School, Ferndale

Sept 2007 - June 2013

I was selected to be in aiming high after rigorous testing, from 3rd grade - 5th grade, which was my last year of elementary. We practiced creativity, diverse ways of learning all subjects, and presenting historical information.

EXTRA CURRICULARS

- N-Sea tree planting
- H.I.V.E. Awareness Youth Lead
- Northwest Portland Area Youth Indian Health Board, delegate
- Music Mentors Program drug and alcohol prevention
- Canoe Journey
- Ferndale High Swim Team 2017-2018
- Native Pathways to College
- Model in Living Cultures exhibition at the Seattle Public Library celebrates indigenous communities from the PNW, photography inspired by Edward Curtis.https://vimeo.com/264279127?ref=fb-share&1
- Cultural restoration
 https://indiancountrymedianetwork.com/news/native-news/watershed-moment-pole-story-boards-installed-on-ancestral-village-site/



CHARTER SCHOOL BOARD MEMBER DISCLOSURE FORM

To be completed individually by each proposed charter school board member. All forms must be signed by hand.

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As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

- To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
- 2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.
 - 1. Name of charter school on whose Board of Directors you intend to

serve Whatcom Intergenerational High School

2. Full name Emma Katherine Owens

Home Address 715 N Forest St. Unit B. Bellingham, WA 98225

Compass 2 Campus

Business Name and Address Miller Hall, 516 High St. Bellingham, WA 98225

Phone Number 206 683 8253

E-mail address <u>ekoseattle@gmail.com</u>

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me.) Yes

5. Why do you wish to serve on the board of the proposed charter school?

As an advocate of phenomenon based learning I support the school's educational goals and plan to use my perspective to contribute to the development of curriculum. I am presently a student at Western Washington University and believe that it is important for young voices to be valued during this process in order to best serve prospective students. This school will fill educational gaps and serve certain student populations in ways that public schools are unable which is a goal that I support wholeheartedly.

6. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board members job is to work towards the completion of a strong application. Each member is responsible for ensuring the rigor and quality of the school's proposed curriculum and that it meets all state educational requirements.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Although I have not served on a board before, my experience as both a public school and private school, (experiential learning based), student lends to my ability to contribute my perspective to the development of this charter school. I am detail oriented and dedicated to seeing positive and equative educational developments come to fruition.

8. Describe the specific knowledge and experience that you would bring to the board.

I am a recent high school graduate (2016) and therefore am familiar with the gaps and downfalls of public education systems that a charter school could meet. This fresh student perspective will allow the creators of this school a glimpse into student mentality and needs while working through the charter application. In high school, I spent a semester abroad with a program called The Traveling School whose foundation is in experiential learning. I have experienced firsthand the benefits of this style of education and can lend my experience to curriculum development in this sense. Finally, this past year I have volunteered and worked at the Lummi Nation School and spent significant time working with students from diverse cultural and economic backgrounds. I have seen how a tribal school has the flexibility to shape curriculum around their students needs and interests firsthand. I have also seen the challenges that students and faculty face. I will bring the perspective I gained from these experiences to the board in order to strengthen and diversify input.

Background

1. What is your understanding of the school's mission and guiding beliefs?

WIHS plans to meet the needs of at-risk students who are not presently being served by the public school system through various progressive educational tools. Many students do not receive the attention they need to thrive under the current educational model and WIHS strives to act as an educational alternative. Students will be prioritized with small class sizes and high expectations push students to achieve their fullest potential. The school will encourage students to pursue higher education and provide them with tools for success in their education and career after high school.

2. What is your understanding of the school's proposed educational program?

Phenomenon-based learning, intergenerational mentorship and critical literacy are the foundational components of this school's proposed education program. Phenomenon-based learning fosters deeper connection and immersion into educational subjects. Intergenerational mentorship benefits both elders and students who both benefit from companionship. Students also receive attention, support and guidance from a non-familial place. When encouragement and familial supporting this can be an integral component of success. Critical literacy prioritized students ability to fully comprehend their work and process their learning deeply.

3. What do you believe to be the characteristics of a successful school?

A successful school prioritizes the needs of each of its students and provides them with engaging structure, tools, leadership and curriculum. Students are given high expectations and encouraged to push themselves to peak achievement. The school takes into account to student, staff and parent input then is able to adapt accordingly. Success is determined by the ability of students to comprehend and sustain what they learn. Students are high-high-performing, graduate and have the ability to continue on to higher education if desired.

4. How will you know that the school is succeeding (or not) in its mission?

If students are unhappy with the structure of the school or are unable to thrive or perform well under the educational systems in place, this is a clear sign the school isn't successful. If the school veers markedly from their proposal and is unable to implement alternative programs effectively this is another sign they were unable to fulfill their mission.

School Mission and Program Governance

1. Describe the role that the board will play in the school's operation.

WIHS board will be a policy board which entails the following. 1) Establishes methods for evaluating goal attainment and monitors continuous school improvement. 2) Hires the school principal and monitors leadership's ability to operationalize the strategic plan and school's effectiveness in meeting academic standards. 3) Reviews and approves the budget.

2. How will you know if the school is successful at the end of the first year of operation?

After the first year of operation, student, staff and parent feedback and re-enrollment will be a large indicators of the successes of the school. Mission specific goals will be identifiers. The school will have met priority benchmarks and outcome targets-enrollment, pass rates and matriculation rates.

3. How will you know at the end of four years if the school is successful?

Graduation rates and test results (SBAC/SAT), student educational growth and achievement will act as indicators. Each student will demonstrate comprehension under phenomenon based learning. College admissions percentages and running start enrollment for at-risk students will be evaluated. Annual reviews will reveal that the school continues to reach the priority demographic proposed in the charter application.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will retain an effective school leader, family engagement, strong communication, and connection to mission. It will also follow evaluation plan using data that has been collected to make decisions.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If perceived unethical behavior or activity that worked against the success of the school I would report it to the board chair with examples and details. Depending on how extreme the situation was the issue may have to be reported further, follow establish chain of command. Steps will be outlined in the board charter. Enable conversation rather than discord. Boards executive committee would need to make a decision if the board member was acting harmfully to the board. Go to the source, address and clarify issue with the person in question and gather information. Then make a decision based on the severity of the issue and bring it to the board chair if necessary.

 Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

I know Cindy Reuther the Chair of the WIHS Planning Board. I am interning for WIHS and she has been my contact, we have a professional relationship.

Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

T/ we do not know any such employees.) Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

T/ we do not know any such persons. Ye

 Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.) Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons,

Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

 If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting such business

Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

 Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
 None.) Yes

Disclosures

Certification

ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Whatcom Interpretation Charter School is true and correct in every respect.

Signature

12/09/18

Emma Owens

715 N Forest St. Unit B Bellingham, WA 98225 (206) 683 8253 ekoseattle@gmail.com

EDUCATION

Western Washington University (2016 - Present)

Nathan Hale High School (2012 - 2016)

JOB EXPERIENCE

Lead Mentor at Compass 2 Campus (April 2018 - Present) Liaison between Lummi Nation School staff, Compass 2 Campus staff and Compass 2 Campus student mentors

Hostess at RAM Restaurant and Brewery (January 2016 - June 2016) Greeted and sat customers, organized seating chart, took phone orders

Dishwasher at Seatown Seabar & Rotisserie (June 2015 - August 2015) Washed dishes, various food preparation tasks

Seasonal Worker at Bumble B Design (December 2014 - December 2017) Created gift baskets, hand delivered packages, took inventory

VOLUNTEER WORK

Compass 2 Campus - Lummi Nation School (2017 - 2018) Mentored students in classrooms in a variety of subjects

Nongmontha School - Thailand (2017)

Taught English to Karen children in Northern Thailand for two weeks, assisted current English teacher in building out his curriculum, vocabulary, pronunciation etc., assisted with garbage clean-up activities, assisted in labor to build structure for growing mushrooms

Cheetah Conservation Fund - Namibia (2015)

Cleaned animal cages, assisted in feeding and exercising animals

Hunger Intervention Program (2015)

Made, labeled and assembled lunches for students in need

Operation Sack Lunch (2014)

Prepared and served meals to cater to Seattle's homeless population

Olympic View Elementary School Fall Carnival (2012 -2014)

Coordinated student volunteers, built/set up decor and ran booths

INTERESTS/ACTIVITIES

Adventure Learning Grant recipient (2019)

Studied abroad:

The Institute for Village Studies (2017)

The Traveling School (2015)

Nathan Hale High School, Varsity Cross Country (2012 - 2015)

References upon Request



CHARTER SCHOOL BOARD INFORMATION FORM

To be completed individually by each proposed charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

- To give application reviewers a clearer introduction to the applicant team behind each school
 proposal in advance of the applicant interview, in order to be better prepared for the interview; and
- To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

| 1. | Name of charter school on whose of Directors you intend to serve | Board Whatcom Intergenerational High School |
|----|--|---|
| 2. | Full name | Dr. Tracey Pyscher |
| | Home Address | 431 North State Street, #2 |
| | Business Name and Address | Western Washington University |
| | Phone Number | 651-983-3294 |
| | E-mail address | Tracey.pyscher@wwu.edu |

- Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 - X Resume and professional bio are attached.

| 4. | Indicate whether you currently or have previously served on a board of a school district, another | |
|----|--|--|
| | charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise | |
| | indicated in your response to Item 3, above). | |
| | X Does not apply to me. Yes | |

- 5. Why do you wish to serve on the board of the proposed charter school? I have been involved in public education for 25 years first beginning as an urban high school teacher for 11 years, 5 years as a district-wide literacy lead in Minneapolis Public Schools, and then becoming a professor of education most recently. I am especially drawn to the mission and vision of WIHS from its learning model to the intergenerational design of elders with youth.
- 6. What is your understanding of the appropriate role of a public charter school board member? My understanding of the appropriate role of a public charter school board member is to ensure the policy and governance practices align well with the school's mission and vision. Future participation would continue by supporting the leadership during the implementation period.
- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
 I have helped design the learning framework for another public charter school in Minnesota. I have been involved in public education for over 25 years serving as a both a classroom teacher and district administration. I have also continued to deliver professional development sessions to hundreds of practicing K-12 teachers. I am currently a teacher educator (Assistant Professor of Secondary Education) and publish frequently related to K-12 educational practices.
- Describe the specific knowledge and experience that you would bring to the board.See above.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission and guiding beliefs are all about equity for marginalized youth and their families and this directly aligns to my teaching and research. It is key to see that in an effort to address achievement gaps for marginalized youth, WIHS is built on the strongest of pillars of curriculum and learning design (Finnish model of learning (PBL), critical literacy aligned to state standards) while also uniquely offering opportunities for elders to help shape the school lives of marginalized youth not just by supporting them academically, but also relationally. This should be the mission of all schools. I am also excited by the design that allows marginalized youth to have access to the kind of learning models that typically only wealthy, white students get access to.

- 2. What is your understanding of the school's proposed educational program?

 See above. The learning philosophies that inform the school design is based on best practices identified in both the CCSS benchmark assessment that led to significant reform most recently in educational settings within the US. The educational program pushes beyond what is already trying to implemented in 48 states and integrates in the newest reform found in the Finland. It is exciting to see a learning model that tries to bring all aspects that shape learning together—disciplinary knowledge learned through experience, learning impacted by intergenerational relationships, content learning through process-oriented PBL learning, a unique daily schedule to ensure that all these learning framework design features are actually implemented.
- 3. What do you believe to be the characteristics of a successful school? The characteristics of a successful school must begin at the roots of its learning and relationship theories. That is what is most important about the WIHS model. At its heart is some of the biggest and most important theories that are aligned clearly to everyday practices of students and teachers. For instance, Vygotsky and Freire's theories are talked about commonly in educational circles, but when do we actually ever see these theories embodied in the design, mission/vision, and everyday teacher design and practices. This is key to building a successful school.
- 4. How will you know that the school is succeeding (or not) in its mission? There must be a strategic plan with measurable and realistic outcomes during start up and during implementation. It is important to affirm that all relevant stakeholders are involved in measuring success as well. This includes teachers, administrators, elders involved in intergenerational relationships, parents, community members, and community partners.

Governance

- 1. Describe the role that the board will play in the school's operation.
 - Ensuring the board manage itself by engaging in governance and oversight regarding the roles and expectations of board members/governance.
 - Designing and implementing a process to ensure practices towards continuous improvement
 - Direct responsibility to ensure location and facilities for school
 - Support the school with fundraising efforts
- 2. How will you know if the school is successful at the end of the first year of operation?
 - The charter application is completed, approved, and further supported during implementation phases
 - Ensure strategic and effective practices towards best supporting the development and implementation of the school as a highly functioning board

- Ensure the board membership and student representation goals are met as outlined in the charter application—including racial, economic, LGBTQ, etc...representation
- Support the design of administrative and teacher roles as a part of supporting hiring processes/practices
- Ensure budget supports the start-up and implementation of school start up
- 3. How will you know at the end of four years if the school is successful?
 - The school fulfills the goals as outlined in the mission and vision including enrollment, graduation, and college/secondary entrance rates
 - The school has kept in place and found success with its teaching and learning model including the full integration of PBL, critical literacy learning, and intergenerational learning experiences
 - Budgets remain sound each year with annual fundraising goals being met.
 - Board meetings and goals engendered in board meetings are met and supportive of school needs
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - Participate actively to support the mission and vision of the school with special support of the teaching and learning goals.
 - Support the board in meeting its goals to diversify its membership across race, gender, LGBTQ, etc...
 - Ensure that the board supports the hiring and support of administrative and teacher hires in the startup and implementation over years
 - The goals of the strategic plan is shared with all stakeholders and board is kept responsible to their roles in ensuring its implementation
- 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
 My first step would be to bring my concerns to the board chair and ask for review of my concerns alongside transparent conversations with other board members including the board members under concern. The decision of any removal of a board member should be determined by the leadership of the Chair along with all remaining board members.

Disclosures

Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. X Yes
 I have known Cindy Reuther for 15 years as a colleague and we were former partners for 13 years.

| 2. | Indicate whether you or your spouse knows any person who is, or has been in the last two years, |
|----|---|
| | a school employee. If so, indicate the precise nature of your relationship. |
| | XI/ we do not know any such employees. Yes |
| 3. | Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. |
| | X I / we do not know any such persons. Yes |
| 4. | Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. |
| | I / we do not anticipate conducting any such business. X Yes |
| | Because I helped design the curriculum and instruction sections of the school and that I am a PhD Secondary Professor of Secondary Education, and previously consulted with numerous districts and 1000's of teachers, I will potentially be delivering professional development to curriculum planning and literacy instruction to WIHS future administrators and teachers. |
| 5. | If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization. X I / we do not know any such persons. |
| 6. | If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. X N/A. I / we have no such interest. Yes |
| 7. | If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. X N/A. I / we or my family do not anticipate conducting any such business. X Yes |

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X Does not apply to me, my spouse or family. Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

X None. Yes
Certification
I, ___Tracey Pyscher_______, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for __Whatcom Intergenerational High School______

Please see explanation in question #4.

Charter School is true and correct in every respect.

TP (serves as signed signature)

Signature

Tracey M. Pyscher, Ph.D.

tracey.pyscher@wwu.edu +1 (651) 983-3294

Education

Literacy Education, Emphasis in Critical Literacy and English Education, Curriculum and Instruction, University of Minnesota (Minneapolis, MN), 2016

Dissertation: Contradictions and Opportunities: Learning from the Cultural Knowledges of Youth with Histories of Domestic Violence

of Youth with Histories of Domestic Violence

Committee: Dr. Cynthia Lewis (Chair), Dr. Bic Ngo; Dr. Vichet Chhuon, and Dr.

Yolanda Majors

M.A., Liberal Studies, Graduate School of Education University of Minnesota (Minneapolis, MN), May, 2010

B.S., History and English Education, School of Education Eastern Michigan University (Ypsilanti, MI), May 1993

Licensure: English Language Arts and Literature (Teaching, 5-12) Licensure: History and Social Studies Education (Teaching, 5-12)

Professional Experience

Current Position

Assistant Professor of Secondary Education
Woodring College of Education, Western Washington University
Bellingham, WA

Past Positions

Assistant Professor of Urban and Literacy Education School of Urban Education, Metropolitan State University St. Paul, MN

Professional Administrative Teaching Specialist

Direct Track to Teaching Program, Office of Teacher Education,

University of Minnesota, Minneapolis, MN

Community Faculty Member: School of Urban Education *School of Urban Education, Metropolitan State University*

St. Paul, MN

Graduate Instructor: English Education Program

Department of Curriculum & Instruction, University of Minnesota

Minneapolis, MN

2016-present

January 2015-May 2016

Fall 2013 & 2014

Summers 2011-2014

Spring 2010-2014

Pyscher, 2018

| Supervisor of Preservice Teachers: English Education Program Department of Curriculum and Instruction, University of Minnesota Minneapolis, MN | Spring 2014 |
|---|--|
| Assistant Coordinator English Education Program Curriculum & Instruction, University of Minnesota Minneapolis, MN | Spring 2010-2013 |
| Supervisor of Preservice Teachers: Metro State University School of Urban Education St. Paul, MN | Fall-Spring 2007 |
| Secondary English Language Arts Specialist/Coordinator: Teacher on Special Assignment Minneapolis Public Schools, Curriculum & Instruction Minneapolis, MN | Fall 2005-2010 |
| Curriculum & Instruction Lead Designer and Facilitator Laura Jeffrey Academy Middle School, St. Paul, MN | Fall 2007-Fall 2012 |
| High School English Teacher Minneapolis Public Schools, Minneapolis, MN | Fall 1996-Fall 2002 Fall 2003-Fall 2005 |
| Desegration/Diversity Coordinator Mahtomedi Public Schools, District Offices, Mahtomedi, MN | Fall 2002-Fall 2003 |
| Educational Consultant on Working with Refugee Youth The Center for Victims of Torture, St. Paul, MN | Fall 1999-Fall 2000 |
| High School English and Social Studies Teacher Plymouth Youth Center, Alternative High School Teacher Minneapolis, MN | Fall 1993-Fall 1996 |

Awards

Recruitment Hiring Honor, Woodring College of Education, Western Washington University, (Bellingham, WA), (\$2000.00 per year), 2016-17, 2017-18 and 2018-19

Summer Research Grant, Woodring College of Education, Western Washington University, (Bellingham, WA), (\$6500.00), 2017

Early Career Scholars Mentoring Award, American Education Research Association: Division G, (San Antonio, TX), Spring 2017

Best Dissertation Award, University-wide nominee for the College of Education and Human Development, Department of Curriculum and Instruction, University of Minnesota, (Minneapolis MN), Spring 2016

Pyscher, 2018 2

Midwestern Association of Graduate Schools (MAGS) Excellence in Teaching Award, honored University-wide nominee, University of Minnesota Graduate School, (Minneapolis MN), Spring 2015

Women's Philanthropic Leadership Circle award based on academic achievements, community involvement, leadership, and passion for my professional career/research in changing the lives of women and girls, University of Minnesota, Minneapolis, MN, (\$2500.00), Spring 2014

College of Graduate Studies Travel Award, University of Minnesota, Minneapolis, MN (\$1500.00), Spring 2014

Disabilities Studies in Education Travel Award, Disabilities Studies Special Interest Group, American Education Research Association, (Philadelphia, PA), (\$500.00), Spring 2014

Outstanding C&I Graduate Student Instructor, Department of Curriculum and Instruction, University of Minnesota, (Minneapolis, MN), 2012-13

Curriculum and Instruction Department Research Travel Grant, Department of Curriculum and Instruction, University of Minnesota, (Minneapolis, MN), (\$1500.00), 2012-2014

Graduate Assistantship to carry out doctoral research, Literacy Education, with Dr. Cynthia Lewis, Curriculum & Instruction, University of Minnesota, (Minneapolis, MN), (\$13,000.00 per year), 2010-2013

Distinguished Literacy Scholar Assistantship to carry out doctoral research, Literacy Education, Curriculum & Instruction, University of Minnesota, (Minneapolis, MN), (\$7000.00 per year), 2010-2012

Advanced Study Student Scholarship for academic performance and potential for making a significant contribution to the field of education and human development, University of Minnesota, (Minneapolis, MN), College of Education and Human Development Alumni Society, (\$2500.00), 2012

Elmer and Olga Hauge Fellowship for Graduate Education for academic achievement, University of Minnesota, (Minneapolis, MN), College of Education and Human Development, (\$2500.00), 2012

Division B Graduate Seminar Participant, American Educational Research Association, (Vancouver, BC), (\$200.00), 2012

Great Teachers Lifetime Achievement Award, The Great Books Foundation, (Chicago, IL), 2009

K-12 teaching featured in Teaching Tolerance, a social justice education journal highlighted my high school classroom teaching practices when working with refugee youth who experienced war and stories of trauma, "Stories Waiting to Be Told," *Southern Poverty Law Center*, 2000

Pyscher, 2018

Scholarship

PEER REVIEWED JOURNALS

Pyscher, **T.** & A. Crampton. (In Progress). Towards a Pedagogy of Becoming: The Pitfalls and Potentials of Competing Chronologies. *English Teaching: Practice and Critique*.

Pyscher, T. & A. Crampton. (In Progress). Youth with Histories of Domestic Violence and Agentic Literacy Transactions. *Reading Research Quarterly*.

Pyscher, T. (In Progress). Domestic Violence as a Social Location. *Harvard Education Review*.

Pyscher, T. & A. Mason. (In Progress). The Intelligibility of Trauma and Remembering as a Transformational Act for Teachers. Special issue: Toward a Pedagogy of Remembering: Race, Culture and Trauma. *Journal of Educational Studies*.

Pyscher, T., A. Crampton, K. Dixon, & H. Janks. (Forthcoming, Spring 2020). Reading Populism(s) as Carnival: Critical Literacy as Intervention and Possibility in the Post-truth, Post-dialogue World. *Routledge*.

Pyscher, T. (2017). Domestic Violence and Girlhood: the Making and Breaking of a Disordered Subjectivity. Special Issue: Girls From Outer Space: Emerging Girl Subjectivities and Reterritorializing Girlhood. *Cultural Studies Critical Methodologies*, Volume: 17, Number: 5.

Scharber, C., K. Issacson, **T. Pyscher**, & C. Lewis. (2016). Participatory culture meets critical practice: Documentary film production in a youth internship program. *English Teaching: Practice and Critique*, Special Issue: Youth Literacies and Social Justice.

Pyscher, T. (2015). Against rubbish collecting: Educators & resistively ambivalent youth. *Journal of Educational Controversy*, Special Issue: Challenging the Deficit Model and the Pathologizing of Children: Envisioning Alternative Models, *9*(1),6.

Pyscher, T. & B. Lozenski. (2014). Throwaway youth: The sociocultural location of resistance to schooling. Special issue: Breaking the School-to-Prison Pipeline. *Equity & Excellence in Education*, 47(4), 531-545.

PEER REVIEWED JOURNALS BY INVITATION

Pyscher, T. (In Press). The Industrial Wasteland Bites Back: A Rereading of Trumpism as Carnival. Special Issue: Navigating Social Justice in the Current Political Climate. *International Journal of Qualitative Studies in Education*.

Pyscher, T. (2018). Annotated Bibliography of Research in the Teaching of English. *National Council of Teachers of English*.

Pyscher, 2018 4

Pyscher, T. (2017). A Violence of "Best Practice" and Unintended Consequences?: Domestic Violence and the Making of a Disordered Subjectivity, *Journal of Educational Controversy*: Vol. 11: No. 1. Article 3.

PEER REVIEWED BOOK CHAPTERS

Scharber, C., Isaacson, K., **Pyscher, T.**, & Lewis, C. (2016). Pathways for all: Teens, tech, and learning: In L. R. Miller, D. Becker, & K. Becker (Eds.), *Technology for transformation: Perspectives of hope in the digital age*. 195-214. Charlotte, NC: Information Age Publishing, Inc.

Lewis, C., **Pyscher**, T., & Stutelberg, E. (2014). Critical sociocultural perspectives in English education. In J. Brass & A. Webb (Eds.), *Reclaiming English language arts methods courses: Critical Issues and Challenges for Teacher Educators in Top-Down Times.* New York: Routledge.

PEER REVIEWED BOOKS CHAPTERS BY INVITATION

Pyscher, T. (2018). A Literacy of Resistance: Domestic Violence and Girlhood. *Gender Identities, Sexualities, and Literacies: Issues Across the Childhood & Adolescence*. Taylor & Francis.

Pyscher, T., & Lozenski, B.D. (2017). "I got in trouble, but I didn't get caught": The discursive construction of "Throwaway Youth." *Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline*. London: Lexington Books.

CURRICULUM WORK/POLICY BRIEFS

Pyscher, T & Bijelic, M. (2004). Creating Successful Environments for Refugee Youth who Experienced Trauma. *Center for Victims of Torture*. Minneapolis, MN: Accessed at http://www.cvt.org

Fellowships

Community Engagement Fellows, Center for Service-Learning, Western Washington University and the Service Learning Office at Whatcom Community College. This fellowship supports each other Fellow in developing partnerships that enhance teaching, research, and creative activities and works to advance one or more campus-community partnerships in tangible ways, Fall 2018-Summer 2019.

Family and Community Engaged Teaching (FACET) Fellow, Woodring College of Education, Western Washington University. This fellowship was designed to help participating Fellows collaborate with one another across the College connecting courses, community partnerships, and FACET principles creating transdisciplinary projects, Summer 2017-Summer 2018.

Editorial Board Service (by invitation)

Pyscher, 2018 5

Guest Editor, Bank Street Journal, Bank Street Graduate School of Education, New York. Special issue for Bank Street Occasional Papers related to critical perspectives on social-emotional learning, trauma-informed education, and classroom management in K-12 public schools, Fall 2018-Spring 2020.

Associate Editor, Journal of Educational Controversy, Woodring College of Education, Western Washington University. Assist in recommending important final policy and final publication decisions with the editor and take on responsibilities that go beyond those of the editorial board, Spring 2017-current.

Editorial Board Member, Journal of Educational Controversy, Woodring College of Education, Western Washington University, Winter 2017-current.

Editorial Board Member, International Journal of English and Cultural Studies, Redfame Publishing, Fall 2017-current.

Guest Teaching & Presentations (by invitation)

Guest co-presenter, "How Beliefs Impact the Everyday Classroom: Towards a More Just Implementation of MTSS." Gearing up for MTSS (Multi-Tiered System of Supports): Progress not Perfection Conference, Office of Superintendent of Public Instruction (OSPI), (Seattle, WA), Fall 2018.

Guest lecturer, lecture in secondary education course related to rethinking trauma from a sociocultural perspective, Secondary Education 303: Adolescent Development, Sarita Shukla, Western Washington University, (Bellingham, WA), Fall, 2018.

Guest presenter, "Rethinking Trauma: What Children and Youth with Histories of Trauma & Domestic Violence Have to Teach Us." *Child Care Aware Washington*, 2018 *Elevate Early Learning Conference*: Child Care Aware of Washington supports the development of outstanding child care and early learning system available to *all* of Washington's children, (Tacoma, WA), Fall, 2018.

Reviewer working with three WWU graduate students, reviewing and submitting suggested changes for newest edition of Dr. Hilary Janks Literacy and power text (2009).

Guest lecturer, lecture in two secondary education courses related to rethinking trauma from a sociocultural perspective, Secondary Education 303: Adolescent Development, Sarita Shukla, Western Washington University, (Bellingham, WA), Winter, 2018.

Invited Discussant, "Extending meaning in K-3 literacy education: working critically with preservice teachers, children, and texts," Literacy Research Association Conference, (Tampa FL), Fall 2017.

Pyscher, 2018

Guest lecturer, lectured in three secondary education courses related to rethinking trauma from a sociocultural perspective, Secondary Education 410: Adolescent Development, Dr. Bruce Hanson and Dr. Victor Nolet, Western Washington University, (Bellingham, WA), Fall, 2017.

Guest lecturer, discussed the reflective practices of Deborah Britzman in teacher education, Critical Issues in Education, Dr. Brian Lozenski, Macalester College, (St. Paul, MN), Fall 2017.

Guest lecturer, discussed reflective practices of Deborah Britzman and culturally relevant practices in teacher education, in doctoral course: *Critical Ethnography*, Dr. Bic Ngo, University of Minnesota, (Minneapolis, MN), Fall 2017.

TEDtalkXWWU Presenter, Rethinking Trauma: What Youth from Domestic Violence Have to Teach Us, Western Washington University, (Bellingham, WA), April, 2017.

Guest lecturer, discussed implementing critical literacy in secondary social studies and ELA classrooms, Secondary Education for Equity & Diversity, an alternative route to certification for experienced instructional assistants to earn dual endorsements in a content area and ELL/Bilingual Education, Dr. Barbara Waxman, Western Washington University, (Skagit, WA), March, 2017.

Guest lecturer, discussed reflective practices of Deborah Britzman in teacher education, Critical Issues in Education, Dr. Brian Lozenski, Macalester College, (St. Paul, MN), February 2017.

University-wide panel discussion participant, "Trauma-Informed Practice: Understanding Research, Resilience, and Resistance," Woodring College of Education, Human Services, Western Washington University, (Bellingham, WA), Fall 2016.

Co-Panelist, "Increasing Teachers of Color: The MPS Pre-Service Vision," *Minnesota Education Equity Partnership* (MnEEP) conference, Minnesota's Pathway Forward–Deepening Race Equity in Education, (Minneapolis, MN), February 2016.

Guest lecturer, discussing the reflective practices of D. Britzman in teacher education, Critical Issues in Education, Dr. Brian Lozenski, Macalester College, (St. Paul, MN), February 2016.

Guest lecturer, Critical Ethnography, Dr. Bic Ngo, Department of Curriculum and Instruction, University of Minnesota, (Minneapolis, MN), Fall 2014.

Guest lecturer, Culturally Relevant Pedagogy, Dr. Brian Lozenski, Department of Curriculum and Instruction, University of Minnesota, (Minneapolis, MN), Spring 2013.

Guest lecturer, Foundations of Education, Dr. Roxanne Gould, Augsburg College, School of Education, (Minneapolis, MN), Spring 2011 and 2012.

Referred Academic Presentations (by invitation)

Pyscher, T. Gender, Sexualities and Literacies Across the Lifespan as Discussant at the *Literacy Research Association* Annual Conference. (Indian Wells, CA), November, 2018.

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- **Pyscher, T.** Rethinking Trauma: What Children and Youth with Histories of Trauma & Domestic Violence Have to Teach Us. Elevate Early Learning Conference, *Child Care Aware of Washington*. (Tacoma, Washington), September 2018.
- **Pyscher, T.** & A. Crampton. Inspiring Student Voice and Curiosity: Engaging in Critical Literacy & Dialogic Teaching. Hamline University Summer Literacy Institute. (St. Paul, MN), July 2018.
- **Pyscher, T**. Extending meaning in K-3 literacy education: working critically with pre-service teachers, children, and texts as Chair of symposium at the *Literacy Research Association* Annual Conference. (Tampa, FL), November, 2017.
- **Pyscher, T.** Extending meaning in K-3 literacy education: working critically with pre-service teachers, children, and texts as Discussant of symposium at the *Literacy Research Association* Annual Conference. (Tampa, FL), November, 2017.
- **Pyscher, T.** & A. Mason. The Intelligibility of Trauma and the Need to Remember. Symposium presentation Toward a Pedagogy of Remembering: Race, Culture and Trauma at the *American Educational Studies Association* Annual Conference. (Pittsburgh, PA), November, 2017.
- Lewis, C., **T. Pyscher**, & E. Stutelberg. Critical sociocultural perspectives in English education. Symposium presentation Critical Literacies in Elementary and Secondary Methods Courses at the *American Education Research Association*, SIG-Writing and Literacies, (Chicago, Ill), April 2015.

Referred Academic Presentations

- **Pyscher, T.** & A. Mason. Trauma as Standpoint, Resistive Ambivalence as a Literacy as a paper presentation at the *Literacy Research Association* Annual Conference. (Indian Wells, CA), November, 2018.
- **Pyscher, T.**, A. Crampton, & L. Robinson. The New Suspension?: A Case Against Social and Emotional Learning as a paper presentation at the *Literacy Research Association* Annual Conference. (Indian Wells, CA), November, 2018.
- **Pyscher, T.** Trauma as Standpoint, Resistive Ambivalence as a Literacy, panelist at the *Literacy Research Association* Annual Conference. (Indian Wells, CA), November, 2018. (Invited)
- **Pyscher, T.** Strange Bedfellows: Carnival and Cosmopolitanism in a World Beyond Reason as Chair for symposium at the *Literacy Research Association* Annual Conference. (Indian Wells, CA), November, 2018.
- **Pyscher, T.** The Industrial Wasteland Bites Back: A Rereading of Trumpism as Carnival in symposium: Strange Bedfellows: Carnival and Cosmopolitanism in a World Beyond Reason at the *Literacy Research Association* Annual Conference. (Indian Wells, CA), November, 2018.

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- **Pyscher, T.** A Literacy of Resistance: Domestic Violence and Girlhood as a paper presentation at the *Literacy Research Association* Annual Conference. (Tampa, FL), November, 2017.
- **Pyscher**, **T**. & A. Crampton. A Case Against Social and Emotional Learning. Paper presentation at the *American Education Research Association*, Division B, (San Antonio, TX), April 2017.
- **Pyscher, T**. & A. Crampton. Commitments to Structural Change via Relationship and Curriculum Design: "Maybe this is just my white male privilege talking." *National Council of Teachers of English Assembly for Research* (NCTEAR) Mid-winter conference, February (San Francisco, CA), 2017.
- **Pyscher, T.** & A. Crampton. Educating for Change: Developing Critically Literate Students. Presented at Hamline University's *Summer Literacy Institute*, (St. Paul, MN), July, 2017.
- **Pyscher, T.**, A. Crampton, & A. Ittner. Ill-fitting Glass Slippers, or Everyday Discomfort in Trying New Methods?: Why Reading & Critical Literacy Researchers Need Each Other. Paper presentation at the *Literacy Research Association Conference*, November (Nashville, TN), 2016.
- Scharber, C., Issacson, K., **T. Pyscher**, & C. Lewis. Transforming the Object: Social critique through documentary film production in a Community-Based Organization. Paper presentation at the *Literacy Research Association Conference*, November (Nashville, TN), 2016.
- **Pyscher, T.** Domestic Violence and Reterritorializing Girlhood. Invited Plenary Spotlight session on From Outer Space: Reterritorializing Girlhood at the *International Congress of Qualitative Inquiry*, May (Illinois), 2016.
- **Pyscher, T.** & A. Crampton. Revisiting Literacies and Identities: Agency, Intertextuality, and Positioning in Learning Spaces. Symposium presentation at the *American Education Research Association*, SIG-Writing and Literacies, (Washington D.C.), April 2016.
- **Pyscher, T.,** A. Crampton, & M. Struck. Unleashing the Unpopular: School Cultures Transgressing Normative Hegemony. Roundtable presentation at the *American Education Research Association*, Division G, (Washington D.C.), April 2016.
- **Pyscher, T.** The Damage that Popular and Deficit Discourses Do to Youth with Histories of Domestic Violence. *National Council of Teaching of English Assembly Research* conference, (Ypsilanti, MI), February 2016.
- **Pyscher, T**. & A. Crampton. Love, Learning, and Literacy: Imagination and Improvisation as Tools Toward Humane Schooling. *Literacy Research Association*, (Carlsbad, CA), December 2015.
- **Pyscher, T.** Towards 'Love' for Privileged Preservice Teachers. Roundtable presentation at the *American Education Research Association*, Division B, (Chicago, Ill), April 2015.

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- **Pyscher, T**. Negotiating Pedagogical Tensions through Resistive Acts. Symposium presentation Critical Sociocultural Studies of Classroom Discourse at the *American Education Research Association*, SIG-Language and Social Processes, (Chicago, Ill), April 2015.
- **Pyscher, T.** Transacting Trauma Texts. Roundtable presentation at the *American Education Research Association*, Division G, (Philadelphia, PA), April 2014.
- **Pyscher, T**. & B. Lozenski. Towards a Pedagogy of Becoming: The Pitfalls and Potentials of Competing Chronologies. Paper presentation at the *American Education Research Association*, Division B, (Philadelphia, PA), April 2014.
- **Pyscher, T**. & C. Smith. Our (home)work: The Emergence of New Tenets of Culturally Relevant Pedagogy. Roundtable presentation at the *American Education Research Association*, Division B, (Philadelphia, PA), April 2014.
- Lewis, C. & **T. Pyscher**. Texts, Critical Talk, and Technology: A Classroom Setting that Inspires. Paper presented in symposium at the *American Education Research Association*, SIG-Computer and Internet Applications in Education, (Philadelphia, PA), April 2014.
- Scharber, C., C. Lewis, K. Issacson, & **T. Pyscher**. Learning Media Skills Through Addressing Local Issues: A Technology-Mediated Community Organization Gives Youth Voice. Paper presented in symposium at the *American Education Research Association*, SIG-Computer and Internet Applications in Education, (Philadelphia, PA), April 2014.
- **Pyscher, T**. & A. Crampton. Transformation in the Literary Transaction: Relationships between 'Trauma' Texts and Traumatic Histories. Paper presentation at the *Literacy Research Association*, (Dallas, TX), December 2013.
- **Pyscher, T**. & B. Lozenski. A Reflective Practice: Sociocultural Analysis in Interdisciplinary Contexts. Professional Development session at the Fall Faculty Conference, Metro State University, (St. Paul, MN), October 2013.
- **Pyscher**, **T**. & B. Lozenski. Youth Resistance in School: The Entanglement of Race, Poverty, and Long-term Childhood Trauma. Roundtable presentation at the *American Education Research Association*, Division B, (San Francisco, CA), May 2013.
- **Pyscher, T.** Rubbish Collecting: When Educators Meet Resistive Ambivalence. Roundtable presentation at the *American Education Research Association*, Division G, (San Francisco, CA), May 2013.
- **Pyscher, T**. & B. Lozenski. A Pedagogy of Becoming: How critical teacher educators can challenge the neoliberal agenda. Paper presentation at the *Bergamo Annual Conference*, (Dayton, OH), October 2012.
- **Pyscher, T**. & B. Lozenski. Throwaway Students: The Sociocultural Location of Youth Resistance to Schooling. Paper presentation at the *Bergamo Annual Conference*, (Dayton OH), October 2012.

Pyscher, T. The Discourse of Social Work and Trauma: A Critical Ethnographic Analysis of Complicity and Resistance. Poster presentation at the *American Education Research Association*, Division B, (Vancouver, BC), April 2012.

Pyscher, T. Lived Carnival, Habitus, and Resistance: A Childhood Forged through Violence. Roundtable presentation at the *American Education Research Association*, Division B, (Vancouver, BC), April 2012.

Non-Refereed Academic Presentations

Pyscher, T., A. Crampton, & M. Struck. Becoming Critically Literate: Reading the Word and the World. Presented at the *Twin Cities Social Justice Education Fair*, (Minneapolis, MN), Fall 2013.

Pyscher, T. & B. Lozenski. Reframing Youth Resistance and Public Schooling. Presented at the *Twin Cities Social Justice Education Fair*, (Minneapolis, MN), Fall 2013.

Research Experience

Co-Principal Investigator (invited)

Summer 2018-current

DRK12 grant competition, National Science Foundation National collaboration for 4 year/\$3 million grant with Michigan State University, University of Rochester, & San Francisco State University

Principal Investigator (invited)

Winter-2018-current

Animals as Natural Therapy, Bellingham, WA

Principal Investigator/Researcher (in progress)

Fall-Winter 2016

NWESD Behavioral Health and Prevention Services, representing the State of Washington, Office of Superintendent of Public Instruction (OSPI), Anacortes, WA

Principal Investigator

Fall-Summer 2014

"Urban Middle School" in Midwest/Dissertation Research site

St. Paul, MN

Research Assistant with Dr. Cynthia Lewis & Dr. Cassie Scharber WT Grant Foundation, University of Minnesota, Minneapolis, MN

Fall 2011-2014

Principal Co-Investigator/Researcher La Esperanza, St. Paul, MN Winter 2013

Teaching and Advising

WESTERN WASHINGTON UNIVERSITY

Women, Gender, & Sexuality Studies 450: Trauma, Bodies, and Resistance (by invitation)

Sec Ed. 532: Curriculum & Instruction in Secondary Schools

SEC 690: Thesis-Research Seminar

Sec Ed. 533: Assessment & Professional Development in Secondary Schools

Sec Ed. 534: Management, Motivation and Discipline in the Secondary Schools

Honors Seminar 354: Naming and Dismantling the School-to-Prison Pipeline (by invitation)

Sec Ed. 425: Content Reading, Writing, and Communication in Secondary Schools

Sec Ed. 431: Methods Course in Teaching and Learning

Sec Ed. 410: Teacher as Communicator

Sec Ed. 510: Teacher as Communicator

Sec Ed. 525: Content Reading, Writing, and Communication in Secondary Schools

Sec Ed. 411: Philosophical Foundations of Education

METROPOLITAN STATE UNIVERSITY

EDU 602: Assessing Learning in Urban Grades 5-12 Advanced Theory and Practice

EDU 400: Literacy Education in Urban Secondary Schools

EDU 661: Critical Literacies in Urban Schools

EDU 430: Historical & Cultural Foundations of Urban Education

EDU 300: Assessment for Learning in the Secondary Urban Classroom

UNIVERSITY OF MINNESOTA, TWIN CITIES

EDHD 3001: Teaching as a Profession: The Social and Political Context of Education

CI 5496: Directed Experiences in Teaching English

CI 5481: Developments in Teaching English and Speech

CI 5441: Teaching Literature in the Secondary Schools

Advising Experience

Faculty Mentor, guiding MIT Candidates with Capstone Project, Secondary Education Department, Woodring College of Education, Winter 2018-current

Faculty Mentor, guiding students through Fulbright Application, Western Washington University, Spring 2018

Faculty Mentor for Honors Student Senior Thesis Project, "Trauma and Advocacy: A Critique of Systems that Uphold Trauma," Laura Meerdink, Health Services major, Western Washington University, Fall 2018-current

Faculty Mentor for Honors Student Senior Thesis Project, "Becoming Indigenous: A story of the Moklen people," Olivia Zimmerman, Anthropology major, Western Washington University, Winter-Spring 2018

Faculty Mentor, for Honors Student Senior Thesis Project, "The Construction of Disability through Historical and Modern Perspectives: Literature Review and Personal Reflections," Anna Crow, Biology major, Western Washington University, Winter-Spring 2018

Faculty Mentor, serve as mentor for graduate students in the Masters in Teaching Program completing duties of research assistant and teaching assistant as a part of their graduate assistantship, Department of Secondary Education, Western Washington University, Fall 2016-2018

Doctoral Candidate Mentor, mentored three doctoral students per year from the Critical Literacy in English Education program as a part of an on-boarding process in preparation for their own teaching/ supervision of English Education preservice teachers and as a part of their doctoral funding, Department of Curriculum & Instruction, University of Minnesota, 2012-2014

Educational Consulting (by invitation)

Beyond Othering and Rethinking Trauma

Animals as Natural Therapy (ANT), Bellingham, WA (Winter-ongoing 2018) Led staff and volunteer mentors to examine how they think about people socially and culturally (e.g. kids with histories trauma), how their ideologies affect their practices, and identify what drew them to ANT, and why they stay so to work better with and for the children and youth they serve.

Critical Literacy & Culturally Relevant Pedagogy Professional Development St. Louis Park Public Schools, St. Louis Park, MN (Fall 2016-2017)

Developed and facilitated ongoing professional development and year-long coaching seminars leading 6*-8* grade ELA middle school teachers in practicing critical literacy instruction, dialogic teaching, and culturally relevant pedagogies.

Critical Literacy & Culturally Relevant Pedagogy Professional Development Hiawatha Academies Charter Network Schools, Minneapolis, MN (Fall 2016)

Developed and facilitated professional development seminars leading K-12 teachers and administrators in practicing critical literacy instruction and dialogic teaching.

Disciplinary and Critical Literacy Professional Development

Big Lake School Public Schools, Big Lake, MN (Fall 2016)

Developed and facilitated professional development and coaching seminars leading $6^{\circ}-12^{\circ}$ grade ELA, Science, and Social Studies teachers in practicing critical literacy, disciplinary literacy instruction, and dialogic teaching.

Critical Literacy & Culturally Relevant Pedagogy Professional Development St. Louis Park Public Schools, St. Louis Park, MN (Spring/Summer 2016)

Developed and facilitated seven days of ongoing professional development and coaching seminars leading 6*-8* grade ELA middle school teachers in practicing critical literacy instruction and culturally relevant pedagogies.

Disciplinary and Critical Literacy Professional Development

Big Lake School Public Schools, Big Lake, MN (Winter-Fall 2016)

Developed and facilitated ongoing professional development and coaching seminars leading K-12 teachers and administrators in practicing critical and disciplinary literacy instruction and dialogic teaching.

Critical Literacy Professional Development

Bloomington Public Schools, Bloomington, MN (Winter 2016)

Developed and facilitated professional development and coaching seminars leading K-5 teachers in practicing critical literacy instruction and dialogic teaching.

Disciplinary and Critical Literacy Professional Development

St. Michael-Albertville Public Schools, St. Michael-Albertville, MN (Fall 2013-Summer 2016) Developed and facilitated ongoing professional development and coaching seminars leading over 300 K-12 teachers in practicing critical and disciplinary literacy instruction and dialogic teaching. Served as an ELA curriculum adoption consultant and facilitator of administrative teams in strategic and organizational integration of disciplinary and critical literacy models district-wide.

Critical Literacy Professional Development

Minnesota Center for Reading Research Summer Literacy Workshop: Reading the World: Engaging 21st Century Learner (Summer 2013)

Co-led and developed a seminar with Dr. Cynthia Lewis guiding educators from universities and districts statewide to explore the three dimensions of critical literacy and demonstrated strategies.

Critical Literacy Professional Development

Hormel Symposium on Teaching Gifted and Talented Youth, Minnesota Department of Education, Austin, MN (Summer 2013)

Co-led and developed a three-day seminar engaging K-12 teachers, literacy coaches, and administrators in critical literacy learning and teaching approaches.

Disciplinary Literacy Professional Development

Woodbury Public Schools, East Ridge High School, Woodbury, MN (Summer 2012-2013)

Led and developed ongoing professional development literacy seminars for over 120 high school teachers across all disciplines supporting the efficacy of teaching reading and writing across the curriculum while integrating in disciplinary literacy instruction.

Critical Literacy Professional Development

Leadership in Reading Network (LIRN), Minnesota Reading Association Winter Leadership Conference, Minnesota Department of Education, Roseville, MN (Spring 2013) Led and developed a seminar exploring critical literacy instruction with K-12 district administrators and teachers from the areas of reading and general literacy instruction.

Culturally Relevant Pedagogies Professional Development

Community of Peace Charter School, St. Paul, MN (Fall 2012-2013)

Co-led and developed ongoing professional development monthly sessions engaging secondary teachers across the disciplines in reflecting on their culturally relevant pedagogies.

Critical Literacy Professional Development

Bloomington Public Schools, Bloomington, MN (Fall 2012)

Led and developed a literacy seminar for K-5 teachers to engage in critical literacy practices.

Critical Literacy Professional Development

Special Schools for the Gifted Network, Minnesota Department of Education, Roseville, MN (Fall 2012)

Led and developed a seminar leading K-12 district leaders and Minnesota Department of Education specialists in the integration of critical literacy practices.

Critical Literacy Professional Development

Hormel Symposium on Teaching Gifted and Talented Youth, Minnesota Department of Education, Austin, MN (Summer 2012)

Co-led and developed a three-day seminar engaging K-12 teachers, literacy coaches, and administrators in critical literacy learning and teaching approaches.

Disciplinary Literacy Professional Development

Waconia Public Schools, Waconia Middle School, Waconia, MN (Summer 2011)

Led and developed a seminar for over 100 middle school teachers across all disciplines in the integration of the Common Core State Standards while engaging in disciplinary literacy specific reading, talking, and writing strategies.

Educational Cultural Competency Consultant

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Building Bridges for Educational Equity: Working with Somali Refugee Youth and Communities. University of St. Thomas/South Washington Public Schools, *Institute on Urban Education*, Woodbury, MN (Spring 2004)

Co-facilitated and developed professional development seminar for K-12 teachers practicing culturally relevant pedagogies when working with Somali refugee youth.

Educational Cultural Competency Consultant

Cultural Competency & the Lakota, Dakota and Nakota Experience Told Through the Perspectives and History of Lakota, Dakota, and Nakota People. *Project Common Ground*, East Metro Integration Schools, Roseville, MN (Summer 2003-2004)

Co-led and developed both adult and 5*-6* grade experiential curriculum experiences with educational leaders from the Lakota, Dakota, and Nakota indigenous communities of Minnesota and South Dakota. Invited as a white educator/consultant to co-design and facilitate curriculum and culturally relevant pedagogies for non-indigenous and white educational staff when working with/for indigenous communities.

Reviewer of Proposals/Manuscripts

Reviewer, American Education Research Association, Division B - Curriculum Studies/Division B - Section 1: Culture and Commentary (The Readings/Makings of Curriculum), Toronto, CA, Summer 2018.

Reviewer, American Education Research Association, Division B - Curriculum Studies/Division B - Section 2: Histories and Futurities (The Frames of Curriculum), Toronto, CA, Summer 2018.

Reviewer, American Education Research Association, SIG-Writing and Literacies, Toronto, CA, Summer 2018.

Reviewer, International Journal of English and Cultural Studies, Fall-Winter 2017.

Reviewer, Equity & Excellence in Education Journal, Fall-Winter 2017-18.

Reviewer, *English Teaching: Practice and Critique*, Summer-Winter 2017-18.

Reviewer, American Education Research Association, Curriculum Studies/Division B, Section 1: Culture and Commentary (The Readings/Makings of Curriculum), New York City, NY, Summer 2017.

Reviewer, American Education Research Association, Division G, New York City, NY, Summer 2017.

Reviewer, American Education Research Association, Writing and Literacies SIG, New York City, NY, Summer 2017.

Reviewer, Literacy Research Association, Tampa, FL, Summer 2017.

Reviewer, Literacy Research Association, Nashville, TN, Fall 2016.

Reviewer, Language and Linguistics Compass, Fall 2013.

University/Department Service

Woodring Faculty Affairs Council Representative (WFAC), Secondary Education Department, Woodring College of Education, Western Washington University, 2017-2019. Currently serving as Vice Chair.

Youth, Justice, and Education Major development Co-lead Faculty, Secondary Education Department, Woodring College of Education, Western Washington University, Fall 2017-ongoing.

Pilot-to-Policy Grant Member, Visioning Equity in the College of Education: Addressing Racial Inequities and Pursuing Community Engagement for Maestro migrant students, Woodring College of Education, Western Washington University, Winter 2018-ongoing (by invitation).

Search Committee Member, Associate Dean position, Woodring College of Education, Western Washington University, Spring 2018.

Mac Ohana Scholarship Application Reviewer, Human Services Department, Woodring College of Education, Western Washington University, Spring 2018 (by invitation).

Organizer & Facilitator of Community and University Justice Speaks Event, School-Prison Nexus: Building Freedom, Resistance & Communities facilitated by Dr. Erica Meiners & Dr. Sabina Vaught including student and faculty workshops and community forum related to rethinking incarceration and the school-to-prison pipelines, Summer 2017-Winter 2018.

Search Committee Member, edTPA Coordinator position, Woodring College of Education, Western Washington University, Summer-Fall 2017.

Woodring Equity and Diversity Committee Member, Woodring College of Education, Western Washington University, 2017-2018.

Professionalism rubric development group member, Secondary Education Department, Woodring College of Education, Western Washington University, Summer 2017.

Woodring College of Education Action Committee Member, Woodring College of Education, Western Washington University. As college action team member, co-developed an action plan and vision for our college as a leader around advancing the College's efforts to "advance knowledge, honor diversities, and promote social justice" while attending to the political and policy changes locally and nationally, Spring-Summer 2017.

Alumni Association Leader Scholarship Committee Reviewer, Woodring College of Education, Western Washington University, Spring 2017.

Masters In Teaching Application Reviewer, Secondary Education Department, Woodring College of Education, Western Washington University, (Bellingham, WA), Fall 2016-ongoing.

Undergrad Post-Bac. in Teaching Application Reviewer, Secondary Education Department, Woodring College of Education, Western Washington University, (Bellingham, WA), Winter 2016-ongoing.

Representative, English Education program in the Teacher Education Redesign Initiative (TERI), Department of Curriculum and Instruction, University of Minnesota, (Minneapolis, MN), Fall 2010-2013.

Co-led NCATE review process, English Education IL Program with English Education Faculty, College of Education and Human Development, University of Minnesota, (Minneapolis, MN), Fall 2012-2013.

Curriculum & Instruction Graduate Student Association (CIGSA) Research Day committee member, University of Minnesota, (Minneapolis, MN), 2012 and 2013.

Community Service

Participant & Co-facilitator of Courageous Conversations on Race, serving as a support of a public high school-university faculty partnership for a 9^a-12^a grade cohort of racially diverse educators in discussing and responding to the racial dimensions of teaching in a diverse high school setting, Squalicum High School, Bellingham Public Schools, WA, Spring 2018-ongoing monthly.

Whatcom Intergenerational High School (WIHS) Planning Board Member, serving as chair of curriculum and instruction, (Bellingham, WA), 2018-ongoing.

Mentor to adolescents with histories of domestic violence/trauma, Swinomish Indigenous Summer Teen Camp, Animals as Natural Therapy, Summer 2018.

Mentor to adolescent pre-teen with histories of domestic violence/trauma, ongoing weekly mentorship sessions, Animals as Natural Therapy, Winter 2018-ongoing.

Facilitator of professional development, "Beyond Otherness" and Rethinking Trauma, Animals as Natural Therapy, quarterly 2-3-hour professional development sessions for all ANT staff and mentors, Winter 2018-ongoing.

Whatcom Intergenerational High School (WIHS) Board Member, start-up board member as curriculum and instruction specialist and co-author of public school legislative fund application to open new intergenerational high school located in Bellingham, WA. Summer-Ongoing 2017-2018.

Lead faculty on teachers of color partnerships with local urban schools, School of Urban Education, Metropolitan State University, (St. Paul, MN), Fall 2015-Spring 2016.

Co-organizer and panel speaker, "In Solidarity with Muslim Communities Event," School of Urban Education, Metropolitan State University, (St. Paul, MN), January 2016.

Volunteer facilitator/note taker, LT Media Lab, University of Minnesota and Twin Cities Public Television in a series of programs about youth, digital media, and education, Spring 2013.

Volunteer participant, Vagina Monologues to raise awareness and funds to address violence against women, University of Minnesota, (Minneapolis, MN), 2012 and 2013.

Educational consultant and developer of the shared inquiry curriculum development, Great Books Foundation, (Chicago, IL), 2010-2013.

Co-leader and developer, One Billion Rising Twin Cities, annual event to raise awareness of violence against women, (Minneapolis) MN, 2013, 2015.

Silent auction co-developer, Where the Brahmaputra meets the Mississippi, addresses the goal of raising funds for RGVN (Raastriya Gramin Vikas Nidhi, in Assam, India). RGVN has been at the forefront of capacity building, development, and empowerment of vulnerable and marginalized groups, particularly women in northeast India, (Minneapolis, MN), 2008-09.

Professional Memberships and Organizations

American Educational Research Association Literacy Research Association National Council of Teachers of English, NCTEAR International Congress of Qualitative Inquiry



CHARTER SCHOOL BOARD INFORMATION FORM

To be completed individually by each proposed charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

- 1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
- 2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

 Name of charter school on whose Board of Directors you intend to serve

Whatcom Intergenerational High School

| 2. Full name Home Address | | Cindy Reuther | |
|----------------------------|---------------------------|--|--|
| | | 431 N State Street, #2 | |
| | Business Name and Address | Ckreuther Consulting | |
| | Phone Number | 65-402-9803 | |
| | E-mail address | Cindy.reuther@intergenerational.school | |

- 3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 - x Resume and professional bio are attached.
- 4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. x Yes

- 5. Why do you wish to serve on the board of the proposed charter school?
 - To desegregate and equalize learning opportunities for systemically underserved youth so that they are prepared to be successful in college.
 - To create intergenerational learning opportunities so that young people are supported in their academic, social, emotional, physical and spiritual development and build the 21st century learning skills and habits to be successful in their careers.
 - To provide learning opportunities for young people to discover their life's purpose(s) and engage their passions.
- 6. What is your understanding of the appropriate role of a public charter school board member?
 - Ensure vision/mission achievement, fiscal health and sustainability.
 - Be an ambassador for Whatcom Intergenerational High School.
 - Hire and monitor highly qualified leadership for the school.

- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have served on several different local community boards serving youth in the capacity of board member, treasurer and chair. In addition, I was board chair of Laura Jeffrey Acadey, a charter school I founded, lead as executive director and closed out my commitment to the school with a board chair position.
- 8. Describe the specific knowledge and experience that you would bring to the

Knowledge of all aspects of school start-up and board governance (working boards and policy boards) and the crucial relationship between the board and school leadership.

School Mission and Program

- 1. What is your understanding of the school's mission and guiding beliefs? It is imperative that systemically underserved communities have access to learning opportunities based in social justice and equity.
- 2. What is your understanding of the school's proposed educational program?

Based on three educational components Phenomenon-based learning, intergenerational learning, critical literacy. All program components are designed to engage students in their interests and passions. Interventions and inclusive programming to ensure ALL students succeed.

- 3. What do you believe to be the characteristics of a successful school?
 - Students who are engaged in learning, have a sense of belonging in the community, who are learning about learning, making progress toward their goals and outcomes and excited to share their learning.
 - Passionate, experienced, curious staff who are excited to come to school every day and committed to student learning: academic, social, emotional, physical, and spiritual development.
 - Experienced seasoned leadership who have clear goals and plans for student learning and achievement, an unwavering passion for equity and justice and respect, love and belief in young people.
 - Committed, present and supportive board who believe in mission/vision, are in the community as ambassadors for the school, and ensure fiscal stewardship for long-term viability.
- 4. How will you know that the school is succeeding (or not) in its mission?
 - Measures associated with the above 4 points.

Governance

- 1. Describe the role that the board will play in the school's operation.
 - Delegate day-to-day operations to school staff.
 - Support operations as volunteers.
- 2. How will you know if the school is successful at the end of the first year of operation?
 - Waiting list
 - Progress toward student achievement: academic, mission-specific goals, social-emotional learning
 - Parent network, student advisory, full board in place committed and functioning to help with student achievement.
 - Key partnerships drive student achievement.
 - Capturing successes and failures and making change in a nimble system
 - High staff retention
- 3. How will you know at the end of four years if the school is successful?
 - Graduates prepared to be successful in college; students enrolling with supports in place for success.
 - High marks on parent, student, community surveys.
 - High staff retention
 - Whatcom community excited about this option for H.S. students and supporting the school's success.
 - WIHS sharing results re: phenoBL, intergenerational learning, critical literacy and socialemotional learning with other school districts locally and nationally. A research and evaluation plan in place to capture learning and disseminate challenges and successes.
 - Fully enrolled wth waiting list.
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - Commitment and continual development of understanding of social justice and equity
 - Due diligence to finances, monitoring of school goals and student achievement
 - Commitment to ambassadorship
 - Commitment to becoming a fund-raising board
- 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
 - Take the issue to the people/person to clarify assumptions; try and resolve the issue with the person/people.
 - If not resolved take it to the board chair.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. x Yes

I recruited most of the board members through the Engagement Fellows group that I joined in 2017and through networks in the community. The goal was to put together a Planning Board with expertise, experience and knowledge of curriculum development, alignment to mission and vision and community ties in Whatcom County. Tracey Pyscher is my former partner of 13 years and colleague of 15 years.

- 2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 - x I / we do not know any such employees. Yes
- 3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. x Yes

I plan to become ED once authorized. Tracey Pyscher (educational consultant) will consult for the school regarding professional development with unit building.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. x Yes

I plan to become ED once authorized.

- 5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 - x Not applicable because the school does not intend to contact with an education service provider or school management organization.
 - I / we do not know any such persons.
- 6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 - x N/A. I / we have no such interest. Yes

| | provider or school management organization. I / we do not know any such persons. Yes | |
|-------|--|---|
| 6. | i. If the school contracts with an education service provider, please indispouse, or other immediate family members have a direct or indirect contractual or management interest in the provider. For any interest detailed description. x N/A. I / we have no such interest. Yes | ownership, employment, |
| 7. | If the school plans to contract with an education service provider, indicate immediate family member anticipate conducting, or are conducting provider. If so, indicate the precise nature of the business that is bein x N/A. I / we or my family do not anticipate conducting any su | ting, any business with the g or will be conducted. |
| 8. | Indicate whether you, your spouse or other immediate family membe employee, partner or member of, or are otherwise associated with, ar partnering with the charter school. To the extent you have provided t to prior items, you may so indicate. x Does not apply to me, my spouse or family. Yes | ny organization that is |
| 9. | Indicate any potential ethical or legal conflicts of interests that would, you serve on the school's board. x None. Yes | or are likely to, exist should |
| l pl | plan to step off the BOD and become an Ex officio board member once WIHS is | authorized. |
| | rtification | 7.77.77.77 |
| the ' | Cindy Reuther, certify to the best of my knowledge and ability that the interest washington State Charter School Commission as a prospective board makergenerational High School Charter School is true and correct in every res | ember for Whatcom |
| | 21 P. H | |
| Sign | nature - | January 16, 2019 Date |
| 0 | | Date |

CINDY REUTHER

431 N State Street #2

Bellingham, Washington 98225 (651) 402--9803

reutherck@gmail.com

PROFESSIONAL EXPERIENCE

INNOVATION AND LEADERSHIP

- Founder and Executive Director of *Laura Jeffrey Academy*, the only girl's public school with a STEM (science, technology, engineering, math) focus in the state of MN. Developed a collaborative team to:
 - create the strategic framework, curriculum structure, and direction for a 200 student, 4 million dollar, year--round learning organization;
 - manage all aspects of start up including acquiring an authorizer, charter, and non--profit; securing a building; hiring staff, and ensuring effective systems to support an inquiry-- based, experiential, constructivist learning environment;
 - secure over 1 million in start up funds and project grants;
 - start a Building Company to ensure access to adequate facilities for students;
 - establish strategic partnerships with Macalester College, University of Minnesota, Hamline University, Saint Catherine's University, University of St. Thomas, Augsburg College, Gender Justice, Women of Influence, Girl Scouts, MN Youth Alliance, Junior Achievement, YWCA and corporations to ensure on-going access to research, curriculum, funds and volunteers.
- Initiated and directed *Project Discover* a multi--cultural initiative for adolescents exploring issues of diversity and community building by:
 - -- developing a collaborative of 25 organizations to create the project;
 - supervising and training a staff, advisory board, and volunteers;
 - securing on--going funding through grant writing and agency donations;
 - designing an evaluation process to

FACILITATION AND CONSULTING

- Start up and Project management -- Lead consultant on developing and managing the start up of Ramsey Middle School, Minneapolis Public Schools to:
 - strategically design a new Minneapolis public middle school to keep students in the district serving the Southwest Minneapolis community and surrounding area;
 - ensure a high quality team of educators through innovative and strategic hiring practices, curricular framework and budgetary decisions;
 - ensure enrollment projections through marketing and recruitment strategies, parent engagement and volunteerism.
- Strategic Planning Facilitate customized experiences that enable groups to:
 - envision a future that their organization seeks to influence;
 - assess organizational strengths and areas for improvement;
 - identify and set strategic directions;

- analyze current practice to highlight competencies and address recurrent organizational roadblocks;
- develop action steps and accountability for ensuring work product completion.
- Work Climate, Communication and Culture Consult with organizations and groups interested in improvement so that individual's can:
 - contribute their best effort toward reaching their goals and achieving organizational mission;
 - discuss difficult issues and learn from mistakes so that sustainable change can occur.
- Board Governance and Executive Coaching Facilitate experiences that build capacity for governing boards and executive leadership that:
 - defines a structure and infrastructure for executing effective board work that supports the organization and clearly defines board responsibilities and work products;
 - ensures a focus on monitoring and evaluating organizational results;
 - ensures alignment between strategic outcomes and daily practice in the organization.

DEVELOPMENT AND INSTRUCTIONAL DESIGN

- Design experience--based learning modules that help organizations assess current issues and implement interpersonal and business strategies for increased workplace effectiveness (creating a focused school culture for learning, developing training that embodies the principles of the organization, developing new initiatives).
- Designed coursework to help students analyze and evaluate groups more effectively, enhance their ability to speak in public settings, and increase their awareness of how differences (class, race, lifestyle, age) influence the relationship in communication.

EDUCATION

Masters, University of Cincinnati, Cincinnati, OH (1996) Interpersonal, Group, and Organizational Communication

Bachelor of Science, Bemidji State University, Bemidji, Minnesota (1984) Major:

Community Service

Minors: Psychology, Criminal Justice and Recreation

PUBLICATION

"Chaos Theory and the Glass Ceiling." Patrice Buzzanell, Ed. *Rethinking Organizational & Managerial Communication from Feminist Perspectives*. (Thousand Oaks, CA: Sage Publications, 2000): 236--253.

INVITED KEYNOTES and SPEAKING

Minnesota Women in Psychology Century

College

American Association of University Women

Junior League of St. Paul

Press Conference: State Capitol Ann

Bancroft Awards

AWARDS, RECOGNITION, and MEDIA

AWARDS and RECOGNITION

Century College 'Women of Distinction,' Award.

Great Books Foundation 'Lifetime Achievement Award in Education.' Ann

Bancroft 'Dream Maker Award,' Individual Support & Leadership.

Minnesota Women's Consortium Award, 'Women & Girls, Hearts & Minds: Honoring Excellence in Education.'

Minnesota Women's Press 'Change Maker,' Award. Hubert H.

Humphrey Institute of Public Affairs Fellow. Featured Honoree,

Minnesota Women's Foundation.

Video: Laura Jeffrey Academy https://www.youtube.com/watch?

v=CztPLIpz3A8

PRESS

University of Minnesota, CE&HD News, English education students thrive on new partnership with Laura Jeffrey Academy," 10/24/2013

Twin Cities Daily Planet, "Laura Jeffrey Academy nurtures strong, growing women in St. Paul," May 2012

WCCO, CBS Minnesota, "St. Paul School Harbors environment where girls excel," 10/02/2012 Star

Tribune, All--girls charter tries to build engineering students," 6/29/2011

WCCO, CBS Minnesota, First graduation for girl--focused charter school," 6/29/2011

Minnesota Parent cover story, "Gaining Confidence in a Girl--Focused Charter School," October 2010

Cindy Reuther on WCCO. Saturday Night with Esme Murphy on 8/21/2010, "Area Charter School Offers Different Avenue of Learning."

"Life to the Max" story about the Geek Squad's most recent visit to LJA, 6/18/2010

"What's Cool in School" segment on KARE 11 News, 5/13/2010 Dream

Maker Award segment on Kare 11, 4/26/2010

LJA Girls on the Farm! LJA girls' experiences with Artificial Insemination on a Wisconsin farm, published by Landmark Services Coop, 8/13/2010.

University of Cincinnati, "Dream Maker Founds STEM School for Girls," 3/23/2010 Star

Tribune article "Loud and Proud at Girl--Focused School," 11/24/2008 Feature story

about LJA on WCCO 4 News, 10/21/2008

Minnesota Women's Press article "Girl--focused education," 04/02/2008

Minnesota Daily, 3/25/2008

Minnesota Public Radio interview, 3/21/2008

CLIENT LIST

School Initiatives

Ramsey Middle School, Minneapolis Public

Schools, MN

St. Michael Albertville School District, MN

Williamsburg School District, OH

Springfield City Schools, OH

Midway Elementary, OH Parham Elementary, OH

Oak Hills High School,

OH

Alternative and Charter

Schools Laura Jeffrey

Academy, MN MN New

Country School, MN Nerstrand

Elementary, MN

El Colegio Charter School,

MN Urban Academy, MN

Harbor City International School, MN

Excell Academy, MN

Partnership Academy, MN

Sage Charter School, MN

Avalon Charter School,

Agricultural Sciences Academy, MN

Riverbend Academy, MN

Trek North,

MN Artech,

MN

VOA Middle School,

MN Sierra Crest, NV

Phoenix Academy, WI

River Heights Academy, MN

New Century, MN

Liberty, MN

Green Isle,

MN

Outdoor Education

Wilder Forest

Camp Joy Outdoor School Program, OH

U of M Outdoor Program

Minnesota Auditor's

Office US Fish & Wildlife

Department of Public Safety, MN

Community & Not for Profit

Sexual Assault Victims Emergency Services

Center for Neighborhoods

Fraser

Center for Victims of Torture

GLBT Generations

Spirit of the Lakes Church

Contemporary

Psychoanalysts

Minnesota Association of Charter Schools

EdVisions. Inc

Early Childhood and Family Education

Bloomington Desegregation Committee

Rondo Community Education

Minneapolis Community Education

Healthy Start

Early Intervention Alliance

Jewish Federation of

Cincinnati Jobs for OH

Graduates

Urban League

Lutheran Social

Services Women's

Consortium

Medical/Health

Health East

Kaup

Pharmacy

Ethicon Endo

Surgery Midwest

Ultrasound Group

Health Children's

Hospital American

Red Cross

Health Alliance of Cincinnati

U of M Family Practice Residents

Higher Education

Cincinnati Reform Rabbinical School

Miami University of Ohio - Women's Studies

Department

St. Paul Technical Colleges

University of Cincinnati

Wright State University

Corporate For Profit

Procter & Gamble

Fidelity Investments

Batesville Casket Company

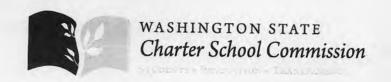
United Stationers

Bistro Management

Portman Equipment

Reuther Resume Page 5 of 6

| Xavier University | U.S. Precision Lens |
|--|---|
| | The Prudential |
| Government | Star Tribune |
| Ramsey County Corrections | ITT-AC Pump |
| Department of Education, MN | United Way Council of Agency Executives |
| Washington Co. Jobs & Training Program, MN | Fort Recovery Industries, Inc |
| Washington County Public Health, MN | Bruck-Hartman Environmental |
| Environmental Pollution Agency, MN | Messer Construction Company |
| Department of Health, Environment, and | Dayton Power & Light |
| Land Management, MN | Whiteford Foods |



CHARTER SCHOOL BOARD MEMBER DISCLOSURE FORM

To be completed individually by each proposed charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

- To give application reviewers a clearer introduction to the applicant team behind each school
 proposal in advance of the applicant interview, in order to be better prepared for the interview; and
- 2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

| 1. | Name of charter school on whose Board | | |
|--------------|---------------------------------------|--|--|
| | of Directors you intend to serve | Whatcom Intergenerational High School | |
| 2. | Full name | LeAnne K. Robinson | |
| Home Address | | 3034 Cherrywood Avenue – Bellingham, WA 98225 | |
| | Business Name and Address | (Conscious Living Books and Veridian Consulting) | |
| | Phone Number | 360.305.9491 | |
| | E-mail address | Leanne.robinson@wwu.edu | |
| | | | |

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

x Resume and professional bio are attached.

| 4. | Indicate whether you currently or have previously served on a board of a school district, another |
|----|--|
| | charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise |
| | indicated in your response to Item 3, above). |
| | xx Does not apply to me. Yes |

- 5. Why do you wish to serve on the board of the proposed charter school?

 As an educational researcher and Professor of Special Education, I have firsthand experience within the public schools. There is so much that we know about how to create positive learning environments and opportunities for youth in schools and unfortunately public schools have been slow to respond, especially in our local region. WIHS seeks to target the very population of students that are being underserved in Whatcom County and I would like to be involved with change and innovation for these youth.
- 6. What is your understanding of the appropriate role of a public charter school board member?
 My role is to lend my expertise and support to the governing body and to provide assistance and feedback to the director.
- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
 I have not served on a charter school board, but am part of a multitude of various University and college committees. Many of these are purely service and guidance oriented and requires many of the same skills as serving as a board member.
 Additionally, often time University committee service is providing guidance as a governing body to a president or University administrator. I have successfully served in this capacity for over 16 years in my current position.
 - I have served (and serve) on a board of directors for a non-profit that is not related to education.
- 8. Describe the specific knowledge and experience that you would bring to the board.

 Specifically, I bring to the board a deep knowledge of special education and students with disabilities. This includes instructional expertise, assessment and evaluation expertise and experience working directly with youth who have had challenges with behavior in the public schools. I also educated pre-service teachers and educators to work with students who have disabilities. My philosophical bias is that all students belong in the classroom with their peers and that instruction should be meaningful and valuable, designed for the individual.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission and vision and guiding beliefs are clearly outlined. In short, WIHS is aiming to provide an inclusive learning environment utilizing pedagogies and beliefs such as Phenomenon Based Learning, Critical Literacy and Intergenerational volunteers/learning opportunities to meet their mission and vision, as stated below.

Mission: WIHS will ensure that the Whatcom County high school students – no matter their life circumstances, develop the competencies and agency for success in college, career and life.

Vision: WIHS envisions learning designed with students and supported by elders generating deep inquiry skills, thoughtful interactions and critical consciousness, ensuring every young person is able to contribute to a more just and sustainable world.

The WIHS education program is designed to unleash curiosities, nurture connections and increase the number of high school graduates with the competencies and dispositions to succeed in college and career. The WIHS is an inclusive learning system designed to "catch students up" if they are behind and provide the necessary supports to ensure all students are prepared for college, career and community engagement. Homework help is scheduled during the school day, students will have access to tutors during the school day and after school.

- 2. What is your understanding of the school's proposed educational program? There are three prongs to the school's proposed program:
- 1. Phenomenon-Based Learning
- 2. Intergenerational Learning
- 3. Critical Literacy
- 3. What do you believe to be the characteristics of a successful school?

Several key characteristics include:

- 1. Compassionate and loving staff
- 2. Trust and respect for students
- 3. Flexible and adaptable curriculum
- 4. Student centered
- 5. Clear shared vision
- 4. How will you know that the school is succeeding (or not) in its mission?

The school will have a guiding set of goals that can be measured, both qualitatively and quantitatively. This includes tracking such things as enrollment numbers, success in meeting school selected outcomes and the use of state standardized assessments.

Governance

1. Describe the role that the board will play in the school's operation.

The board is to assist the Charter school in its movement towards the mission and vision. It is a policy board.

- How will you know if the school is successful at the end of the first year of operation? Specific indicators have been identified:
 - **Enrollment rates**
 - Satisfaction surveys (Parents and Students)
 - Phenomenon Based Learning levels of implementation
 - 9th graders taking of and scores on P-SAT
 - Tracking of competency fulfillments for students
 - Competency based assessment
 - SBAC, Pre-SAT, SAT, Meeting authorizer contract goals and objectives.

And additionally looking at specific Authorizer Contract goals, which includes:

- Financial, operations, academic and governance goals
- Success rates of Free and Reduced students who goes on to Running Start/college enrollment
- 3. How will you know at the end of four years if the school is successful? Graduation rates

 - College admissions
 - Improvement rates of the above (#2)
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - Recruitment of passionate staff
 - Strong connection to the Mission and Vision.
 - Evaluation plan,
 - Using data that has been collected to make decisions
 - **Engaged board members.**
- How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

In such serious circumstances, I would first go to the director.

From there, we would follow the next steps in the chain of command, depending upon the situation.

Disclosures

| L. | . Indicate whether you or your spouse knows the other prospective board members for the | |
|----|---|--|
| | proposed school. If so, please indicate the precise nature of your relationship. | |
| | XX I / we do not know any such trustees. Yes | |

| 2. | Indicate whether you or your spouse knows any person who is, or has been in the last two years, |
|----|---|
| | a school employee. If so, indicate the precise nature of your relationship. |
| | XX I / we do not know any such employees. Yes |
| 3. | Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. |
| | XX I / we do not know any such persons. Yes |
| 4. | Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. |
| | XX I / we do not anticipate conducting any such business. Yes |
| 5. | If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization. XX I / we do not know any such persons. Yes |
| 6. | If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. N/A. XX I / we have no such interest. Yes |
| 7. | If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A. XXI/we or my family do not anticipate conducting any such business. Yes |
| 8. | Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is |

| | ith the charter school. To the ϵ s, you may so indicate. | extent you have provided | I this information in response |
|-----------------------|---|-----------------------------|-----------------------------------|
| | not apply to me, my spouse o | r family. Yes | |
| | potential ethical or legal conflic the school's board. . Yes | cts of interests that would | d, or are likely to, exist should |
| Certification | | | |
| I,LeA | nne K. Robinson | , certify to | the best of my knowledge and |
| ability that the infe | ormation I am providing to the | Washington State Charte | er School Commission as a |
| prospective board | member forWhat | com Intergenerational H | igh School |
| Charter School is t | rue and correct in every respec | at. | |
| 11/1/ | hus - | | |
| Jehn / | LeAnne K. Robinson | / -electronic signature | _January 30, 2019 |
| Signature | | | Date |

LeAnne K. Robinson, Ph.D. Professor Woodring College of Education Western Washington University

Current Position

2002-Present Professor

Department of Special Education and Program in Instructional Technology Woodring College of Education | Western Washington University Bellingham, Washington

Education

| 2003 | Ph.D. Washington State University; Pullman, Washington |
|------|---|
| | Dissertation: Diffusion of Educational Technology and Education Reform: A |
| | Qualitative Study of Educators' Perceived Barriers |
| | Cognates: Instructional Technology, Program Evaluation, Literacy |

1995 M.Ed. Western Washington University; Bellingham, Washington
Thesis: Correlation of Demographics with Teacher Preference for Either a
Collaborative or Expert Approach to Consultation
Major: Exceptional Children

1991 BA.ed. Central Washington University; Ellensburg, Washington Major: Elementary Education Minor: Literacy

Teaching Experience

| 2002- Present | Professor of Special Education and Instructional Technology Western Washington University |
|------------------|--|
| 2000- 2002 | Teaching Assistant, Department of Teaching and Learning Washington State University |
| 1995- 2000 | Special Education Teacher, Resource Room and Self-Contained Emotional/Behavioral Challenges Classroom Sedro-Woolley School District: Sedro-Woolley, Washington |
| 1992- 1995 | General Education Elementary Teacher, 5 th and 6 th Grades Mt. Baker School District: Acme, Washington |
| 1991 | General Education Elementary Teacher, 1 st Grade Sedro-Woolley School District: Sedro-Woolley, Washington |
| 1990 | Toddler Teacher, Migrant Headstart |

Blind and Peer Reviewed Publications

Robinson, L. and Coulter, G. (under consideration). Vocabulary as a Measure of Content Knowledge and Progress Through a Pre-Service Special Education Program:

Use of Curriculum Based Evaluation in Higher Education. Teacher Education and Special Education

- 2016 Robinson, L.; Lambert, C. A, Towner, J. and Caros, J. (2016). Comparison of Direct Instruction and Balanced Literacy: An Evaluative Comparison for a Pacific Northwest Rural School District. Reading Improvement 53(4), 165-174
- Robinson, L. (2015). Sustainable Being: A Personal Journey Linking Whole Health and Sustainability Education. Journal of Sustainability Education. What's Love Got to Do with it? Available at http://www.jsedimensions.org/wordpress/category/departments/scholarly_feature/
- New and experienced teachers in a school reform initiative: the example of Reading First (Issues & Answers Report, REL 2009–No. 082). Washington, DC: U.S. Department Of Education, Institute Of Education Sciences, National Center For Education Evaluation And Regional Assistance, Regional Educational Laboratory Northwest. Available at www.ies.ed.gov/ncee/edlabs
- Deussen, T., Coskie, T., Robinson, L., & Autio, E. (2007). Coach can mean many things: Five categories of literacy coaches in Reading First (Issues & Answers Report, REL 2007-No. 005). Washington, DC: U.S. Department of Education, Institute of Education Science, National Center for Education Evaluation and Regional Assistance, Regional Education Laboratory Northwest.
- 2007 Robinson, L., Brown, A., & Green, T. (2007). The threat of security: Hindering technology integration in the classroom. *Learning and Leading with Technology*, September/October, 19-23.
- 2007 Robinson, L. & Kelley, B. (2007) Developing reflective thought in pre-service educators: Utilizing role-plays and digital video. *Journal of Special Education Technology*, 22(2), 31-44.
- 2007 Robinson, L. & Riddle Buly, M. (2007) *Breaking the language barrier: Promoting collaboration between general and special educators.* Teacher Education Quarterly, 34(3), 83-94.

- 2005 Robinson, L. (2005) Examining Perceptual Barriers to Technology Integration: A Study on the Diffusion of Educational Technology and Education Reform. International Journal of Information and Communication Technology Education, 1(3), 1-13.
- 2005 Robinson, L., Carney, J., & Keiper, T. (2005). *Technology tools for assessment and evaluation*. In C. Crawford (Ed.) Information Technology and Teacher Education Annual 2005 (182-185). Norfolk, VA: Association for the Advancement of Computing in Education (AACE).
- Miller, D., Brown, A., & Robinson, L. (2004). Article 22: Widgets on the web: Using computer-based learning tools. In: *Computers in Education: Annual Edition*, Hirschbuhl, J.J., and Bishop, D. (Eds.) 137-140. McGraw-Hill.
- 2004 Robinson, L. (2004). Learning from Media: Arguments, Analysis, and Evaluation Perspectives in Instructional Technology and Distance Learning, edited by Richard E. Clark. 2001. Information Age Publishing, Inc. IDT Record.

 http://www.indiana.edu/~idt/bookreviews/documents/LeAnne_learningfromme dia.htm.
- 2003 Robinson, L. (2003). Educators' perceptual barriers: Examining the diffusion of educational technology and education reform, In: AECT Selected Conference Proceedings, Volume 1.
- Brown, A., Miller, D. & Robinson, L. (2003). Teacher directed software design: The development of learning objects for students with special needs in the elementary school classroom. *Information Technology in Childhood Education Annual* 2003(1), 173-186.
- 2002 Robinson, L., & Brown, A. (2002). How the WebMaster almost lost his job: Reflections upon a usability study for a health care consortium. *In Volume 2 AECT 2002 Selected Conference Proceedings*. Dallas, Texas.
- Miller, D., Brown, A., & Robinson, L. (2002). Using computer-based flexible learning tools to teach students with mild disabilities: The story of the widgets. *Teaching Exceptional Children* 35(2), 24-28.
- 2001 Robinson, L., Brown, A., Miller, D. (2001). Developing and producing knowledge objects for classroom instruction. *Learning Technology 3*(4), http://lttf.ieee.org/learn_tech/.

Invited, Peer Reviewed Publications

2011 Robinson, L., Brown, A. H. & Green, T. D. (2011). A response to Marc

- Prensky's review of Security vs. Access. *Educational Technology*, January-Februrary, 63.
- Riddle Buly, M., Coskie, T., Robinson, L. & Egawa, K. (2008) Literacy
 Coaching: Coming out of the Corner. In *Regie Routman in Residence*.
 Routman, R. (Ed.). Portsmouth: Heinemann. (Reprinted from Voices from the Middle, 13, 4, pp. 24-28, 2006).
- 2008 Riddle Buly, M., Coskie, T., Robinson, L. & Disney, L. (2008). Challenges of evaluating coaching: Pitfalls to avoid. *Washington State Kappan: A journal for research, leadership and practice*, 2(1), 12-13.
- 2008 Robinson, L. (2008). Diffusion of educational technology and education reform: Examining perceptual barriers to technology integration. Reprinted in Van Slyke, C. *Information Communication Technologies: Concepts, Methodologies, Tools and Applications*, Chapter 4.19, 2130-2142. Hershey, New York, Information Science Reference.
- 2008 Robinson, L. & Howell, K. (2008). Best practices in curriculum based evaluation and written expression. In: Grimes, J. and Thomas, A. (Eds.) *Best Practices in School Psychology V*, Chapter 25, Volume 2, 1-14. The Charlesworth Group.
- 2008 Riddle Buly, M., Coskie, T., Robinson, L. Egawa, K., (2008). Literacy coaching: Coming out of a corner. In: Robinson, R., McKenna, M. and McKenna, M.D. (Eds.) *Trends in Literacy Education*. Boston, chapter 7. MA: Allyn & Bacon. (Reprinted from Voices from the Middle, 13, 4, pp. 24-28, 2006).
- 2007 Robinson, L. (2007) Diffusion of educational technology and education reform: An examination of perceptual barriers to technology integration, Chapter 17. In: Tomei, L (Ed.) *Integrating Information and Communications Technology Into the Classrooms*. Information Science Publishing.
- 2006 Riddle Buly, M., Coskie, T., Robinson, L. Egawa, K., (2006). Literacy coaching: Coming out of a corner. *Voices from the Middle, 13* (4), 24-28.
- Egawa, K., Files, J., Coskie, T., Riddle Buly, M., Robinson, L. (2006). Sharing literature, sharing lives. *Voices from the Middle*, 13 (3), 42-43.
- Robinson, L., Egawa, K., Riddle Buly, M. & Coskie, T. (2005). FAQs about literacy coaching. *Voices from the Middle*, 13(1), 66-67.
- 2005 Robinson, L., Egawa, K., Riddle Buly, M. & Coskie, T. (2005). Collaborative literacy coaching: Focusing on learners with special needs. *Voices from the Middle*, 13(2), 54-55.

- Coskie, T., Robinson, L. Riddle Buly, M. & Egawa, K. (2005). What makes an effective literacy coach? *Voices from the Middle*, 12(4), 60-61.
- 2005 Robinson, L., & Howell, K. (2005) Behavioral Objectives In: Encyclopedia of Behavior Modification and Cognitive Behavior Therapy, Volume III: Educational Applications (Sugai, G., & Horner, R. Eds.), 1190-1194.
- 2005 Howell, K., & Robinson, L. (2005) Long term objectives: Entry for the Encyclopedia of Behavior Modification and Cognitive Behavior Therapy, Volume III: Educational Applications (Sugai, G., & Horner, R. Eds.), 1381-1382.
- 2005 Howell, K., & Robinson, L. 2005) Short term objectives: Entry for the Encyclopedia of Behavior Modification and Cognitive Behavior Therapy, Volume III: Educational Applications (Sugai, G., & Horner, R. Eds.), 1519-1120.
- Riddle Buly, M., Coskie, T., Robinson, L., & Egawa, K. (2004) What is a literacy coach? *Voices from the Middle, 12*(1), 60-61 and Riddle Buly, M., Coskie, T., & Robinson, L. (Eds.) (2004). *Getting Started with Literacy Coaching*. Reprinted in: NCTE Inbox, October 5, 2004.
- 2004 Robinson, L. (2004). From expert to coach: The changing role of the reading facilitator in a school with a scripted reading program. In: Riddle Buly, M., Coskie, T., & Robinson, L. (Eds.) (2004). Getting Started with Literacy Coaching. http://www.ncte.org/collections/literacycoach.
- 2004 Riddle Buly, M., Coskie, T., & Robinson, L. (Eds.) (2004). *Getting Started with Literacy Coaching*. http://www.ncte.org/collections/literacycoach.
- 2004 Riddle Buly, M., Coskie, T., Robinson, L., & Egawa, K. (2004) What is a literacy coach? Reprinted in: NCTE Reading Initiative Resource: Study Group and Coaching Resources. National Council for the Teachers of English.
- Riddle Buly, M., Coskie, T., Robinson, L., & Egawa, K. (2004) What is a literacy coach? *Voices from the Middle, 12*(1), 60-61.

Books, Book Chapters, Manuals and Monographs

- 2012 Robinson, L. (2012). Written expression curriculum based measurement: A practitioner's guide to utilizing WE-CBM within response to intervention.
- 2011 Robinson, L. (2011). Technical Manual for the Dynamic Indicators of Vocabulary Acquisition. AssessWell

- 2010 Robinson, L., Brown, A. & Green, T. (2010) Security vs. Access: Balancing Safety and Productivity in the Digital School. Eugene, OR: International Society for Technology in Education
- Green, T., Brown, A., & Robinson, L. (2008). Making the most of the web in your classroom: A teacher's guide to blogs, podcasts, wikis, pages and sites. Thousand Oaks, CA: Corwin Press.
- 2006 (June, 2006). Using Response to Intervention (RTI) for Washington State's Students. Office of the Superintendent of Public Instruction
- 2004 Robinson, L., & Schleef, L. (2004). Assistive technologies: An overview for human service professionals. In: Technology in Human Services: Using Technology to Improve the Quality of Life, Kincaid, S., Ed. Council for Standards in Human Service Education. Monograph Series, September.

White Papers and Internal Reports

- 2016 Robinson, L. & Coulter, (2016). Vocabulary Knowledge as a Measure of Progress Through a Pre-Service Special Education Program: A Rationale for the Use of Curriculum Based Evaluation in Higher Education. White paper developed for Department of Special Education and Woodring College of Education
- Burgess, D., Dade, K., Hughes, E., Jancic, M., Korsmo, J. McClanahan, L., Mount, J., Nolet, V., and Robinson, L. (May 2013). Education for Sustainable Development in the Woodring College of Education. White Paper developed by the Woodring Education for Sustainable Development Advisory Committee.

Software Development

2011 Robinson, L. & Caros, J. (2011). Dynamic Indicators of Vocabulary Acquisition (D.I.V.A.s). http://www.assesswell.us

International, National and Regional Conference Presentations

- 2018 Robinson, L. (July 19, 2018). Language and Disability Presentation at OSPI Special Education Advisory Board Meeting in Tumwater, Washington
- 2018 Robinson, L., Hyatt, K., Perzigian, A. (2018). Life Skillers, Tweeners and Pushing In: How Our Language Perpetuates Ableism and Contributes to the Lack of Justice for Children with Disabilities. Round table presentaion prepared for 16th Annual Hawaiian International Conference on Education in Honolulu,

Hawaii.

- 2017 Coulter, G., Lambert, M., Hyatt, K., Robinson, L., and Perzigian, A. (2017). The Sometimes Rocky, Boulder-laden Road in the Quest of Meeting National Standards.15th Annual Hawaii International Conference on Education, Honolulu, Hawaii.
- 2015 Hyatt, K., Robinson, L., Lambert, M. C., & Coulter, G. (2015, October).

 Aligning Theory and Practice in a Dual Endorsement Teacher Preparation
 Program. 37th International Conference on Learning Disabilities, Las Vegas.
- 2015 Hyatt, K. J., & Robinson, R. (2015, April). RtI Problem Solving for Written Expression. Council for Exceptional Children Annual Conference, San Diego
- Hyatt, K. J., & Robinson, L. (2014, May). Response to Intervention and Written Expression: A Framework for Instructional Decision Making. 2014 Pacific Rim Conference on Disability and Diversity, Honolulu, HI.
- 2013 Kelley, B., and Robinson, L. (2013, March). Measuring Candidates' Impact on P-12 Students' Learning: Are We Making Gains? Paper presented at AACTE in Orlando, Florida.
- 2010 Robinson, L. (2010). Response to intervention and written-expression: A framework for decision-making. Poster presented at the April 2010 Council for Exceptional Children Conference: Nashville, Tennessee.
- 2010 Robinson, L. (2010). Written Expression and Response to Intervention. Paper accepted for presentation at the 9th Annual Hawaii International Conference on Education, January 2010, in Oahu, Hawaii.
- 2009 Robinson, L. and Ruby, S. (2009). Problem Solving Frameworks in Response to Intervention. Presentation at RTI Summit at OSPI January Conference, Seattle, WA.
- Robinson, L. (2009). Written-expression curriculum based measurement. Presentation at RTI Summit at OSPI January Conference, Seattle, WA.
- Bybee, L, Johnson, E., Naudeau, A., Robinson, L. (2009). Utilizing the Teacher's Instruction Problem Solving tool (TIPS). Presentation at RTI Summit at OSPI January Conference, Seattle, WA.
- 2009 Robinson, L. (2009). Member of Panel Discussion on Response to Intervention at the 2009 Innovations Conference: Salt Lake City, Utah.
- 2008 Robinson, L., Brown, A., & Green, T. (2008). Protecting Students, Infrastructure and Technology: Is There Such a Thing as too Safe? Paper

- presented at the November 2008 Association for Educational and Communications Technology (AECT) Conference: Orlando, Florida.
- 2008 Robinson, L. & Hirsch, S. (2008). Written Expression Curriculum Based Measurement in Response to Intervention. Presentation at the Washington State Association of School Psychologist 2008 Conference: Spokane, Washington.
- 2007 Riddle-Buly, M., Coskie, T., Disney, L. & Robinson, L. (2007). Unveiling challenges: Documenting changes in middle school literacy coaches' instruction. Paper presented at the November 2007 National Council of Teachers of English (NCTE) Conference: New York, New York.
- 2007 Brown, A., Sugar, W., Green, T. & Robinson, L. (2007). Teaching visual and message design: A multidisciplinary approach. Paper presented at the October 2007 Association for Educational and Communications Technology (AECT) Conference: Anaheim, CA.
- 2007 Robinson, L., Green, T., & Brown, A. (2007). Finding a balance: A review of online course evaluation forms. Paper presented at the October 2007 Association for Educational and Communications Technology (AECT) Conference: Anaheim, CA.
- 2007 Robinson, L. & Howell, K. (2007). Paper (and workshop) presented at the March 2007 National Association of School Psychologists (NASP) Conference: New York, NY.
- 2007 Howell, K. & Robinson, R. (2007). Response to Intervention for Secondary Students. Paper presented at the OSPI January Conference: Seattle, Washington.
- 2007 Robinson, L., Som, B., Boyer, A. & Kelley, B. (2007). Written Language in Response to Intervention: Using Curriculum Based Measures and Problem Solving. Paper presented at the OSPI January Conference: Seattle, Washington.
- 2006 Robinson, L. & Carney, J. (2006). Technology for Assessment and Evaluation: An Online Module for Educators. Paper presentation at the October 2006 International Association for Educational and Communications Technology (AECT) Conference: Dallas, TX.
- 2006 Middleton, T., Hirsch, S., Robinson, L. Response to Intervention Manual. (2006). Panel Presentation at OSPI State Superintendent's Conference, August 22: Tacoma, WA.
- 2006 Green, T., Brown, A., & Robinson, L. (2006, July). Working with the Web.

- Paper presentation at the July 2006 National Educational Computing Conference; San Diego, CA.
- 2006 Robinson, L., Carney, J. (2006, July). Assessment Technologies for Learning. Roundtable presentation at the July 2006 National Educational Computing Conference; San Diego, CA.
- 2006 Robinson, L., & Deussen, T. (2006, April) Reading First Coaching: Sharing Challenges and Solutions. Paper Presented at April 2006 International Reading Association Conference; Chicago, IL.
- 2006 Riddle Buly, M., Coskie, T., Robinson, L. (2006, April). Literacy Coaching. All day workshop at April 2006 International Reading Association Conference; Chicago, IL.
- 2005 Robinson, L., Carney, J. & Keiper, T. (2005, October). *Technology Tools for Assessment and Evaluation*. Paper presented at October 2005 International Association for Educational and Communications Technology (AECT) Conference; Orlando, FL.
- Brown, A., Robinson, L., & Green, T. (2005, October). *Teachers Working with the Web: Focusing on the Basics*. Paper presented at October 2005 International Association for Educational and Communications Technology (AECT) Conference; Orlando, FL.
- 2005 Robinson, L., Riddle Buly, M. (2005, May). *A Matter of Words: Promoting Collaboration Between General and Special Education*. Paper presented at May 2005 International Reading Association Conference; San Antonio, TX.
- 2005 Robinson, L. (2005, May). *Reflective Coaching for Special Educators? You Bet!* Presentation at conference workshop presented at May 2005 International Reading Association Conference; San Antonio, TX.
- 2005 Riddle Buly, M., Robinson, L., & Coskie, T. (2005, May) *Mentoring for Reflective Teaching: The Role of the Coach*. Conference workshop presented at May 2005 International Reading Association Conference; San Antonio, TX.
- Robinson, L., Riddle Buly, M., Coskie, T., Egawa, C, Deford, D. (2005, May).
 Reviewing the NCTE Coaching Standards. Panel Discussion at May 2005
 International Reading Association Conference; San Antonio, TX.
- 2005 Robinson, L., Carney, J., Keiper, T. (2005, March) *Technology Tools for Assessment and Evaluation*. Paper presented at Society for Information Technology and Teacher Education (SITE) Conference; Phoenix, AZ.
- 2005 Robinson, L. & Riddle Buly, M. (2005, April) Barriers to Collaboration: A

- *Matter of Words*. Paper presented at April 2005 Council for Exceptional Children Conference (CEC); Baltimore, MD.
- 2004 Robinson, L. & Esget, C. (2004, November) *Designing Interventions for RTI*. Paper Presented at 28th Anniversary Annual TECBD Conference: Severe Behavior Disorders of Children and Youth; Tempe, AZ.
- 2004 Robinson, L. & Esget, C. *Collaboration and Professional Development within RTI*. (2004, November) Paper Presented at 28th Anniversary Annual TECBD Conference: Severe Behavior Disorders of Children and Youth; Tempe, AZ.
- Howell, K & Robinson, L. (2004, November) *Response to Intervention and Students with Emotional and Behavioral Disorders*. Pre-conference workshop presented at 28th Anniversary Annual TECBD Conference: Severe Behavior Disorders of Children and Youth; Tempe, AZ.
- 2004 Robinson, L., & Kelley, B. (2004, October) Forging Collaborative Cross Discipline Partnerships: Investigating Streaming Video and Pre-service Teacher Reflective Thinking. Paper presented at the Association for Educational and Communications Technology (AECT) Conference; Chicago, IL.
- 2004 Robinson, L., Brown, A., & Green, T. (2004, October) *The Threat of Security: The Effect of Increased Technology Access Limitations on Teachers and Students* Paper presented at the Association for Educational and Communications Technology (AECT) Conference; Anaheim, CA.
- 2004 Robinson, L., & Kelley, B. (2004, April). Developing Reflective Thought in Pre-Service Educators: An Investigation of Experiential Learning, Role-plays, and Digital Video. Paper presented at the American Educational Research Association (AERA) Conference, San Diego, CA.
- 2004 Robinson, L., Kelley, B. (2004, April). *Increasing Reflective Thought in Preservice Special Educators Through Coaching and Streaming Video*. Paper presented at the Council for Exceptional Children (CEC) Conference; New Orleans, LA.
- 2003 Robinson, L. (2003, October). Educators' perceptual barriers: Examining the diffusion of educational technology and education reform. Paper presented at Association for Educational and Communications Technology (AECT) Conference; Anaheim, CA.
- 2003 Robinson, L. (2003, October). *Increasing technology integration: supporting faculty through a participant oriented evaluation.* Paper presented at Association for Educational and Communications Technology (AECT) Conference; Anaheim, CA.

- 2003 Kirtman, L., Brown, A., & Robinson, L. (2003, October). *Math and technology anxiety: Nothing to fear but fear itself.* Paper presented at Association for Educational and Communications Technology (AECT) Conference; Anaheim, CA.
- 2003 Robinson, L. (2003, April). *Diffusion of educational technology and education reform: educators' perceived barriers*. Poster presented at American Educational Research Association (AERA) Conference; Chicago, IL.
- 2002 Robinson, L., & Brown, A. (2002, November). How the Web Master almost lost his job: Reflections upon a usability study for a health care Consortium. Paper presented at Association for Educational and Communications Technology (AECT) Conference; Dallas, TX.
- Miller, D., Brown, A., & Robinson, L., (2002, March). *Using computer-based flexible learning tools to teach students with mild disabilities: The story of the widgets.* Paper presented at American Educational Research Association (AERA) Conference; New Orleans, LA.
- 2002 Robinson, L. & Brown, A. (2002, March). *Teachers taking control: The story of A user centered instructional software project.* Paper presented at Northwest Council for Computer Education Conference (NCCE); Seattle, WA.
- Walser, T., Conley, D., Guillory, R., McKenzie, L., Robinson Trople, L., Tucci,
 D., & Wildey, A., (2001, November). Yakima county best self evaluation
 report. Paper Presented at American Evaluation Association Conference.
- 2001 Brown, A., Miller, D., & Robinson, L., (2001, November). *The creation of* learning objects for students with mild mental retardation: A case *study of creating knowledge objects*. Roundtable presentation at Association for Educational Communications and Technology (AECT) annual meeting; Atlanta, GA.
- Robinson, L. (2000, April). Developing family resource centers. Presentation at Family School Community Partnerships: Creating Schools that Learn.
 Washington Education Association's Organizing for Public Education and Washington Network for Public Education Spring Conference.

Evaluation Reports

Bellingham School District, Shuksan Middle School

- 2015- Robinson L. (December, 2015, 2016, 2017, 2018). BEATS: Be at Shuksan. A
- 2018 Local Evaluation for Shuksan Middle School's 21st Centure Grant.

Blaine School District

- 2010, Robinson, L. (December, 2010, 2011, 2012, 2013, 2014). Dream Discover Do:
- 2011, A Local Evaluation for Blaine School District's 3-D Program.
- 2012,
- 2013,
- 2014,
- 2015

Response to Intervention Evaluation Reports (Evaluation of OSPI's Implementation of RTI)

- 2011 Robinson, L. (Spring, 2011). Evaluation of Response to Intervention Implementation for Continuous Curriculum Elementary, East Valley School District. Submitted to Evaluation Research Services, Austin, TX.
- 2011 Robinson, L. (Spring, 2011). Evaluation of Response to Intervention Implementation for Mountain View Middle School, East Valley School District. Submitted to Evaluation Research Services, Austin, TX.
- 2011 Robinson, L. (Spring, 2011). Evaluation of Response to Intervention Implementation for Einstein Middle School, Shoreline School District. Submitted to Evaluation Research Services, Austin, TX.
- 2011 Robinson, L. (Spring, 2011). Evaluation of Response to Intervention Implementation for Hoquiam Middle School, Hoquiam School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Fall, 2010). Evaluation of Response to Intervention Implementation for Hoquiam Middle School, Hoquiam School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Fall, 2010). Evaluation of Response to Intervention Implementation for Lincoln Elementary School, Hoquiam School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Fall, 2010). Evaluation of Response to Intervention Implementation for Hoquiam High School, Hoquiam School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Fall, 2010). Evaluation of Response to Intervention Implementation for Shorecrest High School, Shoreline School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Fall, 2010). Evaluation of Response to Intervention Implementation for Parkwood Elementary School, Shoreline School District.

- Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Fall, 2010). Evaluation of Response to Intervention Implementation for Einstein Middle School, Shoreline School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Fall, 2010). Evaluation of Response to Intervention Implementation for Continuous Curriculum Elementary, East Valley School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Fall, 2010). Evaluation of Response to Intervention Implementation for Mountain View Middle School, East Valley School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Fall, 2010). Evaluation of Response to Intervention Implementation for East Valley High School, East Valley School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Spring, 2010). Evaluation of Response to Intervention Implementation for Hoquiam Middle School, Hoquiam School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Spring, 2010). Evaluation of Response to Intervention Implementation for Lincoln Elementary School, Hoquiam School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Spring, 2010). Evaluation of Response to Intervention Implementation for Hoquiam High School, Hoquiam School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Spring, 2010). Evaluation of Response to Intervention Implementation for Shorecrest High School, Shoreline School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Spring, 2010). Evaluation of Response to Intervention Implementation for Parkwood Elementary School, Shoreline School District. Submitted to Evaluation Research Services, Austin, TX.
- 2010 Robinson, L. (Spring, 2010). Evaluation of Response to Intervention Implementation for Einstein Middle School, Shoreline School District. Submitted to Evaluation Research Services, Austin, TX.
- 2009 Robinson, L. (Spring, 2009). Evaluation of Response to Intervention Implementation for Hoquiam Middle School, Hoquiam School District. Submitted to Evaluation Research Services, Austin, TX.

- 2009 Robinson, L. (Fall, 2009). Evaluation of Response to Intervention Implementation for Lincoln Elementary School, Hoquiam School District. Submitted to Evaluation Research Services, Austin, TX.
- 2009 Robinson, L. (Fall, 2009). Evaluation of Response to Intervention Implementation for Parkwood Elementary School, Shoreline School District. Submitted to Evaluation Research Services, Austin, TX.
- 2009 Robinson, L. (Fall, 2009). Evaluation of Response to Intervention Implementation for Einstein Middle School, Shoreline School District. Submitted to Evaluation Research Services, Austin, TX.
- 2009 Robinson, L. (Spring, 2009). Evaluation of Response to Intervention Implementation for Washington Elementary School, Hoquiam School District. Submitted to Evaluation Research Services, Austin, TX.
- 2009 Robinson, L. (Spring, 2009). Evaluation of Response to Intervention Implementation for Hoquiam Middle School, Hoquiam School District. Submitted to Evaluation Research Services

Evaluation of Guam Public Schools

Robinson, L. Caros, J., Towner, J. & Billups, L. (2008). External Evaluation of Guam Public School System (GPSS) Direct Instruction Intervention
 Implementation: 2003-2008. Project Funded by Title V, Part A Consolidated Grant, U.S. Department of Education.

Consulting, Coaching and Workshops

- 2013 Community and Collaboration. Blaine Elementary Retreat May 2013
- 2013 Best practices in collaboration and working with the Common Core. Lynden Middle School. December 2013
- 2010 RTI Richland School District
 - RTI Institute Workshop Presenter, August 2010

2009- Blaine School District

Present

- Multiple Workshops for Blaine Middle School, 2010 and 2011
- Administrative Workshop on RTI, Aug. 2009
- District Wide Overview of RTI, Sept. 2009
- Multiple RTI Workshops and coaching support on RTI, CBM, Literacy for Blaine Primary, 2009-2011.
- Multiple RTI Workshops and coaching support on RTI, CBM, Literacy, Math and Problem Solving for Blaine Elementary, 2009-2011

2009- Bellingham School District

Present

- In-service for Para Professionals October, 2010
- Administrative Workshops (2) Spring 2009
- Administrative Retreat Aug. 17 & 18, 2009
- District Wide Overview, Sept. 3, 2009
- Ongoing consulting, 2009-Present

2009- Sultan School District

- 2010
- Workshops for Goldbar Elementary and Sultan Elementary, January 4 and April 30, 2010
- Monthly consulting for Goldbar Elementary, 2010
- Monthly consulting for Sultan Elementary, 2010
- 2009 Workshop for Oakland Public Schools on Curriculum Based Evaluation, May 2009 in Oakland, Michigan
- 2008- Stanwood School District
- Workshops (3) on written expression and curriculum based measurement for Elger Bay Elementary.
- 2007 Robinson, L. and Hirsch, S. (2007/May). *Response to Intervention and Written-Expression*. In-service for administrators at North Franklin School District
- 2007 Robinson, L. (2007/February). Response to Intervention and Written-Expression Curriculum Based Measurement. In-service for staff at Twin City Elementary, Stanwood-Camano School District
- 2006 Robinson, L. (2006/August). *Administering and Scoring Oral Reading Fluency*. In-service for staff at Ten Mile Creek Elementary, Meridian School District.

Other Workshops and In-Service Trainings

- 2006 Robinson, L. & Schleef, L. (2006/July). *Ershig Assistive Technology Teacher Institute*. Week long in-service for Team of teachers from Mt. Baker School District.
- 2006 Robinson, L. & Howell, K. (2006/May). *Curriculum based measurement and problem solving*. For Ten Mile Creek Elementary, Meridian School District.
- 2005 Robinson, L. (2005/September). Literacy Coaching. For Vancouver School District, British Columbia, Canada.
- 2005 Robinson, L. (2005./July). *Scaffolding Support in Inquiry Science*. For Science Education Partnership. Bellingham, WA.
- 2005 Robinson, L. (2005/March). What can be done with PowerPoint? For

- Woodring College of Education Faculty, Spring Training. Bellingham, WA.
- 2004 Robinson, L. (2004/July) *Effective Management Strategies for K-12 Campers*. For Camp Kirby Camp Counselors, Burlington, WA.
- 2004 Robinson, L. (2004/March) *HyperStudio: An Introduction for K-6 Teachers*. For Northwest Educational Service District, 189.
- 2004 Robinson, L. (2004/February) *Designing Effective Graphic Organizers:* Using *Inspiration*. For Northwest Educational Service District, 189.
- 2004 Robinson, L. (2004/January) Supporting Visual Learning in Mathematics Education. For Northwest Education Service District, 189.
- 2003 Robinson, L. (2003/June) *Literacy Supports for Secondary Special Education Students*. For Secondary Special Education Institute, Sponsored by the Northwest Educational Service District, 189.
- 1999- Robinson, L. (1999 2000) Para Educator Training: Addressing the 16 Core
- 2000 *Competencies*. For: Sedro-Woolley School District, Sedro-Woolley, Washington.
- 1999 Robinson, L. Choices: A Parenting Class for the Mothers of Sixth Graders and Their Daughters. For: Soroptimist Service Organization, Skagit County, Washington.
- 1997 Robinson, L. (February/1997) Managing Behavior in After School Programs: Techniques and Strategies for Positive Experiences. For: Skagit County, Central Elementary Best Self After School Program.
- 1997 Robinson, L. (May/1997) Best Practices for Successfully Integrating Challenging Students in the General Education Classroom. For: Central Elementary, Sedro-Woolley School District, Sedro-Woolley, Washington.

Directed Research and Evaluation

- Hirsch, S. & Robinson, L. (2011) Correlation of WE-CBM Scores with the Washington Assessment of Student Learning. Unpublished
- 2010 Robinson, L. Student Engagement in Facing the Future Classrooms.
- 2009 Robinson, L., Coskie, T and Neulstuen, K. New Teachers and Reading First
- Robinson, L. Caros, J., Towner, J. & Billups, L. (2008). External Evaluation of Guam Public School System (GPSS) Direct Instruction Intervention
 Implementation: 2003-2008. Project Funded by Title V, Part A Consolidated

- Grant, U.S. Department of Education.
- 2008 Caros, J., Robinson, L., Towner, J. & Lambert, C. (2008). Comparison of Direct Instruction and Balanced Literacy in a Northwest school district.
- 2007 Robinson, L., Coskie, T. and NWREL. (2007). Qualitative Analysis of Roles of Literacy Coaches in Reading First Schools.
- 2007 Riddle Buly, M. Robinson, L. & Coskie, T. (2007). Literacy coaching and impacts on student achievement: A comparison of four schools in a mid-west school district.
- 2005 Robinson, L., & Kelley, B. Experiential learning, role-plays and digital video. (Study conducted across several quarters in Special Education Families course)
- Howell, K, Robinson, L. & Webster, E. (2003) Report on Faculty Opinions Regarding the Evaluation and Definition of Scholarship, Teaching and Service. For: Woodring College of Education, Western Washington University
- 2003 Robinson, L. (2003). Evaluation of Technology Integration. For: Department of Special Education, Western Washington University.
- 2002 Robinson, L. & Brown, A. (2002) Usability Test for the Consortium of Multiple Schlerosis Centers "Professional Resources" section of the MsCare Website: For Consortium of Multiple Schlerosis Centers: http://www.mscare.org
- Walser, T., Conley, D., Guillory, R., McKenzie, L., Robinson Trople, L., Tucci, D., & Wildey, A., (2001, November). *Yakima county best self evaluation report*. For Yakima School District, Yakima, Washington.
- 2000 Robinson, L. (Fall, 2000). Yakima Public Schools: Instructional Technology Software Evaluation. For Yakima School District, Yakima, Washington.

Grant Funding

- \$4,550. McClanahan, L.G., Nolet, V., Robinson, L., Hughes, E., and Jancic, M. Woodring Sustainability Fellows. (May, 2013)
- \$14,000. Dagnon, P., Riddle Buly, M., Schleef, L., and Robinson, L. Utlizing Technology to Enhance Family Literacy
- 2009 Robinson, L. (2009). Manuscript for use by the Consortium On Reading Excellence (CORE) for federal grant.
- 2006 \$57,986: Student Technology Fee: Funding for portable Mac lab

- 2006 \$600: BFR Mini-Grant: Funding for Atlas.ti qualitative analysis software
- \$2,500: BFR Department Mini-Grant: Funding for the development of assessment technology online module
- 2006 \$2,500: OSPI Mini-grant for travel to Michigan for coaching research data collection
- \$61,583: Student Technology Fee: Funding upgraded a MAC lab in Miller Hall
- 2005 \$5,000: Value of software and hardware from Lexia Software Company
- \$1500: Bureau of Faculty Research Mini-Grant: Purchase of software to support classroom instruction.
- \$30,000: Awarded by North Sound Regional Support Network: Funding provided to develop and support a Family Resource Center and focused on addressing the mental health needs of students and families at Central Elementary School in Sedro-Woolley, Washington.
- 1999 \$1500: Awarded by Washington Education Association to support the development of Central Elementary's Family Resource Center.

Grant Applications, Unfunded

- 2006 Caros, J., Robinson, L., Davis, B., & Howell, K. The Missing Link: Longitudinal Psychometric Evaluation of Curriculum Specific and Curriculum Independent Vocabulary Probes Used to Document Vocabulary Growth Trends for 3rd-8th Grade Students. Institute of Education Sciences: Department of Education.
- Caros, J., Robinson, L., Davis, B., & Howell, K. Development and Longitudinal Psychometric Analysis of Formative Content Area Vocabulary Measures for 3rd-8th Grade Students. Special Education Research Grants, Institute of Education Sciences: Department of Education
- 2004 Riddle Buly, M., Robinson, L., & Howell, K. *Diagnostic Curriculum-Based Measures: Research Based Assessment at the Middle School.* Reading Comprehension Research Grants, Institute of Education Sciences: Department of Education.
- 2003 Riddle Buly, M., Robinson, L. Coming of Age: Investigating and Improving Reading Comprehension for Low-achieving middle school students. Reading Comprehension Research Grants, Institute of Education Sciences: Department of Education

Book and Paper Reviews

2008 Robinson, L. Web 2.0. Book Reviewer for Corwin Press. 2004 Paper Reviewer for Association for Education and Communications 2005 Technology Annual Conference 2006 2005 Robinson, L. *Teaching all Students*. Review for Thompson-Wadsworth: Contracted 2004 Robinson, L. The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice. Review for Merrill-Prentice Hall: Contracted 2003 Robinson, L. *Instructional Design*, Review for Merrill-Prentice Hall: Contracted 2003 Robinson, L. Paper Reviewer for National Conference in Computing Technology, Spokane, WA 2003 Robinson, L. *Instructional Design*, Review for Merrill-Prentice Hall: Contracted 2003 Robinson, L. Paper Reviewer for 2003 Association for Educational and Communications Technology Annual Conference 2003 Robinson, L. Paper Reviewer for 2004 Northwest Educational Computing

Primary University Teaching Appointments, Western Washington University

IT 443 Classroom Uses of Instructional Technology

Conference.

- Course designed for undergraduate special education majors. Students learn skills and methods in the use of instructional technology for use in both general education and special education classrooms.
- IT 560 Instructional Design for Multi-media Development
 - An introductory on-line course for graduate students interested in learning the principles and applications of instructional design.
- IT 503 Designing Instruction and Selecting Technologies for Learning
 - Core graduate course for students enrolled in the Masters in Advanced Classroom Practice. Emphasis on designing standards based instruction, integrating technology and effective uses of formative and

summative assessment.

SPED Secondary Students with Special Needs

363

• Undergraduate course for general education pre-service secondary teachers. Students focus on instructional strategies for including students from diverse populations in a general education setting.

SPED Preparing Supportive Learning Environments

417x

• Course that introduces principles of direct instruction, classroom management and universal design for learning to both special education and elementary education students.

SPED Reading Instruction for Students with Special Needs,

483

• Introductory literacy course for students majoring in Special Education.

SPED Curriculum and Methods in Special Education/ Written Expression

484

• Course in written language and language arts that is part of undergraduate special education majors' final block of courses.

SPED Curriculum and Methods in Special Education/ Math

485

 Course in math methods for students with learning challenges that is part of an undergraduate special education majors' final block of courses.

SPED Interventions for Learning Problems

471

• Course that provides an overview of causes and solutions relative to learning problems.

SPED Practicum VI and VII - Individual/Group Intervention, Written Expression 481/482 and Math Expression

 Practicum associated with SPED 484 and SPED 485. Students engage in designing and delivering small and whole group intervention and instruction

SPED Learning Problems at the Middle and High School Level

562b

• Graduate course for general education pre-service secondary teachers. Students focus on instructional strategies for including students from diverse populations in a general education setting.

SPED Instructional Design for Diverse Learners

503

• Graduate course on designing curriculum and instruction. Emphasis placed on the application of instructional design principles, problem solving and response to intervention.

SPED Curriculum and Methods in Special Education

563

• Graduate course on current methods in special education with an emphasis on the implementation of Response to Intervention

SPED Literacy Instruction for Students with Special Needs

560

• Graduate course on current methods and issues in literacy

EDAD Educational Leadership

539

• Roles and responsibilities of persons serving as members of the leadership team in public schools. (A combination of SPED law and Instructional Technology)

ELED Current Issues in Assessment and Evaluation in Elementary Literacy
Education

• Examines current theory, research, and practice in classroom-based literacy assessment and evaluation; includes supervised practicum.

University Teaching Appointments, Washington State University

TL 445 Integrating Technology into the Curriculum

 Course designed for both undergraduate and graduate education majors. Students learn principles of instructional design and methods of utilizing multimedia to enhance student learning. Consideration of all technologies in schools, applications for their use, includes some production techniques. Adapted syllabus and developed additional activities and support materials.

SPED Education of Exceptional Children

301

• Introductory course for students who desire to pursue a degree in special education. Course content included: developmental characteristics, and etiology of exceptional children; research and methods of instruction in the classroom. Developed syllabus, lesson plans and support materials.

SPED Teaching in Inclusive Classrooms

420

• Designed for preservice/inservice general education (P-12) teachers to learn how to teach students with disabilities. Developed syllabus, lesson plans and support material.

Student Supervision

SPED Western Washington University, Dept. of Special Education

• Student teaching supervision for special education interns

SPED Western Washington University, Dept. of Special Education

• Provided supervision for students enrolled in math methods course. Emphasis placed on application of Response to Intervention Principles

SPED Western Washington University, Dept. of Special Education

• Provided supervision for students enrolled in written expression methods course. Emphasis placed on application of Response to Intervention Principles

SPED Western Washington University: Dept. of Special Education

• Provided supervision for students enrolled in a direct instruction reading practicum.

2000 Washington State University: Practicum Supervisor

-2001 • Supervised special education majors taking courses in assessment and classroom management as well as individuals seeking secondary teaching certificates.

1999 Western Washington University: Supervisor for Human Services Student

• Assisted the intern in Family Resource Center Development, supported intern's efforts in parental involvement and Center management.

1998 Western Washington University: Cooperating Teacher for Student Teacher

 Worked with the student teacher on best practice I.E.P. writing, parent communication, and implementation of positive behavioral interventions. Assisted student with the development of behavior management strategies. Met weekly with student and university supervisor to review progress and set goals for personal development.

Awards and Recognition

- 2004 Recognition of Service Award for work in literacy coaching from National Council for the Teacher's of English
- 2002 Outstanding Graduate Research Award, Second Place, Washington State University
- 2001 Recipient of *Preparing Tomorrow's Teachers to Use Technology*, mini-grant for travel to regional conference
- 1998 Skagit Women's Area Network (SWAN) Board, Roozen Memorial Scholarship Award, Awarded for advanced studies leading to support and enhancement of community. (1998)
- 1995 Mount Baker Education Association Teacher of the Year

Program Development and Standards Alignment

2016- Curriculum Alignment for Department of Special Education: Worked in a

2017 leadership capacity to align course outcomes and assessments for program and

courses as the department sought Council for Exceptional Children accreditation.

2005- Curriculum Alignment for Department of Special Education: Worked in a

leadership capacity to support the development and alignment of Special Education curriculum with national and state standards for the Department of Special Education. This includes the development of program wide literacy and language arts standards and math standards.

2006- NCATE Review Preparation

Assisted college leadership in preparing rubrics for special education and instructional technology for program accreditation review.

2004- M.Ed. in Instructional Design

Supported the development of standards, outcomes and rubrics for a new M.Ed. program in the Department of Educational Leadership. Program aligned with national standards

2004- M.Ed. in Technology Facilitation Development

Lead the development standards, outcomes and rubrics for a new M.Ed. program in the Department of Educational Leadership. Program aligned with national standards.

2003- M.Ed. in Advanced Classroom Practice

Worked as an advisory member for the development of the Masters in Advanced Classroom practice. Program was developed for individuals seeking advanced education in literacy, special education or technology. Involved the development of outcomes.

Committees and Service

Regional and National Service

- Workshop on Curriculum Based Evaluation, Oakland Public Schools (May 2009)
- Feedback on the National Center for Progress Monitoring's RTI Integrity Rubric, 2011
- Member of Education Northwest's Technical Working Group, 2005-Present
- Innovations Conference, Invited Panel Presenter, Salt Lake City, UT, 2009
- Member at Large, Association of Education and Communications Technology (AECT) Multi-Media Division, (2007 and 2008)
- Innovations Conference, Invited Discussion Leader, Long Beach, CA, 2006
- Northwest Regional Lab Re-engineering Advisory Committee, 2003-2005
- Northwest Regional Lab Educational Research Council, 2005-2006
- Culturally Based Education Research Meeting, 2005

State Level Service

- *OSPI Response to Intervention pilot site evaluator* (2008-2013)
- Member of Washington State's RTI Leadership Team, 2007-2013
- State Wide RTI In-service Webinar planning and presenter (2011-2012)

- Presenter at Richland School District's Summer Institute
- OSPI RTI Strand January Conference Planning and Team Leader (2009)
- Participation on Response to Intervention (RTI) Manual Development, 2006, 2011

Community Service

- Evaluation and Consultation for Shuksan Middle School's 21st Century Community Learning Centers (2015-Present)
- Evaluation and Consultation for Blaine's 21st Century Community Learning Centers (2010-2015)
- Consultant for Lynden Middle School In-service on best practices in problem solving (December 2013)
- Consultant for Blaine Elementary Collaboration and Problem Solving Retreat (May 2013)
- RTI Workshops for Bellingham School District, (2009-2015)
- Bellingham School District Consultant for Response to Intervention Leadership Team, 2009-2012
- RTI Workshops for Blaine School District (2009-2015)
- Consultant for Blaine School Districts Admin Team (2011)
- School Accreditation Reviewer for Blaine Middle School (April 2011)
- RTI Workshops for Sultan School District (2009-2010)
- Written Expression Curriculum Based Measures Workshops (3) for Elger Bay Elementary, Stanwood Schools (2008-2009)
- Consultant for Conway School District (2007)
- Senior Project Reviewer, Meridian High School, Meridian School District (Spring 2007)
- Workshops on Curriculum Based Measures for Meridian School District (Spring 2006 & Fall 2006)
- Interview Team for Bellingham School District Technology Director Position, 2005
- Workshop for Camp Kirby camp counselors
- North Cascades and Olympic Science Partnership Workshop
- Keynote Speaker for Vancouver, B.C. School District Back to School In-service, 2005
- Presentations for Northwest Educational Service District 189
 - o Designing effective graphic Organizers
 - o Introduction to HyperStudio
 - o Supporting Visual Learning in Mathematics Education
- Secondary Special Education Institute, 2004

Departmental Service

- Vocabulary Project (2015-Present)
- Curriculum Alignment (2015-Present)
- Search Committee for New SPED Faculty (2015
- Ad Hoc Advising Study for PEAB (2014)
- Presentation to Woodring Council for Exceptional Children (Spring 2010)
- Curriculum Committee (2006-Present)
- *Graduate Committee (2006-Present)*
- Ershig Assistive Technology Center (2006-Present)
- Search Committee Chair (2007-2008)
- *Admission and Retention Committee*, 2004-2006, 2010-Present)
- Special Education Graduate Committee, 2003-Present

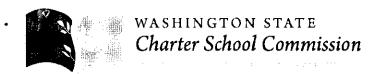
- Special Education Technology Integration Curriculum Alignment, 2003-Present
- Faculty Support with Technology, 2003-Present
- NCATE Preparation, 2005-2006
- Search Committee, 2006
- Technology Curriculum Alignment, 2003-Present
- Infusion of Assistive Technology Principles into all IT 444 Courses
- Technology Portfolio for Ongoing Progress Monitoring, 2005-Present
- Project Team Teach, 2003-2004
- Support with IT Projects, 2002-Present

College Level Service

- Strategic Planning Committee (2016-17)
- Faculty Affairs Council (2015-Present) CHAIR, 2015-16, Chair Elect 2016-17
- Sustainability Committee (2014-15)
- *Tenure and Promotion Committee* (2007-2012)
- Woodring Graduate Committee (2008-2010)
- Woodring Scholarship Committee (2006-Present)
- Course Development for Educational Leadership (2010-2011)
- Woodring Technology Committee, 2003-2009. Chair Elect, 2005; Chair, 2006
 - o Survey of Faculty Use of Technology, 2003-2004
 - Woodring College of Education Technology Buffet, October 2004
 - o Technology Spring Training, April 2005
- Director, Ershig Assistive Technology Resource Center, 2003-Present
- Advanced Classroom Practice Advisory Committee, 2004-2006
- Woodring Technology Committee Task Force, 2003
- Mission and Vision Task Force, 2003-2004
- Course Development for Advanced Classroom Practice
- Development of IT 503: Core course offered as part of the Advanced Classroom Practice M.Ed.
- Development of Instructional Technology Focus Area for M.Ed. in Advanced Classroom Practice. Includes five new courses: IT 571, 572, 573, 574 & 575
- NCATE Preparation, 2005-2006
 - Development of a Web site that highlighted and connected all of Woodring's technology initiatives.
- Reading Discussion Brown-bag,
- Development of Data Sharing Agreement and Partnership between WWU and NWREL

University Level Service

- Committee for Undergraduate Education (2014-2016)
- UPRC (2013)
- Faculty Awards (2010-Present)
- Graduate School Advisory Council (2010-Present)
- Academic Technology Committee, 2004-2006
- University In-Service: "What is a Wiki?" Spring 2006



CHARTER SCHOOL BOARD MEMBER DISCLOSURE FORM

To be completed individually by each proposed charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (Commission) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

- 1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
- 2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

 Name of charter school on whose Board of Directors you intend to serve

| 2. | Full name | Darlene Snider 3404 Shelly Hill Road, Mt Vernon, WA 98274 | | |
|----|---------------------------|--|--|--|
| | Home Address | | | |
| | Business Name and Address | | | |
| | Phone Number | 509.301.4479 | | |
| | E-mail address | Snider.darlene@gmail.com | | |

| 3. | professional bio are attached.) Resume and professional bio are attached. |
|----|---|
| 4. | Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). X Does not apply to me. Yes |

- 5. Why do you wish to serve on the board of the proposed charter school? My career in higher education includes working with historically underserved students completing high school in community college and non-native English language learners seeking college credentials and/or access to family sustaining jobs. It is my personal and professional goal to utilize my knowledge and skills to create systems and policies that ensure that all students have equitable opportunities to succeed to their full potential in secondary and post-secondary pathways. The mission and goals of the Whatcom Intergenerational High School with its focus on creating innovative and enriching learning experiences that take into account student's unique background experiences align with my vision and passion for student experience and success.
- 6. What is your understanding of the appropriate role of a public charter school board member?
 As a public charter school board member, it is my responsibility to ensure that governance practices are established and maintained and align with the vision, mission, and goals of the school. It is also my role as a board member to actively participate in committee meetings and in all efforts that continuously move the project from inception to full implementation. Future work would include supporting the schools leadership in maintaining a high level of
- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. Relevant experience includes over fifteen years of active involved on community college boards and local and state committees working on school improvement and policy implementation. I participated as an educational representative on a statewide taskforce designing the unified statewide plan for full implementation of the Workforce Innovation

program and academic excellence.

and Opportunity Act. I served as chair of the State Board for Community and Technical College Council for Basic Skills (CBS) where I coordinated and led the work of the various committees made up of program deans and directors from across 34 WA community and technical colleges. The work of the CBS council included aligning curriculum for adult high school completion programs with the college and career readiness standards. At a local community college level, I served on the Walla Walla Community College's president's cabinet, which provided oversight for the day-to-day operations of the college as well as strategic initiatives such as evaluating and redesigning college practices including implementing current educational guided pathways reform (Bailey et al, 2015).

8. Describe the specific knowledge and experience that you would bring to the board.

I bring my educational background along with my experience teaching and administering programs in the U.S. and previously in Canada to the work that I will do on the board. My teaching background includes teaching courses in k-12 and college. In addition, I have acquired recent knowledge through doctoral studies in education leadership at Northeastern University. I have taken coursework in entrepreneurial education, education policy, and social justice. I have researched and written about collective impact and other leadership practices that are seen as effective in collaborations and board practices that bringing about system level change. I am currently undertaking research for my dissertation, which investigates the lived experiences of first-generation students from immigrant backgrounds and academic resilience.

School Mission and Program

- 1. What is your understanding of the school's mission and guiding beliefs?

 WIHS envisions learning designed with students and supported by elders generating deep inquiry skills, thoughtful interactions and critical consciousness, ensuring every young person is able to contribute to a more just and sustainable world. The mission drives curriculum design and learning strategies that ensure that students grow academically as curious critical thinkers prepared to successfully enter the workforce or transition from high school to college. A guiding belief is that intergenerational relationships, mentoring, and inspiring curriculum will motivate students to engage fully in all aspects of school and as citizens.
- 2. What is your understanding of the school's proposed educational program?

 The education program is based on phenomenon-based learning grounded in authentic real

world phenomena. The teaching learning cycle includes assessment of skills using observable task based activities that are relevant and transparent and ultimately promote on-going improvement in the teaching and learning process. The program uses a constructivist philosophy where students continually build on prior knowledge to expand knowledge that can be used to solve complex problems. Additionally, a key feature of the program includes a component of mentorship by connecting students with elders and others in the community to develop positive relationships that ensure that ALL students develop academically, emotionally and socially and is prepared to achieve and thrive in all aspects of life.

3. What do you believe to be the characteristics of a successful school? The characteristics of a successful school must be grounded in a philosophy of education. My philosophy of education is heavily influenced by educational philosophy of progressivism. It is my view that successful schools provide learners with practical knowledge and problem-solving skills that they can use immediately and build upon throughout their lifetime. I embrace Dewey's (1938) view that "Everything depends on the quality of the experience which is had" (p. 27). At its best school, or education is offered within the framework of social justice that rejects deficit thinking, and rather adopts student —centered pedagogies that invite diversity into every classroom as a way of weaving together generations of people and strengthening communities. (Dewey, 1938, Giroux, 1992, Takacs, 2002, Sheilds, 2004, Delpit 2002).

Education is an opportunity for personal growth and on-going development that leads to liberation and freedom from oppression (Friere, 2006) by developing awareness of habits and impulses through reflective process that leads to intellectual development and growth. Ultimately, school is where students learn to become self-aware and self-directed in their learning.

It is my view that systems should not be so bound by policy and process that it takes away the constructive process of constructing and de-constructing meaning in the classroom. What Giroux calls a "crisis of leadership," demands: a form of education grounded in a notion of educational leadership that does not begin with the quest of raising test scores, but with a moral and political vision of what it means to educate students to govern, lead a humane life, and address the social welfare of those less fortunate than themselves (Giroux, 1994). This is a notion of leadership that dreams to change the world rather than simply manage it. In this way, an ethical guidepost for me as an educational leader is a commitment to understanding the intellectual, moral, and social responsibility of education and it's placed in transforming society.

Finally, in today's schools social justice, equity must be considered when planning courses and preparing curriculum. What matters in today's society more than ever is that students engage as educated community members prepared to interact daily with people with different perspectives and different backgrounds as well as different ways of being in the world.

4. How will you know that the school is succeeding (or not) in its mission?

A strategic plan with measureable outcome goals aligned with the schools vision and mission must be established and then used to determine whether or not the school is successful. Data captured at each phase of implementation reflect various aspects of the schools performance such as, but not limited to enrollment, retention, academic process, as well as other administrative effectiveness areas. Quantitative and qualitative data can be analyzed for the purposed of identifying areas of success and areas where adjustments need to be made for ongoing compliance with state and federal requirements and for school improvement. Students' voice and perspective along with the insights of the board of directors, community partners, and teachers will be important in determining whether the mission is transparent and clearly understood and informed by all members of the community.

Governance

- 1. Describe the role that the board will play in the school's operation.
 - Charter school boards must manage themselves by investing in proven governance best practices regarding board composition, committee structure, meetings, and dynamics.
 - Establish goals and method for evaluating continuous improvement.
 - Seek location and facilities (year one)
 - Set budget and establish fund raising programs
- 2. How will you know if the school is successful at the end of the first year of operation?
 - The charter has been written and approved and the strategic plan is being implemented.
 - Board structure has been established and a framework is in place for high functioning team engagement.
 - Academic standards for excellence are defined and methods of tracking student achievement are in place.
 - Individuals representing the diversity of the greater community within the school

- district staff board committees.
- Job descriptions for school employees are written and approved by the board of directors and all employees are in place.
- Student enrollment rate is established and recruitment efforts are underway.
- Budgets are clearly defined and method for continuous review have been established and agreed upon by all board members.
- Process for electing and rotating board members and duties has been approved by the board of directors.
- 3. How will you know at the end of four years if the school is successful?
 - The strategic plan reveals that the school is meeting outcome targets in enrollment, pass rates, and graduation rates. Additionally, strategies to transition students into college are evaluated based upon students' successful completion of their first year of college.
 - Key partners are actively engaged as advisors and board members.
 - Strategies for on-going improvement are well established and reviewed on an annual basis
 - Budgets are reviewed at board meetings and maintained in good standing at the allocated funding level.
 - The board meets regularly and is engaged and supports the mission of the school.
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - The board will need to be active ensuring that the school maintains a strong connection to the vision and mission (avoid mission creep).
 - A strategic plan needs to be transparent and communicated to all stakeholders with opportunity for frequent evaluation to see that decisions align with the plan as written and agreed upon by the board of directors.
 - Active engagement by board members includes attending all meetings and being responsive to emails or other communication between meetings so that decisions can be made on a timely basis.
 - Diversity on the board ensures that there is a wide range of perspectives offered by the team.

- The board hires highly skilled and competent school leaders and teachers.
- All issues are brought forward for discussion in a timely way so that they can be addressed and resolved.
- **5.** How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

In this situation, I would approach the board chair with the concern and provide details and examples of where the unethical practices are occurring. A process for reviewing the complaint and bringing to the larger board would ideally be in place (board members agreement) so that the complaint can be presented in a way that enables conversation and resolution rather than defensiveness and discord. If the infraction rose to the level of working against the mission and vision of the school and/or is creating negative messaging that damages the reputation of the school, the board's executive committee should make a final determination to remove the board member. All meetings and steps in the process should be documented thoroughly and maintained in the board meeting notes in the event that issues arise in the future.

Disclosures

| 1. | Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes |
|----|--|
| 2. | Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes |
| 3. | Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes |

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4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the

| | business that is being or will be conducted. |
|----|--|
| | |
| 5. | If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization. Yes |
| 6. | If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. N/A I / we have no such interest. Yes |
| 7. | If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A. X / we or my family do not anticipate conducting any such business. Yes |
| 8. | Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Tes |
| 9. | Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes |

Certification

I, Darlene <u>Snider</u> certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for

| | on A | 12.10.2018 |
|-----------|------|------------|
| Signature | | Date |

Whatcom Intergenerational High School (WIHS) Charter School is true and correct in every respect.

DARLENE SNIDER

3404 Shelly Hill Road, Mt Vernon, WA 98274 • (509) 301-4479 • snider.darlene@gmail.com

EXECUTIVE, HIGHER EDUCATION ADMINISTRATION

Academic Leadership | Program Development | Team Management | Management Relations/Liaison

Seasoned educational leader with over two decades of demonstrated career spanning the education sector, including more than 10 years of administration and teaching experience in the higher education area. Reputation for planning and initiating pioneering program and curriculum, fostering effective partnerships, and recruiting, developing and leading highly-skilled, cross-cultural teams for service excellence and target achievement. Visionary operations executive with proven expertise managing multi-million-dollar budgets while driving the standards of excellence through innovative academic programming. Delivers enterprise-wide leadership built upon the core values of hard work, team-oriented focus, and strong governance.

AREA OF EXPERTISE

- Strategic Planning and Direction
- Project/Program Management
- Curriculum Planning & Development
- Regulatory and Policy Compliance
- Budgeting and Resource Management
- Staff/Management Relations
- Team Training & Development
- Organizational Effectiveness
- Executive Board Leadership
- Relationship Development
- Instructional Programs
- Community Engagement

KEY CONTRIBUTIONS/EXPERIENCE HIGHLIGHTS

<u>Higher Education Administration/Leadership:</u> Proven academic leadership directing highly-skilled teams of faculty and staff while devising and implementing college goals including the development of robust programs and curriculum, recruitment and training of faculty and staff, scheduling of courses, and grant procurement.

<u>Program Development:</u> Planned and initiated highly innovative campus programs to foster student success and achievement such as Integrated Basic Education Skills Training (I-BEST), High School 21+, and Integrated English Digital Acceleration.

<u>Teaching & Instruction:</u> Over 10 years of hands-on classroom teaching experience providing education to students in elementary education, community college, and four-year schools in the US and Canada.

<u>Liaison and Committee Work:</u> Rendered strategic leadership and vision on state level councils, advisory committees, and workforce development councils. Fostered positive relationships leading faculty in basic skills, academic, and workforce programs. Served on State Advisory Councils to create system policies in English Language Acquisition, precollege, Student Achievement, Guided Pathways, and developed state policy for the Workforce Innovation and Opportunity Act.

Fiscal Management: Solid budgetary experience emphasizing the balance between high quality programming and efficiency.

<u>Grants & Presentations:</u> Proven track record generating funds through writing well-researched, appealing grant proposals. Presented at various councils, advisory boards and conferences on a variety of topics pertaining to adult education.

EDUCATION & CERTIFICATION

Educational Doctorate, Candidate in Educational Leadership – Northeastern University – Boston, MA Expected completion 2019

Masters of Arts in Teaching Speakers of Other Languages – School for International Training – Brattleboro, VT

2004 1988

BA Psychology, Concentration in Human Services – Trinity Western University – Langley, BC, Canada

Teach for Understanding 1: Focus on Student Understanding WIDE World – Harvard Graduate School of Education

2011

DARLENE SNIDER PAGE | 2

PROFESSIONAL EXPERIENCE

WHATCOM COMMUNITY COLLEGE

Bellingham, Washington

Project Director, TRIO Upward Bound

2018-present

Provide leadership and direction for TRIO Upward Bound to strategically engage partners in recruiting and supporting program eligible students through secondary and postsecondary education.

- Collaborate with WCC and high school faculty and staff in recruiting and supporting Upward Bound students.
- Develop, Plan, Implement, and evaluate Upward Bound program grant activities including financial literacy, career and academic planning, and transition to college.
- Prepare grant budgets and written state and federal reports.
- Implement student data base management system and track participant performance and monitor student's performance.
- Recruit, hire, train, and provide professional development for Upward Bound staff.
- Develop and direct enrichment activities including academic tutoring, college visits, and summer bridge program.

WALLA WALLA COMMUNITY COLLEGE

Walla Walla, Washington

Dean of Transitional Studies & High School Programs

2013 - 2018

Leverage extensive leadership vision and strategic insight spearheading all facets of the Transitional Studies department, from teams and resources management, to program and curriculum development, and Liaison/Committee Work.

- Review Transitional Studies and high school program course offerings while initiating new, innovative programs.
- Update web-based college catalog and quarterly class schedules. Manage the unit's Master Course Outlines (MCOs), syllabi supporting the alignment of Transitional Studies curricula on the Walla Walla campus and at satellite sites.
- Establish collaboration with internal partners to align departmental programs to promote student access, retention, success, and the integration of basic skills and workforce education. This includes coordinating with college personnel to implement initiatives that include Transitional Studies and high school education components.
- Facilitate communication with external partners including local high schools regarding community-wide initiatives to promote literacy and access to higher education. Take an active role in promoting and developing Hispanic initiatives.
- Steer the recruitment, training and evaluation of Transitional Studies personnel at designated locations, to include ABE.GED, ESL, pre-college studies, Alternative Education Program and related instruction at the Walla Walla campus, the Clarkston Center, Garrison Night School, IBP-Tyson Foods, Farm Labor Camp, Broetje Orchards, St. Patrick's Church, and other sites.
- Coordinate all aspects of assessment, planning, and budgeting by using a strategic planning process, and preparing a robust instructional and assessment plan and budget involving faculty and staff in planning processes.
- Facilitate the classroom, program, department, and unit assessment planning, responding, and reporting, to include Student Learning Assessment Plans and Responses and Department Plans and Responses.
- Manage contracts with federal and state agencies including the State Board for Community and Technical Colleges and the Workforce Education and Training Coordinating Board.
- Plan and deliver appropriate development activities for new and experienced department staff, both within and between programs and departments.
- Serve on College Council, Instructional Council, Outcomes Review Committee, and Curriculum Committee.
- Attend meetings of the Washington State Council on Basic Skills, the WWCC Board of Trustees, Workforce Development Council, and Deans Council.
- Lead monthly unit meetings with faculty leaders while serving as a liaison with the State Board for Community and Technical Colleges, Office of Adult Education, and other appropriate agencies and associations.

Director, Transitional Studies

2010 - 2013

Rendered leadership and administration of developmental education throughout the Walla Walla Community College district. Reviewed program and course offerings, and developed new programs and courses, including e-learning courses to meet emerging or changing needs of students and the community. Approved new instructional offerings and quarterly class schedules.

 Administered the faculty and classified staff of ABE/GED, ESL, High School 21+, Alternative Education Program, pre-college, occupational support, and I-BEST. DARLENE SNIDER PAGE | 3

- Evaluated all faculty, aides, and classified staff annually in accordance with college policies.
- Recommended the appointment of faculty members to the Vice President of Instruction.
- Facilitated effective recommendations to the Tenure and Dismissal Review Committee in accordance with college policies.
- Developed and implemented orientation and staff development programs for new faculty and staff.
- Formulated and managed an annual instructional plan and budget. Prepared and update a comprehensive instructional plan for Transitional Studies and Alternative Education Program.
- Actively contributed to the faculty and staff in the planning process.
- Promoted the Transitional Studies and Alternative Education programs and recruit students.
- Liaised with state and federal agencies, public and private schools, community colleges, community agencies, and business and industry concerning transitional studies programs.

Walla Walla Community College Faculty

2000 - 2010

- Effectively taught 2-3 sections of courses for English for Speakers of Other Languages in the Transitional Studies Department.
- Created language courses for multilevel adult English language learners studying in campus and community based classrooms.
- Led professional development activities while coordinating curriculum development, faculty mentoring.

| PRIOR EXPERIENCE | | | | |
|---|----------------|--|--|--|
| Whitman College Lecturer | (2008 – 2009) | | | |
| Washington State Penitentiary Adjunct Faculty | (2000 – 2004) | | | |
| Whitman College Adjunct Instructor, SSRA | (1997 – 2003) | | | |
| Trinity Western University Admissions Counselor | (1992 – 1996) | | | |
| Heath Elementary Education Assistant-Special Education | (1990 – 1991) | | | |
| COMMITTEE INVOLVEMENT | | | | |
| Washington Executive Leadership Academy (WELA) | Admitted | | | |
| Lead Faculty in Redesign of First Year Experience Curriculum | 2017 – Present | | | |
| Lead College-Wide Guided Pathways Reform 201 | | | | |
| Walla Walla Community Council, Study Team Member | 2016 – 17 | | | |
| Workforce Board WIOA Implementation Task Force | 2016 – 17 | | | |
| Chair, WA State Council for Basic Skills 2014 | | | | |
| WA State Adult Education Advisory Committee Member | 2014 – 15 | | | |
| Council for Basic Skills Representative on Instruction Commission Council | 2014 – 15 | | | |
| Adult Basic Education Representative on Governor's WIOA Advisory | 2014 – 15 | | | |
| WIOA Governor's Sub Committee Task Force | 2014 – 15 | | | |
| Soroptimist Charter Club, Charter and Executive Board Member | 2010 – 12 | | | |
| Leadership Walla Walla Program Graduate | 2010 – 11 | | | |
| Trainer, Washington State Adult Standards Implementation | 2010 – 11 | | | |
| WA State Student Achievement Task Force Committee Member | 2007 | | | |

GRANTS & PROJECTS

- Research and develop accessible curriculum for students with disabilities (\$17,000)
- Research, write strategic plan, and lead faculty in developing curriculum aligned with Workforce Innovation and Opportunity (WIOA) Title II act (annual funding through 2020)

DARLENE SNIDER PAGE | 4

 Research and develop Adult Basic Education Five-year Strategic Plan for WWCC Adult Basic Education Programs to ensure program vision and compliance with WIOA. (152,000)

- Design and implement a program for at risk youth in partnership with Skill UP WA, Blue Mountain Action Council and Work Force
 Development Council (\$250,000)
- Acquire innovations grant to develop Adult Basic Education High School program (\$42,000)
- Develop ESL level 1-3 Health Care Workers curriculum leading toward work ready certificates (\$55.000)
- Selected by the State Board for Community and Technical Colleges to develop Gates funded Integrated Digital English Accelerated project (\$154,000)
- Plan a year-long cross-division professional development project promoting a culture of student's responsibility in developmental and basic education for adults.
- Design collaborative project for student services and adult basic education using NCADA resources to streamline advising for students transitioning from basic skills to college.

PRESENTATIONS & PUBLICATIONS

- Presenter, 2017 Workforce Development Council "Reforms in Adult Education"
- Presenter, 2015 Best Practices Exchange "Integrated Instruction for Guided Pathways"
- Presenter, 2016, WA Adult Education State Advisory Board, "College and Career Navigation for Basic Education for Adults"
- Lorenzo, G. (2015). Developmental education: A national perspective. (*Published Monograph*).
- Snider, Darlene (2014) "Education Starts Students up Ladder of Success" Walla Walla Union Bulletin.
- Presenter, May 2014 Trustees Association of Community and Technical Colleges Spring Conference "Integrated English Digital Acceleration"
- Presenter, 2014 Accelerating Opportunities National Conference on Integrated Basic Skills Pathways "Building Industry Partnerships and On-Ramps to Integrated Career Pathways"
- Presenter, 2013 Accelerating Opportunities National Conference on Integrated Basic Skills "Making I-BEST work at a Rural College"
- Presenter and State trainer, 2011-12 WA State Learning Standards Director's Institutes
- Presenter, 2010 Rendezvous SBCTC Summer Institute "Moving Beyond Competency to Deeper Understanding"
- Presenter and Discussion Leader, 2008 Rendezvous SBCTC summer Institute "Recycle it! ESL Contextualized Curriculum"
- Trainer, 2006 SBCTC English Literacy Standards Training Workshop leader Columbia Basin Community College Big Bend
 Community College, Clark College "Reading Strategies in Adult Literacy"
- Presenter, 2004 Sandonova Conference, Brattleboro, VT "Cultural Diversity and Learning Styles"



members. The WIHS process for recruiting board members includes:

member if they have any questions.

consider joining the board.

WIHS BOARD RECRUITMENT PACKET

Whatcom Intergenerational High School (WIHS) is seeking committed, skilled, and participative board

Board Recruitment Guidelines

1. Use Board profile grid to determine current interests/expertise and needed expertise. Develop a list of potential candidates (using interest/nomination forms) and maintain the list for future use. This process will be led by the ED/Board chair in start-up and moved to the Governance Committee once operational. 2. Reference the list of potential candidates to decide who, when, and how to approach selected individuals. 3. Prospective board members meet with the board chair, co-founders, other staff for an overview of the organization, receive or review info packet, and confirm interest/nomination form. Info packet materials describing the organization, to create educated buy-in (e.g., WIHS mission/vision, performance framework, charter mission-specific board goals) Board member responsibilities and commitments Description of board orientation 4. Review interest/nomination forms. Identify any potential conflicts of interest with the candidate (e.g., is he or she on the board of a competing organization, a vendor of the organization, etc.). 5. Invite the prospective new member to a board meeting. Notify current board

members that a potential new member will be attending. Introduce the member right away in the meeting and, at the end of the meeting, ask the potential new

6. Shortly after the meeting, call the prospective new member to hear if they want to

7. Hold elections (annual meeting, next board meeting). Notify new members and

provide a board calendar and date for the board orientation.

Board Nomination/Orientation Committee Materials

Attraction and Recruitment

Board profile grid

Nominating form

Interest form

Board responsibilities and commitments

Tracking form

Information packet (mission, marketing materials)

Orientation Materials and Topics and Materials:

- WIHS mission/vision
- By-laws
- Policies
- Charter application
- Charter contract
- Board training and development

Board Profile Grid

This tool is used to assess the interests, professional skills, and representation of current board members.

| CURDINAT ROADD AAGAADEDS | | | | | | | | |
|----------------------------------|---|--|--|--|--|--|--|--|
| CURRENT BOARD MEMBERS | | | | | | | | |
| Academic/Education | | | | | | | | |
| Accounting | | | | | | | | |
| Administration | | | | | | | | |
| Banking, Investments, and Trusts | | | | | | | | |
| Business/Corporate | | | | | | | | |
| Board Experience | | | | | | | | |
| Diversity, Equity, Inclusion | | | | | | | | |
| Financial Management | | | | | | | | |
| Fundraising/Grantmaking | | | | | | | | |
| Government | | | | | | | | |
| Law and charter; Regulations | | | | | | | | |
| Community Linkage | | | | | | | | |
| Marketing | | | | | | | | |
| Organizational Management | | | | | | | | |
| Personnel/HR | | | | | | | | |
| Performance Management | | | | | | | | |
| Public Relations | | | | | | | | |
| Strategic or Long-range Planning | | | | | | | | |
| Technology | | | | | | | | |
| WHIS Design Elements: | | | | | | | | |
| Phenomenon-based Learning | | | | | | | | |
| Critical Literacy | | | | | | | | |
| Intergenerational Mentorship | | | | | | | | |
| Board diversity | 1 | | | | | | | |
| Female | | | | | | | | |
| Male | | | | | | | | |
| GLBTQ | | | | | | | | |
| African American | | | | | | | | |
| Asian | | | | | | | | |
| Caucasian | | | | | | | | |
| Latina/o | | | | | | | | |
| Native American | | | | | | | | |
| Links to stakeholder groups | | | | | | | | |
| Community/Resident | | | | | | | | |
| Parent/Guardian | | | | | | | | |
| Staff member | | | | | | | | |

Board of Directors Nomination Form

This form can be used by anyone to nominate individuals to serve on the WIHS board of directors. Please return the completed form to the Executive Director or Board Governance Committee (as applicable).

| Nominee: | | | |
|------------------------|------------------------------|---|-----|
| Employer and Title: | | | |
| Address: | | | |
| City: | State: | Zip: | |
| Phone: (B) | (н | 1) | |
| Recommendation for | : 🗆 Board 🗅 Committee: | | |
| Describe skills and ta | lents of the nominee: | | |
| To your knowledge, v | vhat board function based on | the board profile grid does this nominee posses | is? |
| Why are you recomm | ending this person? | | |
| Nominator: | | Date: | |

Board Member Interest Form

To be filled out by person interested or board member nominating the candidate

| Name: | :Phor | ne: |
|----------|--|------------------------|
| Address | ss:E-mai | il: |
| Relevar | ant community experience and/or employment (attach a résumé | if relevant): |
| Past bo | oard experience: | |
| Current | nt volunteer commitments/board of directors: | |
| Why are | re you interested in serving as a WIHS board member? | |
| What is | is your interest in academics for students in Whatcom County? | |
| Are you | ou available to attend board meetings once a month for approxim | nately two hours? |
| Will you | ou be available for personal contact in between board meetings? | |
| Area(s) | e) of expertise/contributions you would like to make to WIHS as a | Board Director: |
| Would | I you be interested in participating on a working committee? | |
| | Working Board Committees | |
| | Governance Board Committees Board Governance; Finance; Facilities; Fundraising and Donor De | velopment; ED Review |

Policy Board Responsibilities

Advance the Organization's Mission and Purpose

- 1. Link with membership (community volunteers, parents/guardians, and staff)
- 2. Hire the school's management
- 3. Set policy: Board operations

Executive Limitations

Board/Executive relationship

Mission, strategic intentions and annual results (set with staff)

- 4. Monitor executive policies and results to ensure organizational performance
- 5. Monitor board operations policies and results to ensure board performance
- 6. Fulfill fiduciary responsibilities

Duty of Care Duty of Loyalty Duty of Obedience

7. Implement fundraising and grantmaking plan

A governing board ensures organizational excellence. As a member of the board, we expect that by working together effectively, these responsibilities can be met through the following commitments.

Board Member Commitments

- 1. Regularly attend monthly board meetings and important related meetings.
- 2. Meet expectations for board meeting preparation.
- 3. Meet commitments for projects and committee work.
- 4. Actively participate in the board's annual evaluation and planning efforts.

Tracking Form

Tracking form ensures each candidate's nomination includes all appropriate steps.

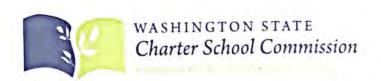
| Potential Candidate | Interest/ Nomination form completed | Meeting with Board chair & other(s) | Nominee attended board meeting | Assessment Invitation | Action Taken Election |
|---------------------|--|---|---|--------------------------|--------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |



Section 16: Attachment 15

Contents:

• Initial Background Check Certification Form



INITIAL BACKGROUND CHECK CERTIFICATION

As the duly authorized representative of the Whatcom Intergenerational High School, I certify that the background check verification process has been initiated for each board member and school leader and will be completed within the timetables set forth in the Sample Contract: Attachment 1 Pre-Opening Process and Conditions.

I also acknowledge that this is an ongoing obligation and if there is a change in board membership or school leadership the background check verification process must be immediately initiated to ensure compliance with our obligations as a charter public school applicant.

Signed and dated this 16th day of January in Bellingham, Washington, under penalty of perjury.

| Whatcom Intergenerational High School | |
|---|------------|
| NAME OF SCHOOL | |
| to the land | 01 28 2019 |
| SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE | DATE |
| Darlone Suider | |
| NAME OF DULY AUTHORIZED REPRESENTATIVE | |



Section 16: Attachment 16

Contents:

- Code of Ethics Policy
- Conflict of Interest Policy
- Signed Board Member Conflict of Interest Forms

WHATCOM INTERGENERATIONAL HIGH SCHOOL CODE OF ETHICS FOR

BOARD OF DIRECTORS, OFFICERS, EMPLOYEES AND VOLUNTEERS

The Board of Directors (the "Board of Directors") of Whatcom Intergenerational High School, a Washington nonprofit Corporation ("WIHS) recognizes that appropriate ethical standards serve to increase the effectiveness of the Board of Directors and its staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence and the attainment of established educational goals.

Therefore, every officer, employee and volunteer, whether paid or unpaid, including the Board of Directors, shall adhere to the following code of ethics (the "Code"):

1. Gifts. An officer, employee, volunteer or director shall not directly or indirectly solicit any gifts; nor shall an officer, employee, volunteer or director accept or receive any gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a rolling twelve month period, whether in the form of money, services, loan, travel, entertainment, hospitality or promise, or any other form, it if could be reasonably inferred that the gift was intended to influence the recipient inher or his performance of his or her official duties or was intended as a reward for any official action on the recipient's part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to employees and volunteers. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

- 2. Confidential Information. An officer, employee, volunteer or director shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board of Directors held in accordance with RCW .42.30.110, whether such information is deemed confidential or not.
- Representation before the Board. An officer, employee, volunteer or
 director shall not receive or enter into any agreement, express or implied, for compensation for services
 to be rendered in relation to any matter before the Board of Directors, unless specifically approved
 according to WIHS's Conflicts of Interest Policy.
- 4. Representation before the Board for a contingent fee. An officer, employee, volunteer or directors shall not receive or enter into any agreement, express or implied for compensation for services to be rendered in relation to any matter before the Board of Directors, whereby the compensation is to be dependent or contingent upon any action by WIHS with respect to such matter, provided that this paragraph 4 shall not prohibit the establishment of fees based upon the reasonable value of the services rendered.

- **5. Disclosure of Interest in matters before the Board.** A member of the Board of Directors, an officer, an employee or a volunteer of WIHS, whether paid or unpaid, who participated in the discussion or provides official opinion to the Board of Directors on any matter before the Board of Directors shall publicly disclose on the official record the nature and extent of any direct or indirect financial or private interest he or she has in such matter. Any director shall also adhere to the Conflicts of Interest Policy adopted by WIHS.
- **6. Investments in conflict with official duties.** An officer, employee, volunteer or director shall not invest or hold any investment directly in any financial business, commercial or other private transaction that created a conflict or perceived conflict with his or her official duties.
- **7. Private employment**. An officer, employee, volunteer, or director shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates conflict with or impair the proper discharge of his or her official duties for WIHS.
- **8. Future employment.** An officer, employee, volunteer, or directors shall not, after termination of service or employment with WIHS, appear before the Board of Directors or any panel of committee of the Board of Directors, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment with WIHS or that was under his or her active consideration.

9. Distribution and Acknowledgement of Code of Ethics

The Executive Officer of WIHS shall cause a copy of this Code to be distributed to every officer, employee, volunteer and director of WIHS, and each such party shall sign the Acknowledgement of Code of Ethics in substantially the form attached hereto as Exhibit A (the "Acknowledgement"). Each officer, employee, volunteer, and director elected or appointed thereafter shall be furnished a copy and sign the Acknowledgement before entering upon the duties of his or her office or position.

Penalties

In addition to any penalties contained in any other provision of law, any person who shall knowingly and intentionally violate any provision of this Code may be fined, suspended, or removed from office, employment, volunteer position or as director, as the case may be, in the manner provided by law and WIHS governing documents.

Conflict of Interest Policy of Whatcom Intergenerational High School

ARTICLE I PURPOSE

The purpose of this conflict of interest policy (this "Policy") is to protect the interest of Whatcom Intergenerational High School, a Washington nonprofit corporation ("WIHS"), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of WIHS or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II DEFINITIONS

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect Financial Interest (as defined below), is an "Interested Person."

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family (each, a "Financial Interest"):

- a. An ownership or investment interest in any entity with which WIHS has a transactionor arrangement;
- b. A compensation arrangement with WIHS or with an entity or individual with which WIHS has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which WIHS is negotiating a transaction or arrangement.

As used herein, "compensation" includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A Financial Interest is not necessarily a Conflict of Interest (as defined below). Under Article III, Section 2, a person who has a Financial Interest may have a Conflict of Interest only if the appropriate governing board or committee decides that a Conflict of Interest exists.

ARTICLE III PROCEDURES

1. Duty to Disclose

In connection with any actual or possible Conflict of Interest, an Interested Person must disclose the existence of the Financial Interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the Financial interest and all material facts related thereto, and after any discussion with the Interested Person, he/she shall leave the governing board or committee meeting while the determination of a Conflict of Interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists (a "Conflict of Interest").

3. Procedures for Addressing the Conflict of Interest

- a. An Interested Person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible Conflict of Interest.
- b. The chairperson (or acting chairperson) of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether WIHS can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a Conflict of Interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a Conflict of Interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in WIHS's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has a reasonable cause to believe a member has failed to disclose actual or possible Conflicts of Interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV RECORDS OF PROCEEDINGS

- 1. The minutes of the governing board and all committees with board delegated powers shall contain:
 - a. The names of the Interested Persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible Conflict of Interest, the nature of the Financial Interest, any action taken to determine whether a Conflict of Interest was present, and the governing board's or committee's decision as to whether a Conflict of Interest in fact existed.
 - b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to

the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V COMPENSATION

- 1. A voting member of the governing board who receives compensation, directly or indirectly, from WIHS for services precluded from voting on matters pertaining to that member's compensation.
- 2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from WIHS for services is precluded from voting on matters pertaining to that member's compensation.
- No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from WIHS, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI ACKNOWLEDGEMENT

- 1. Each director, principal officer and member of the committee with governing boarddelegated powers shall sign a statement in substantially the form attached hereto as Exhibit A (the "Acknowledgement"), which affirms that such person:
 - a. Has received a copy of the Policy
 - b. Has read and understands the Policy
 - c. Has agreed to comply with the Policy, and
 - d. Understands that WIHS is a nonprofit corporation and in to order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII PERIODIC REVIEWS

- 1. To ensure that WIHS operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic review shall, at a minimum, include the following subjects:
 - a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
 - b. Whether partnerships, joint ventures, and arrangements with management organizations conform to WIHS's written policies, are properly recorded, reflect reasonable investment, or payments for goods and services, further charitable purposes do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII USE OF OUTSIDE EXPERTS

1. When conducting the periodic reviews as provided for in Article VII, WIHS may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

(Signature page to acknowledgement follows)

- I, the undersigned, hereby acknowledge and agree that: (a) I have received a copy of the Whatcom Intergenerational High School Conflict of Interest Policy (the "Policy"); (b) I have read the Policy and understand its contents; (c) I shall be bound by and comply with the Policy's terms and conditions; and
- (d) WIHS is a nonprofit corporation and in order to maintain its federal tax exemptionit must engage primarily in activities which accomplish one or more if its tax-exempt purposes.

| Name: | | | |
|---------|----|--|--|
| Date: _ | | | |
| Positio | n: | | |

| Name: Al Leut & | | | Date: | JAN: 16, 2019 |
|-----------------|-------|-------|-------|---------------|
| Position: | BOARD | CHAZA | | |

| Name: (EMMA | Owens) | Frank. O | Date: 12/11/18 |
|-----------------|--------|----------|----------------|
| Position: Board | Clerk | | |

| Name: | Jarlenu | Sinder | Date: _ | 12.10.2018 |
|-------------|---------|----------|---------|------------|
| Position: _ | Board S | ecretary | | |

| Name: | Mancy Braan | Date: 12 11 18 |
|----------|-------------|----------------|
| osition: | Facilitias | |

I, the undersigned, hereby acknowledge and agree that: (a) I have received a copy of the Whatcom Intergenerational High School Conflict of Interest Policy (the "Policy"); (b) I have read the Policy and understand its contents; (c) I shall be bound by and comply with the Policy's terms and conditions; and (d) WIHS is a nonprofit corporation and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more if its tax-exempt purposes.

| Name: Mixt of M | guloaer | Date: 12/12 | 1/18 |
|-----------------|---------|-------------|------|
| 3.00 | | | |

Position: SCHOOL BOARD MEMBER

| Name: | Tracy Pyscher | Date: _ | 12/12/2018 |
|-------------|---------------|---------|------------|
| | | | |
| Position: _ | Board Member | | |

| Name: | Brayth | on Her | inandez | Date: | 12/21 | 18 |
|-----------|--------|--------|---------|-------|-------|----|
| Position: | Art a | nd Mus | sic | | | |

| Name: | Sadie Osen | Date: _ | 12/19/2018 |
|------------------------|--------------|--------------|------------|
| Position: _. | co. founding | board member | |

| Name: 10 (11 y co | E.Li | Date/ 29 - / 9 |
|-----------------------|--------|----------------|
| Position: <u>Kaxd</u> | Member | |



Section 19: Attachment 17

Contents:

- Partnership Documentation While WIHS has engaged in partnership conversations with its local districts, it has not formalized a relationship via an MOU or agreement.
- Letter of District-Charter Partnership Support, Georgia Heyward, Center for Reinventing Public Education



February 18, 2019

Ms. Cindi Williams, Chairperson Washington State Charter School Commission P.O. Box 40996 Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

The Center on Reinventing Public Education (CRPE) is a bipartisan research and policy center affiliated with the University of Washington Bothell. For twenty-five years, the center has conducted research and policy analysis of charter schools and the portfolio school model. A special area of expertise is charter-district collaboration. Across fifteen published reports, we have explored collaboration as it relates to instructional practice, district declining enrollment, parent navigation of choice, facilities access, and accountability, among others.

As part of a two-year grant with the Gates Foundation to support district-charter collaboration in Washington State, CRPE has been advising charter leaders on strategy and district communication. CRPE researchers have been in contact with the founder of Whatcom Intergenerational High School (WIHS), Cindy Reuther. The nature of our support is detailed below:

- We have spoken with Reuther to discuss the school's model and outreach, which she has used to conduct outreach to district leadership and board members.
- We provided the team with a landscape analysis of the Bellingham district, which Reuther used to understand how the school's proposed model aligns with district strategy and to identify areas for potential collaboration.

We are also aware of Reuther's significant outreach to local district and school leaders, which include:

- A presentation to district leadership at Ferndale and Bellingham School Districts, with follow-up meetings planned. One of the results of those meetings was the decision to share service providers for technology, speech and occupational therapy, and professional development.
- A proposed partnership with the Deputy Superintendent of Bellingham School District to help evaluate the school's post-secondary readiness and school culture initiatives.

- Communication with principals and teaching and learning personnel in both districts to discuss instructional strategy sharing across area schools.
- Communication with middle school principals about enrollment at WIHS.

Reuther has demonstrated a commitment to creating partnerships with the Bellingham and Ferndale School Districts, and we plan to support her as she continues her collaboration efforts.

Should you have any questions or need additional information, please feel free to reach me at ghey@uw.edu.

Georgia Heyward Research Analyst



Section 20: Attachment 18

Contents:

• ESP Contract Term Sheet - N/A - WIHS has no contracts with ESPs.



Section 21: Attachment 19

Contents:

• Staffing Chart



Updated: November 29, 2016

STAFFING CHART

Directions: Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed.

High School Staffing Model and Rollout

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Capacity |
|------------------------------------|--------|--------|--------|--------|--------|----------|
| Executive Director | 1 | .5 | | | | |
| Principal | 1 | 1 | 1 | 1 | 1 | 1 |
| DOO | 1 | 1 | 1 | 1 | 1 | 1 |
| Program Coordinator | | | .5 | 1 | 1 | 1 |
| Office Manager | 1 | 1 | 1 | 1 | 1 | 1 |
| Classroom Teachers (Core Subjects) | 4 | 8 | 10 | 10 | 10 | 10 |
| Classroom Teachers (Specials 4 PT) | 2 | 4 | 4 | 5 | 5 | 5 |
| Special Education Teacher | 1 | 1 | 1 | 2 | 2 | 2 |
| ELL Teacher/Specialist | 1 | 1 | 1 | 1 | 1 | 1 |
| Teacher Aides and Assistants | | | 1 | 2 | 2 | 2 |
| Total FTEs | 12 | 17.5 | 21.5 | 25 | 25 | 25 |

The table above includes salaried employees and aligns to the Financial Plan Workbook.



Section 21: Attachment 20

Contents:

Principal Evaluation Tools - All materials shared with permission by ©2012,
 2016 University of Washington Center for Educational Leadership.

Improvement of Instructional Practice

Shared Vision of Effective Instruction

NOVICE EMERGING ACCOMPLISHED EXPERT Has a vision for classroom Uses an instructional framework . Uses an instructional framework to · Engages teachers collaboratively in the use of an instructional framework to collect and analyze instruction that is based primarily to collect and analyze observation establish and communicate a common observation data. Conducts conversations with upon personal experience and data during some classroom language and shared vision for effective the principal's understanding of visits. Principal and teacher instructional practice. Principal and teacher teachers that reveal shared understanding conversations reveal differences conversations reveal similarities in the way and common language of quality instructional the district's teacher evaluation system. Principal and teacher in the descriptions of what the they describe what teachers and students practice that provides equitable learning principal and teachers saw and interactions reveal that teachers should be saying and doing. experiences for all students. heard as well as differences in the are unaware of the principal's language they use to describe vision for instruction. what was observed. · Understands state standards and ensures Has limited knowledge of state Uses knowledge of state standards to · Engages teachers in the discussion of the ensure student learning is aligned with standards or how to use them to student learning is aligned with gradeinstructional practices driven by standards to grade-level standards in some content level standards that drive instruction for build and sustain a shared vision and common drive instruction. areas and/or for some students. all students. language about quality instruction.

Management of Systems and Processes Professional Growth

| NOVICE | EMERGING | ACCOMPLISHED | EXPERT |
|---|---|---|---|
| Provides optional opportunities for teachers to collaborate. | Provides time and space for both content and grade-level teacher collaboration. | Creates and maintains a supportive working environment. Provides the time, space and resources for ongoing, genuine and meaningful teacher collaboration. | Creates and maintains a supportive working environment. Provides the flexible time, space and resources for ongoing, genuine and meaningful teacher collaboration around student and teacher learning needs. |
| Models individual decision-making and primarily independent ways of working. | Attempts to model effective collaboration. | Models and facilitates effective collaboration. | Models and facilitates effective collaboration that is reflected in teachers' work and the school's collaborative structures and processes. |
| Provides opportunities for teacher professional development to comply with the district plan priorities. | Provides opportunities for teacher professional development through whole-staff presentations. | Develops and implements a process to identify multiple types of professional development (observing each other's practice, coaching, modeling, lesson study, cycle of inquiry, peer-to-peer teaming, etc.) based on individual needs of teachers aligned to the vision and mission of academic success for every student. | Using the ongoing analysis of data, implements a collaborative process to identify differentiated types of professional development (observing each other's practice, coaching, modeling, lesson study, cycle of inquiry, peer-to-peer teaming, etc.) based on identified needs of each individual teacher aligned to the vision and mission of academic success for every student. |
| Provides whole-group presentations as the primary form of professional development. | Professional development is planned as one-day or multi-day workshops. | Implements a comprehensive approach for supporting and developing staff using appropriate modes and structures. | Provides opportunities for teachers to take ownership for ensuring their own continuous professional growth by reflecting on their instructional practice data and student performance and setting professional growth goals using differentiated modes and structures. |



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Principal Support Framework

VERSION 2.0

The Principal Support Framework describes key actions of central offices that effectively support principals as instructional leaders. Based upon a broad understanding of how principals work to improve teaching and learning at scale, this framework provides guidance so that central office leaders can do the following:

- Develop a vision of what it means to support principals.
- · Assess and determine strengths and next steps in their school system's approach to supporting principals as instructional leaders.
- · Surface technical assistance needs.
- · Highlight areas for inquiry and next-stage policy development.

ACTION AREA THE VISION **GUIDING QUESTIONS** Action Area 1: A Shared · High-priority practices of instructional leaders 1. In what ways do high-priority instructional leadership practices drive principal goal Vision of Principals as drive the day-to-day work of principals. setting and professional development? Instructional Leaders · High-priority practices of instructional 2. To what extent is principal evaluation driven by researched-based practices? leaders drive the professional development The school system has 3. How do high-priority instructional leadership practices guide candidate acceptance of principals. defined, clearly and in detail, into the principal hiring pipeline and the selection and placement of principals? what it expects principals to · School system leaders understand and 4. How do principals and supervisors access data on principal performance in relation do as the instructional leaders communicate both broadly and uniformly to high-priority instructional leadership practices? of their schools. It selects and the vision of instructional leadership. evaluates principals based 5. How does principal performance in relation to high-priority instructional leadership · Principals are hired based on criteria and practices impact retention and career ladder opportunities for principals? primarily on whether they processes aligned to the research-based can successfully execute 6. To what extent do principals' calendars reflect an emphasis on high-priority practices of instructional leadership. those practices. instructional leadership practices? · Principals assess and measure their own Goal: Principals understand 7. In what ways do school system leaders communicate the role of principals as performance in relation to high-priority the school system's instructional leaders? instructional leadership practices defined by expectations for their roles their district. and effective practices as · Personnel decisions are determined school instructional leaders. by principal performance measures in These expectations guide the alignment with high-priority instructional work principals perform day leadership practices. to day, and the practices can be sustained over time.

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| ACTION AREA | THE VISION | GUIDING QUESTIONS |
|--|--|--|
| Action Area 2: A System of Support for Developing Principals as Instructional Leaders The school system has created a system of differentiated and targeted support to develop principals' growth as instructional leaders. Goal: Principals have the skills, tools and support that they need to grow and successfully apply the system's high- priority instructional leadership practices. | Principals receive the tools, targeted professional development and other support they need to apply the high-priority instructional leadership practices into their day-to-day work as instructional leaders. Principals work with principal supervisors able to provide differentiated support through teaching, modeling and coaching. Principals have ownership for driving and prioritizing their own growth and improvement as instructional leaders. The work of principal supervisors, staff providing professional development, and others supporting principal growth is coordinated and tightly aligned to developing principals as instructional leaders. Principals are engaged in collaboration with other principal colleagues to improve practice and rely on each other as support and resources. | To what extent do principals receive differentiated support focused on their development as instructional leaders? How does the school system ensure that principal supervisors have the requisite skills and disposition to support principals' growth as instructional leaders? To what extent do principals have frequent opportunities to access and utilize each other as resources for learning and performance improvement? In what ways do principals have access to quality professional development tools and resources needed to improve their performance? How do principal supervisors collaborate with other central office staff to align systems and resources to support principals as instructional leaders? To what extent is principal supervisor evaluation tied directly to the instructional leadership success of the principals being supported? To what extent are principal supervisors able to prioritize working with principals as the day-to-day focus of their work? To what extent do principal supervisors receive the resources, support and professional development they need to successfully support principals as instructional leaders? |
| Action Area 3: A Strategic Partnership Between the Central Office and Principals The central office develops systemic solutions that ensure instructional leadership is the primary job of principals. Goal: The central office delivers effective, integrated support and services that increase the ability of principals to successfully lead their schools. | Schools receive differentiated and integrated services rooted in an understanding of the needs of each school. Central office services are designed to anticipate and proactively meet the needs of each school. Central office relationships with principals add value to the work of the principal and school. The central office has a culture of continuous improvement and can learn, adapt and respond to the changing needs of schools. There is an efficiency created by a well-coordinated and defined set of operational systems. | 1. To what extent can central office staff articulate the connection between their work and supporting principals as instructional leaders? 2. How does the central office provide differentiated and integrated service to schools rooted in an understanding of the needs of each school? 3. How do high-priority instructional leadership practices and an underlying theory of action guide decisions about principal responsibility and what responsibilities are streamlined or deprioritized? 4. To what extent are central office teams equipped with the skills and tools to do their jobs? 5. How does the school system invest in developing the skills of central office staff? 6. To what extent are central office staff members empowered to innovate services to better support principals as instructional leaders? 7. How does the central office assess its performance at making it possible for principals to spend the majority of their time focused on instructional leadership? |

4 Dimensions of Instructional Leadership™

INSTRUCTIONAL LEADERSHIP FRAMEWORK 2.0

Among school-related factors, school leadership is second only to teaching in its potential influence on student learning. Instructional leadership is a critical component of school leadership. The work of instructional leaders is to ensure that every day, in every classroom, every student has a powerful learning experience. Doing so requires that instructional leaders lead for the improvement of instruction and the improvement of student learning. This framework is not the sum total of the work of instructional leaders. Rather, it is a description of the most salient aspects of instructional leadership. Five core beliefs undergird the concepts of this framework and therefore drive our school leadership work here at the Center for Educational Leadership.

Instructional leadership:

- 1. Is learning-focused, strengths-based and measured by improvement in instructional practice and in the quality of student learning.
- 2. Must reside with a team of instructional leaders of which the principal serves as the "leader of leaders."
- 3. Requires a culture of public practice and reflective practice.
- 4. Must address the cultural, linguistic, socioeconomic and learning diversity of the school community.
- 5. Is grounded in the relentless pursuit of equity and the use of data as levers to eliminate the achievement gap.

| 4D™ | SUBDIMENSION | THE VISION | GUIDING QUESTIONS |
|---------------------------------|---------------------------------|--|--|
| Vision, Mission and | Vision and Mission | Engage staff, students and the school community in developing a vision and mission that provide a clear direction for academic success for every student. Align stakeholders' decisions and actions to the vision and mission of the school and demonstrate a growth mindset. | What do the school's environment and day-to-day interactions among students, staff and families say about what is valued in the school community? How do school leaders communicate and drive the school's instructional goals? How do school leaders organize the learning environment to respond to diversity (e.g., race, class, language and disability) and the varying learning |
| Learning- focused Culture | Learning- focused Culture | Establish measurable goals aligned to the vision and mission of academic success for every student. Engage with stakeholders to foster culturally responsive learning that ensures individual students' learning needs are met. Create and maintain a results-focused learning environment based on clearly established data-driven goals that underscore high expectations for every student and every adult. | needs of students? How do school leaders and the school community use evidence of student success to continuously drive improved achievement? How do school leaders develop and encourage leadership within others to support and drive the vision, mission and culture of learning throughout the school? How do school leaders use data to instill urgency around student learning and the role of a learning-focused culture in improving student achievement? |

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| 4DTM | SUBDIMENSION | THE VISION | GUIDING QUESTIONS |
|---|---|---|---|
| | Shared Vision of Effective Instruction | Use an instructional framework to establish a common language and shared vision of effective instruction. Ensure that content standards drive instruction. | How do school leaders use observational data and student learning products to identify trends in teacher practice and student performance to determine problems of learning? |
| Improvement of Instructional Practice | Observation and Analysis Support for Teacher Growth | Use an instructional framework to observe and analyze teaching practice. Use instructional practice data to engage staff in the assessment and improvement of teacher and leader practice. Use classroom observation data to determine next steps for instructional leadership practice. Support teacher growth using ongoing feedback, professional development, coaching and professional learning communities. Use evidence of student learning to plan and implement individual and whole-staff professional development. | How do school leaders use an instructional framework to observe, analyze and give feedback to the whole staff and individual teachers about instructional practice? How do school leaders use instructional practice and student learning data to identify, plan, implement and assess all types of professional development? How do leaders and teachers use an inquiry- and strengths-based stance to give feedback to teachers and leaders around instructional practice? How do school leaders and teachers use cycles of inquiry to identify professional development needs and grow teaching practice? |
| Allocation | Marshaling Resources | Use data of student learning and teacher practice, aligned with the school's vision and mission, to determine needs. Identify and leverage the resources of time, money, technology, space, materials, expertise and partnerships innovatively and equitably for maximum benefit to all students. Creatively and proactively access additional resources that support strategic priorities. | How is the equitable distribution of resources (e.g., time, money, technology, space, materials and expertise) related to improved teaching and learning in this school? What evidence do you have? How do school leaders use instructional coaches, mentors and other teacher leaders to help improve instructional practice? How do school leaders address gaps in resources? How do school leaders make decisions about staff allocation and |
| | Deploying Resources | Articulate clear decision-making processes and procedures for instructional programming and the equitable allocation of resources. Plan for and align resources to support the implementation of instructional initiatives. Use a continuous cycle of analysis with leadership teams to examine, assess and refine the effectiveness of programs and equitable use of resources. | interventions to ensure that the varying needs of students are met? Who participates in the decision making? How do school leaders use staff time and collaborative structures to drive the instructional program? How does the school schedule support the needs of all students? What evidence exists that the school leader prioritizes time for the improvement of teaching practice and student learning? How does the leadership team monitor and adjust implementation plans? |
| Management of Systems and Processes | Talent Management | Use data to establish priorities for recruiting, selecting, inducting, supporting, evaluating and developing staff. Engage in ongoing succession planning. | What evidence exists that the school leadership implements strategic efforts to recruit, hire, retain, induct, support, develop and evaluate staff? How do school leaders use the evaluation process to make personnel |
| | Professional Growth | Create and maintain supportive working environments with time and space for collaboration. Identify and provide multiple types of professional development based on identified needs. | What data and processes does the school leadership use in planning for instructional and school improvement? What evidence is there of a comprehensive assessment system? |
| | Structures of Support | Employ critical processes such as planning, implementing, advocating, supporting, communicating and monitoring of all leadership responsibilities including curriculum, instruction, assessment and school improvement planning. Use data to assess and monitor system performance on a regular basis to ensure viable support for staff and students. | What evidence exists of the staff's access to professional growth opportunities? How is the leader using performance management systems for staff growth? How do leaders establish structures to support critical processes such as curriculum development, comprehensive assessment, school improvement and performance management? |



Section 21: Attachment 21

Contents:

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5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

| 5D™ | Subdimension | The Vision | Guiding Questions |
|--------------------|---|--|---|
| Purpose | Standards | The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). | How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? |
| | Learning Target and Teaching Points | The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). | What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? How are the standard(s) and learning target communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)? |
| Student Engagement | Intellectual Work | Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. | What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? What does student talk reveal about the nature of students' thinking? |
| | Engagement Strategies | Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. | Where is the locus of control over learning in the classroom? What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? What specific strategies and structures are in place to facilitate participation and meaning-making |
| | Talk | Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. | by all students (e.g. small group work, partner talk, writing, etc.)? Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas? |

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| 5D™ | Subdimension | The Vision | Guiding Questions | |
|---------------------------------|--|---|--|--|
| Pedagogy | Curriculum | Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. | How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. thinking and reasoning required?) How does it align to grade level standards? | |
| Curriculum & Peda | Teaching Approaches and/or Strategies Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. The teacher uses different instructional strategies, based on planned and/or | | thinking and reasoning required)? How does it align to grade-level standards? How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? | |
| Ĭ | Scaffolds for Learning | The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. | How does the teacher differentiate instruction for students with different learning needs— academic background, life experiences, culture and language? | |
| Assessment for Student Learning | Assessment | Students assess their own learning in relation to the learning target. The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). Assessment criteria, methods and purposes are transparent and match the learning target. | How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? How does the teacher's instruction reflect planning for assessment? | |
| Assessme | Adjustments | The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. | How does the teacher use multiple forms of assessment to inform instruction and decision-making? How does the teacher adjust instruction based on in-the-moment assessment of student understanding? | |
| nment & Culture | Use of Physical Environment | The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). | How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of | |
| n Enviror | Classroom Routines and Rituals | Classroom systems and routines facilitate student responsibility, ownership and independence. Available time is maximized in service of learning. | community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? | |
| Classroom Environment & | Classroom Culture | Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. | What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)? | |

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation – a growth-oriented tool for improving instruction.

Dimensions of the

5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Organization of the

5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric is composed of 30 indicators of teacher performance, which are grouped by dimension. In the example below: the dimension is *Purpose* and the indicator is *Learning target(s)* connected to standards. The pages are colored-coded by dimension.

| | Purpose | | | | | | |
|---|---|---|--|--|--|--|--|
| | Unintiefectory | Boxic. | Proficient | Distinguished | | | |
| 1 | Learning target(s) connected to standards | | | | | | |
| | Leasure are not based on grade level shandards of there are no learning targets aligned to the standard or the targets do not there whalls. | Lessons are based on grade level standards. The diely learning larget(s) align to the standard. | Lessons are based on grade level standards. The dely learning targetial align to the standard. Students can rephrase the learning targetial in their own words. | Leaders are based on grade level standards. The delty learning targeth) align to the standard. Students can rephrate the learning targetts in their own words. Students can explain why the learning targetts are important. | | | |

Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Resources and Support

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is available as a downloadable PDF on the University of Washington Center for Educational Leadership website at www.k-12leadership.org/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

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| | Purpose | | | | | | |
|----|---|---|---|--|--|--|--|
| | Unsatisfactory | Basic | Proficient | Distinguished | | | |
| P1 | Learning target(s) connected to standards | | | | | | |
| | Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily. | Lessons are based on grade level standards. The daily learning target(s) align to the standard. | Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. | Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important. | | | |
| P2 | Lessons connected to previou | s and future lessons, broader purpo | se and transferable skill | | | | |
| | Lessons are rarely linked to previous and future lessons. | Lessons are clearly linked to previous and future lessons. | Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. | Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression. | | | |
| P3 | Design of performance task | | | | | | |
| | Performance tasks do not require a demonstration of thinking connected to the learning target. | Performance tasks require a demonstration of thinking connected to the learning target. | Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. | Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks. | | | |
| P4 | Communication of learning ta | rget(s) | | | | | |
| | Teacher rarely states or communicates with students about the learning target(s). | Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s). | Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s). | Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction. | | | |
| P5 | Success criteria | | | | | | |
| | The success criteria for the learning target(s) are nonexistent or vague. | Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning. | Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning. | Success criteria are present and align to the learning target(s). Students use the success criterion to communicate what they are learning. | | | |

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| | Unsatisfactory | Basic | Proficient | Distinguished | | | | |
|-----|--|---|---|---|--|--|--|--|
| SE1 | Quality of questioning | | | | | | | |
| | Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions. | Teacher asks questions to probe and deepen student understanding or uncover misconceptions. | Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another. | Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking. | | | | |
| SE2 | Ownership of learning | | | | | | | |
| | Teacher rarely provides opportunities and strategies for students to take ownership of their learning. | Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher. | Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning. | Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning. | | | | |
| SE3 | Capitalizing on students' stren | Capitalizing on students' strengths | | | | | | |
| | Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/ language) could be used as an asset for student learning. | Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals. | Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals. | Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals. | | | | |
| SE4 | Opportunity and support for participation and meaning making | | | | | | | |
| | Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making. | Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making. | Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making. | Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led. | | | | |
| SE5 | Student talk | and the second | | and the second second | | | | |
| SES | Talk is dominated by the teacher and/or student talk is unrelated to the discipline. | Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking. | Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. | Student talk is predominantly student-to- student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others. | | | | |

| | Unsatisfactory | Basic | Proficient | Distinguished | | | | |
|-----|---|---|---|---|--|--|--|--|
| CP1 | Alignment of instructional materials and tasks | | | | | | | |
| | Instructional materials and tasks do not align with the purpose of the unit and lesson. | Instructional materials and tasks align with the purpose of the unit and lesson. | Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. | Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge. | | | | |
| P2 | Teacher knowledge of conten | | | | | | | |
| | Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors. | Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit. | Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year. | Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years. | | | | |
| P3 | Discipline-specific teaching approaches | | | | | | | |
| | Teacher rarely uses discipline- specific teaching approaches and strategies that develop students' conceptual understanding and discipline- specific habits of thinking. | Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit. | Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily. | Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis. | | | | |
| P4 | Differentiated instruction for | students | | | | | | |
| | Teacher does not use strategies that differentiate for individual learning strengths and needs. | Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs. | Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. | Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies. | | | | |
| P5 | Use of scaffolds | | | | | | | |
| CP5 | Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students. | Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. | Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. | Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands. | | | | |

| | Assessment for Student | t Learning | | | | | |
|----|---|---|---|---|--|--|--|
| | Unsatisfactory | Basic | Proficient | Distinguished | | | |
| A1 | Student self-assessment | | | | | | |
| | Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s). | Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s). | Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). | Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement. | | | |
| A2 | Student use of formative asse | ssments over time | 11.5.10 | | | | |
| | Students do not use formative assessments to assess their own learning. | Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time. | Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time. | Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time. | | | |
| A3 | Quality of formative assessme | ent methods | | | | | |
| | Assessment tasks are not aligned with the learning target(s). | Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs. | Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs. | Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs. | | | |
| A4 | Teacher use of formative asse | ssments | | | | | |
| | Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students. | Teacher uses formative assessments to modify future lessons or makes in- the-moment instructional adjustments based on completion of task(s). | Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s). | Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students. | | | |
| A5 | Collection systems for format | Collection systems for formative assessment data | | | | | |
| | Teacher does not have routines for recording formative assessment data. | Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice. | Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice. | Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice. | | | |

| | Unsatisfactory | Basic | Proficient | Distinguished | | |
|-----|--|--|--|---|--|--|
| EC1 | Classroom arrangement and re | sources | | | | |
| | Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson. | The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. | The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. | The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning. | | |
| EC2 | Learning routines | | | | | |
| | Learning routines for discussion and collaborative work are absent. | Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning. | Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning. | Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others. | | |
| EC3 | Use of learning time | | | | | |
| | Instructional time is frequently disrupted. | Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results. | Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare. | Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior. | | |
| EC4 | Student status | | | | | |
| | Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/ or unhealthy competition among students or some students are relegated to low status positions. | Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others. | Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. | Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated. | | |
| EC5 | Norms for learning | | | | | |
| | Classroom norms are not evident and/or do not address risk- taking, collaboration, respect for divergent thinking or students' cultures. | Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. | Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. | Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms. | | |

| | Trofessional Collar | oration & Communication | | | | | |
|------|--|---|--|--|--|--|--|
| | Unsatisfactory | Basic | Proficient | Distinguished | | | |
| PCC1 | Collaboration with peer | s and administrators to improve stu | dent learning | The second second second | | | |
| | Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning. | Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions. | Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work. | Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development. | | | |
| PCC2 | Communication and col | laboration with parents and guardiar | 15 | | | | |
| | Teacher rarely communicates in any manner with parents and guardians about student progress. | Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders. | Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. | Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights. | | | |
| РССЗ | Communication within the school community about student progress | | | | | | |
| | Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community. | Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only). | Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. | Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges. | | | |
| PCC4 | Support of school, distr | ict and state curricula, policies and in | nitiatives | Total Control of Control | | | |
| | Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide. | Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. | Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum. | Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum. | | | |
| PCC5 | Ethics and advocacy | Ethics and advocacy | | | | | |
| | Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional. | Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. | Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. | Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students. | | | |

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Whatcom Intergenerational High School

Section 22: Attachment 22

Contents:

• Professional Development Schedule

Section 22: Attachment 22

Professional Development Prior to School Opening

Engaging the founding educator team (Principal and teachers) in professional development (PD) throughout the planning year before opening with students is a privilege few staff are granted. WIHS plans to stipend 10 founding teachers to engage in PD and become grounded in the theories, research, and emotional, social, academic, and physical learning practices that ensure college and career success for *all* WIHS students. This time together allows WIHS staff to create a safe, transparent, student-focused, and culturally-competent learning environment that supports inquiry, research, and continuous improvement. The team must understand how these elements work as an interconnected whole to ensure student achievement. PD begins with the founding team of teachers in October 2019 sharing a 3-day retreat and continues experientially as they collaborate to construct PhenoBL disciplinary units and practice the First Peoples Principles of Learning (PPL) with one another.

Founding Team Professional Development October 2019-June 2020

Professional development will focus on the following seven elements.

- 1. Whatcom Intergenerational High School (WIHS) framework, Vision, Mission, FPPL, and using evidence to support growth plans.
- 2. Culturally-competent theory using FPPL.
- 3. Use of assessments, data collection, and analysis.
- 4. Phenomenon-based Learning (PhenoBL) design features and rubric.
- 5. Disciplinary assessments through a critical literacy lens.
- 6. School culture using restorative justice practices and FPPL.
- 7. Understanding and use of the WIHS Design Map Overview and Disciplinary Design Map as a planning tool and curriculum framework.

| Elements | Outcome | Responsibilities/Roles |
|------------------------|--|------------------------|
| Mission, Vision, FPPL, | Understand theoretical underpinnings of WIHS. | Principal and |
| Theories | Contribute own stories, cultural background, | consultants (Educating |
| | and expertise as this is the foundation of the | for Change and |
| | school. Develop collegial culture of respect, | Indigenous educators), |
| | empathy, and curiosity. Practice FPPL and being | lead with Executive |
| | a reflective practitioner. Discuss what creates | Director (ED) for |
| | the need for WIHS. | support |
| School Culture/Belief | Understand how personal and cultural | Principal and |
| Systems/Culturally- | experiences shape social relationships with | consultants lead with |
| Responsive Restorative | diverse others. Practice becoming a culturally- | ED support |
| Practices, FPPL | competent organization. Develop collegial | |
| | culture of respect embedded in culturally | |
| | relevant theory. Practice FPPL and being a | |
| | reflective practitioner. | |
| Disciplinary/Critical | Engage in learner-centered literacy activities | PD consultants lead |
| Literacies | based in the critical literacy Four Resources | with Principal |
| | Model and in disciplinary literacy practices. | |
| | Think about how to use critical and disciplinary | |

| Elements | Outcome | Responsibilities/Roles |
|------------------------|---|------------------------|
| | literacies in PhenoBL/Understanding by Design | |
| | unit building and how to assess student growth | |
| | and success. | |
| WIHS Design | Understand the framework for creating PhenoBL | PD consultants lead |
| Map/PhenoBL nominal | disciplinary units that drive student achievement | with Principal |
| themes/rubric features | (see Attachment 4 WIHS Design Map template). | |
| | Understand how to align WA State and National | |
| | K-12 Learning Standards in unit building. Share | |
| | knowledge and expertise. | |
| WIHS Design | Understand the framework for building | PD consultants lead |
| Map/PhenoBL Rubric | assessments PhenoBL disciplinary units aligned | with Principal |
| and Assessments | to standards that drive student achievement | |
| | informed by multiple assessments (see | |
| | Attachment 4 WIHS Design Map template). | |
| | Understand how to align WA State and National | |
| | K-12 Learning Standards in assessment building. | |
| | Share knowledge and expertise. | |
| FPPL and using | Discuss the FPPL and select those that everyone | PD consultants lead |
| evidence for setting | will work toward. Use evidence to discuss | with Principal and ED |
| growth goals | baseline and growth goals for learning. Embed | support |
| | FPPL into PhenoBL disciplinary units using WIHS | |
| | Design Map. Set expectations for November | |
| | 2019-June 2020 products, next steps, and | |
| | coaching process. | |

Before students arrive in August of 2020, teachers, staff, Traditional Providers, and volunteers will participate in different aspects of PD depending on their roles and responsibilities within the organization. The table below identifies how WIHS creates time in the daily, weekly, and annual calendar for PD. The Principal with finalize this schedule in June 2020.

Professional Development Schedule August 2020-June 2021 (Year 1)

| Occurs | Time | Participants | Outcomes |
|--------------------|---------|---|---|
| August 2020 before | 10 days | All staff | Orientation activities |
| students arrive | To days | Elders Small group Individualized | Home visit expectations, discussion, and review Preparedness for student arrival Continue building staff culture with elders and set expectations for this working relationship, including the sharing of teaching and learning goals Clearly defined staff/elder/volunteer expectations Revisit the seven elements listed above in |
| | | | curriculum design |

| Occurs | Time | Participants | Outcomes |
|---|------------|--|---|
| Daily in the morning, starting in August and continuing throughout the school year | 15 minutes | All staff Elders | Build staff culture, inclusivity, collegiality, and a sense of belonging Discuss FPPL. Engage in discussions where this is happening (assessment) and how it relates to culturally relevant practices and units of study. |
| Weekly, during the school year | 1 hour | All staff Elders | Ensure smooth ongoing operations Build staff culture with elders, inclusivity, collegiality, and a sense of belonging Recognize high-quality learning and model FPPL Discuss connections with learning and teaching moments individuals have experienced with students Discuss challenges and celebrate successes |
| Data Days - 3 times per year | Full day | Teachers Elders Support Staff Small group | Increase ability to analyze and use student assessment data to increase outcomes Plan Action Research related to student data. Use WIHS Design Map to align interventions based on data Plan and rethink future units of study and how this aligns with students and their current success. Identify growth (positives) and new interventions |
| Thursdays during Student Field Study time - on a weekly basis during the school year | 3 hours | PLCs Elders Individualized Small group | Ensure increased efficacy in implementing curriculum framework and unit design Discuss student assessment data and make adjustments to increase student outcomes Discuss challenges and actions to implement related to student achievement |

Topics to be discussed at various times during August PD and throughout the school year are listed below.

Professional Development Session Topics: August 2020-June 2021 (Year 1)

| Topic | Role | Outcome |
|---|---|---|
| Mission, Vision, and FPPL Curriculum Framework Community Context | Principal leads with Instructional Leadership Team (ILT) and support from ED, consultants as needed | Understand theoretical underpinnings of WIHS. Contribute own stories, cultural background, and expertise. Develop collegial culture of respect and practice FPPL. Practice being a reflective practitioner and using evidence to set growth goals relating to modeling FPPL. Discuss data that drive the need for WIHS and student outcomes. We continue to build upon foundational PD started in October 2019-June 2020 and align based on staff, teacher, elder, volunteer needs. |
| Teacher coaching and feedback process | Principal and consultants from the Center for Educational Leadership | Understand the school's process for coaching and delivering feedback, engage in coaching conversations, and ensure understanding of use of and progress monitoring on teacher evaluation framework. |
| Social Justice Culturally-Responsive Pedagogies | Principal leads with ILT, consultant support as needed | Understand diversity, equity, inclusion framework, and practices that support social justice as related to seven elements of curriculum design Develop collegial culture and discuss FPPL Ensure these practices are aligned within the curriculum units |
| Working Collaboratively with Staff/Elders/Teachers | Principal leads along with ILT, consultant support as needed | Understand roles in the learning environment. Practice effective communication and processes for working collaboratively. Understand how to use the FPPL and restorative practices for daily communication, collaborative work, and student growth. |
| Disciplinary Literacy/Critical Literacy/Learning Support | Principal and ILT lead with support from Western Washington University disciplinary partners in education and teacher-related disciplinary fields | Build on 2019 PD and learning. Engage in learner-centered literacy activities based in the <i>Four Resources Model</i> (critical literacy) and disciplinary literacy practices informed by WA State and National Standards based on design of curriculum units |
| Restorative Justice and Culturally-Responsive Practices | Principal leads along with ILT team, consultant support | PLC book study of <i>The Restorative Practices</i> Handbook ¹ and FPPL reflected in their action research projects Build upon 2019 PD to implement restorative practices Ensure all school adult stakeholders are involved in |

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¹ Costello, B., Wachtel, J., & Wachtel, T. (2009). *The restorative practices handbook: For teachers, disciplinarians and administrators.* Bethlehem, PA: International Institute for Restorative Practices.

| Topic | Role | Outcome |
|--|--|---|
| | | this implementation |
| Culturally-Responsive English Language Learner Practices | Principal leads along with ILT team, consultant support | Home-school communication. Working specifically with linguistically diverse families |
| Response to Intervention (RtI) | Principal and Special Education Teacher with wraparound services providers and True Measure Collaborative, when needed | Ensure clarity of RtI systems (referrals, SSTs), and progress monitor academic and social-emotional data for students in each of the three tiers. |

| Topic | Role | Outcome |
|--|---|---|
| Violence Prevention, First Aid, and School Safety Plan Training ² | Operations Director leads with contract services provider (ESD189) | Ensure a safe and well-managed school system |
| Safety and Child Abuse Training | Operations Director leads with contract services provider (ESD189) | Ensure all staff understand their responsibilities, can implement policies, and know how to access support and information |
| Retirement and Benefits | Operations Director leads with contract services provider (Back-Office Services Provider) | Staff understands the WIHS retirement plan, benefits, and contributions. A competitive retirement and benefits plan is part of our retention plan. |
| School-wide | Principal leads with | Staff is familiar with the WIHS Employee Handbook |
| Operations and Systems; | Operations Director, Family Network Chair | and WIHS Family Handbook. Staff understands their various roles regarding technology, SIS, lunch, transportation, and facilities. |
| Communication with Families | Principal leads with Family Network Chair | All staff are comfortable with expectations regarding communicating with families. Staff understand home-school communication expectations with linguistically diverse families. Staff is comfortable communicating with all families regarding expectations based on FPPL. |
| Faculty Culture | Principal leads with ED, ILT, and Traditional Provider | Build on 2019 PD to create a schoolwide staff culture where staff practice FPPL and understand CRP theories. Staff model FPPL. Staff builds a positive workplace culture centered on learning, growth, and an ethic of respect, curiosity, empathy, and patience to achieve vision/mission and ensure student learning. |
| Elder/Student Relationships, Homework Help, Tutoring | Principal leads along with Teachers, Elder, AmeriCorps staff and Family Network | Understand best practices of relationship building rooted in FPPL and CRP theories. Understand tutoring and test preparation strategies, and the relationship of anxiety and test taking. Have cursory knowledge of PhenoBL disciplinary units of study. |

² Office of Superintendent of Public Instruction (OSPI). (n.d.). *Conferences, trainings and professional development*. Retrieved from http://www.k12.wa.us/safetycenter/Training/default.aspx 16



Whatcom Intergenerational High School

Section 23: Attachment 23

Contents:

• Mission-Specific Goals Form



Mission-Specific Goals

This form is intended to launch the individual tailoring of the Commission *Performance Framework* for each school. As part of our goal to develop a *Performance Framework* that builds upon the evaluation lens utilized by the state, we believe each school's framework should contain measures that are representative of your individual program. Please incorporate your mission-specific goals on this form. There should be one table completed for each proposed measure. All measures are subject to modification and approval by the Commission. For any questions, please contact: Paula Kitzke, Deputy Director, <u>paula.kitzke@k12.wa.us</u>

| School Mission and Vision | Mission WIHS will ensure that Whatcom County high school students—regardless of their life circumstances—develop the competencies and agency for success in college, career, and life. Vision |
|--|---|
| | WIHS envisions learning designed with students and supported by elders generating deep inquiry skills, thoughtful interactions, and critical consciousness, ensuring every young person is able to contribute to a more just and sustainable world. |
| Goal Name | Academic Goal #1: Phenomenon-Based Learning Growth |
| Indicator Describe the indicator this goal will reflect. How is it different from the other goals used to evaluate this indicator (if in conjunction with more than one goal)? How is it different from other framework indicators? | The Phenomenon-Based Learning (PhenoBL) Rubric measures learning holistically on 5 dimensions, evaluating learners' ability to use disciplinary learning critically in a problem-based context and evaluating the learners' learning process itself. Growth on this challenging rubric indicates a strong foundation in disciplinary content mastery, higher-order thinking, and deep learning skills to show growth in interdisciplinary application. These skills are not currently measured within the Academic Performance Framework. |
| Mission-Specific Performance Goal Clear, measurable statement(s) of achievement reflecting the mission and tied to a specific period of time. How will you know you have achieved this goal? | Students will make one level of growth on at least 3 of the 5 dimensions on the PhenoBL Rubric every year. |

| Goal How will you quantify this goal? (You must identify the methodology used to determine, document, and calculate your goal. This can include a specific rate, calculation method, formula, and/or process, including specific definitions, such as pre-post qualifiers.) | Students will self-assess on the PhenoBL Rubric at the beginning and end of every quarter. Teachers, elders, and parents will give evidence during the quarter through formative assessments and discuss these observations with students. Teachers, elders, and/or parents will assess students through observation and written work based on the students' self-assessment at the end of each quarter. Students will set goals for growth based on evidence provided and the PhenoBL Rubric. Students perform their summative assessment through the Community Learning Showcase and receive feedback based on their growth goals. |
|--|--|
| Target-Setting Standards What do you expect to achieve using the metric detailed above? How will this translate into standards that align with Commission Performance Framework expectations? What are the proposed cut points? | Exceeds: 90-100% of students increase their growth at least one level on at least 3 of the 5 dimensions Meets: 80-89% of students increase their growth at least one level on at least 3 of the 5 dimensions Approaching: 70-79% of students increase their growth at least one level on at least 3 of the 5 dimensions Does Not Meet: 69% or fewer students increase their growth at least one level on 3 of the 5 dimensions |
| Goal Selection Details Why is this goal important to your mission? Why is the chosen method of evaluation appropriate and useful for measuring performance toward this goal? | In order to be successful in college and career, students need the competencies and dispositions to understand content, use higher-order thinking and deep learning skills, communicate their findings in a variety of literacies using multimedia, and develop autonomy of learning to set and meet their own learning targets based on self-assessments and teacher, parent, and elder feedback. |
| School Mission and Vision | Mission WIHS will ensure that Whatcom County high school students—regardless of their life circumstances—develop the competencies and agency for success in college, career, and life. Vision WIHS envisions learning designed with students and supported by elders generating deep inquiry skills, thoughtful interactions, and critical consciousness, ensuring every young person is able to contribute to a more just and sustainable world. |
| Goal Name | Academic Goal #2: Reducing Exclusionary Discipline Rates |

| Indicator Describe the indicator this goal will reflect. How is it different from the other goals used to evaluate this indicator (if in conjunction with more than one goal)? How is it different from other framework indicators? | This goal indicates schoolwide progress in creating an equitable and culturally-sustaining school culture where all students are present to learn and develop academically, socially, emotionally, culturally, and physically. It reinforces our commitment to restorative, and not punitive discipline. |
|--|--|
| Mission-Specific Performance Goal Clear, measurable statement(s) of achievement reflecting the mission and tied to a specific period of time. How will you know you have achieved this goal? | WIHS will demonstrate a decrease in exclusionary disciplinary incidents, including suspensions, and expulsions each year to reach 0 expulsions/suspensions over a 5-year period. If disproportionate demographic differences appear in disciplinary incidents, suspensions, expulsions WIHS will eliminate those differences. |
| Goal How will you quantify this goal? (You must identify the methodology used to determine, document, and calculate your goal. This can include a specific rate, calculation method, formula, and/or process, including specific definitions, such as pre-post qualifiers.) | Number of exclusionary disciplinary incidents, demographic data related to incidents, number of suspensions, demographic data related to suspensions, number of expulsions, and demographic data related to expulsions will all be used to measure the rate of change of instances of exclusionary discipline. OSPI's definitions for these discipline types will be used to identify them (See Attachment 8: Discipline Policy). |
| Target-Setting Standards What do you expect to achieve using the metric detailed above? How will this translate into standards that align with Commission Performance Framework expectations? What are the proposed cut points? | Exceeds: Decrease exclusionary discipline instances by 50% from year to year (year 1 will provide baseline data). Meets: Decrease exclusionary discipline instances by 40% from year to year (year 1 will provide baseline data). Approaching: Decrease exclusionary discipline instances by 30% from year to year (year 1 will provide baseline data). Does Not Meet: Decrease exclusionary discipline instances by 20% from year to year (year 1 will provide baseline data). |
| Goal Selection Details Why is this goal important to your mission? Why is the chosen method of evaluation appropriate and useful for measuring performance toward this goal? | Disproportionate disciplinary action including suspensions and expulsion from school negatively impacts our most marginalized students affecting their college, career, and life trajectories. WIHS aims to demonstrate an intentional system with structures and practices to reverse this trend and ensure <i>all</i> students are prepared for success. Moreover, regular student attendance and engagement supports student retention. Strong student retention is critical to achieving strong student learning outcomes. |

| School Mission and Vision | Mission WIHS will ensure that Whatcom County high school students—regardless of their life circumstances—develop the competencies and agency for success in college, career, and life. Vision WIHS envisions learning designed with students and supported by elders generating deep inquiry skills, thoughtful interactions, and critical consciousness, ensuring every young person is able to contribute to a more just and sustainable world. |
|--|--|
| Goal Name | Organizational Goal #3: Board commitment to diversity, equity, and inclusion |
| Indicator Describe the indicator this goal will reflect. How is it different from the other goals used to evaluate this indicator (if in conjunction with more than one goal)? How is it different from other framework indicators? | This goal indicates WIHS's commitment to diversity, equity, and inclusion at all levels of the school. While board competency is measured per the organizational performance framework, diversity is not. |
| Mission-Specific Performance Goal Clear, measurable statement(s) of achievement reflecting the mission and tied to a specific period of time. How will you know you have achieved this goal? | 50% of the WIHS Board of Directors is composed of underrepresented populations, including people from a range of racial, ethnic, linguistic, ability status, and/or sexual orientation backgrounds by the end of the charter term. |
| Goal How will you quantify this goal? (You must identify the methodology used to determine, document, and calculate your goal. This can include a specific rate, calculation method, formula, and/or process, including specific definitions, such as pre-post qualifiers.) | Board members will be surveyed and asked to self-identify their demographics in their Board member applications. The Board will weigh these criteria when adding new Board members. The final Board roster at the end of the charter term will quantify this goal. |

| | Exceeds : 75-100% of the Board is comprised of members of an underrepresented group: racial, ethnic, linguistic, ability status, or sexual orientation. |
|---|--|
| Target-Setting Standards | Meets: 50-74% of the Board is comprised of members of an underrepresented group: racial, |
| What do you expect to achieve using the metric detailed above? How will this translate into standards that align with | ethnic, linguistic, ability status, or sexual orientation. |
| Commission Performance Framework expectations? What | Approaching : 25-49% of the Board is comprised of members of an underrepresented group: |
| are the proposed cut points? | racial, ethnic, linguistic, ability status, or sexual orientation. |
| | Does Not Meet : 24% or less of the Board is comprised of members of an underrepresented |
| | group: racial, ethnic, linguistic, ability status, or sexual orientation. |
| | WIHS will serve a diverse body of learners and model leadership in diversity, equity, and |
| Goal Selection Details | inclusion because representation matters, and students' outcomes improve when they see |
| Why is this goal important to your mission? Why is the | themselves represented in educators and leaders. This goal must be articulated and |
| chosen method of evaluation appropriate and useful for measuring performance toward this goal? | demonstrated at all levels of the organization to genuinely fulfill our goal of meeting and |
| gean | fulfilling the needs of a diverse student body. |

Updated: July 2, 2018



Whatcom Intergenerational High School

Section 24: Attachment 24

Contents:

- Draft Sterling Drive Church Memorandum of Commitment (in negotiations)
- Documents for Potential Facility (Sterling Drive Church)
- Letter of Support, James Heugas, Vice-President Washington Charter School Development
- Letter of Support, Amanda Sanchez, Director Pacific Northwest Region, Raza Development Fund
- Religious Facility Statement

Sterling Church has agreed to allow WIHS to use the space for board meetings, Discovery Café meetings, the WIHS Public Forum, family information sessions etc. until we are ready to occupy the space. WIHS and Sterling are in negotiations for WIHS to occupy the space based on the following:

Memorandum of Commitment

1. Church of Christ will lease 558 Sterling Drive (15,000 sq. ft. building) and adjoining 3 acres to Whatcom Intergenerational High School (WIHS). Described as attached in Exhibit A.

2. Term shall be:

Beginning on February 1, 2020 for a period of 10 years with 3 options to extend for 5 years each.

3. Rent shall commence 10/1/2020:

Year One: \$6000 per month with ½ credited back to tenant for shared sprinkler system expense to total \$3,000/month.

Year Two: \$6000 per month. Year Three: \$8000 per month

Year Four: \$10,000 per month with annual cost of living increases thereafter at 1.75%

4. Tenant improvements:

Church of Christ and WIHS will equally divide the cost of the required sprinkler system, with WIHS paying for the system and Sterling Church reimbursing WIHS for 1/2 in the form of rent reduction. Exact amount to be determined upon receiving bids.

Any subsequent tenant improvements shall be the sole responsibility of WIHS.

| This agreement is subject to WIHS receiving approlater than June 5, 2019. | oval by Washington Charter School Commission no |
|---|---|
| | |
| | |
| | |
| WIHS by Cindy Reuther, WIHS Board Chair | Church of Christ |

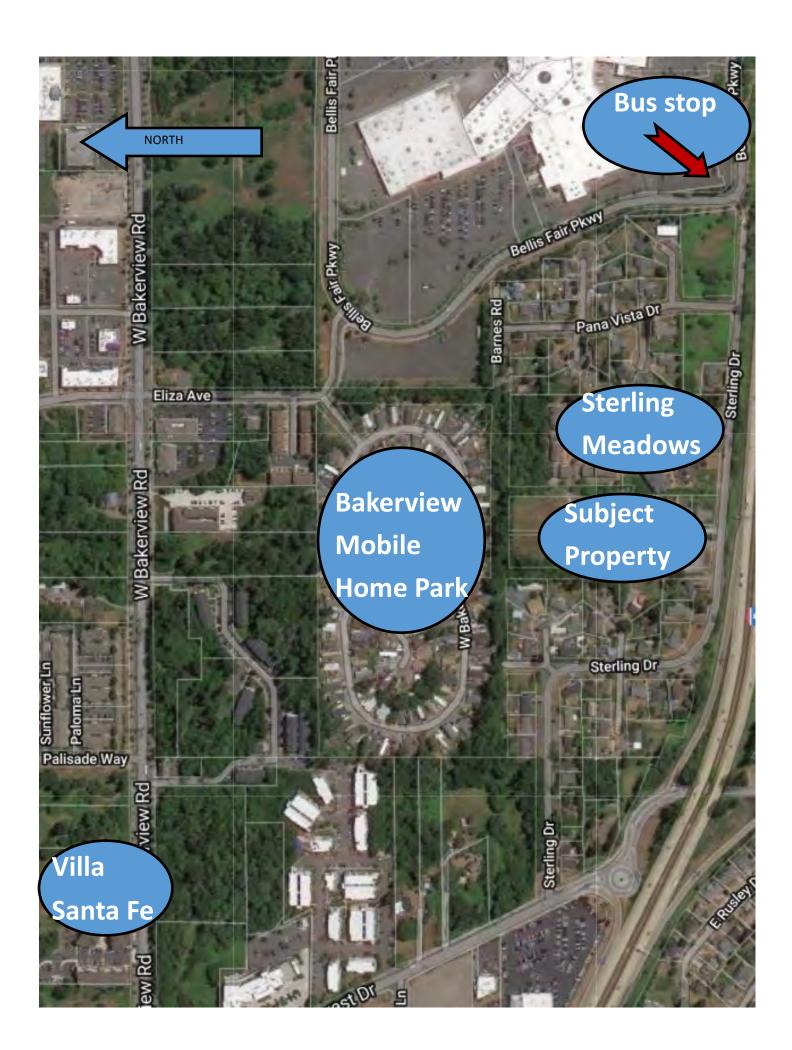


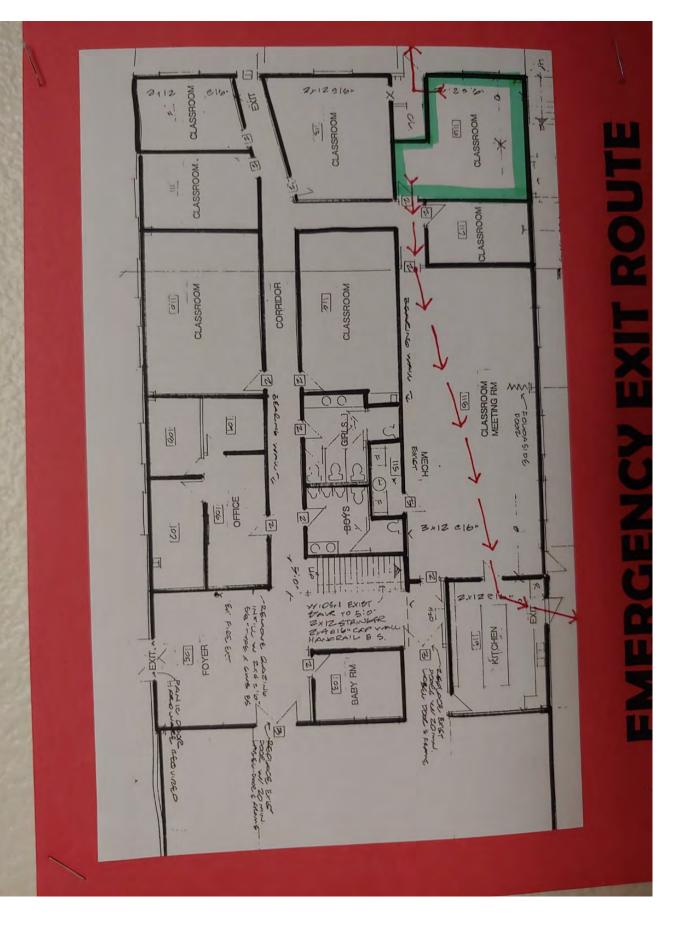
558 Sterling Drive

Total lot size: 4.5 acres

Building size: 15,520

Public Bus: 1.5 block































February 6, 2019

Mr. Cindi Williams, Chair & Members of the Commission Washington State Charter School Commission P.O. Box 40996 Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

On behalf of Washington Charter School Development ("WCSD"), I am writing to express my strong support for Whatcom Intergenerational High School and their efforts to establish a 9-12 school in Bellingham. Whatcom Intergenerational High School is led by Cindy Reuther, a leader who is focused on serving this community and closing the student achievement gap. Cindy is an experienced educator and her ability to found and administer the Laura Jeffery Academy, a girl-focused STEM charter middle school in St. Paul, Minnesota means that I have the utmost confidence in her ability to launch and sustain a high-quality public charter school in Whatcom County.

As the Vice President of WCSD, I am delighted to be working with Whatcom Intergenerational High School in establishing this new school. Over the last four years WCSD has invested in and successfully delivered multiple school campuses in Washington and across the country. We are excited about adding Whatcom Intergenerational High School to the portfolio of WCSD partner schools.

We fully support the school's leadership and are eager to work with the school and its families. We urge you to approve Whatcom Intergenerational High School's application and we look forward to developing a facility for the school. Thank you for your consideration.

Sincerely,

James Heugas

Vice President

Washington Charter School Development, Inc.



February 12, 2019

VIA ELECTRONIC MAIL

To Whom It May Concern:

On behalf of the Raza Development Fund, Inc. ("RDF"), a high performing non-profit Community Development Financial Institution ("CDFI") that supports organizations working to demonstrably outperform traditional public school alternatives and close the achievement gap in low-income communities of color across the country, we are pleased to provide this letter of support for Whatcom International High School, an aspiring high school program that intends to open its first school in Whatcom County in Washington State, for the 2020/2021 school year.

RDF is a proud member of an educational thought leadership and community action coalition of stakeholders working together to specifically improve educational outcomes in Washington State. Our coalition partners include the National Alliance of Charter School Authorizers, Center for Education Reform, National Alliance for Public Charter Schools, Washington State Charter School Association, Bill & Melinda Gates Foundation, Walton Family Foundation, and the U.S. Department of Education.

Established in 1999, RDF was one of the first impact investors in the country to specialize in supporting start-up charter schools; and our investment portfolio includes some of the best known and most effective innovative charter school models in the country. The fund has been an active supporter of the charter school movement in Washington, having provided direct funding to some of the state's first, high-quality charter schools including Excel Public Charter School, Summit Public School Atlas, Green Dot Public Schools Rainier Leadership Academy Middle School, and Impact Public Schools Puget Sound Elementary.

While there is no current public charter school facility funding solution in place, at this time, RDF is committed to funding quality school choice options like Whatcom International High School throughout Washington State. Should you or any other parties involved with Whatcom International High School or the charter school movement in Washington State, have questions about how we can work together to develop a healthy, a charter school infrastructure and ecosystem, please feel free to contact me at (602) 910-0159 or via email at asanchez@razafund.org.

Sincerely,

Amanda Sanchez

Director | Pacific Northwest Region

Amanda Sanchez

Religious Facility Statement

In the case that Whatcom Intergenerational High School will lease a religious facility, we will adhere to the following guidance of the Washington State Charter School Commission.

The United States Constitution and the Washington State Constitution both place constraints on the interactions between public entities, such as charter schools, and religious or sectarian organizations. In the context of lease or rental of charter school facilities from a religious or sectarian organization, charter schools need to ensure that they avoid even an appearance that the school is affiliated with or influenced or controlled by a religious or sectarian organization. There are many factors that could lead to such an appearance, and it is impossible to anticipate and address all of those factors in a FAQ. However, there are a number of steps that a charter school can take in an effort to minimize the appearance of support, affiliation, or control:

- Any lease or rental agreement should be the result of an arm's length negotiation, with the
 amount paid under the agreement being as close to fair market value as possible. Payment
 significantly above or below fair market value it can create the appearance of support, affiliation,
 or control:
- The physical space being leased or rented by the school should be under the sole control of the charter school, for the school's exclusive use;
- There should be no religious symbols, pamphlets, icons, messages, books or other paraphernalia
 on display at the entrance to the charter school, in entries or hallways leading to the leased or
 rented space, or inside the leased or rented space itself;
- There should be complete separation between the charter school administration and the sectarian organization and contact between the two should limited to interaction as a landlord tenant or, ideally, through a property management organization;
- The religious or sectarian organization should have no control over the charter school and its operations;
- Students should have no contact with representatives or members of the religious or sectarian organization, or religious or sectarian activities;
- The building should not have the external appearance of a religious or sectarian organization, it should not have signs or religious symbols on the outside of the building and, ideally, would not be on property that is adjacent to, or near, buildings that are occupied by the religious or sectarian organization;
- Extracurricular activities cannot involve religious affiliation or interaction with a religious or sectarian organization;
- The charter school board should not be affiliated with the religious or sectarian organization from whom they are leasing property and no church or sectarian leader should serve in any capacity with the charter school;
- The lease or rental agreement must be non-sectarian in all provisions and should avoid provisions that give even an appearance of religious or sectarian influence;
- The lease or rental agreement must clearly vest control and decisions relating to the charter school with charter school board;
- The charter school should develop policies that contain safeguards that ensure that each of these steps are adhered to and ensure that there is not an appearance of endorsement or support of the sectarian organization. ¹

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¹ Washington State Charter School Commission. Feb 2015.



Whatcom Intergenerational High School

Section 25: Attachment 25

Contents:

• Start-up Plan

| Task | Details | Resp. | STATUS | 2017 | | | | 2 | 018 | | | | | | | | | | | 2019 | | | | | | | | | | | | 2020 | | | | | | | | |
|-----------------------|---|---------------------------------------|----------|------|-----|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|-----|-----|------|-----|-------|
| | | People | Status | | Aug | sept Oct | Nov | Dec | | Jan | Feb | Apr | May | Jun | Jul | Sep | Oct | Nov | Dec | | Jan | Feb | Mar | Apr | May | lut | Aug | Sept | Oct | Nov | Dec | | Jan | Feb | Mar | May | une | July | Aug | aunch |
| Charter Authorization | | | | | | 0, | | | | | Ī | | _ | | | | | | | | | | | T | | | | 0, | | T | | | | | | _ | | T | T | |
| Model design | Draft one page overview with mission, vision and core values. Gather community feedback and refine. | Reuther, Williams, BOD | Complete | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Model design | Visit high performing charter schools locally and nationally. | Reuther, Williams, BOD | Complete | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Model design | and an intentional Design Team | Reuther, Williams, BOD | Complete | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Authorization | Draft charter application through WA Charters School Leadership Program. | Reuther | Complete | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Authorization | Submit charter application for external and legal review. | Reuther | Complete | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Authorization | Submit WA State charter application to authorizer. | Reuther | Complete | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | T | | |
| Authorization | Participate in capacity interview with authorizer. | Reuther, Williams, BOD | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Authorization | Participate in public forum with authorizer. | Reuther, Williams, BOD | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Authorization | Apply for and secure CSP grant through charter application process. | Reuther | Complete | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Authorization | Receive charter approval from authorizer. | Reuther, Williams, BOD | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Authorization | Negotiate and finalize charter contract with authorizer. | Reuther, Principal, BOD | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Authorization | Design system for tracking contract and OSPI compliance requirements. | Reuther,BOD | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Authorization | Successful completion of authorizer pre-opening conditions and pre- opening site visit. | Reuther,BOD | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Community outreach | Meet with local community leaders, organization leaders, political leaders, parents, and students to garner support and input. | Williams, Principal | On-Going | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Governance | | | | | | | | | | Ţ | Ţ | П | | Į | | | | | | | | J | J | Ţ | I | | | | Ţ | Ţ | | | Щ | Ţ | Ţ | | | F | Į | |
| Governance | Develop decision making protocol and vet with team. | Reuther,BOD | Complete | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Governance | Establish Washington non-profit 501c3: incorporate, file for federal tax exemption, file 990, etc. | Reuther | Complete | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Governance | Recruit diverse, mission-aligned board members and develop board meeting schedule. | Reuther, BOD | Complete | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Governance | Draft and finalize by-laws; charter; financials and approve contract, finance, etc. | BOD, Reuther | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Governance | Prepare board members to transition from start-up board to governing board (OPMA, PRA) | BOD, Reuther | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Governance | Develop board dashboard for organizational goal tracking, aligned to authorizer performance frameworks. | Reuther,Princ ipal,Williams BOD | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| A | C | Davidhaa BOD | | | 1 1 | | | | П | | т — | П | - | | | | _ | 1 1 | | | г т | | | | | | | $\overline{}$ | | | |
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| Accountability | Create greenlighting process and | Reuther, BOD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | benchmarks for continued | | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | organizational growth and | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | expansion. | | | | + | | | | \vdash | _ | + | - | - | - | +- | | +- | | - | - | - | - | _ | | | | - | + | _ | | 4 |
| Finance and | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundraising | Fatablish hash assessed | Davide an | Cl-4- | | + | | | | | _ | + | + | | | | | | 1 - | | \vdash | \vdash | _ | | | | + | | + | | _ | _ |
| Finance | Establish bank account | Reuther | Complete | | + | | | | H | _ | - | \vdash | | | | | - | + | | \vdash | \vdash | | _ | _ | _ | ++ | _ | + | _ | | = |
| Finance | Select and sign a contract with a | Reuther | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | back-office provider to set up payroll, accounting, and other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | financial systems and files. | | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundraisng | Community members, donors, | Reuther, | OII IIack | | + | | | | H | | | \vdash | | | - | | - | + + | | | - | | | | | ++ | - | + | | | = |
| unuraising | potential grantors attend the WIHS | Williams,BOD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Community Celebration | | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundraising | On-going donor development | Reuther, BOD | | | 1 1 | | | | | _ | + | | | | | | | + + | | | | | | | | | | | | | |
| r unur uising | on going donor development | neutrier, bob | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundraising | Identify grant sources and other | Reuther, | | | + + | | | | | | 1 | | | | | | | | | | | | | | _ | | | 1 | | | |
| | | Williams, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | BOD | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundraising | Identify collaborative grants to write | Reuther, | | | 1 1 | | | | \Box | | | | | | | | | | | | | | | | | | | | | | |
| | with Animals as Natural Therapy | Milliams | O- T . | | | | | | | | I | | | | | | | | | | | | | | | | | | | | |
| | and Whiteswan Environmental | | On Track | | | | | | | | I | 1 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Marketing and | | | | | | | | | | | | | | | | | | П | 1 | | | | | | | | | П | | | |
| <u>Outreach</u> | | | | | | | | | | | | oxdot | | | | | | $\perp \perp$ | | | | | | | | | | $oldsymbol{ol}}}}}}}}}}}}}}}}}}$ | | | |
| | | | | | \perp | | | | | | _ | | | | | | | | | | | | | | | 1 | | \perp | | | |
| Marketing | Develop logo, business cards. | Reuther | Complete | | | _ | | | ┷ | _ | - | - | | \vdash | | | | \perp | - | | ├ | _ | | | 4 | 4 | _ | $oldsymbol{oldsymbol{\sqcup}}$ | _ | | _ |
| Marketing | Develop website and SM presence. | Board Clerk, | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Davidas kasakasa | DOO | | | + | | | | 1 | _ | 1 | \vdash | | | | _ | | | | | 1 | _ | | _ | - | ++ | | + | _ | | = |
| Marketing | Develop brochure | Reuther, Braam | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Lead community outreach efforts, | Principal, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Family | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Network, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outreach/Enrollment | community leaders, political | Williams | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| , | leaders; local feeder schools, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | houses of worship. Lead canvassing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | efforts in target communities. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | On Going | | | | | | | | - | | | | _ | | | + | | | - | _ | | | | | | 4 | | | 4 |
| | | Williams, Principal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outreach/Enrollment | and Nooksack tribes. Arrange | Principal | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | partnership opportunities. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Build relationships with local K-12 | Principal, | | | + + | | | | | | | | | | + | | | | | | | | | | | + | | + | | | = |
| Outreach/Enrollment | | Williams, | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outreachy Enrollment | opportunities. | Reuther | OII HUCK | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Launch parent engagement team. | Principal | | | 1 1 | | | | | | + | | | | | | | + + | | | | | | | | + | | + | | | |
| | Co-create goals, parent satisfaction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outreach/Enrollment | survey | | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | and engagement calendar. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Door knock, advertise parent | Principal, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outreach/Enrollment | information nights. | Family | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | - | Network | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Schedule and conduct parent | Principal, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outreach/Enrollment | information nights. Discuss program | Williams | On Track | | | | | | | | | 1 | | | | | | 1 | | 1 1 | 1 | | | | | | | | | | |
| Outreach/Enrollment | and expectations and application | | OII ITACK | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | process. | | | | | | | | \sqcup | | _ | | | LL | | | | $\bot \bot$ | | | oxdot | | | | | | | ш | | | |
| | Schedule necessary sessions for | Principal | On Track | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outreach/Enrollment | families who may need assistance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 2 3 Coon, Emonnent | with appllication/enrollment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | process | | | | + | _ | | | \vdash | _ | + | | | | _ | | _ | | _ | | | _ | | | | | _ | \bot | _ | | _ |
| Outreach/Enrollment | Collect applications; forms | Principal, | On Track | | | | | | | | | | | | | | | 1 | | | 1 | | | | | | | | | | |
| Outreach/Enrollment | Conduct letters or di-tti- | Williams | | | + | | | | $\vdash \vdash$ | - | - | \vdash | + | $\vdash \vdash$ | | | - | ++ | + | $\vdash\vdash$ | \vdash | - | | | | | | + | | | |
| Outreach/Enrollment | Conduct lottery and registration Ensure all families have necessary | Principal Principal | On Track | | + | + | | | \vdash | + | + | \vdash | + | $\vdash \vdash$ | + | | + | ++ | + | $\vdash\vdash$ | \vdash | | | | | + | | + | - | | |
| Outreach/Enrollment | foms filled out for full enrollment | Principal, Williams | On Track | | | | | | | | | 1 1 | | | | | | 1 | | 1 1 | 1 | | | | | | | | | | |
| out each cironnient | process. | *************************************** | JII II ack | | | | | | | | | 1 | | | | | | 1 | | 1 1 | 1 | | | | | | | | | | |
| | Create media plan for first day/week | Principal | On Track | _ | +1 | \dashv | | | | \dashv | t | H | | H | + | | + | ++ | + | \vdash | t | + | | | | | | | \dashv | | |
| Marketing | of school. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | • - | _ | _ | _ | | | - | | | | | | | | | | | | | _ | | - | | | | | _ |

| Hiring / HR | | | | 1 | | | | | | | | | | | | | | Т | | | | | | П | | | | |
|-----------------------------|--|------------------------|------------|----|----|---|-----------------|---------|---|---------|---|-----|---|---|-----------------|---------|-----------------|--------|---|----------|----------|--|----|----------|---------|-----------------|--|---|
| Hiring / HK | Develop mission-aligned, | Reuther, BOD | On Track | - | + | | \vdash | + | + | + | | | | | \vdash | + | \vdash | ++ | | | ++ | | + | \vdash | | | + + | |
| 6 | competency-based hiring process. | neutrier, 505 | OII TIUCK | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Create and post job descriptions | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ĺ | locally and nationally. | | | | | | | | | | | | | | | | | | | | | | | | | | 1 1 | |
| Hiring | Recruit and hire the founding principal. | Reuther, BOD | On Track | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hiring | Recruit and hire an Indigenous | Reuther, BOD | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Community Liaison to support with | , , | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | staff and student recruitment. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | On Track | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hiring | Recruit and hire a diverse founding | Principal, | | | | | | | | | | | | | | | | | | | | | | | | | | |
| _ | faculty. | Reuther, | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Williams | On Track | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hiring | | | On Track | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hiring | Conduct onboarding and | Reuther, | On Track | | | | | | | | | | | | | | | | | | | | | | | | | |
| | professional development for the | Williams, EFC | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | principal. | consultants | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | \perp | | \perp | | | | _ | | | | | | | | | | | | | | |
| Hiring | Recruit and hire DOO | Reuther, | 1. | | | | | | | | | | | | | | | | | | | | | | | | | |
| İ | | | On Track | | | | | | | | | | | | 1 1 | | | 1 1 | | | | | | | | | | |
| | | BOD | | _ | _ | | $\vdash \vdash$ | + | _ | + | | 1 1 | _ | _ | | \perp | $\vdash \vdash$ | ++ | | | 1 | | - | | | $\vdash \vdash$ | 1 | |
| Professional | Plan and conduct founding team | Principal, | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Development | professional development orientation | EFC, Williams | On Track | | | | | | | | | | | | | | | | | | | | | | | | 1 1 | |
| Professional | Develop teacher coaching model | Dringinal 18/A | | | + | | $\vdash \vdash$ | + | | + | + | + | - | + | $\vdash \vdash$ | + | $\vdash\vdash$ | ++ | + | \vdash | ++ | | + | \vdash | + | $\vdash \vdash$ | + | |
| Professional Development | and staff goal-setting/feedback | Principal, WA- CEL | On Track | | | | | | | | | | | | | | | | | | | | | | | | | |
| Development | cycle. | CLL | OII II ack | | | | | | | | | | | | | | | | | | | | | | | | | |
| Professional | Create Planning year PD calendar. | Principal | | | +- | | \vdash | + | - | + | + | + | - | + | | | \vdash | + + | + | | + + | | + | \vdash | + | | + + | - |
| Development | create riaming year r b calcildar. | Timeipai | Complete | | | | | | | | | | | | | | | | | | | | | | | | | |
| Professional | Finanlize operatonal year PD | Principal | On Track | | | | | | | | | | | | | | | 1 1 | | | | | | | | | | |
| Development | calendar. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Professional | Create School Culture/Discipline | Principal, | On Track | | | | | | | | | | | | | | | | | | | | | | | | 1 1 | |
| Development | team to bulid out restorative | Williams, | | | | | | | | | | | | | | | | | | | | | | | | | | |
| · | justice/FPPL discilpline structure | Reuther | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Human Resources | Select insurance and benefits | Reuther, ESD | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | providers and enroll new | 189 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | employees. | | On Track | | | | | | | | | | | | | | | | | | | | | | | | | |
| Human Resources | Enroll new hires in WA Department | DOO, ESD | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | of Retirement Services portal | 189 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | On Track | | _ | | | \bot | _ | 44 | _ | | _ | _ | | | \vdash | | - | | | | _ | | _ | | | |
| Academic Model | | | | | | | | + | | + | | | _ | | | | | | | | - | | | - | | - | - | |
| Curriculum | Develop WIHS Curriculum Map for creating units of study | Principal, Teachers | Complete | | | | | | | | | | | | | | | | | | Ш | | | Ш | | | | |
| Curriculum | Develop all 9th grade curriculum | Teachers, | On Track | | | | | | | | | | | | | | | | | | | | | | | | | |
| Consistent | units | Principal | - | | +- | | $\vdash \vdash$ | + | - | ++ | + | + | + | - | $\vdash \vdash$ | + | $\vdash \vdash$ | ++ | - | | | | | | | | + | |
| Curriculum | Order teacher and student curriculum resources. | Principal | On Track | | | | | | | | | | | | 1 1 | | | | | | | | | | | | | |
| Assessments | DFinalize detailed assessment | Principal | OII II'dLK | -+ | + | + | \vdash | + | + | ++ | + | + | + | - | | | \vdash | ++ | | \vdash | ++ | | | | +- | $\vdash \vdash$ | + | |
| Concomments | calendar aligned with needs of the | rincipal | 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | community and school calendar | | On Track | | | | | | | | | | | | | | | | | | | | | | | | | |
| | (include SBAC, PSAT, Community | | O.I ITUCK | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Learning Showcase) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessments | Develop Assessment Data Analysis | Principal | | | | | t | + | | \top | 1 | 11 | 1 | 1 | | | | \top | | | t t | | | | | t | 1 1 | |
| | protocol for Data Days. | | On Track | | | | Шl | | | | | ┸╽ | [| | L.I | | Ш | ┸╹ | | | ┸╽ | | | | \perp | | ┸╹ | |
| Special Education, ELL, | Determine and secure resources for | Principal, | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HiCap | special education, ELL, and HiCap | Spec Ed. ELL | On Track | | | | | | | | | | | | | | | | | | | | | | | | | |
| | program delivery. | | | | | | | | | \perp | | | | | | | | | | | | | | | | | $oldsymbol{ol}}}}}}}}}}}}}}}}}}$ | |
| Special Education and | Review incoming student records | Special | 1 | | | | | | | T | | | | | | | | | | | | | | | | | | |
| ELL | for services, schedule and hold | Education | 1 | | | | | | | | | | | | 1 1 | | | 1 1 | | | | | | | | | | |
| | transitional IEP meetings, budget for | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | student needs. | coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | |
| n n | | a · · · · | | | + | | $\vdash \vdash$ | + | _ | - | _ | + | _ | _ | | | \vdash | | | | \vdash | | | | | | | |
| PhenoBL partnerships | Develop community partnerships. | Principal, | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Operations | | Williams | | | + | - | \vdash | + | | | | + | | - | | | | + | + | - | ++ | | +- | \vdash | +- | $\vdash \vdash$ | + | |
| Operations | l | 1 | l | | | | | | | | | | | | | | | | | | 1 | | | | - 1 | | | |

| Professional | | Principal, | | | | П | | | П | | | | | | | | | | | | |
|-------------------|---|---|----------|--|---|---|---|---|---|--|--|--|--|--|---|--|--|---|---|---|--|
| Development | programming focused on meeting Authorizer Pre-Operning conditions and strong school launch. | Reuther, | On Track | | | | | | | | | | | | | | | | | | |
| Professional | Attend WA Commissio/ | Reuther, | | | - | H | - | + | + | | | | | | | | | | H | _ | |
| Development | OSPI/DRS/SAO Compliance Trainings | | On Track | | | | | | | | | | | | | | | | | | |
| Facilities | Source, identify, conduct due diligence, finance and secure facility. | Reuther | On Track | | | | | | | | | | | | | | | | | | |
| Facilities | Partner with city planning departments as necessary to secure permits/approvals and conduct inspections. | Reuther, Braam | On Track | | | | | П | I | | | | | | | | | | | | |
| Facilities | Complete all necessary renovations and building improvements. | Reuther, Braam, WA Charter Development | On Track | | | | | | | | | | | | | | | | | | |
| Facilities | Conduct needs analysis, post RFPs, and contract with vendors to secure all necessary school furniture and technology tools. Order and install signage for inside and outside of school building. | Reuther, Principal | On Track | | | | | | | | | | | | | | | | | | |
| School Operations | Develop and finalize school calendar and schedule. Gather community input. | Principal, Teachers | Complete | | | | | | | | | | | | | | | | | | |
| School Operations | Identify viable suppliers and vendors for office equipment, communications services, and other school needs. | Reuther, DOO | On Track | | | | | | | | | | | | | | | | | | |
| School Operations | Conduct needs analysis and contract with vendors to create plans and secure services for all necessary school services such as lunch, transportation, security, maintenance and other needs. | Reuther, DOO | On Track | | | | | | | | | | | | | | | | | | |
| School Operations | Prepare systems for student health - collecting forms, following up with families, etc. | Williams | On Track | | | | | | | | | | | | | | | П | | | |
| School Operations | Develop start of school and end of school logistics plan | D00 | On Track | | | | | | | | | | | | П | | | | | | |
| School Operations | Schedule final health, safety, and building inspections. | D00 | On Track | | | | | | | | | | | | | | | | | | |
| School Operations | Develop and conduct legal review of state and federal compliant student and employee handbooks. | DOO | On Track | | | | | | | | | | | | | | | | | | |
| School Operations | records, test scores, grades, attendance, tardy students, discipline, etc. | DOO | On Track | | | | | | | | | | | | | | | | | | |
| School Operations | Develop a school safety plan and schedule fire and other safety drills. | D00 | On Track | | | | | | | | | | | | | | | | | | |
| School Operations | Purchase and set up computers with basic software. | 189 | On Track | | | | | | | | | | | | | | | | | | |
| School Operations | Purchase and set up hardware, software, and tools for data gathering and analysis, including laptop computers and "Illuminate" software licenses. | DOO, ESD 189 | On Track | | | | | | | | | | | | | | | | | | |

| School Operations | Set up technology infrastructure in facility. | ESD 189, DOO | On Track | | | | | | | | | | | | | | | | |
|-------------------|---|-------------------------------|----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| School Operations | Inventory all technology tools and ensure that network is functional and contingencies are in place. | DOO, ESD 189 | On Track | | | | | | | | | | | | | | | | |
| School Operations | for compliance reporting for | Reuther, Principal, DOO | On Track | | | | | | | | | | | | | | | | |
| Culture | | | | | | | | | | | | | | | | | | | |
| Faculty Culture | Create DEI goals, metrics and measurement tools and faculty norms. | Principal, teachers | On Track | | | | | | | | | | | | | | | | |
| Faculty Culture | Map faculty culture vision, goals and activities. | Principal, Teachers | On Track | | | | | | | | | | | | | | | | |
| Student Culture | Create a stakeholder team to develop restorative justice/First Peoples Principles of Learning discipline framework | Reuther, Principal | On Track | | | | | | | | | | | | | | | | |
| Student Culture | Prepare student and family handbook with vision, day-in-the- life, policies and procedures. | Principal | On Track | | | | | | | | | | | | | | | | |
| Student Culture | | Principal, Williams | On Track | | | | | | | | | | | | | | | | |
| Student Culture | Student emotional/social program with Animals as Natural Therapy | Principal | On Track | | | | | | | | | | | | | | | | |
| School Culture | Plan and practice student orientation. | Principal, teachers | On Track | | | | | | | | | | | | | | | | |
| School Culture | Student Upward Bound program with WCC | Principal, teachers | On Track | | | | | | | | | | | | | | | | |



Section 25: Attachment 26

Contents:

• Insurance Coverage

Section 25: Attachment 26

Insurance Coverage

WIHS will maintain adequate insurance, including (but not limited to): indemnity, property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School, and employees, as set forth below:

- a. Comprehensive general liability: \$3,000,000
- b. Officers, directors, and employees errors and omissions: \$50,000
- c. Professional liability insurance: \$1,000,000 per occurrence, plus \$3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.
- d. Data Breach Insurance: \$1,000,000
- e. Property insurance: As required by landlord or lender
- f. Transportation/Motor vehicle liability (if appropriate): \$3,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.
- g. Fidelity/Crime Coverage: \$500,000
- h. Workers' compensation: Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51 and shall maintain full compliance with RCW Title 51 during the course of this Contract.

The Commission shall be named as an additional insured on all of these insurance policies. WIHS will pay any deductible amounts attributable to any acts or omissions of WIHS, its employees, or agents. WIHS shall, by August 1st of each year, provide the Commission with proof of insurance as required by state law and Commission policy.¹

The estimated costs built into the financial workbook were provided by the Washington State Charter Schools Association.

¹ Language above was taken from the 2018 Washington State Charter School Commission 2018 Sample Contract found at https://charterschool.wa.gov/documents/2018-Sample-Contract.Final -1.pdf



Section 27: Attachment 27

Contents:

- Financial Plan Workbook
- Sample Financial Policies and Procedures that WIHS will model after
- Sample Financial Roles and Responsibilities Breakdown that WIHS will model after

New Application Budget and Cash Flow Template Instructions

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete/Use ALL EIGHT tabs to the right of the 'New Application Budget --->' placeholder tab.
- · Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- · Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- · All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'School Days' enter in the number of days the proposed school will be open for instruction.

Enrollment Tab

- Enrollment Section; Enter in cells D8 M20 the anticipated enrollment for the proposed school by grade by year. The first five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- <u>Student Population Section</u>; Enter in cells D29 M60 (gray only) the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

OSPI Estimator Tool

- This tab is a tool created by OSPI to assist in establishing an accurate per pupil amount for the '3100 Apportionment' revenue line.
- Enter in enrollment for YRs 1-5 (one year at a time; cells B3-B7). The tool will produce a per pupil amount for that year based on enrollment entered and district chosen (cell B17). Enter those yearly per pupil amounts in cells H33 L33 on the 'Assumptions' tab. The per pupil amount entered will then be multipled by the enrollment entered on the 'Enrollment' tab and will carry through to the '5 YR Budget' tab.

Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the '5 YR Budget', 'Start-Up Budget' and 'Cash Flow' tabs.
 - **PLEASE NOTE** Before selecting a category be sure to select the '5 YR Budget' tab to see where each category falls under in terms of the Personnel section.
- Column E; Enter in the starting salary for that given position.
- Column F J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N3 R3; Enter in the anticipated percentage of salary increases for that given year. The table below row 3 will automatically calculate given the percentage entered, FTE and starting salary indicated.

Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Column E; Select either option 1, 2 or 3.
 - Option 1; Will generate a total based on a per pupil basis. For example, if an estimation of \$100 per student is desired, select option 1 in column E for that particular line and in column F (shaded green) enter in \$100. If enrollment is 100 students then the total for that line will be \$10,000 in Year 1.
 - Option 2; Will generate a total based on a per staff basis. For example, if an estimation of \$1,000 per staff FTE is desired, select option 2 in column E for that particular line and in column F (shaded blue) enter in \$1,000. If the school's FTE count is 20 then the total for that line will be \$20,000 in Year 1.
 - Option 3; Will generate a total based on the school. For example, if the desired amount for that line is \$25,000 for the year, select option 2 in column E for that particular line and in column F (shaded orange) enter in \$25,000.
- Columns H-L; enter in the percentage increase <u>OR</u> decrease that is anticipated for that particular line from year to year.

 ** PLEASE NOTE** In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.

5 YR Budget Tab

• Nothing needs to be entered into this tab other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

Start-Up Budget Tab

· Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.

Cash Flow Tab

New Application Budget and Cash Flow Template Instructions

- Columns D J; Enter the revenues and expenses the proposed school anticipates receiving and incurring during the start-up phase in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures entered into the 'Start-Up Budget' tab. As a checks and balances, column K will compare the 'Start-Up Budget' tab versus the total column, column J, of the Cash Flow tab to ensure accuracy.
- Columns N Y; Enter the revenues and expenses the proposed school anticipates receiving and incurring during <u>YEAR 1</u> in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures calculated in the '5 YR Budget' tab, column D. As a checks and balances, column AA will compare the '5 YR Budget' tab, Year 1, versus the total column, column Z, of the Cash Flow tab to ensure accuracy.

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:

Cindy Reuther

Contact Email: Contact Phone: reutherck@gmail.com

651-402-9803

Year One:

2020-21

School Days: 181

ENROLLMENT and STUDENT POPULATION

| ENROLLMENT | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---------|---------|---------|---------|----------|---------|---------|----------|---------|----------|
| Kindergarten | - | - | - | - | - | - | - | - | - | - |
| 1st Grade | - | - | - | - | - | - | - | - | - | - |
| 2nd Grade | - | - | - | - | - | - | - | - | - | - |
| 3rd Grade | - | - | - | - | - | - | - | - | - | - |
| 4th Grade | - | - | - | - | - | - | - | - | - | - |
| 5th Grade | - | - | - | - | - | - | - | - | - | - |
| 6th Grade | - | - | - | - | - | - | - | - | - | - |
| 7th Grade | - | - | - | - | - | - | - | - | - | - |
| 8th Grade | - | - | - | - | - | - | - | - | - | - |
| 9th Grade | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 |
| 10th Grade | | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 |
| 11th Grade | | | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 |
| 12th Grade | - | - | = | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 |
| Total Elementary Enrollment | | | | | | | _ | _ [| | |
| Total Middle School Enrollment | - | - | | - | - | | - | - | | |
| Total High School Enrollment | 75.00 | 150.00 | 225.00 | 300.00 | 300.00 | 300.00 | 300.00 | 300.00 | 300.00 | 300.00 |
| Total Enrollment | 75.00 | 150.00 | 225.00 | 300.00 | 300.00 | 300.00 | 300.00 | 300.00 | 300.00 | 300.00 |
| Change in Net Enrollment from Prior Year | 75.00 | 75.00 | 75.00 | 75.00 | - 300.00 | 300.00 | 300.00 | - 300.00 | - | - 300.00 |
| enange in rect Enrollment nom rich real | 75.00 | 70.00 | 75.00 | 75.55 | I | | | <u> </u> | I | |
| STUDENT POPULATION | | | | | | | | | | |
| Average Daily Membership % | 90% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% |
| Average Daily Membership (ADM) | 67.50 | 142.50 | 213.75 | 285.00 | 285.00 | 285.00 | 285.00 | 285.00 | 285.00 | 285.00 |
| Average Daily Attendance % | 90% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% |
| Average Daily Attendance (ADA) | 67.50 | 142.50 | 213.75 | 285.00 | 285.00 | 285.00 | 285.00 | 285.00 | 285.00 | 285.00 |
| Special Education Students % | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% |
| Special Education Student Count (SPED) | 11.25 | 22.50 | 33.75 | 45.00 | 45.00 | 45.00 | 45.00 | 45.00 | 45.00 | 45.00 |
| Facilish Laurence Laurence (| 200/ | 200/ | 200/ | 200/ | 200/ | 200/ | 200/ | 200/ | 200/ | 200/ |
| English Language Learner % | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% |
| English Language Learner Count (ELL) | 15.00 | 30.00 | 45.00 | 60.00 | 60.00 | 60.00 | 60.00 | 60.00 | 60.00 | 60.00 |
| % Student Qualifying for Free Lunch | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% |
| Student Count Qualifying for Free Lunch | 15.00 | 30.00 | 45.00 | 60.00 | 60.00 | 60.00 | 60.00 | 60.00 | 60.00 | 60.00 |
| % Student Qualifying for Reduced Lunch | 40% | 40% | 40% | 40% | 40% | 40% | 40% | 40% | 40% | 40% |
| Student Count Qualifying for Reduced Lunch | 30.00 | 60.00 | 90.00 | 120.00 | 120.00 | 120.00 | 120.00 | 120.00 | 120.00 | 120.00 |
| Free and Reduced Lunch Student % | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% |
| Student Count Qualifying for Free or Reduced Lunch | 45.00 | 90.00 | 135.00 | 180.00 | 180.00 | 180.00 | 180.00 | 180.00 | 180.00 | 180.00 |
| Learning Assistance Program | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% |
| Learning Assistance Program Learning Assistance Program Count | 45.00 | 90.00 | 135.00 | 180.00 | 180.00 | 180.00 | 180.00 | 180.00 | 180.00 | 180.00 |
| Learning Assistance Program Count | 43.00 | 30.00 | 133.00 | 180.00 | 180.00 | 180.00 | 180.00 | 180.00 | 180.00 | 180.00 |
| Transitional Bilingual | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% | 20% |
| Transitional Bilingual Count | 15.00 | 30.00 | 45.00 | 60.00 | 60.00 | 60.00 | 60.00 | 60.00 | 60.00 | 60.00 |
| Highly Capable | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% |
| Highly Capable Count | 3.75 | 7.50 | 11.25 | 15.00 | 15.00 | 15.00 | 15.00 | 15.00 | 15.00 | 15.00 |
| Student Transportation | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Student Transportation Count | 67.50 | 135.00 | 202.50 | 270.00 | 270.00 | 270.00 | 270.00 | 270.00 | 270.00 | 270.00 |

| | Enter Enroll |
|-----------------|--------------|
| K-3 FTE | - |
| 4 FTE | - |
| 5-6 FTE | - |
| 7-8 FTE | - |
| 9-12 FTE | 300.00 |
| Total Enroll | 300.00 |
| Regionalization | 1.12 |
| | |
| Revenue 3100 | 2,370,247.44 |
| Per Pupil | 7,900.82 |

| | Regionalization |
|---------------|------------------|
| | (Pick from Drop- |
| District | Down in A17) |
| Battle Ground | 1.06 |
| Bellevue | 1.18 |
| Bellingham | 1.12 |
| Bremerton | 1.18 |
| Federal Way | 1.12 |
| Ferndale | 1.12 |
| Highline | 1.18 |
| Kennewick | 1.00 |
| Kent | 1.18 |
| Pasco | 1.00 |
| Renton | 1.18 |
| Richland | 1.06 |
| Tacoma | 1.12 |
| Tukwila | 1.18 |

Directions: Pick the district nearest to the proposed location of your school

| Whatcom IntergenerationI High School | | | | | | | | | | | | | | |
|--------------------------------------|-------------------------------------|---|------------|------------|---------------|------------|------------|---------------------------|-----|---------|-------------------|------------------|-----------|--------------------------|
| | | | | | Number of FTE | | | NOTES | | | | Salary Totals | | |
| | Position Category | Starting | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Position Description | (Categories Match Up to the | Salary | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| | Categories on the Five Year Budget) | Salai y | | | | | | | | | | Yearly Raise % | | |
| | | | | | | | | | | 0.00% | 3.00% | 3.00% | 3.00% | 3.00% |
| Executive Director | Executive Management | \$110,000 | 1.0 | 0.5 | 0.0 | 0.0 | 0.0 | | Ś | 110,000 | \$ 58,300 | \$ 5,049 | 5,200 | \$ 5,356 |
| Principal | Instructional Management | \$110,000 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | Certificated | Ś | 110,000 | \$ 113,300 | \$ 116,699 | | \$ 123,806 |
| | | , ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | - | | | | - | | \$ | - | \$ - | \$ - ! | 5 - | \$ - |
| D00 | Operation / Business Manager | \$ 65,000 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | | \$ | 65,000 | \$ 66,950 | \$ 68,959 | 71,027 | \$ 73,158 |
| Office | Other - Administrative | \$ 40,000 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | | \$ | 40,000 | \$ 41,200 | \$ 42,436 | 43,709 | \$ 45,020 |
| teacher - veteran | Teachers - Regular | \$ 77,000 | 2.0 | 4.0 | 5.0 | 5.0 | 5.0 | Certificated | \$ | 154,000 | \$ 312,620 | \$ 398,999 | 410,969 | \$ 423,298 |
| teacher - SPED | Teachers - SPED | \$ 77,000 | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 | Certificated | \$ | 77,000 | \$ 79,310 | \$ 81,689 | 161,140 | \$ 165,974 |
| teacher - early career | Teachers - Regular | \$ 50,000 | 2.0 | 4.0 | 5.0 | 5.0 | 5.0 | # Certificated | \$ | 100,000 | \$ 203,000 | \$ 259,090 | 266,863 | \$ 274,869 |
| teacher - assistant | Teaching Assistants | \$ 38,000 | 0.0 | 0.0 | 1.0 | 2.0 | 2.0 | | \$ | - | \$ - | \$ 38,000 | 77,140 | \$ 79,454 |
| teacher - specialty | Specialty Teachers | \$ 61,000 | 2.0 | 4.0 | 5.0 | 5.0 2.0 | 5.0 2.0 | Certificated | \$ | 122,000 | \$ 247,660 | \$ 316,090 | 325,572 | \$ 335,340 \$ 131,486 |
| teacher -ELL | Specialty Teachers | \$ 61,000 | 1.0 0.0 | 1.0 0.0 | 1.0 0.0 | 0.0 | 0.0 | Certificated Certificated | ¢ | 61,000 | \$ 62,830 \$ - | \$ 64,715 S | 127,656 | \$ 131,486 \$ - |
| Program Coordinator | Other - Non-Instructional | \$ 40,000 | 0.0 | 0.0 | 0.5 | 1.0 | 1.0 | Certificated | Ś | | \$ - | | • | \$ 41,818 |
| r rogram coordinator | Circi Non mad dedonal | ÿ 40,000 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | Ś | - | \$ - | \$ - ! | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | Ś | - | \$ - | \$ - ! | · - | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | \$ - : | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | \$ - ! | ; - | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | \$ - ! | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | \$ - ! | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | T . | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | \$ - : | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | ¢ | - | \$ - \$ - | | | \$ - \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | Ś | | 7 | T . | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | Ś | - | 7 | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | Ś | - | \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | \$ - ! | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | \$ - ! | - | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | \$ - ! | - | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | 7 | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | γ . | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | Ÿ . | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - \$ - | \$ - ! \$ - ! | | \$ - \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | ¢ | - | \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | ς , | | \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | Ś | - | \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | | \$ - ! | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | \$ - ! | · - | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | \$ - ! | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | 7 | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | \$ - ! | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | Ÿ . | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | Ÿ. | | \$ - \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | ¢ | - | \$ - \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | ¢ | - | \$ - | | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | ς , | | \$ - | Ÿ. | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | Ś | - | \$ - | 7 | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | Ś | - | \$ - | \$ - ! | | \$ - |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | \$ | - | \$ - | \$ - | 5 - | \$ - |
| Total | | | 12.0 | 17.5 | 21.5 | 25.0 | 25.0 | | \$ | 839,000 | \$ 1,185,170 | \$ 1,411,725 | 1,650,077 | \$ 1,699,579 |
| • | • | | | | | | | | | | | | | |

REVENUE AND EXPENSE ASSUMPTIONS

| | | | 2020-2 | | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|--|-------|-------------|----------|----------|--------------|----------------|--------------|-----------|
| | ASSUN | IPTION KEY | | | | | | |
| | 1 | PER STUDENT | | | | | | |
| | | PER STAFF | | | | | | |
| | 3 | PER SCHOOL | | | | | | |
| | | | Ent | er the 9 | % increase b | elow for which | the amount e | ntered in |
| REVENUE | | | | | column F s | hould increase | e each year. | |
| 1000 - LOCAL TAXES | | | | | | | | |
| 1100 - Local Property Tax | | - | | .00% | 0.00% | 0.009 | _ | _ |
| 1900 - Other Local Taxes | | - | | .00% | 0.00% | 0.009 | _ | _ |
| Custom LOCAL TAXES | | - | 0 | .00% | 0.00% | 0.009 | 6 0.009 | 6 0. |
| TOTAL LOCAL TAXES | | | | | | | | |
| 2000 - LOCAL SUPPORT - NON-TAX | | | | | | | | |
| 2200 - Sale Of Goods, Supplies, & Services - Unassigned | | - | 0 | .00% | 0.00% | 0.009 | 6 0.00% | 6 0. |
| 2500 - Gifts Grants, and Donations (Local) | 3 | 20,000.00 | 0 | .00% | 0.00% | 0.009 | 6 0.009 | 6 0. |
| WA Charters | 3 | 400,000.00 | 0 | .00% | -100.00% | 0.009 | 6 0.009 | 6 0. |
| TOTAL LOCAL SUPPORT - NON-TAX | | | | | | | | |
| 3000 - STATE REVENUE - GENERAL PURPOSE | | | | | | | | |
| 3100 - Apportionment | 1.00 | | \$ 19,33 | 7.42 \$ | 11,946.06 | \$ 9,541.98 | \$ 8,384.42 | \$ 8,55 |
| | | | , ,,,,, | ' | , | ,. | | , |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 3121 - Special Education - General Apportionment | | - | 0 | .00% | 0.00% | 0.009 | 6 0.009 | 6 0. |
| Custom STATE REVENUE - GENERAL PURPOSE | | _ | | .00% | 0.00% | 0.009 | | + |
| TOTAL STATE REVENUE - GENERAL PURPOSE | | | | .0070 | 0.0070 | 0.007 | 0.007 | ·1 · |
| 4000 - STATE REVENUE - SPECIAL PURPOSE | | | | | | | | |
| 4121 - Special Education - State | 1 | 8,873.00 | 0 | .00% | 2.00% | 2.00% | 6 2.009 | 6 2 |
| 4155 - Learning Assistance | 1 | 954.00 | | .00% | 2.00% | 2.009 | | _ |
| 4165 - Transitional Bilingual | 1 | 1,295.00 | | .00% | 2.00% | 2.009 | | |
| 4174 - Highly Capable | 1 | 590.00 | | .00% | 2.00% | 2.009 | | + |
| 4198 - School Food Service | _ | 350.00 | | .00% | 0.00% | 0.009 | _ | _ |
| 4199 - Transportation - Operations | 1 | 526.00 | | .00% | 2.00% | 2.009 | | + |
| Custom STATE REVENUE - SPECIAL PURPOSE | _ | - | | .00% | 0.00% | 0.009 | _ | _ |
| TOTAL STATE REVENUE - SPECIAL PURPOSE | | | | | | | | |
| 5000 - FEDERAL REVENUE - GENERAL PURPOSE | | | | | | | | |
| 5200 - General Purpose Direct Fed. Grants - Unassigned | | | 0 | .00% | 0.00% | 0.009 | 6 0.009 | 6 0 |
| Title I | 1 | 320.00 | | .00% | 1.00% | 1.009 | | + |
| Title II | 1 | 50.00 | | .00% | 1.00% | 1.009 | _ | _ |
| Title III | 1 | 70.00 | | .00% | 1.00% | 1.007 | | |
| | 1 | 1,300.00 | | .00% | 1.00% | 1.009 | | + |
| IDEA Funding CSP | 1 | 1,300.00 | | .00% | 0.00% | 0.009 | | + |
| Total 5200 - General Purpose Direct Fed. Grants - Unassigned | | - | 0 | .00% | 0.00% | 0.009 | 0.009 | 0 |
| · | | | | .00% | 0.00% | 0.009 | 6 0.009 | 6 0. |
| Custom FEDERAL REVENUE - GENERAL PURPOSE | | - | 0 | .00% | 0.00% | 0.009 | 0.009 | 0 |

REVENUE AND EXPENSE ASSUMPTIONS

| | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|--|------------|--------|---------|---------|---------|---------|---------|
| | ASSUMPTION | ON KEY | | | | | |
| | | | | | | | |
| | | TUDENT | | | | | |
| | 2 PER S | | | | | | |
| | 3 PER S | CHOOL | | | | | |
| 6000 - FEDERAL REVENUE - SPECIAL PURPOSE | | | | | | | |
| 6100 - Special Purpose - OSPI Unassigned | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| 6198 - School Food Services | 1 | 453.20 | 0.00% | 1.00% | 1.00% | 1.00% | 1.00% |
| Free Breakfast Reimbursement | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Reduced Breakfast Reimbursement | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Paid Breakfast Reimbursement | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Free Lunch Reimbursement | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Reduced Lunch Reimbursement | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Paid Lunch Reimbursement | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Snack Reimbursement | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total 6198 - School Food Services | | | | | | | |
| Custom FEDERAL REVENUE - SPECIAL PURPOSE | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| TOTAL FEDERAL REVENUE - SPECIAL PURPOSE | • | | | | | | |
| 7000 - OTHER SCHOOL DISTRICTS | | | | | | | |
| 7100 - Program Participation, Unassigned | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Custom OTHER SCHOOL DISTRICTS | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| TOTAL OTHER SCHOOL DISTRICTS | | | 0.0070 | 0.0070 | 0.0070 | 0.0075 | 0.0070 |
| | | | | | | | |
| 8000 - OTHER ENTITIES | | | | | | | |
| 8100 - Governmental Entities | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| 8200 - Private Foundations | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| 8500 - Educational Service Districts | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| ED Offset for Leaving in 3rd year | 3 \$ | 5,049 | 0.00% | 0.00% | 0.00% | 3.00% | 3.00% |
| TOTAL OTHER ENTITIES | | | | | | | |
| 9000 - OTHER FINANCING SOURCES | | | | | | | |
| 9500 - Long-Term Financing | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| 9900 - Transfers | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Custom OTHER FINANCING SOURCES | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| TOTAL OTHER FINANCING SOURCES | | | | | | | |

TOTAL OTHER FINANCING SOURCES

TOTAL REVENUE

REVENUE AND EXPENSE ASSUMPTIONS

| STUDENT STAFF SCHOOL | | | | |
|----------------------|---|--|---|-------------|
| STAFF | | | | |
| STAFF | | | | |
| SCHOOL | | | | |
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| For each lin | e item in the Pa | ayroll, Taxes & | Benefits section | n enter the |
| | of Total Payroll | that line item s | hould represer | ıt. |
| 6.20% | 6.20% | 6.20% | 6.20% | 6.209 |
| 1.45% | 1.45% | 1.45% | 1.45% | 1.45 |
| 1.75% | 1.84% | 1.92% | 1.94% | 1.89 |
| 2.00% | 2.00% | 2.00% | 2.00% | 2.009 |
| 0.00% | 0.00% | 0.00% | 0.00% | 0.009 |
| 0.00% | 0.00% | 0.00% | 0.00% | 0.009 |
| 9.10% | 10.15% | 11.57% | 12.82% | 13.69 |
| 0.00% | 0.00% | 0.00% | 0.00% | 0.009 |
| 0.00% | 0.00% | 0.00% | 0.00% | 0.00 |
| 0.00% | 0.00% | 0.00% | 0.00% | 0.009 |
| 14.88% | 15.24% | 15.48% | 15.66% | 15.869 |
| 0.00% | 0.00% | 0.00% | 0.00% | 0.009 |
| 0.00% | 0.00% | 0.00% | 0.00% | 0.009 |
| | \$6.20% 1.45% 1.75% 2.00% 0.00% 0.00% 9.10% 0.00% 0.00% 1.4.88% 0.00% | % of Total Pavroll 6.20% 6.20% 1.45% 1.45% 1.75% 1.84% 2.00% 2.00% 0.00% 0.00% 0.00% 10.15% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 10.00% 0.00% 14.88% 15.24% 0.00% 0.00% 0.00% 0.00% | % of Total Pavroll that line items 6.20% 6.20% 6.20% 1.45% 1.45% 1.45% 1.75% 1.84% 1.92% 2.00% 2.00% 2.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 9.10% 10.15% 11.57% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 14.88% 15.24% 15.48% 0.00% 0.00% 0.00% | 1.45% |

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

REVENUE AND EXPENSE ASSUMPTIONS

| | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|----------|------------------------|----------------|------------------|------------------|----------------|----------------|
| | ASSUN | /IPTION KEY | | | | | |
| | 1 | PER STUDENT | | | | | |
| | | PER STAFF | | | | | |
| | 3 | PER SCHOOL | | | | | |
| | | | Enter th | | | the amount en | tered in |
| CONTRACTED SERVICES | 2 | 47.500.00 | 0.000/ | | hould increase | | 3.00 |
| Accounting / Audit Legal | 3 | 17,500.00 3,000.00 | 0.00% 0.00% | 3.00% 3.00% | 3.00% 3.00% | 3.00% 3.00% | 3.00 |
| Oversight Fee (3%) | 3 | 3,000.00 | 3.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| Management Company Fee | <u> </u> | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00 |
| Nurse Services | 3 | 5,000.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| Food Service / School Lunch | 3 | 10,000.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| Payroll Services | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00 |
| Special Ed Services | 3 | 15,000.00 | 0.00% | 10.00% | 20.00% | 10.00% | 3.00 |
| Titlement Services (i.e. Title I) | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00 |
| Back Office Provider | 3 | 60,000.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| True Measure Collaborative | 3 | 4,000.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| Americorps/Traditional Providers | 3 | 37,000.00 | 0.00% | 10.00% | 10.00% | 10.00% | 10.00 |
| TOTAL CONTRACTED SERVICES | | | | | | | |
| SCHOOL OPERATIONS | | | | | | | |
| Board Expenses | 3 | 1,000.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| Classroom / Teaching Supplies & Materials | 3 | 3,750.00 | 0.00% | 0.00% | -0.20% | 0.00% | -100.00 |
| Special Ed Supplies & Materials | 3 | 1,125.00 | 0.00% | 0.00% | 0.00% | 0.00% | -100.00 |
| Textbooks / Workbooks | 1 | 100.00 | 0.00% | 0.00% | 0.00% | 0.00% | 3.00 |
| Supplies & Materials other | 1 | 150.00 | 0.00% | -0.25% | -25.00% | 3.00% | 3.00 |
| Equipment / Furniture | 3 | 25,000.00 | 0.00% | -20.00% | 0.00% | 0.00% | -100.00 |
| Telephone | 3 | 10,000.00 48,750.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 -75.00 |
| Technology Student Testing & Assessment | 1 | 50.00 | 0.00% 0.00% | 0.00% 3.00% | 0.00% 3.00% | 0.00% 3.00% | 3.00 |
| Field Trips | 1 | 75.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| Transportation (student) | 1 | 662.76 | 0.00% | -1.64% | -1.78% | -1.92% | -2.08 |
| Student Services - other | 1 | - 002.70 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00 |
| Office Expense | 3 | 2,500.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| Staff Development | 2 | 500.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| Staff Recruitment | 3 | 1,000.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| Student Recruitment / Marketing | 3 | 2,000.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| School Meals / Lunch | 1 | 500.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| Travel (Staff) | 2 | 250.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| Fundraising | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00 |
| Dues and Membership | 1 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00 |
| Staff Technology | 3 | 22,500.00 | 0.00% | -54.17% | -18.18% | -33.33% | -75.00 |
| Custom School Operations | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00 |
| TOTAL SCHOOL OPERATIONS | | | | | | | |
| FACILITY OPERATION & MAINTENANCE | | | | / | / | / | |
| Insurance | 3 | 20,000.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| Janitorial Services | 3 | 10,000.00 | 0.00% | 10.00% | 10.00% | 10.00% | 3.00 |
| Building and Land Rent / Lease | 3 | 36,000.00 15,000.00 | 0.00% 0.00% | 100.00% 3.00% | 100.00% 3.00% | 3.00% 3.00% | 1.75 3.00 |
| Repairs & Maintenance Equipment / Furniture | 3 | 1,500.00 | 0.00% | -50.00% | -0.33% | 0.00% | 0.00 |
| Security Services | 3 | 1,000.00 | 0.00% | -50.00% | 0.00% | 0.00% | 0.00 |
| Utilities | 3 | 15,000.00 | 0.00% | 3.00% | 3.00% | 3.00% | 3.00 |
| ED Offset for reduced time | 3 | 5,049.00 | 0.00% | 0.00% | -100.00% | 0.00% | 0.00 |
| Substutute Teachers | 3 | 8,000.00 | 0.00% | 80.25% | 25.07% | 15.12% | 3.00 |
| Custom Facilities Operations #3 | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00 |
| TOTAL FACILITY OPERATION & MAINTENANCE | | | 2.0070 | 2.3070 | 2.3070 | 2.3070 | 3.00 |
| RESERVES / CONTIGENCY | | _ | 0.00% | 0.00% | 0.00% | 0.00% | 0.00 |
| TOTAL FYPENSES | | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00 |

| Whatcom Inter | generation | High School |
|---------------|------------|-------------|
| | | |

REVENUE AND EXPENSE ASSUMPTIONS

| | | KLVLINOL | AND LAP | LIVOL ASS | OIVIF I IO | 113 |
|---|----------------|----------|---------|-----------|------------|---------|
| | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| | ASSUMPTION KEY | | | | | |
| | 1 PER STUDENT | | | | | |
| | 2 PER STAFF | | | | | |
| | 3 PER SCHOOL | | | | | |
| NET OPERATING INCOME (before Depreciation) | | | | | | |
| DEPRECIATION & AMORTIZATION | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| NET OPERATING INCOME (including Depreciation) | | | | | | |

Enter in enrollment for YRs 1-5 (one year at a time; cells B3-B15) in the 'OSPI Estimator Tool' tab. The tool will produce a per pupil amount for that year based on enrollment entered and district chosen (cell B17). Enter those yearly per pupil amounts in cells H33 - L33 (do not enter an amount in cell F33). The per pupil amount entered will then be multipied by the enrollment entered on the 'Enrollment' tab and will carry through to the '5 YR Budget' tab.

Calculates as total FRPL enrollment multipled by per pupil amount entered in cell F40

Calculates as 5% total enrollment multipled by per pupil amount entered in cell F42 $\,$

Calculation assumes unemployment is 2.5% of employee salaries up to \$47,300

Includes Health, Dental, and Vision, and Assumes 10% increases year over year

Calcluated assuming TRS for certificated salaries and SERS for Classified salaries

10K for non-profit financials audit, \$7.5K for SAO audit
Provided by board member
Calculates as 3% total revenue for lines 3100, 3121, 4121, 4155, 4165, 4174 & 4199

Community Elder

contracted OT, speech,

NWESD / Includes SIS, Technical Inftrastrucure support, financial support Based on current WA Charters TMC pricing structure (part-time)

\$750 Per new classroom \$100 per SpEd Student, incremental per new student

Consumables
\$5,000 per new classroom, incremental cost
Includes internet and other comms costs, website hosting, etc.
Students computers (500 for the computer, 150 for software licenses), incremental cost,

Printing, Supplies, Postage

Admin time will also go toward this Admin and Staff time will also go toward this

WA Charters Membership (\$5/ per student)
Per new staff member, incremental cost, replacement costs

| SUMMARY Total Revenue | | 2,141,564 | 2,358,698 | 2,998,84 | 3,662, | 339 | 3,732,505 |
|---|----|--------------|---|---|-------------|------------|-----------|
| Total Expenses | | 1,690,709 | 2,350,575 | | _ | _ | 3,450,297 |
| Net Income | | 450,856 | 8,123 | | _ | _ | 282,208 |
| Revenue Per Pupil | | 28,554 | 15,725 | 13,32 | 12, | 208 | 12,442 |
| Expenses Per Pupil | | 22,543 | 15,670 | 12,87 | 11, | 359 | 11,501 |
| | | YEAR 1 | YEAR 2 | YEAR 3 | YEAR | R 4 | YEAR 5 |
| | | 2020-21 | 2021-22 | 2022-23 | 2023- | 24 | 2024-25 |
| REVENUE | | | | | | | |
| 1000 - LOCAL TAXES | _ | | | | | | |
| 1100 - Local Property Tax | | - | - | - | | - | - |
| 1900 - Other Local Taxes | | - | - | - | | - | - |
| Custom LOCAL TAXES TOTAL LOCAL TAXES | _ | - | - | - | | | - |
| | 3 | | <u> </u> | , - | • | - 3 | |
| 2000 - LOCAL SUPPORT - NON-TAX | | | | | | | |
| 2200 - Sale Of Goods, Supplies, & Services - Unassigned 2500 - Gifts Grants, and Donations (Local) | | 20,000 | 20,000 | 20,000 | 20,0 | - | 20,000 |
| WA Charters | | 400,000 | 20,000 | 20,000 | 20,0 | - | 20,000 |
| TOTAL LOCAL SUPPORT - NON-TAX | \$ | 420,000 \$ | 20,000 | \$ 20,000 | \$ 20,0 | 00 \$ | 20,000 |
| 3000 - STATE REVENUE - GENERAL PURPOSE | | | | | | | |
| 3100 - Apportionment | | 1,450,307 | 1,791,909 | 2,146,944 | 2,515,3 | 26 | 2,565,632 |
| 3121 - Special Education - General Apportionment | | - | - | - | ,,- | - | - |
| Custom STATE REVENUE - GENERAL PURPOSE | | - | - | - | | - | - |
| TOTAL STATE REVENUE - GENERAL PURPOSE | \$ | 1,450,307 \$ | 1,791,909 | \$ 2,146,944 | \$ 2,515,3 | 26 \$ | 2,565,632 |
| 4000 - STATE REVENUE - SPECIAL PURPOSE | | | | | | | |
| 4121 - Special Education - State | | 99,821 | 203,635 | 311,562 | 423,7 | 24 | 432,199 |
| 4155 - Learning Assistance | | 42,930 | 87,577 | 133,993 | 182,2 | 31 | 185,875 |
| 4165 - Transitional Bilingual | | 19,425 | 39,627 | 60,629 | 82,4 | | 84,105 |
| 4174 - Highly Capable | | 2,213 | 4,514 | 6,906 | 9,3 | 92 | 9,580 |
| 4198 - School Food Service | | - | | - | 450.7 | - | - |
| 4199 - Transportation - Operations Custom STATE REVENUE - SPECIAL PURPOSE | | 35,505 | 72,430 | 110,818 | 150,7 | 13 | 153,727 |
| TOTAL STATE REVENUE - SPECIAL PURPOSE | Ś | 199,894 \$ | 407,783 | \$ 623,908 | \$ 848,5 | 15 S | 865,486 |
| | | | 101,100 | , | 7 0.10/1 | | |
| 5000 - FEDERAL REVENUE - GENERAL PURPOSE 5200 - General Purpose Direct Fed. Grants - Unassigned | | | | | | | |
| Title I | | 14,400 | 29,088 | 44,068 | 59,3 | 45 | 59,939 |
| Title II | | 2,250 | 4,545 | 6,886 | 9,2 | | 9,365 |
| Title III | | 1,050 | 2,121 | 3,213 | | | 4,371 |
| IDEA Funding | | 14,625 | 29,543 | 44,757 | 60,2 | 73 | 60,875 |
| CSP | | - | - | - | | - | - |
| Total 5200 - General Purpose Direct Fed. Grants - Unassigned | \$ | 32,325 \$ | 65,297 | \$ 98,924 | \$ 133,2 | 18 \$ | 134,550 |
| Custom FEDERAL REVENUE - GENERAL PURPOSE TOTAL FEDERAL REVENUE - GENERAL PURPOSE | _ | 32.325 S | - CF 307 | \$ 98 924 | \$ 133.2 | - 18 \$ | 124 550 |
| | 3 | 32,325 \$ | 65,297 | \$ 98,924 | \$ 133,2 | 18 \$ | 134,550 |
| 6000 - FEDERAL REVENUE - SPECIAL PURPOSE | | | | | | | |
| 6100 - Special Purpose - OSPI Unassigned | | | - | 104.020 | 140.0 | - | 141 401 |
| 6198 - School Food Services Free Breakfast Reimbursement | | 33,990 | 68,660 | 104,020 | 140,0 | 80 | 141,481 |
| Reduced Breakfast Reimbursement | | _ | _ | _ | | - | - |
| Paid Breakfast Reimbursement | | _ | _ | - | | - | _ |
| Free Lunch Reimbursement | | - | - | - | | - | - |
| Reduced Lunch Reimbursement | | - | - | - | | - | - |
| Paid Lunch Reimbursement | | - | - | - | | - | - |
| Snack Reimbursement | | - | - | - | | - | - |
| Total 6198 - School Food Services | \$ | 33,990 \$ | 68,660 | \$ 104,020 | \$ 140,0 | 80 \$ | 141,481 |
| Custom FEDERAL REVENUE - SPECIAL PURPOSE | _ | | | ć 104.030 | ć 140.0 | - | 141 401 |
| TOTAL FEDERAL REVENUE - SPECIAL PURPOSE | 3 | 33,990 \$ | 68,660 | \$ 104,020 | \$ 140,0 | 80 \$ | 141,481 |
| 7000 - OTHER SCHOOL DISTRICTS | | | | | | | |
| 7100 - Program Participation, Unassigned | | - | - | - | | - | - |
| Custom OTHER SCHOOL DISTRICTS TOTAL OTHER SCHOOL DISTRICTS | ¢ | - | - | • | ė | - ¢ | |
| | | | <u>, </u> | - | | | |
| 8000 - OTHER ENTITIES | | | | | | | |
| 8100 - Governmental Entities 8200 - Private Foundations | | - | - | - | | - | - |
| 8500 - Educational Service Districts | | | - | - | | - | |
| ED Offset for Leaving in 3rd year | | 5,049 | 5,049 | 5,049 | 5,2 | .00 | 5,356 |
| TOTAL OTHER ENTITIES | \$ | 5,049 \$ | 5,049 | \$ 5,049 | \$ 5,2 | | 5,356 |
| 9000 - OTHER FINANCING SOURCES | | | | | | | |
| 9500 - Long-Term Financing | | _ | _ | - | | - | _ |
| 9900 - Transfers | | - | - | - | | | - |
| Custom OTHER FINANCING SOURCES | | - | | | | - | |
| TOTAL OTHER FINANCING SOURCES | \$ | - \$ | - | \$ - | \$ | - \$ | |
| TOTAL REVENUE | \$ | 2,141,564 \$ | 2,358,698 | \$ 2,998,846 | \$ 3,662,3 | 39 Ś | 3,732,505 |
| - | | , , | ,,-50 | | ,,- | | .,, |

| SUMMARY | | 2446 | 2 222 24 | | | |
|--|----|--------------------|-------------------|------------------|------------------|------------------|
| Total Revenue | | 2,141,564 | 2,358,698 | 2,998,846 | | 3,732,505 |
| Total Expenses | | 1,690,709 | 2,350,575 | 2,897,810 | 3,407,848 | 3,450,297 |
| Net Income | | 450,856 | 8,123 | 101,036 | | 282,208 |
| Revenue Per Pupil | | 28,554 | 15,725 | 13,328 | 12,208 | 12,442 |
| Expenses Per Pupil | | 22,543 | 15,670 | 12,879 | 11,359 | 11,501 |
| | | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| | | | | | | |
| EXPENSES | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS Executive Management | | 110 000 | E9 200 | E 040 | E 200 | E 256 |
| Instructional Management | | 110,000 110,000 | 58,300 113,300 | 5,049 116,699 | 5,200 120,200 | 5,356 123,806 |
| Deans, Directors & Coordinators | | 110,000 | 113,300 | 110,033 | 120,200 | 123,800 |
| CFO / Director of Finance | | | | | | |
| Operation / Business Manager | | 65,000 | 66,950 | 68,959 | 71,027 | 73,158 |
| Administrative Staff | | - | - | - | | 75,250 |
| Other - Administrative | | 40,000 | 41,200 | 42,436 | 43,709 | 45,020 |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS | \$ | 325,000 \$ | 279,750 | | | |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Teachers - Regular | | 254,000 | 515,620 | 658,089 | 677,831 | 698,166 |
| Teachers - SPED | | 77,000 | 79,310 | 81,689 | 161,140 | 165,974 |
| Substitute Teachers | | , 5555 | . 5,510 | - | - | - |
| Teaching Assistants | | - | _ | 38,000 | 77,140 | 79,454 |
| Specialty Teachers | | 183,000 | 310,490 | 380,805 | 453,229 | 466,826 |
| Aides | | - | - | - | - | - |
| Therapists & Counselors | | - | - | - | | - |
| Other - Instructional | | - | - | - | - | - |
| TOTAL INSTRUCTIONAL PERSONNEL COSTS | \$ | 514,000 \$ | 905,420 | \$ 1,158,583 | \$ 1,369,340 | \$ 1,410,420 |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Nurse | | - | - | - | - | - |
| Librarian | | - | - | - | - | - |
| Custodian | | - | - | - | - | - |
| Security | | - | - | - | - | - |
| Other - Non-Instructional | | | - | 20,000 | 40,600 | 41,818 |
| TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS | \$ | - \$ | - | \$ 20,000 | \$ 40,600 | \$ 41,818 |
| TOTAL PERSONNEL EXPENSES | \$ | 839,000 \$ | 1,185,170 | \$ 1,411,725 | \$ 1,650,077 | \$ 1,699,579 |
| PAYROLL TAXES AND BENEFITS | | | | | | |
| Social Security | | 52,018 | 73,481 | 87,527 | 102,305 | 105,374 |
| Medicare | | 12,166 | 17,185 | 20,470 | 23,926 | 24,644 |
| State Unemployment | | 14,671 | 21,774 | 27,066 | 31,992 | 32,048 |
| Worker's Compensation Insurance | | 16,780 | 23,703 | 28,235 | 33,002 | 33,992 |
| Custom Other Tax #1 | | - | - | - | - | - |
| Custom Other Tax #2 | | 76.255 | 120 271 | 162.242 | 211 520 | 222.601 |
| Health Insurance Dental Insurance | | 76,355 | 120,271 | 163,342 | 211,528 | 232,681 |
| Vision Insurance | | - | - | - | - | - |
| Life Insurance | | | | | | _ |
| Retirement Contribution | | 124,832 | 180,608 | 218,469 | 258,361 | 269,531 |
| Custom Fringe #1 | | 124,032 | 100,000 | 210,403 | 250,501 | 203,331 |
| Custom Fringe #2 | | _ | _ | _ | _ | _ |
| TOTAL PAYROLL TAXES AND BENEFITS | \$ | 296,822 \$ | 437,022 | \$ 545,108 | \$ 661,113 | \$ 698,269 |
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES | \$ | 1,135,822 \$ | 1,622,192 | \$ 1,956,833 | \$ 2,311,190 | \$ 2,397,848 |
| CONTRACTED SERVICES | | | | | | |
| Accounting / Audit | | 17,500 | 18,025 | 18,566 | 19,123 | 19,696 |
| Legal | | 3,000 | 3,090 | 3,183 | 3,278 | 3,377 |
| Oversight Fee (3%) | | 49,506 | 65,991 | 83,126 | 100,915 | 102,934 |
| Management Company Fee | | - | - | - | - | - |
| Nurse Services | | 5,000 | 5,150 | 5,305 | 5,464 | 5,628 |
| Food Service / School Lunch | | 10,000 | 10,300 | 10,609 | 10,927 | 11,255 |
| Payroll Services | | - | - | - | - | - |
| Special Ed Services | | 15,000 | 16,500 | 19,800 | 21,780 | 22,433 |
| Titlement Services (i.e. Title I) | | - | - | - | - | - |
| Back Office Provider | | 60,000 | 61,800 | 63,654 | 65,564 | 67,531 |
| True Measure Collaborative | | 4,000 | 4,120 | 4,244 | 4,371 | 4,502 |
| Americorps/Traditional Providers | | 37,000 | 40,700 | 44,770 | 49,247 | 54,172 |
| TOTAL CONTRACTED SERVICES | ć | 201,006 \$ | 225,676 | \$ 253,255 | \$ 280,669 | \$ 291,527 |

| SUMMARY | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total Revenue | 2,141,564 | 2,358,698 | 2,998,846 | 3,662,339 | 3,732,505 |
| Total Expenses | 1,690,709 | 2,350,575 | 2,897,810 | 3,407,848 | 3,450,297 |
| Net Income | 450,856 | 8,123 | 101,036 | 254,491 | 282,208 |
| Revenue Per Pupil | 28,554 | 15,725 | 13,328 | 12,208 | 12,442 |
| Expenses Per Pupil | 22,543 | 15,670 | 12,879 | 11,359 | 11,501 |
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| | | | | | |
| SCHOOL OPERATIONS | 4 000 | 4 020 | 4.004 | 4 000 | 4.426 |
| Board Expenses | 1,000 | 1,030 | 1,061 | 1,093 | 1,126 |
| Classroom / Teaching Supplies & Materials | 3,750 | 3,750 | 3,743 | 3,743 1,125 | - |
| Special Ed Supplies & Materials Textbooks / Workbooks | 1,125 7,500 | 1,125 15,000 | 1,125 22,500 | 30,000 | 30,900 |
| | | | | | |
| Supplies & Materials other | 11,250 | 22,444 | 25,249 | 34,676 | 35,716 |
| Equipment / Furniture | 25,000 | 20,000 | 20,000 | 20,000 | 11 255 |
| Telephone | 10,000 | 10,300 | 10,609 | 10,927 | 11,255 |
| Technology | 48,750 | 48,750 | 48,750 | 48,750 | 12,188 |
| Student Testing & Assessment | 3,750 | 7,725 | 11,935 | 16,391 | 16,883 |
| Field Trips | 5,625 | 11,588 | 17,903 | 24,586 | 25,324 |
| Transportation (student) | 49,707 | 97,781 | 144,064 | 188,391 | 184,472 |
| Student Services - other | 2.500 | 2.575 | 2.552 | 2 722 | - |
| Office Expense | 2,500 | 2,575 | 2,652 | 2,732 | 2,814 |
| Staff Development | 6,000 | 9,013 | 11,405 | 13,659 | 14,069 |
| Staff Recruitment | 1,000 | 1,030 | 1,061 | 1,093 | 1,126 |
| Student Recruitment / Marketing | 2,000 | 2,060 | 2,122 | 2,185 | 2,251 |
| School Meals / Lunch | 37,500 | 77,250 | 119,351 | 163,909 | 168,826 |
| Travel (Staff) | 3,000 | 4,506 | 5,702 | 6,830 | 7,034 |
| Fundraising | | | - | | - |
| Dues and Membership | 375 | 750 | 1,125 | 1,500 | 1,500 |
| Staff Technology | 22,500 | 10,312 | 8,437 | 5,625 | 1,406 |
| Custom School Operations | | | - | - | <u>-</u> _ |
| TOTAL SCHOOL OPERATIONS | \$ 242,332 | \$ 346,988 | \$ 458,793 | \$ 577,214 | \$ 516,889 |
| FACILITY OPERATION & MAINTENANCE | | | | | |
| Insurance | 20,000 | 20,600 | 21,218 | 21,855 | 22,510 |
| Janitorial Services | 10,000 | 11,000 | 12,100 | 13,310 | 13,709 |
| Building and Land Rent / Lease | 36,000 | 72,000 | 144,000 | 148,320 | 150,916 |
| Repairs & Maintenance | 15,000 | 15,450 | 15,914 | 16,391 | 16,883 |
| Equipment / Furniture | 1,500 | 750 | 748 | 748 | 748 |
| Security Services | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| Utilities | 15,000 | 15,450 | 15,914 | 16,391 | 16,883 |
| ED Offset for reduced time | 5,049 | 5,049 | - | - | - |
| Substutute Teachers | 8,000 | 14,420 | 18,035 | 20,762 | 21,385 |
| Custom Facilities Operations #3 | - | - | - | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | \$ 111,549 | \$ 155,719 | \$ 228,928 | \$ 238,776 | \$ 244,033 |
| RESERVES / CONTIGENCY | - | - | | | |
| TOTAL EXPENSES | \$ 1,690,709 | \$ 2,350,575 | \$ 2,897,810 | \$ 3,407,848 | \$ 3,450,297 |
| NET OPERATING INCOME (before Depreciation) | \$ 450,856 | \$ 8,123 | \$ 101,036 | \$ 254,491 | \$ 282,208 |
| DEPRECIATION & AMORTIZATION | | <u> </u> | | <u> </u> | <u> </u> |
| NET OPERATING INCOME (including Depreciation) | \$ 450,856 | \$ 8,123 | \$ 101,036 | \$ 254,491 | \$ 282,208 |

Description of Assumptions

Calculates as total FRPL enrollment multipled by per pupil amount entered in cell F40 Calculates as 5% total enrollment multipled by per pupil amount entered in cell F42

Description of Assumptions

Calculation assumes unemployment is 2.5% of employee salaries up to \$47,300

Includes Health, Dental, and Vision, and Assumes 10% increases year over year

Calculated assuming TRS for certificated salaries and SERS for Classified salaries

10K for non-profit financials audit, \$7.5K for SAO audit
Provided by board member

Calculates as 3% total revenue for lines 3100, 3121, 4121, 4155, 4165, 4174 & 4199

Community Elder

contracted OT, speech,

NWESD / Includes SIS, Technical Inftrastrucure support, financial support
Based on current WA Charters TMC pricing structure (part-time)

RIOD

Description of Assumptions

\$750 Per new classroom
\$100 per SpEd Student, incremental per new student

Consumables
\$5,000 per new classroom, incremental cost
Includes internet and other comms costs, website hosting, etc.

Students computers (500 for the computer, 150 for software licenses), incremental

Printing, Supplies, Postage

Admin time will also go toward this

Admin and Staff time will also go toward this

WA Charters Membership (\$5/ per student)

Per new staff member, incremental cost, replacement costs

current utilities paid

| CLINARARADY | - | D |
|---|------------------|-----------------------------------|
| SUMMARY Total Revenue | 420,000 | <u>Description of Assumptions</u> |
| Total Expenses | 418,750 | |
| Net Income | 1,250 | |
| Revenue Per Pupil | 1)230 | |
| Expenses Per Pupil | | |
| · | | |
| | Start-Up | |
| | Period | |
| REVENUE | | |
| 1000 - LOCAL TAXES | _ | |
| 1100 - Local Property Tax | | |
| 1900 - Other Local Taxes | - | |
| Custom LOCAL TAXES | - | |
| TOTAL LOCAL TAXES | <u>\$</u> | |
| 2000 - LOCAL SUPPORT - NON-TAX | | |
| 2200 - Sale Of Goods, Supplies, & Services - Unassigned | - | |
| 2500 - Gifts Grants, and Donations (Local) | 20,000 | |
| WA Charters | 200,000 | |
| TOTAL LOCAL SUPPORT - NON-TAX | \$ 220,000 | |
| 3000 - STATE REVENUE - GENERAL PURPOSE | | |
| 3100 - Apportionment | - | |
| 3121 - Special Education - General Apportionment | - | |
| Custom STATE REVENUE - GENERAL PURPOSE TOTAL STATE REVENUE - GENERAL PURPOSE | <u>-</u> \$ - | |
| | - | |
| 4000 - STATE REVENUE - SPECIAL PURPOSE 4121 - Special Education - State | | |
| 4121 - Special Education - State 4155 - Learning Assistance | - | |
| 4165 - Transitional Bilingual | - | |
| 4174 - Highly Capable | - | |
| 4198 - School Food Service | - | |
| 4199 - Transportation - Operations | - | |
| Custom STATE REVENUE - SPECIAL PURPOSE | - | |
| TOTAL STATE REVENUE - SPECIAL PURPOSE | \$ - | |
| 5000 - FEDERAL REVENUE - GENERAL PURPOSE | | |
| 5200 - General Purpose Direct Fed. Grants - Unassigned | - | |
| Title I | - | |
| Title II Title III | - | |
| IDEA Funding | | |
| CSP | 200,000 | |
| Total 5200 - General Purpose Direct Fed. Grants - Unassigned | \$ 200,000 | |
| Custom FEDERAL REVENUE - GENERAL PURPOSE | - | |
| TOTAL FEDERAL REVENUE - GENERAL PURPOSE | \$ 200,000 | |
| 6000 - FEDERAL REVENUE - SPECIAL PURPOSE | | |
| 6100 - Special Purpose - OSPI Unassigned | - | |
| 6198 - School Food Services | - | |
| Free Breakfast Reimbursement Reduced Breakfast Reimbursement | _ | |
| Paid Breakfast Reimbursement | _ | |
| Free Lunch Reimbursement | _ | |
| Reduced Lunch Reimbursement | - | |
| Paid Lunch Reimbursement | - | |
| Snack Reimbursement | - | |
| Total 6198 - School Food Services Custom FEDERAL REVENUE - SPECIAL PURPOSE | \$ - | |
| TOTAL FEDERAL REVENUE - SPECIAL PURPOSE | \$ - | |
| 7000 - OTHER SCHOOL DISTRICTS | | |
| 7100 - Program Participation, Unassigned | - | |
| Custom OTHER SCHOOL DISTRICTS | - | |
| TOTAL OTHER SCHOOL DISTRICTS | \$ - | |
| 8000 - OTHER ENTITIES | | |
| 8100 - Governmental Entities | - | |
| 8200 - Private Foundations | - | |
| 8500 - Educational Service Districts | - | |
| ED Offset for Leaving in 3rd year | - | |
| TOTAL OTHER ENTITIES | \$ - | |
| 9000 - OTHER FINANCING SOURCES | | |
| 9500 - Long-Term Financing | - | |
| 9900 - Transfers | - | |

Custom OTHER FINANCING SOURCES TOTAL OTHER FINANCING SOURCES

| SUMMARY | |
|--------------------|---------------|
| Total Revenue | 420,000 |
| Total Expenses | 418,750 |
| Net Income | 1,250 |
| Revenue Per Pupil | |
| Expenses Per Pupil | |
| | |
| | Start-Up |
| | Period |
| | |
| TOTAL REVENUE | \$ 420,000 |

Description of Assumptions

| SUMMARY Total Revenue | 420,000 | <u>Description of Assumptions</u> |
|---|--------------|-----------------------------------|
| Total Expenses | 418,750 | |
| Net Income | 1,250 | |
| Revenue Per Pupil | 2,255 | |
| Expenses Per Pupil | | |
| | | |
| | Start-Up | |
| | Period | |
| EXPENSES | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | |
| Executive Management | 100,000 | |
| Instructional Management | 100,000 | |
| Deans, Directors & Coordinators | - | |
| CFO / Director of Finance | - | |
| Operation / Business Manager | 10,000 | |
| Administrative Staff Other - Administrative | 10,000 | |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS | \$ 220,000 | |
| INSTRUCTIONAL PERSONNEL COSTS | | |
| Teachers - Regular | 70,000 | |
| Teachers - SPED | - | |
| Substitute Teachers | - | |
| Teaching Assistants | = | |
| Specialty Teachers | - | |
| Aides | - | |
| Therapists & Counselors Other - Instructional | - | |
| TOTAL INSTRUCTIONAL PERSONNEL COSTS | \$ 70,000 | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | |
| Nurse | - | |
| Librarian | - | |
| Custodian | - | |
| Security | - | |
| Other - Non-Instructional | - | |
| TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS | <u>\$</u> | |
| TOTAL PERSONNEL EXPENSES | \$ 290,000 | |
| PAYROLL TAXES AND BENEFITS | | |
| Social Security Medicare | | |
| State Unemployment | | |
| Worker's Compensation Insurance | | |
| Custom Other Tax #1 | - | |
| Custom Other Tax #2 | - | |
| Health Insurance | | |
| Dental Insurance | - | |
| Vision Insurance Life Insurance | - | |
| Retirement Contribution | | |
| Custom Fringe #1 | - | |
| Custom Fringe #2 | - | |
| TOTAL PAYROLL TAXES AND BENEFITS | <u>\$ -</u> | |
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES | \$ 290,000 | |
| CONTRACTED SERVICES | | |
| Accounting / Audit | - | |
| Legal | - | |
| Oversight Fee (3%) Management Company Fee | - | |
| Nurse Services | - | |
| Food Service / School Lunch | - | |
| Payroll Services | - | |
| Special Ed Services | - | |
| Titlement Services (i.e. Title I) | - | |
| Back Office Provider | 15,000 | |
| True Measure Collaborative Americorps/Traditional Providers | | |
| TOTAL CONTRACTED SERVICES | \$ 15,000 | |
| | - | |

| SUMMARY | <u>Description of Assu</u> | mption |
|---|----------------------------|--------|
| Total Revenue | 420,000 | |
| Total Expenses | 418,750 | |
| Net Income | 1,250 | |
| Revenue Per Pupil | | |
| Expenses Per Pupil | | |
| | Charle His | |
| | Start-Up | |
| | Period | |
| SCHOOL OPERATIONS | | |
| Board Expenses | | |
| Classroom / Teaching Supplies & Materials | 10,000 | |
| Special Ed Supplies & Materials | 10,000 | |
| | - | |
| Textbooks / Workbooks | - | |
| Supplies & Materials other | 10,000 | |
| Equipment / Furniture | 10,000 | |
| Telephone | 40.750 | |
| Technology | 48,750 | |
| Student Testing & Assessment | - | |
| Field Trips | - | |
| Transportation (student) | - | |
| Student Services - other | - | |
| Office Expense | - | |
| Staff Development | 40,000 | |
| Staff Recruitment | - | |
| Student Recruitment / Marketing | 5,000 | |
| School Meals / Lunch | <u>-</u> | |
| Travel (Staff) | - | |
| Fundraising | - | |
| Dues and Membership | - | |
| Staff Technology | - | |
| Custom School Operations | - | |
| TOTAL SCHOOL OPERATIONS | \$ 113,750 | |
| FACILITY OPERATION & MAINTENANCE | | |
| Insurance | - | |
| Janitorial Services | - | |
| Building and Land Rent / Lease | - | |
| Repairs & Maintenance | - | |
| Equipment / Furniture | - | |
| Security Services | - | |
| Utilities | - | |
| ED Offset for reduced time | - | |
| Substutute Teachers | - | |
| Custom Facilities Operations #3 | - | |
| TOTAL FACILITY OPERATION & MAINTENANCE | \$ - | |
| RESERVES / CONTIGENCY | - | |
| TOTAL EXPENSES | \$ 418,750 | |
| NET OPERATING INCOME (before Depreciation) | \$ 1,250 | |
| DEPRECIATION & AMORTIZATION | y -, | |
| | A | |
| NET OPERATING INCOME (including Depreciation) | \$ 1,250 | |

| SUMMARY | | | , populi , | | | | | CHECK vs. Budget (Must Be Zero) | Description of Assumptions |
|--|------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|------------------------------------|----------------------------|
| Total Revenue | 249,091 | 18,182 | 18,182 | 98,182 | 18,182 | 18,182 | 420,000 | - | |
| Total Expenses | 201,667 | 30,556 | 30,556 | 37,222 | 49,375 | 69,375 | 418,750 | - | |
| Net Income | 47,424 | (12,374) | (12,374) | 60,960 | (31,193) | (51,193) | 1,250 | - | |
| Cash Flow Adjustments | - | - | - | - | - | - | | | |
| Beginning Cash Balance | 47,424 | 47,424 35,051 | 35,051 22,677 | 22,677 83,636 | 83,636 52,443 | 52,443 1,250 | 1,250 | | |
| Ending Cash Balance | 47,424 | 35,051 | 22,077 | 83,030 | 52,443 | 1,250 | | <u>'</u> | |
| | March | April | May | June | July | August | TOTAL | | |
| REVENUE | | | | | | | | | |
| 1000 - LOCAL TAXES 1100 - Local Property Tax | - | - | | | - | | | 1 . | |
| 1900 - Other Local Taxes | - | - | - | - | - | - | - | - | |
| Custom LOCAL TAXES | - | - | - | - | - | - | - | - | |
| TOTAL LOCAL TAXES | \$ - : | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | - | |
| 2000 - LOCAL SUPPORT - NON-TAX | | | | | | | | _ | |
| 2200 - Sale Of Goods, Supplies, & Services - | - | - | - | - | - | - | | - | |
| 2500 - Gifts Grants, and Donations (Local) | 20,000 | - | - | | - | - | 20,000 | - | |
| WA Charters | \$ 140,000 | - \$ - | s - | 80,000 | s - | \$ - | 200,000 \$ 220.000 | - | |
| TOTAL LOCAL SUPPORT - NON-TAX | \$ 140,000 | - | \$ - | \$ 80,000 | > - | \$ - | \$ 220,000 | • | |
| 3000 - STATE REVENUE - GENERAL PURPOSE | | | | | | | | 7 | |
| 3100 - Apportionment 3121 - Special Education - General Apportionment | _ | - | - | - | - | - | - | | |
| Custom STATE REVENUE - GENERAL PURPOSE | - | - | - | - | - | - | - | - | |
| TOTAL STATE REVENUE - GENERAL PURPOSE | \$ - : | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | - | |
| 4000 - STATE REVENUE - SPECIAL PURPOSE | | | | | | | | _ | |
| 4121 - Special Education - State | - | - | - | - | - | - | - | - | |
| 4155 - Learning Assistance | - | - | - | - | - | - | - | - | |
| 4165 - Transitional Bilingual | - | - | - | - | - | - | - | - | |
| 4174 - Highly Capable | - | - | - | - | - | - | - | - | |
| 4198 - School Food Service 4199 - Transportation - Operations | - | - | - | - | - | - | - | - | |
| Custom STATE REVENUE - SPECIAL PURPOSE | - | - | - | - | - | - | - | | |
| TOTAL STATE REVENUE - SPECIAL PURPOSE | \$ - : | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | - | |
| 5000 - FEDERAL REVENUE - GENERAL PURPOSE | | | | | | | | | |
| 5200 - General Purpose Direct Fed. Grants - | - | - | - | - | - | - | - |] - | |
| Title I | - | - | - | - | - | - | - | - | |
| Title II | - | - | - | - | - | - | - | - | |
| Title III | - | - | - | - | - | - | - | - | |
| IDEA Funding | 100.001 | 10 102 | 10 102 | 10 102 | 10 102 | 10 102 | 200,000 | - | |
| CSP Total 5200 - General Purpose Direct Fed. Grants - | 109,091 \$ 109,091 | 18,182 \$ 18,182 | 200,000 \$ 200,000 |] | |
| Custom FEDERAL REVENUE - GENERAL PURPOSE | 3 103,031 , | - 10,102 | - 10,102 | - 10,102 | - 10,102 | - 10,102 | - 200,000 | 1 . | |
| TOTAL FEDERAL REVENUE - GENERAL PURPOSE | \$ 109,091 | \$ 18,182 | \$ 18,182 | \$ 18,182 | \$ 18,182 | \$ 18,182 | \$ 200,000 | - | |
| 6000 - FEDERAL REVENUE - SPECIAL PURPOSE | | | | | | | | ***** | |
| 6100 - Special Purpose - OSPI Unassigned | - | - | - | - | - | - | - | - | |
| 6198 - School Food Services | - | - | - | - | - | - | - | - | |
| Free Breakfast Reimbursement | - | - | - | - | - | - | | - | |
| Reduced Breakfast Reimbursement | - | - | - | - | - | - | - | - | |
| Paid Breakfast Reimbursement | - | - | - | - | - | - | - | - | |
| Free Lunch Reimbursement Reduced Lunch Reimbursement | - | - | - | - | - | - | - | | |
| Paid Lunch Reimbursement | - | - | - | - | - | - | - | | |
| Snack Reimbursement | - | - | - | - | - | - | - | - | |
| Total 6198 - School Food Services | \$ - : | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | - | |
| Custom FEDERAL REVENUE - SPECIAL PURPOSE | - | - | - | - | - | - | - |] - | |
| TOTAL FEDERAL REVENUE - SPECIAL PURPOSE | \$ - : | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | - | |
| 7000 - OTHER SCHOOL DISTRICTS | | | | | | | | - | |
| 7100 - Program Participation, Unassigned | - | - | - | - | - | - | - | - | |
| Custom OTHER SCHOOL DISTRICTS | - | - | - | - | - | - | - | . · | |
| TOTAL OTHER SCHOOL DISTRICTS | ş - : | - | > - | ٠ - | \$ - | > - | \$ - | • | |
| 8000 - OTHER ENTITIES | | | | | | | | 7 | |
| 8100 - Governmental Entities | - | - | - | - | - | - | - | - | |
| 8200 - Private Foundations | - | - | - | - | - | - | - | · · | |
| 8500 - Educational Service Districts ED Offset for Leaving in 3rd year | - | - | | - | - | - | - | 1 . | |
| TOTAL OTHER ENTITIES | \$ - : | <u>- </u> | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| | - | • | • | • | • | • | • | • | |
| 9000 - OTHER FINANCING SOURCES 9500 - Long-Term Financing | | _ | | - | - | - | - | ı . | |
| 9900 - Transfers | | | - | | | | - | | |
| Custom OTHER FINANCING SOURCES | - | - | - | - | - | - | - | 1 - | |
| | | | | | | | | | |

TOTAL OTHER FINANCING SOURCES

| SUMMARY | | | | | | | | CHECK vs. Budget (Must Be Zero) | Description of Assumptions |
|------------------------|------------|-----------|-----------|-----------|-----------|-----------|------------|------------------------------------|----------------------------|
| Total Revenue | 249,091 | 18,182 | 18,182 | 98,182 | 18,182 | 18,182 | 420,000 | - | |
| Total Expenses | 201,667 | 30,556 | 30,556 | 37,222 | 49,375 | 69,375 | 418,750 | - | |
| Net Income | 47,424 | (12,374) | (12,374) | 60,960 | (31,193) | (51,193) | 1,250 | - | |
| Cash Flow Adjustments | - | - | - | - | - | - | - | | |
| Beginning Cash Balance | - | 47,424 | 35,051 | 22,677 | 83,636 | 52,443 | - | | |
| Ending Cash Balance | 47,424 | 35,051 | 22,677 | 83,636 | 52,443 | 1,250 | 1,250 | | |
| | March | April | May | June | July | August | TOTAL | | |
| TOTAL REVENUE | \$ 249,091 | \$ 18,182 | \$ 18,182 | \$ 98,182 | \$ 18,182 | \$ 18,182 | \$ 420,000 | - | |

| SUMMARY | | | | | | | | CHECK vs. Budget | Description of Assumptions |
|--|------------|-----------|-----------|-----------|---|-----------|---|------------------|-----------------------------------|
| | | | | | | | | (Must Be Zero) | |
| Total Revenue | 249,091 | 18,182 | 18,182 | 98,182 | | 18,182 | 420,000 | - | |
| Total Expenses | 201,667 | 30,556 | 30,556 | 37,222 | 49,375 | 69,375 | 418,750 | - | |
| Net Income Cash Flow Adjustments | 47,424 | (12,374) | (12,374) | 60,960 | (31,193) | (51,193) | 1,250 | - | |
| Beginning Cash Balance | - | 47,424 | 35,051 | 22,677 | 83,636 | 52,443 | | | |
| Ending Cash Balance | 47,424 | 35,051 | 22,677 | 83,636 | | 1,250 | 1,250 | | |
| | March | April | May | June | July | August | TOTAL | | |
| | | | | | | | | | |
| | | l | l | | | 1 | | ! | |
| EXPENSES | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS Executive Management | 58,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 100,000 | 1 _ | Contracted position in first year |
| Instructional Management | 58,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 100,000 | - | Contracted position in first year |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | - | , |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | |
| Operation / Business Manager | - | - | - | 3,333 | 3,333 | 3,333 | 10,000 | - | |
| Administrative Staff Other - Administrative | - | - | - | 3,333 | 3,333 | 3,333 | 10,000 | - | |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS | \$ 116,667 | \$ 16,667 | \$ 16,667 | \$ 23,333 | \$ 23,333 | \$ 23,333 | \$ 220,000 | - | |
| INSTRUCTIONAL PERSONNEL COSTS | | ,,,,,, | | | , | | | | |
| Teachers - Regular | 46,667 | 7,778 | 7,778 | 7,778 | | | 70,000 | - | Contracted position in first year |
| Teachers - SPED | - | - | - | - | - | - | - | - | , |
| Substitute Teachers | - | - | - | - | - | - | - | - | |
| Teaching Assistants | - | - | - | - | - | - | - | - | |
| Specialty Teachers | - | - | - | - | - | - | | - | |
| Aides | - | - | - | - | - | - | - | - | |
| Therapists & Counselors Other - Instructional | - | - | - | | | - | | | Contracted position in first year |
| TOTAL INSTRUCTIONAL PERSONNEL COSTS | \$ 46,667 | \$ 7,778 | \$ 7,778 | \$ 7,778 | s - | \$ - | \$ 70,000 | _ | contracted position in first year |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | • | | • | • | | | |
| Nurse | | | | | | | - | _ | |
| Librarian | | | | | | | - | - | |
| Custodian | | | | | | | - | - | |
| Security | | | | | | | - | - | |
| Other - Non-Instructional | | \$ - | | \$ - | \$ - | \$ - | s - | - | |
| TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS | | | · · | T | т | <u> </u> | * | - | |
| TOTAL PERSONNEL EXPENSES | \$ 163,333 | 24,444 | \$ 24,444 | \$ 31,111 | \$ 23,333 | \$ 23,333 | \$ 290,000 | - | |
| PAYROLL TAXES AND BENEFITS | | | | | | | | ì | |
| Social Security | - | - | - | | - | - | - | - | |
| Medicare State Unemployment | - | | - | | - | - | | - | |
| Worker's Compensation Insurance | - | - | - | | - | - | | | |
| Custom Other Tax #1 | - 1 | - | - | - | - | - | - | - | |
| Custom Other Tax #2 | - | - | - | - | - | - | - | - | |
| Health Insurance | - | - | - | - | - | - | - | - | |
| Dental Insurance | - | - | - | - | - | - | - | - | |
| Vision Insurance | - | - | - | - | - | - | - | - | |
| Life Insurance | - | - | - | - | - | - | | - | |
| Retirement Contribution Custom Fringe #1 | - | - | - | - | - | - | | | |
| Custom Fringe #2 | - | - | - | - | - | - | | | |
| TOTAL PAYROLL TAXES AND BENEFITS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | - | |
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES | \$ 163,333 | \$ 24,444 | \$ 24,444 | \$ 31,111 | \$ 23,333 | \$ 23,333 | \$ 290,000 | - | |
| CONTRACTED SERVICES | | | • | | , ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | | , | | |
| Accounting / Audit | - | - | - | | - | - | _ | _ | |
| Legal | - | - | - | - | - | - | - | - | |
| Oversight Fee (3%) | - | - | - | - | - | - | | - | |
| Management Company Fee | - | - | - | - | - | - | - | - | |
| Nurse Services | - | - | - | - | - | - | - | - | |
| Food Service / School Lunch | - | - | - | - | - | - | - | - | |
| Payroll Services Special Ed Services | | | | | | | - | - | |
| Special Ed Services Titlement Services (i.e. Title I) | | - | | - | | | | _ | |
| Back Office Provider | 8,750 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 15,000 |] | |
| True Measure Collaborative | | - | - | - | - | - | | - | |
| Americorps/Traditional Providers | - | - | - | - | - | - | - | - | |
| TOTAL CONTRACTED SERVICES | \$ 8,750 | \$ 1,250 | \$ 1,250 | \$ 1,250 | \$ 1,250 | \$ 1,250 | \$ 15,000 | - | |

| CLIAMANN | | | | | | | | CHECK vs. Budget | Description of Assum |
|---|---------------|----------|----------|-------------|-------------|-------------|------------|------------------|----------------------|
| SUMMARY | | | | | | | | (Must Be Zero) | Description of Assum |
| Total Revenue | 249,091 | 18,182 | 18,182 | 98,182 | 18,182 | 18,182 | 420,000 | _ | |
| Total Expenses | 201,667 | 30,556 | 30,556 | 37,222 | 49,375 | 69,375 | 418,750 | | |
| Net Income | 47,424 | (12,374) | (12,374) | 60,960 | (31,193) | (51,193) | 1,250 | | |
| Cash Flow Adjustments | 47,424 | (12,374) | (12,374) | 00,500 | (31,133) | (31,133) | 1,230 | | |
| Beginning Cash Balance | | 47,424 | 35,051 | 22,677 | 83,636 | 52,443 | | | |
| Ending Cash Balance | 47,424 | 35,051 | 22,677 | 83,636 | 52,443 | 1,250 | 1,250 | | |
| Ending cash balance | 47,424 | 55,051 | 22,077 | 03,030 | 32,113 | 1,230 | 1,230 | | |
| | March | April | May | June | July | August | TOTAL | | |
| | | | | | | | | | |
| SCHOOL OPERATIONS | | | | | | | | | |
| Board Expenses | - | - | - | - | - | - | - | - | |
| Classroom / Teaching Supplies & Materials | - | - | - | - | - | 10,000 | 10,000 | - | |
| Special Ed Supplies & Materials | - | - | - | - | - | - | - | - | |
| Textbooks / Workbooks | - | - | - | - | - | - | - | - | |
| Supplies & Materials other | - | - | - | - | - | - | - | - | |
| Equipment / Furniture | - | - | - | - | - | 10,000 | 10,000 | - | |
| Telephone | - | - | - | - | - | - | - | - | |
| Technology | | - | - | - | 24,375 | 24,375 | 48,750 | - | |
| Student Testing & Assessment | - | - | - | - | | | - | - | |
| Field Trips | _ | - | - | - | - | - | - | _ | |
| Transportation (student) | _ | - | - | - | - | - | - | _ | |
| Student Services - other | | | | | - | _ | _ | _ | |
| Office Expense | | | | | - | _ | _ | _ | |
| Staff Development | 26,667 | 4,444 | 4,444 | 4,444 | | _ | 40,000 | | |
| Staff Recruitment | 20,007 | | -, | -, | - | - | | | |
| Student Recruitment / Marketing | 2,917 | 417 | 417 | 417 | 417 | 417 | 5,000 | _ | |
| School Meals / Lunch | 2,517 | 417 | 417 | 71/ | - 417 | 417 | 3,000 | | |
| Travel (Staff) | | | _ | | - | _ | _ | | |
| Fundraising | | | | | | | | - | |
| Dues and Membership | | | | | - | | | - | |
| Staff Technology | - | _ | _ | | | - | _ | - | |
| Custom School Operations | - | - | - | - | - | - | - | - | |
| TOTAL SCHOOL OPERATIONS | \$ 29.583 \$ | 4.861 | 4 001 | · 4001 6 | 24.702 | \$ 44,792 | \$ 113,750 | - | |
| TOTAL SCHOOL OPERATIONS | \$ 29,583 \$ | 4,861 | 4,861 | \$ 4,861 \$ | 24,792 | \$ 44,792 | \$ 113,750 | | |
| ACILITY OPERATION & MAINTENANCE | | | | | | | | | |
| Insurance | - | - | - | - | - | - | - | - | |
| Janitorial Services | - | - | - | - | - | - | | - | |
| Building and Land Rent / Lease | - | - | - | - | - | - | | - | |
| Repairs & Maintenance | - | - | - | - | - | - | | - | |
| Equipment / Furniture | - | - | - | - | - | - | - | - | |
| Security Services | - | - | - | - | - | - | - | - | |
| Utilities | - | - | - | - | - | - | - | - | |
| ED Offset for reduced time | - | - | - | - | - | - | | - | |
| Substutute Teachers | - | - | - | - | - | - | - | - | |
| Custom Facilities Operations #3 | - | - | - | - | - | - | - | - | |
| TOTAL FACILITY OPERATION & MAINTENANCE | \$ - \$ | - : | - : | \$ - : | \$ - | \$ - | \$ - | - | |
| RESERVES / CONTIGENCY | - | - | - | - | - | - | - | - | |
| OTAL EXPENSES | \$ 201,667 \$ | 30,556 | 30,556 | \$ 37,222 | 49,375 | \$ 69,375 | \$ 418,750 | - | |
| NET OPERATING INCOME (before Depreciation) | \$ 47,424 \$ | | | | | | \$ 1,250 | - | |
| DEPRECIATION & AMORTIZATION | - | - | - | - | - | - | - | - | |
| | \$ 47.424 \$ | (12.27/) | (12.274) | ¢ 60.060 4 | ¢ /21 102\ | \$ (51,193) | ć 1250 | 1 | |
| NET OPERATING INCOME (including Depreciation) | \$ 47,424 \$ | (12,374) | (12,374) | \$ 60,960 | \$ (31,193) | ə (51,193) | \$ 1,250 | | |

| | | | | | | | | | | | | | | | CHECK vs. Budget (Must Be Zero) | Description of Assumptions |
|---|---|-------------------|---------------------|---------------------------------|---------------------------------|-------------------------|-------------------------|--------------------|---------------------|----------------------------|----------------------------|----------------------------|------------------------------------|------------------------------|------------------------------------|----------------------------|
| Total Revenue | 357,338 | 153,954 | 98,015 | 160,772 | 155,772 | 153,954 | 280,772 | 155,772 | 98,015 | 191,266 | 168,875 | 167,057 | - | 2,141,564 | - | |
| Total Expenses | 243,574 113,764 | 136,399 17,555 | 134,666 (36,651) | 133,999 26,774 | 137,374 18,399 | 137,374 16,580 | 138,374 142,399 | 137,374 18,399 | 131,266 (33,251) | 132,514 58,753 | 113,898 54,977 | 113,898 53,159 | - | 1,690,709 450,856 | (0) | |
| Net Income Cash Flow Adjustments | 113,764 | - 17,555 | (30,031) | 20,774 | 10,399 | 10,580 | 142,399 | 10,399 | (33,231) | - 30,/33 | 54,977 | 23,139 | - | 430,830 | (0) | |
| Beginning Cash Balance | 1,250 | 115,014 | 132,569 | 95,918 | 122,692 | 141,090 | 157,671 | 300,069 | 318,468 | 285,217 | 343,970 | 398,947 | 452,106 | 1,250 | | |
| Ending Cash Balance | 115,014 | 132,569 | 95,918 | 122,692 | 141,090 | 157,671 | 300,069 | 318,468 | 285,217 | 343,970 | 398,947 | 452,106 | 452,106 | 452,106 | | |
| | September | October | November | December | January | February | March | April | May | June | July | August | September + Subsequent Items | TOTAL | | |
| REVENUE 1000 - LOCAL TAXES | | | | | | | | | | | | | | | 1 | |
| 1100 - Local Property Tax 1900 - Other Local Taxes | - | | - | - | - | - | - | - | - | - | - | - | - | | - | |
| Custom LOCAL TAXES | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| TOTAL LOCAL TAXES | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | - | |
| 2000 - LOCAL SUPPORT - NON-TAX | | | | | | | 1 | | | | | | | | 1 | |
| 2200 - Sale Of Goods, Supplies, & Services - | | - | - | | - | - | | - | - | | - | - | - | | - | |
| 2500 - Gifts Grants, and Donations (Local) WA Charters | 5,000 200,000 | | - | 5,000 | - | - | 5,000 120,000 | - | - | 5,000 80,000 | - | - | - | 20,000 400,000 | | |
| TOTAL LOCAL SUPPORT - NON-TAX | \$ 205,000 | \$ - | \$ - | \$ 5,000 | \$ - | \$ - | \$ 125,000 | \$ - | \$ - | \$ 85,000 | \$ - | \$ - | \$ - | | 1 | |
| 3000 - STATE REVENUE - GENERAL PURPOSE | | | | | | | | | | | | | | | • | |
| 3100 - Apportionment | 130,528 | 130,528 | 79,767 | 130,528 | 130,528 | 130,528 | 130,528 | 130,528 | 79,767 | 87,018 | 145,031 | 145,031 | - | 1,450,307 |] - | |
| 3121 - Special Education - General Apportionment | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Custom STATE REVENUE - GENERAL PURPOSE TOTAL STATE REVENUE - GENERAL PURPOSE | \$ 130,528 | \$ 130,528 | \$ 79,767 | \$ 130,528 | \$ 130,528 | \$ 130,528 | \$ 130,528 | \$ 130,528 | - \$ 79,767 | \$ 87,018 | - 145,031 | \$ 145,031 | · - | \$ 1,450,307 |] - | |
| | 3 130,328 | 3 130,328 | \$ 75,707 | 3 130,328 | 3 130,320 | 3 130,326 | 3 130,328 | 3 130,320 | 75,707 | 3 87,018 | 3 143,031 | 3 143,031 | , - | 3 1,430,307 | • | |
| 4000 - STATE REVENUE - SPECIAL PURPOSE 4121 - Special Education - State | 8,984 | 8,984 | 5,490 | 8,984 | 8,984 | 8,984 | 8,984 | 8,984 | 5,490 | 5,989 | 9,982 | 9,982 | | 99,821 | 1 - | |
| 4155 - Learning Assistance | 3,864 | 3,864 | 2,361 | 3,864 | 3,864 | 3,864 | 3,864 | 3,864 | 2,361 | 2,576 | 4,293 | 4,293 | - | 42,930 | - | |
| 4165 - Transitional Bilingual | 1,748 | 1,748 | 1,068 | 1,748 | 1,748 | 1,748 | 1,748 | 1,748 | 1,068 | 1,166 | 1,943 | 1,943 | - | 19,425 | - | |
| 4174 - Highly Capable | 199 | 199 | 122 | 199 | 199 | 199 | 199 | 199 | 122 | 133 | 221 | 221 | - | 2,213 | - | |
| 4198 - School Food Service 4199 - Transportation - Operations | 3,195 | 3,195 | 1,953 | 3,195 | 3,195 | 3,195 | 3,195 | 3,195 | 1,953 | 2,130 | 3,551 | 3,551 | - | 35,505 | - | |
| Custom STATE REVENUE - SPECIAL PURPOSE | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| TOTAL STATE REVENUE - SPECIAL PURPOSE | \$ 17,990 | \$ 17,990 | \$ 10,994 | \$ 17,990 | \$ 17,990 | \$ 17,990 | \$ 17,990 | \$ 17,990 | \$ 10,994 | \$ 11,994 | 19,989 | \$ 19,989 | \$ - | \$ 199,894 | | |
| 5000 - FEDERAL REVENUE - GENERAL PURPOSE | | | | | | | | | | | | | | | • | |
| 5200 - General Purpose Direct Fed. Grants - | - | 720 | 4.520 | 4.530 | 4 520 | - 720 | 4.520 | 1,530 | 4.530 | 4 520 | 4.530 | - 720 | - | - 44.400 | - | |
| Title I Title II | - | 720 113 | 1,530 239 | 1,530 239 | 1,530 239 | 720 113 | 1,530 239 | 239 | 1,530 239 | 1,530 239 | 1,530 239 | 720 113 | - | 14,400 2,250 | - | |
| Title III | - | 53 | 112 | 112 | 112 | 53 | 112 | 112 | 112 | 112 | 112 | 53 | - | 1,050 | - | |
| IDEA Funding | - | 731 | 1,554 | 1,554 | 1,554 | 731 | 1,554 | 1,554 | 1,554 | 1,554 | 1,554 | 731 | - | 14,625 | - | |
| CSP Total 5200 - General Purpose Direct Fed. Grants - | \$ - | \$ 1,616 | \$ 3,435 | \$ 3,435 | \$ 3,435 | \$ 1,616 | \$ 3,435 | \$ 3,435 | \$ 3,435 | \$ 3,435 | \$ 3,435 | \$ 1,616 | \$ - | \$ 32,325 | - | |
| Custom FEDERAL REVENUE - GENERAL PURPOSE | - | - 1,010 | 3 3,433 | 3 3,433 | ə ə,4əə | - 1,010 | 3 3,433 | - 3,433 | 3 3,433 | - 3,433 | - 3,433 | - 1,010 | - | 3 32,323 | 1 - | |
| TOTAL FEDERAL REVENUE - GENERAL PURPOSE | \$ - | \$ 1,616 | \$ 3,435 | \$ 3,435 | \$ 3,435 | \$ 1,616 | \$ 3,435 | \$ 3,435 | \$ 3,435 | \$ 3,435 | \$ 3,435 | \$ 1,616 | \$ - | \$ 32,325 | - | |
| 6000 - FEDERAL REVENUE - SPECIAL PURPOSE | | | | | | | | | | | | | | | _ | |
| 6100 - Special Purpose - OSPI Unassigned | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 6198 - School Food Services | 3,399 | 3,399 | 3,399 | 3,399 | 3,399 | 3,399 | 3,399 | 3,399 | 3,399 | 3,399 | - | - | - | 33,990 | - | |
| Free Breakfast Reimbursement Reduced Breakfast Reimbursement | - | - | - | - | - | - | - | - | - | | - | - | - | | - | |
| Paid Breakfast Reimbursement | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Free Lunch Reimbursement | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Reduced Lunch Reimbursement | - | - | - | - | - | - | - | - | - | - | - | - | - | - | = | |
| Paid Lunch Reimbursement Snack Reimbursement | - | - | - | - | - | - | - | - | - | | - | - | | | - | |
| Total 6198 - School Food Services | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ - | \$ - | \$ - | \$ 33,990 | - | |
| Custom FEDERAL REVENUE - SPECIAL PURPOSE | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | \$ 3,399 | - <u>- </u> | \$ - | \$ - | \$ 33,990 | - - | |
| TOTAL FEDERAL REVENUE - SPECIAL PURPOSE | | | | | | | | | | | | | | | ■ | |
| | | | | | | | | | - | - | - | - | - | - | 1 | |
| TOTAL FEDERAL REVENUE - SPECIAL PURPOSE 7000 - OTHER SCHOOL DISTRICTS 7100 - Program Participation, Unassigned | - | - | - | - | - | - | - | - | | | | | | | - | |
| 7000 - OTHER SCHOOL DISTRICTS 7100 - Program Participation, Unassigned Custom OTHER SCHOOL DISTRICTS | - | - | - | - | - | - | - | - | - | | - [| | - | | - - | |
| 7000 - OTHER SCHOOL DISTRICTS 7100 - Program Participation, Unassigned Custom OTHER SCHOOL DISTRICTS TOTAL OTHER SCHOOL DISTRICTS | ; - | \$ - | \$ - | - - \$ - | - - \$ - | - - \$ - | - - \$ - | \$ - | \$ - | \$ - | - \$ - | \$ - | \$ - | \$ - | - - - | |
| 7000 - OTHER SCHOOL DISTRICTS 7100 - Program Participation, Unassigned Custom OTHER SCHOOL DISTRICTS TOTAL OTHER SCHOOL DISTRICTS 8000 - OTHER ENTITIES | \$ - | \$ - | - \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | - - - | |
| 7000 - OTHER SCHOOL DISTRICTS 7100 - Program Participation, Unassigned Custom OTHER SCHOOL DISTRICTS TOTAL OTHER SCHOOL DISTRICTS 8000 - OTHER ENTITIES 8100 - Governmental Entities | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | - \$ - | \$ - | \$ - | \$ - | - - - | |
| 7000 - OTHER SCHOOL DISTRICTS 7100 - Program Participation, Unassigned Custom OTHER SCHOOL DISTRICTS TOTAL OTHER SCHOOL DISTRICTS 8000 - OTHER ENTITIES | \$ - | - \$ - | \$ - | \$ - - | \$ - | \$ - | \$ - | \$ - | - \$ - - - | \$ - - - | - \$ - - - | \$ - - - | \$ - - | - \$ - - | | |
| 7000 - OTHER SCHOOL DISTRICTS 7100 - Program Participation, Unassigned Custom OTHER SCHOOL DISTRICTS TOTAL OTHER SCHOOL DISTRICTS 8000 - OTHER ENTITIES 8100 - Governmental Entities 8200 - Private Foundations 8500 - Educational Service Districts ED Offset for Leaving in 3rd year | \$ - | 421 | - - - 421 | - \$ - - - - 421 | - \$ - - - - 421 | - - - - 421 | - - - - 421 | - - - 421 | - - - 421 | \$ - - - - 421 | - \$ - - - 421 | - \$ - - - 421 | - | - \$ - - - 5,049 | | |
| 7000 - OTHER SCHOOL DISTRICTS 7100 - Program Participation, Unassigned Custom OTHER SCHOOL DISTRICTS TOTAL OTHER SCHOOL DISTRICTS 8000 - OTHER ENTITIES 8100 - Governmental Entitities 8200 - Private Foundations 8500 - Educational Service Districts | \$ - - - - - 421 \$ 421 | 421 | - - - 421 | | | - - - - 421 | - - - - 421 | - - - 421 | - - - 421 | | | | - | - - - - 5,049 | | |
| 7000 - OTHER SCHOOL DISTRICTS 7100 - Program Participation, Unassigned Custom OTHER SCHOOL DISTRICTS TOTAL OTHER SCHOOL DISTRICTS 8000 - OTHER ENTITIES 8100 - Governmental Entities 8200 - Private Foundations 8500 - Educational Service Districts ED Offset for Leaving in 3rd year TOTAL OTHER ENTITIES 9000 - OTHER FINANCING SOURCES | | 421 | - - - 421 | | | - - - - 421 | - - - - 421 | - - - 421 | - - - 421 | | | | - | - - - 5,049 | | |
| 7000 - OTHER SCHOOL DISTRICTS 7100 - Program Participation, Unassigned Custom OTHER SCHOOL DISTRICTS TOTAL OTHER SCHOOL DISTRICTS 8000 - OTHER ENTITIES 8100 - Governmental Entitities 8200 - Private Foundations 8500 - Educational Service Districts ED Offset for Leaving in 3rd year TOTAL OTHER ENTITIES 9000 - OTHER FINANCING SOURCES 9500 - Long-Term Financing | | 421 | - - - 421 | | | - - - - 421 | - - - - 421 | - - - 421 | - - - 421 | | | | - | - - - 5,049 | | |
| 7000 - OTHER SCHOOL DISTRICTS 7100 - Program Participation, Unassigned Custom OTHER SCHOOL DISTRICTS TOTAL OTHER SCHOOL DISTRICTS 8000 - OTHER ENTITIES 8100 - Governmental Entities 8200 - Private Foundations 8500 - Educational Service Districts ED Offset for Leaving in 3rd year TOTAL OTHER ENTITIES 9000 - OTHER FINANCING SOURCES | | 421 | - - - 421 | | | - - - - 421 | - - - - 421 | - - - 421 | - - - 421 | | | | - | - - - 5,049 | | |

Whatcom Intergenerationl High School YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

| SUMMARY | | | | | | | | | | | | | | | CHECK vs. Budget (Must Be Zero) | Description of Assumptions |
|------------------------|------------|------------|-----------|------------|------------|------------|------------|------------|-----------|------------|------------|------------|------------------------------------|--------------|------------------------------------|----------------------------|
| Total Revenue | 357,338 | 153,954 | 98,015 | 160,772 | 155,772 | 153,954 | 280,772 | 155,772 | 98,015 | 191,266 | 168,875 | 167,057 | - | 2,141,564 | - | |
| Total Expenses | 243,574 | 136,399 | 134,666 | 133,999 | 137,374 | 137,374 | 138,374 | 137,374 | 131,266 | 132,514 | 113,898 | 113,898 | - | 1,690,709 | - | |
| Net Income | 113,764 | 17,555 | (36,651) | 26,774 | 18,399 | 16,580 | 142,399 | 18,399 | (33,251) | 58,753 | 54,977 | 53,159 | - | 450,856 | (0) | |
| Cash Flow Adjustments | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Beginning Cash Balance | 1,250 | 115,014 | 132,569 | 95,918 | 122,692 | 141,090 | 157,671 | 300,069 | 318,468 | 285,217 | 343,970 | 398,947 | 452,106 | 1,250 | | |
| Ending Cash Balance | 115,014 | 132,569 | 95,918 | 122,692 | 141,090 | 157,671 | 300,069 | 318,468 | 285,217 | 343,970 | 398,947 | 452,106 | 452,106 | 452,106 | | |
| | September | October | November | December | January | February | March | April | May | June | July | August | September + Subsequent Items | TOTAL | | |
| TOTAL REVENUE | \$ 357,338 | \$ 153,954 | \$ 98,015 | \$ 160,772 | \$ 155,772 | \$ 153,954 | \$ 280,772 | \$ 155,772 | \$ 98,015 | \$ 191,266 | \$ 168,875 | \$ 167,057 | \$ - | \$ 2,141,564 | - | |

Whatcom Intergenerationl High School YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

| SUMMARY | 1 | | | | | | | | | | | | | | CHECK vs. Budget (Must Be Zero) | Description of Assumptions |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------|-----------|------------------------------------|-----------------|------------------------------------|----------------------------|
| Total Revenue | 357,338 | 153,954 | | 160,772 | 155,772 | 153,954 | 280,772 | 155,772 | 98,015 | 191,266 | 168,875 | 167,057 | - | 2,141,564 | - | |
| Total Expenses | 243,574 | 136,399 | 134,666 | 133,999 | 137,374 | 137,374 | 138,374 | 137,374 | 131,266 | 132,514 | 113,898 | 113,898 | - | 1,690,709 | - | |
| Net Income | 113,764 | 17,555 | (36,651) | 26,774 | 18,399 | 16,580 | 142,399 | 18,399 | (33,251) | 58,753 | 54,977 | 53,159 | - | 450,856 | (0) | |
| Cash Flow Adjustments | 1,250 | 115,014 | 132,569 | 95,918 | 122,692 | 141,090 | 157,671 | 300,069 | 318,468 | 285,217 | 343,970 | 398,947 | 452,106 | 1,250 | | |
| Beginning Cash Balance Ending Cash Balance | 1,250 | 132,569 | 95,918 | 122,692 | 141,090 | 157,671 | 300,069 | 318,468 | 285,217 | 343,970 | 343,970 | 452,106 | 452,106 | 452,106 | | |
| Ending Cash Balance | 113,014 | 132,303 | 93,918 | 122,092 | 141,090 | 137,071 | 300,009 | 318,408 | 283,217 | 343,370 | 358,547 | 432,100 | | 432,100 | | |
| | September | October | November | December | January | February | March | April | May | June | July | August | September + Subsequent Items | TOTAL | | |
| EXPENSES ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | | | | | | | | |
| Executive Management | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | - | 110,000 | - | |
| Instructional Management | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | - | 110,000 | - | |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| CFO / Director of Finance | | - | - | | | | - | | | - | - | - | - | - | - | |
| Operation / Business Manager | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | - | 65,000 | - | |
| Administrative Staff Other - Administrative | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | - | 40,000 | - | |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS | \$ 27,083 | | | | | | | | | | | | \$ - | | - | |
| INSTRUCTIONAL PERSONNEL COSTS | , 27,000 | , 2,,000 | , 27,000 | | , | | , 2,,000 | , 27,000 | ,,,,,,, | , _,,,,,,, | , 27,000 | | | , | | |
| Teachers - Regular | 21,167 | 21,167 | 21,167 | 21,167 | 21,167 | 21,167 | 21,167 | 21,167 | 21,167 | 21,167 | 21,167 | 21,167 | | 254,000 | 1 . | |
| Teachers - Regular Teachers - SPED | 6,417 | 6,417 | 6,417 | 6,417 | 6,417 | 6,417 | 6,417 | 6,417 | 6,417 | 6,417 | 6,417 | 6,417 | - | 77,000 | | |
| Substitute Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Teaching Assistants | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Specialty Teachers | 15,250 | 15,250 | 15,250 | 15,250 | 15,250 | 15,250 | 15,250 | 15,250 | 15,250 | 15,250 | 15,250 | 15,250 | - | 183,000 | - | |
| Aides | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Therapists & Counselors | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other - Instructional TOTAL INSTRUCTIONAL PERSONNEL COSTS | \$ 42,833 | ć 42.022 | ć 42.022 | \$ 42,833 | ć 43.033 | ć 42.022 | \$ 42,833 | - 42 022 | ć 42.022 | - 42 922 | \$ 42,833 | \$ 42,833 | | \$ 514,000 | - | |
| | \$ 42,833 | \$ 42,633 | \$ 42,833 | \$ 42,633 | 3 42,633 | \$ 42,633 | \$ 42,833 | \$ 42,833 | \$ 42,633 | \$ 42,833 | \$ 42,833 | \$ 42,833 |) - | \$ 514,000 | - | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | | | |
| Nurse Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Custodian | - | | - | _ | - | | - | - | - | - | - | _ | - | - | _ | |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - | - | _ | |
| Other - Non-Instructional | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | - | |
| TOTAL PERSONNEL EXPENSES | \$ 69,917 | \$ 69,917 | \$ 69,917 | \$ 69,917 | \$ 69,917 | \$ 69,917 | \$ 69,917 | \$ 69,917 | \$ 69,917 | \$ 69,917 | \$ 69,917 | \$ 69,917 | \$ - | \$ 839,000 | - | |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | | | | |
| Social Security | 4,335 | 4,335 | 4,335 | 4,335 | 4,335 | 4,335 | 4,335 | 4,335 | 4,335 | 4,335 | 4,335 | 4,335 | - | 52,018 | - | |
| Medicare | 1,014 | 1,014 | 1,014 | 1,014 | 1,014 | 1,014 | 1,014 | 1,014 | 1,014 | 1,014 | 1,014 | 1,014 | - | 12,166 | - | |
| State Unemployment | 1,223 | 1,223 | 1,223 | 1,223 | 1,223 | 1,223 | 1,223 | 1,223 | 1,223 | 1,223 | 1,223 | 1,223 | - | 14,671 | - | |
| Worker's Compensation Insurance | 1,398 | 1,398 | 1,398 | 1,398 | 1,398 | 1,398 | 1,398 | 1,398 | 1,398 | 1,398 | 1,398 | 1,398 | - | 16,780 | - | |
| Custom Other Tax #1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Custom Other Tax #2 Health Insurance | 6,363 | 6,363 | 6,363 | 6,363 | 6,363 | 6,363 | 6,363 | 6,363 | 6,363 | 6,363 | 6,363 | 6,363 | - | 76,355 | - | |
| Dental Insurance | 0,303 | 0,303 | 0,303 | 0,303 | 0,303 | 0,303 | 0,303 | 0,303 | 0,303 | 0,303 | 0,303 | 0,303 | - | 70,333 | | |
| Vision Insurance | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Life Insurance | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Retirement Contribution | 10,403 | 10,403 | 10,403 | 10,403 | 10,403 | 10,403 | 10,403 | 10,403 | 10,403 | 10,403 | 10,403 | 10,403 | - | 124,832 | - | |
| Custom Fringe #1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Custom Fringe #2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| TOTAL PAYROLL TAXES AND BENEFITS | \$ 24,735 | \$ 24,735 | \$ 24,735 | \$ 24,735 | \$ 24,735 | \$ 24,735 | \$ 24,735 | \$ 24,735 | \$ 24,735 | \$ 24,735 | \$ 24,735 | \$ 24,735 | \$ - | \$ 296,822 | - | |
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES | \$ 94,652 | \$ 94,652 | \$ 94,652 | \$ 94,652 | \$ 94,652 | \$ 94,652 | \$ 94,652 | \$ 94,652 | \$ 94,652 | \$ 94,652 | \$ 94,652 | \$ 94,652 | \$ - | \$ 1,135,822 | - | |
| CONTRACTED SERVICES | | | | | | | | | | | | | | | | |
| Accounting / Audit | - | - | - | - | 4,375 | 4,375 | 4,375 | 4,375 | - | - | - | - | - | 17,500 | - | |
| Legal | 250 | 250 | | | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | - | 3,000 | - | |
| Oversight Fee (3%) | 4,456 | 4,456 | 2,723 | 4,456 | 4,456 | 4,456 | 4,456 | 4,456 | 2,723 | 2,970 | 4,951 | 4,951 | - | 49,506 | - | |
| Management Company Fee | - | - | - | - | - | - | - | - | - | - | - | - | - | | - | |
| Nurse Services | 500 1,000 | | | - | 5,000 10,000 | - | |
| Food Service / School Lunch Payroll Services | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | | | - | 10,000 | Ī . | |
| Special Ed Services | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | | | - | 15,000 | | |
| Titlement Services (i.e. Title I) | - | | | 2,500 | | | | | - | | | - | - | | - | |
| Back Office Provider | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | - | 60,000 | - | |
| True Measure Collaborative | 1,000 | - | - | 1,000 | - | - | 1,000 | - | - | 1,000 | - | - | - | 4,000 | - | |
| Americorps/Traditional Providers | 3,700 | 3,700 | 3,700 | | 3,700 | 3,700 | 3,700 | 3,700 | 3,700 | 3,700 | - | - | - | 37,000 | - | |
| TOTAL CONTRACTED SERVICES | \$ 17,406 | \$ 16,406 | \$ 14,673 | \$ 17,406 | \$ 20,781 | \$ 20,781 | \$ 21,781 | \$ 20,781 | \$ 14,673 | \$ 15,920 | \$ 10,201 | \$ 10,201 | \$ - | \$ 201,006 | - | |

Whatcom Intergenerationl High School YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

| SUMMARY | | | | | | | | | | | | | | | CHECK vs. Budget (Must Be Zero) | Description of Assumptions |
|---|------------|------------|-------------|------------|------------|------------|------------|------------|-------------|------------|------------|------------|------------------------------------|--------------|------------------------------------|----------------------------|
| Total Revenue | 357,338 | 153,954 | 98,015 | 160,772 | 155,772 | 153,954 | 280,772 | 155,772 | 98,015 | 191,266 | 168,875 | 167,057 | - 1 | 2,141,564 | _ | |
| Total Expenses | 243,574 | 136,399 | 134,666 | 133,999 | 137,374 | 137,374 | 138,374 | 137,374 | 131,266 | 132,514 | 113.898 | 113.898 | _ | 1,690,709 | _ | |
| Net Income | 113,764 | 17,555 | (36,651) | 26,774 | 18,399 | 16,580 | 142,399 | 18,399 | (33,251) | 58,753 | 54,977 | 53,159 | - | 450,856 | (0) | |
| Cash Flow Adjustments | - | 17,555 | (50,051) | 20,774 | 10,555 | 10,500 | 142,555 | 10,555 | (55,251) | 50,755 | 54,577 | 33,133 | - | | (0) | |
| Beginning Cash Balance | 1,250 | 115.014 | 132,569 | 95,918 | 122,692 | 141,090 | 157,671 | 300.069 | 318,468 | 285,217 | 343,970 | 398.947 | 452,106 | 1,250 | | |
| Ending Cash Balance | 115.014 | 132,569 | 95,918 | 122,692 | 141.090 | 157,671 | 300.069 | 318,468 | 285,217 | 343,970 | 398,947 | 452,106 | 452,106 | 452,106 | | |
| Ending cash balance | | , | | | | | , | ,, | | 0.10,0.10 | , | , | | 102,200 | | |
| | September | October | November | December | January | February | March | April | May | June | July | August | September + Subsequent Items | TOTAL | | |
| SCHOOL OPERATIONS | | | | | | | | | | | | | | | | |
| Board Expenses | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | - | 1,000 | - | |
| Classroom / Teaching Supplies & Materials | 2,625 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | - | - | - | 3,750 | - | |
| Special Ed Supplies & Materials | 788 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | - | - | - | 1,125 | - | |
| Textbooks / Workbooks | 6,000 | 750 | 750 | - | - | - | - | - | - | - | - | - | - | 7,500 | - | |
| Supplies & Materials other | 7,875 | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 375 | - | | - | 11,250 | - | |
| Equipment / Furniture | 20,000 | 2,500 | 2,500 | - | - | - | - | - | - | - | - | | - | 25,000 | - | |
| Telephone | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | - | 10,000 | - | |
| Technology | 48,750 | | | | | | | | | | | | - | 48,750 | - | |
| Student Testing & Assessment | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 375 | - | - | - | 3,750 | - | |
| Field Trips | 563 | 563 | 563 | 563 | 563 | 563 | 563 | 563 | 563 | 563 | | | - | 5,625 | - | |
| Transportation (student) | 4,971 | 4,971 | 4,971 | 4,971 | 4,971 | 4,971 | 4,971 | 4,971 | 4,971 | 4,971 | | | - | 49,707 | - | |
| Student Services - other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Office Expense | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | - | 2,500 | - | |
| Staff Development | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 | - | - | - | 6,000 | - | |
| Staff Recruitment | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | - | 1,000 | - | |
| Student Recruitment / Marketing | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | - | 2,000 | - | |
| School Meals / Lunch | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | | | - | 37,500 | - | |
| Travel (Staff) | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | | | - | 3,000 | - | |
| Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Dues and Membership | 375 | - | - | - | - | - | - | - | - | - | - | - | - | 375 | - | |
| Staff Technology | 22,500 | - | - | - | - | - | - | - | - | - | - | - | - | 22,500 | - | |
| Custom School Operations | - | - | - | - | - | - | - | - | - | - | | | - | - | - | |
| TOTAL SCHOOL OPERATIONS | \$ 120,846 | \$ 15,721 | \$ 15,721 | \$ 12,471 | \$ 12,471 | \$ 12,471 | \$ 12,471 | \$ 12,471 | \$ 12,471 | \$ 12,471 | \$ 1,375 | \$ 1,375 | \$ - | \$ 242,332 | - | |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | | | | |
| Insurance | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | - | 20,000 | - | |
| Janitorial Services | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | | | - | 10,000 | - | |
| Building and Land Rent / Lease | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | - | 36,000 | - | |
| Repairs & Maintenance | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | - | 15,000 | - | |
| Equipment / Furniture | 1,200 | 150 | 150 | - | - | - | - | - | - | - | - | - | - | 1,500 | - | |
| Security Services | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | - | 1,000 | - | |
| Utilities | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | - | 15,000 | - | |
| ED Offset for reduced time | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | - | 5,049 | - | |
| Substutute Teachers | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | - | - | - | 8,000 | - | |
| Custom Facilities Operations #3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| TOTAL FACILITY OPERATION & MAINTENANCE | \$ 10,671 | \$ 9,621 | \$ 9,621 | \$ 9,471 | \$ 9,471 | \$ 9,471 | \$ 9,471 | \$ 9,471 | \$ 9,471 | \$ 9,471 | \$ 7,671 | \$ 7,671 | \$ - | \$ 111,549 | - | |
| RESERVES / CONTIGENCY | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| TOTAL EXPENSES | \$ 243,574 | \$ 136,399 | \$ 134,666 | \$ 133,999 | \$ 137,374 | \$ 137,374 | \$ 138,374 | \$ 137,374 | \$ 131,266 | \$ 132,514 | \$ 113,898 | \$ 113,898 | \$ - | \$ 1,690,709 | - | |
| NET OPERATING INCOME (before Depreciation) | \$ 113,764 | | | | | | \$ 142,399 | | \$ (33,251) | | \$ 54,977 | \$ 53,159 | | | (0) | |
| DEPRECIATION & AMORTIZATION | - | - | - | - | - | - | - | - | - | - | - | | - | - | - | |
| NET OPERATING INCOME (including Depreciation) | \$ 113,764 | \$ 17,555 | \$ (36,651) | \$ 26,774 | \$ 18,399 | \$ 16,580 | \$ 142,399 | \$ 18,399 | \$ (33,251) | \$ 58,753 | \$ 54,977 | \$ 53,159 | \$ - | \$ 450,856 | (0) | |



experience. experlise. execution. —

Checklist of Financial Responsibility Breakdown for the Business Dept., School Leadership Team, Finance Committee and Board of Trustees

www.csbm.com 888-710-CSBM info@csbm.com

Board of Trustees

Financial Responsibilities

Financial Policies & Procedures Manual

Opening and Closing of Bank Accounts

Selection of Independent Auditors

Knowledge of Sources of Revenue Streams / Drivers and Related Cash Flows

General Education and SPED Student Enrollment Count

Annual/Multi-Year Budgets

Organizational / Staff & Salary Structure each School Year

Establishment and Annual Renewal of School-wide Insurance and Benefits Packages

Financial Reporting including Accrual-Based and Cash-Based Projections

Audited Financial Statements

Management Letter that accompanies Audited Financial Statements

Form 990 Tax Returns

Charter Renewal Requirements per Authorizer

Business Dept. Establish, document, enforce & follow internal controls in manual Recommend which bank accounts should exist & why Obtain list of/meet with auditors experienced with charter schools Meet with existing schools/qualified consultants and review all available documentation and requirements from Authorizer Track Budget vs. Actual for General **Education & SPED Student** Create Budgets reflecting School's Vision; repeat until balanced Create Structure, Salary / Bonus (if applicable) Rubric with School Leader Obtain/compare multiple quotes for School-wide Policies & Benefits Packages and confirm they are competitive & compliant Create Monthly Reports and develop Projections with School Leader's input of which line items may be under/over budget Prepare for audit throughout the fiscal year & provide auditors w/ all requested schedules/analyses Prepare plan for and implement all Remedies for Recommendations by Provide auditors w/all requested info to complete 990s; confirm extensions are filed if necessary Have intimate knowledge of all Academic & Financial Requirements per Charter Authorizer

| School Leadership Team | |
|---|--|
| Understand, enforce & follow procedures | |
| Understand which accounts exist & why | |
| Support Business Dept. with review of Auditors | |
| Build intimate knowledge of drivers of revenues and related cash flows | |
| Communicate Headcount to Business Leader as it changes | |
| Support Business Leader with Creation of Budgets | |
| Create Structure, Salary / Bonus (if appl.) Rubric w/ Business Leader | |
| Review School-wide Policies & Benefits Packages Presented by Business Leader | |
| Support Completion of Reports and Projections Prepared by Business Leader | |
| Support preparation of Highlights of Statements w/ Business Leader | |
| Hold Business Leader Accountable for Implementing Remedies for Recommendations | |
| Review & Sign Off on 990s prior to submission by Auditors | |
| Have intimate knowledge of all Academic & Financial Requirements | |

| Finance Committee | |
|---|--|
| Review/provide feedback on manual | |
| Recommend opening / closure of accounts | |
| Review/recommend Auditors to Board | |
| Build intimate knowledge of drivers of revenues and related cash flows | |
| Review Headcount at Every Finance Committee Meeting | |
| Review with School & Business Leaders | |
| Review Structure, Salary / Bonus (if applicable) Rubric Annually | |
| Review School-wide Policies & Benefits Packages Presented by Business Leader | |
| Review Reports / Projections Prepared by School & Business Leaders | |
| Prepare Key Highlights of Statements with School & Business Leaders | |
| Hold School & Business Leaders Accountable for Implementing Remedies for Recommendations | |
| Review & Sign Off on 990s prior to submission by Auditors | |
| Have intimate knowledge of all Financial Requirements | |

| • |
|--|
| Vote upon critical policies in manual/entire manual |
| Vote upon and Record in Board Meeting Minutes |
| Vote upon Recommended Auditors |
| Attend Training by Qualified Consultants/ Business Leader and ask Pertinent Questions |
| Review Budget vs. Actual for Enrollment/Fin'l Impact at Every Board Meeting |
| Review and Vote Upon Prior to end of Fiscal Year |
| Review Structure incl. Added & Eliminated Positions Annually |
| Confirm if School is Adequately Insured and offering Competitive / Fairly Priced Benefits |
| Review Key Variances on a Quarterly Basis and Discuss Major Variances in Advance |
| Review Key Highlights Prepared by Finance Committee |
| Review all Observations & Recommendations by Auditors and Responses by Management |
| Review 990s after review by Finance Committee and Prior to Submission |
| Have intimate knowledge of all Academic & Financial Requirements |



Sample Financial Policies and Procedures Manual

DRAFT

This document will describe the policies and procedures for the accounting and administrative functions conducted by WIHS. Management may amend this manual as needed. The Board is to review the manual every year.

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INTRODUCTION

WIHS is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with the Generally Accepted Accounting Principles (GAAP), and rules and regulations of the Financial Accounting Standards Board (FASB). WIHS will follow all of the relevant laws and regulations that govern the Charter Schools within the State of Washington. As a nonprofit organization, WIHS is entrusted with funds granted by government agencies, private foundations and individual contributors and it will adhere to the highest of standards of accounting.

Clear financial policies and procedures will enable the school to meet its financial needs and obligations, ensure long-term financial stability and viability, and protect its tangible assets and reputation.

Financial Policies

- 1. WIHS shall comply with the laws, rules, and regulations applicable to financial matters and with the terms of the contract by which it is bound.
- 2. Control procedures shall be in place to ensure the security of the organization's assets.
- 3. Timely and accurate financial information shall be produced to fulfill all reporting requirements and management needs.

Financial Leadership and Management

The financial management team of WIHS consists of:

- Board of Directors
- Finance Committee, includes the Board Treasurer, Back Office Service Provider (BOSP), Principal, and Director of Operations (DOO).
- Executive Director

The day-to-day fiscal responsibilities of WIHS are assigned to its fiscal staff. However, ultimate fiduciary responsibility for the overall management of the organization lies with the Board of Directors.

The Board of Directors will meet monthly to ensure that its fiduciary duty is maintained. WIHS will establish a Finance Committee and this committee will be responsible for selecting an audit firm on an annual basis, reviewing the financial policies and procedures manual on an annual basis, approving the annual budget, and to reviewing the monthly financial statements.

The Treasurer will be responsible for the primary Board-level oversight of school financial matters, as defined by the Board. The DOO and BOSP Consultant will have the primary responsibility of executing all financial matters. All members of the fiscal management team will work together to make certain that all financial matters of the organization are addressed with care, integrity, and in the best interest of WIHS.

The Executive Director is responsible for administering the school's adopted policies and ensuring compliance with procedures that have been approved by the Board of Director. Exceptions to written policies may only be made with the prior approval of the Finance Committee. Changes or amendments to these policies shall be conducted by the Finance Committee and approved by the Board of Directors every year.

Any violation of these policies and procedures is considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.

INTERNAL CONTROL STRUCTURE

Background

This manual describes the policies and procedures of WIHS. The policies are designed to safeguard the assets of the school, facilitate compliance with applicable law, and produce timely and accurate financial information in accordance with the Generally Accepted Accounting Principles (GAAP), and rules and regulations of the Financial Accounting Standards Board (FASB). It is the responsibility of the WIHS leadership team to safeguard the school's assets, which include cash, cash equivalents, and fixed assets. The contents of this chapter will demonstrate the internal controls that will be implemented to assure assets are safeguarded appropriately.

The internal control structure is composed of four basic elements, described in detail below.

1. Internal Control Environment

The internal control environment reflects the importance WIHS places on internal controls as part of its day-to-day activities. Factors that impact the internal control environment can include management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

2. Accounting System

WIHS has established an accounting system comprised of the methods and records used to identify, assemble, classify, record and report accounting transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period. The fiscal year is from July 1St to June 30th. The school's audited financial statements must be approved by the Board of Directors and provided to the appropriate oversight entity according to all applicable requirements. Furthermore, the school's budgets for the following fiscal year must be drafted for Board review and approved **prior to** the end of the current fiscal year. The budget may later be revised and approved as necessary.

3. Internal Control Procedures

WIHS has adopted a number of internal financial controls. These procedures are set up to strengthen the WIHS internal control structure in order to safeguard the organization's assets. The internal financial controls consist of the following:

Segregation of Duties: A hierarchical structure of authority and responsibility has been developed at WIHS. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the school from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, WIHS will create a compensating control.

Restricted Access: Physical access to valuable and moveable assets is restricted to authorized personnel.

Document Control: In order to ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately.

Records Retention: To provide an accurate and auditable record of all financial transactions, WIHS' books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by Washington law, applicable to charter schools. Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements, if applicable, and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes.

Processing Controls: These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

Reconciliation Controls: These are designed to identify any errors *after* transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers. Reconciliation is completed by the BOSP and approved by the Executive Director.

Annual Independent Audit: WIHS' financial statements are audited annually by an independent audit firm selected by the Board of Directors on the recommendation of the Treasurer.

Security of Financial Data: The school's accounting software is accessible only to the

Director of Operations, Executive Director and the BOSP. Individual ID codes and passwords are in place for every user and limit their access and functionality depending on their role within the school. All other hard copies of financial data, when not in use, will be secured in a closet or cabinet at the school.

Risk Assessment: This is designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. It includes mitigating risks involving internal and/or external factors that might adversely affect the school's ability to properly record, process, summarize and report financial data.

4. The Accounting Cycle

The accounting cycle is designed to accurately process, record, summarize, and report transactions of WIHS. WIHS will maintain accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized when services are incurred or goods are received.

The component bookkeeping cycles fall into one of five primary functions:

1) Revenue, Accounts Receivable and Cash Receipts

Key tasks in this area include:

- Processing cash receipts
- Making deposits
- Recording cash receipts in the general ledger and subsidiary records
- Performing month-end reconciliation procedures
- Processing general ledger integration for private donations/revenue
- Processing wire transfers into school accounts

2) Purchases, Accounts Payable and Cash Disbursements

Key tasks in this area include:

- Authorizing the procurement of goods and/or services
- Processing purchases (credit card, check, reimbursement)
- Processing invoices
- Issuing checks
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures
- Year-end reporting: Preparing 1099 forms
- Processing wire transfers out of school accounts

3) Payroll

A Back Office Service Provider will perform the payroll process. Their responsibilities include calculating appropriate amounts for taxes to be remitted to the Federal, State and City government agencies and voluntary and/or statutory deductions that may or may not require remittance to retirement plan trustees, child support agencies, etc.

Key tasks in this area include:

- Obtaining and gathering payroll information
- Preparing payroll checks and depositing payroll taxes
- Submitting information for processing
- Performing quarterly reconciliation
- Preparing quarterly payroll tax returns
- Preparing W-2s, the W-3, and other annual payroll tax returns

4) General Ledger and Financial Statements

Key tasks in this area include:

- Preparing monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusted journal entries
- Producing the financial statements
- Producing the annual budget

The general ledger process consists of posting the period's transactions and producing WIHS' financial statements. The BOSP will reconcile bank and credit card accounts, enter payroll, review the general ledger and prepare for the annual audit.

The BOSP and/or Executive Director provides monthly statements to the Board of Directors at each board meeting. The required statements are outlined in the following section.

The DOO is responsible for creating and updating 5-year budget projections for the school. In addition, the Financial Committee including the Treasurer, Principal, Director of Operations, and the BOSP, will prepare the annual operating budget of income and expenses and the capital budget for the school. These budgets and the 5-year projection are reviewed and approved annually, first by the Executive Director, then by the Board of Directors and finally by the school's Board of Directors and modified as necessary, with approval by the last day of the closing fiscal year. This process is described below.

5) Budgets and Financial Reporting

Budgets

Budgets are created per program annually and updated semi-annually based on

actual expenditures and programmatic changes that occur during the year. Creation of the annual operating budget and capital budget is an iterative process led by the DOO but requires input from the Principal and BOSP. This input is necessary to ensure enrollment is accurately represented per the charter agreement, and to make certain the staff can properly support the proposed number of enrolled students. Critical school program expenses should be represented in the budgets to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until the overall budget fairly represents the revenues and expenses for the operating budget as well as the cash requirements for capital expenditures under the capital budget.

Once complete, the DOO presents the overall budget to the Treasurer and Executive Director for review. If/when the ED and Treasurer are satisfied, the budget is then presented to the entire staff. Once reviewed by staff the budget is presented to the Board for a vote of approval. The budget must be approved and passed by the June 30th before the start of the new fiscal year. Once approved, the implementation of, and accountability for the budget is the responsibility of the Executive Director.

After approval, the BOSP uploads the budget into the accounting system. This budget is then used to run monthly budget vs. actual expense reports that are shared with the DOO and Executive Director. Differences of more than \$5,000.00 or 15%, whichever is less, are described in the notes section. The DOO is responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary variances. In addition, the DOO ensures the BOSP produces contingency budgets with extreme issues.

From a day-to-day operational standpoint, the DOO may work with the Executive Director or Board Treasurer resolve questions or issues related to the budget.

Financial Reporting

One week before each Board meeting, the following will be sent to the Finance Committee for review: (1) the budget vs. actual report for the operating budget; (2) the budget vs. actual report for the capital budget; (3) the balance sheet; and (4) the enrollment budget vs. actual report per grade for General Education and Special Education students. The BOSP and/or Executive Director will present these reports to the entire Board at each meeting. The Finance Committee may also request cash flow projections through the end of the fiscal year to identify the months that cash flow may run negative.

In addition, monthly budget vs. actual reports for the operating budget and capital budget will be produced by the BOSP for the DOO by the 21^{st} of each month and shared with the Executive Director.

At the end of the year, the following key financial statements are produced:

- 1) Balance Sheet
- 2) Income Statement
- 3) Statement of Cash Flows
- 4) Statement of Functional Expenses

2

PROCESSING CASH RECEIPTS AND REVENUE

Background

WIHS records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles.

WIHS receives revenues from the following primary sources:

- Federal Government
- State Government
- City Government
- Corporations
- Foundations
- Individuals

If total federal support for the fiscal year should exceed \$500,000, an additional audit under the guidance of OMB Circular A-133 will be conducted.

Processing and Recording Cash Receipts

The BOSP is responsible for recording cash receipts as well as various other functions.

The Office Manager sorts and delivers all mail. Any mail addressed to a specific staff member should be stamped as "Received" with the date, and transferred, unopened, to the addressee. Any mail addressed generally to the school that is <u>not</u> sent by a credit card company or bank may be opened by the Office Manager or DOO. All documents contained within should be stamped as "Received" with the date and initials of the person who opened the mail and transferred to the most appropriate individual. In the case of mail sent by a credit card company or bank, the <u>unopened</u> envelope should be stamped as received by the Office Manager with the date. The envelope should then be transferred immediately to the Board Treasurer, or held in a locked, secure location until the Board Treasurer is on site. Once the Board Treasurer receives the envelope, s/he should open and review the contents. Any credit card or bank statements must be marked "Reviewed by" (with initials and date) and "Approved by" (with signature). The credit card or bank statement should then be transferred immediately to the Financial Consultant for review, payment, and filing.

The Office Manager may open mail that appears to contain a check and is addressed generally to the school. Once opened by the Office Manager, all checks must be stamped immediately in the designated endorsement area with "For Deposit Only" and the appropriate bank account number and the name of the school. The receipt of the check must be logged in the Cash Receipts Log, maintained as an ongoing Excel file. The Excel file will be emailed to the BOSP and DOO on the last day of each month. The BOSP will reconcile the Excel Cash Receipts Log with the Cash Receipts and Transfers Binder to ensure that all check receipts have been accounted for. The check should then be copied. Any correspondence accompanying the check should also be retained. The check, check copy, and any accompanying documents should be transferred in a secure manner to the BOSP. The above tasks should not be completed by anyone who has direct use of the accounting system.

The BOSP will staple the photocopy of the check and all correspondence (check copy on top) together and file the packet into the Cash Receipts and Transfers Binder, sorted by bank account number and in date order.

When a donation is received, a pre-numbered contribution acknowledgement letter will be drafted by the Office Manager, signed by the Executive Director, and sent to the donor by the Office Manager.

Whenever reasonably possible, the BOSP will deposit all checks on the day received. At the latest, checks must be deposited no later than the next banking day. Checks that cannot be deposited immediately will be placed in a locked location. Before depositing a check, the BOSP will prepare a deposit slip, copy it, and staple this to the copied check. When deposited, a deposit receipt with bank-endorsed proof of deposit will be obtained for each check.

Deposits may be recorded either as invoices or as general ledger entries. After the check has been deposited, the records the receipt of funds in the accounting system, organized by check number, date and name. If an invoice has already been created, then the deposit will be applied against the outstanding invoice(s). If not, a sales invoice is created, recognizing the revenue in the correct month(s). If the cash is not yet earned, it will be applied against the deferred revenues/unearned income general ledger account.

The BOSP prints a Cash Receipts Journal to show the transaction as posted in the accounting system. This (or a document showing an invoice has been paid) is attached to the front of the copy of the check, copy of deposit slip, deposit receipt with bank-endorsed proof of deposit, and any correspondence that arrived with the check. Together, these documents comprise the Cash Receipts Packet for the respective transaction, with the Cash Receipts Journal on top. The Cash Receipts Packet is sent to the DOO for approval. The DOO verifies that the entry reflects the same data as the copied check and proof of deposit, and initials and dates all documents to indicate approval. Once signed, the BOSP files the Cash Receipts Packet in the Cash Receipts and Transfers Binder, separated by bank account and in date order. All cash receipts and authorized transfers between accounts starting on July 1st and ending on June 30th will be maintained in each fiscal year's Cash Receipts and Transfers Binder.

Processing and Recording Revenue

Typically, grants received will be accompanied by specific agreements that explicitly or implicitly restrict their use and which impose unique reporting requirements – financial as well as performance. WIHS' accounting and documentation system must be such that it is capable of meeting the individual requirements imposed by such grant agreements. Job codes and/or class codes will be attached to applicable expenses and assets so that associated grant revenues may be earned on an

accrual basis.

Inasmuch as the quality of grant agreements impacts its financial strength, WIHS is committed to absolute adherence to this requirement in its reporting system. Accordingly, a reporting calendar shall be established wherein grantor accountability deadlines are tracked for compliance purposes.

Processing Wire Transfers into School Accounts

Government contracts which execute payments via wire transfer remit a wire transfer advice indicating the date and amount of the funds to be deposited in WIHS' account. This wire transfer advice is processed in the same fashion as a deposit to the bank; with mail opened by the Office Manager and delivery of wire transfer notices to the BOSP. All relevant documentation (wire transfer advice, wire transfer confirmation, Cash Receipts Journal, etc.) should be retained and filed in the Cash Receipts and Transfers Binder under the proper bank account, in date order.

Processing and Recording Transfers within School Accounts

In order to maximize interest income, cash will be maintained in the escrow / savings account and transferred to the checking account, as necessary to meet OSPI's and the authorizer's funding requirements. Transfers between WIHS bank accounts shall be made only when properly authorized. **Only** the Chairperson or Treasurer of the Board can authorize transfers to and from the escrow account. A written request is to be submitted directly to the financial institution for processing. A Transfer Authorization form will be completed in order to transfer cash between the checking and debit accounts. The BOSP must obtain the Executive Director's signature for transfers below \$5,000.00. For transfers above \$5,000.00 and under \$15,000.00, the Executive Director and DOO must both approve the transfer. Transfers above \$15,000.00 require approval by both the Executive Director and the Board Treasurer. In the event the Executive Director or Director of Operations is not available for a signature, the Treasurer of the Board will be able to approve transfers in place of <u>one</u> of those individuals, as long as the total transfer value is under \$15,000.00. In the event the Board Treasurer is not available for signature, the Chairperson of the Board will be able to approve transfers in the Treasurer's place.

In the event that one of these individuals is not available for an in-person signature, the signatory may send an email stating his or her name and granting permission to execute the transfer, with the promise to sign the Transfer Authorization form in person at the first opportunity. The transfer may then be executed. As soon as the signatory is back

on site, the original Transfer Authorization form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding transfer documents.

Once transfer is authorized by the proper individual(s) and executed, the Transfer Authorization form, transfer confirmation statements, and the Cash Receipts Journal will be filed in the Cash Receipts and Transfers Binder in date order, under the bank account receiving funds.

Revenue Recognition for Grants

In instances where grant funds are received in advance of WIHS expending money applicable to the grant, the grant funds are recorded in the accounting system as deferred revenue or a liability until the applicable expenses have been incurred. If the grant funds are received after the school has already expended money on goods or services that are covered under the grant, the grant funds can be recorded as revenue at the time of receipt. If the school has expended part of the grant before receiving the actual funds, the only funds that may be recorded as revenues are those that have already been spent. Any remaining grant money must be recorded as deferred revenue

or a liability until the time the funds are actually expended by the school.

Pledges or Grants Receivable

To the extent that the school solicits, accepts, and administers for the benefit of the school and its students, gifts, grants, and donations from individuals or public and private entities, the school shall not solicit, accept, and administer any such gifts, grants, or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws.

When revenues are earned yet the cash has not been received for all or a portion of the grant/pledge, a receivable is recorded in the accounting system. When WIHS receives an Unconditional Pledge to Contribute, it will be acknowledged in a pre-numbered contribution acknowledgement letter drafted by the Office Manager, signed by the Executive Director, and sent to the donor by the Office Manager. The BOSP will enter the amount of the pledge into the general ledger, discounting to their present value any pledges that go beyond a year. The school will only recognize the pledge as revenue when it is actually paid to the school, just as it does for all other restricted funding. The BOSP will evaluate all Pledges to Contribute quarterly to verify that each item is still collectible.

Revenue Recognition for Per Capita funding

Per capita funding is paid by the state on the last business day of each month.

Government Cost-Reimbursement Contracts

When an expense is incurred that is eligible for reimbursement through a government contract, the BOSP attaches the appropriate Job/Class Code to the expense in the accounting system. The BOSP compiles a monthly report of expenses with Job/Class Codes so that revenue can be recognized accordingly in that month.

Donated Goods and Services

Donated goods and services can include office space, professional services such as outside counsel's legal advice, food, clothing, furniture and equipment, or bargain purchases of materials at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services that are not accounted for. The BOSP records donated services in the system at fair value or avoided cost, as determined by the donor and documented in writing. When a good or service is donated to the school, a pre-numbered contribution acknowledgement letter will be drafted by the Office Manager, signed by the Executive Director, and sent to the donor by the Office

Manager. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

Donated Materials and Supplies

Donated materials are recorded as contributions to inventory or expenses in the period received and are recorded at their fair market value at the date of receipt. If materials are donated for a specific use, they are considered to be temporarily restricted contributions. The BOSP records donated materials and supplies in the system at fair value or avoided cost, as determined by the donor and documented in writing. When a material or supply is donated to the school, a pre-numbered contribution acknowledgement letter will be drafted by the Office Manager, signed by the Executive Director, and sent to the donor by the Office Manager. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

Donated Property and Equipment

Property donations received without donor-imposed stipulations are recorded as unrestricted contributions. When property or equipment is donated to the school, a pre-

numbered contribution acknowledgement letter will be drafted by the Office Manager, signed by the Executive Director, and sent to the donor by the Office Manager. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

Donated Stocks

In the event that the school receives donated stocks from a donor, the BOSP records and valuates these stocks in the accounting system at the time of receipt. When stocks are donated to the school, a prenumbered contribution acknowledgement letter stating the value of the donated stocks will be drafted by the Office Manager, signed by the Executive Director, and sent to the donor by the Office Manager. General Ledger entries are recorded to recognize transactions related to the donation of stocks.

Accounts Receivable Aging

Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The BOSP should review the accounts receivable aging monthly, determine which invoices are collectible, follow the necessary requirements based on the type of funding, and select which items to collect.

PROCESSING PURCHASES Background

WIHS records expenses on the accrual basis of accounting, consistent with generally accepted accounting principles.

By the adoption of the operating budget by the Board of Directors, the Executive Director becomes both responsible for, and generally authorized to expend, the amounts budgeted. This authorization may, however, be qualified by Board action

based upon availability of funds. Such a qualification may necessitate a prioritization of expenditures based upon an incremental implementation of the organization's Business Plan.

While a capital budget may be approved, the authority of the Executive Director to solely commit to individual expenditures under that budget is limited to \$15,000.00 per transaction. Commitments for capital expenditures exceeding that amount must have the co-signature of either the Board Treasurer or the Chairperson of the Board. A capital expenditure is defined as an expenditure for fixed assets exceeding \$1,000.00.

WIHS procures only those items and services that are required to fulfill the mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance and price. This is achieved partly by the Director of Operations, who also has the annual responsibility of reviewing the newly approved budget to uncover patterns of orders and opportunities for clustering orders to achieve volume discounts.

WIHS adheres to the following objectives:

- 1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
- 2. The school will make all purchases in the best interests of the school and its funding sources.
- 3. The school will obtain quality supplies/services needed for delivery at the time and place required.
- 4. The school will buy from reliable sources of supply.
- 5. The school will obtain maximum value for all expenditures.
- 6. The school will deal fairly and impartially with all vendors.
- 7. The school will be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in WIHS supplier relationships. The school's conflict of interest policies are described in its bylaws.

In all purchasing situations, WIHS utilizes the following procurement guidelines:

The purpose of procurement is to ensure equal access to all potential vendors. Federal procurement must follow all state regulations and be treated consistently with non-federal procurement. If state or local procurement laws and regulations are more restrictive than the federal regulations, they must be followed.

The Laws

WIHS will follow all requirements pertaining to procurement in federal programs found in 34 Code of Federal Regulations (CFR) Section 80.36.

Types of Procurement

There are four types of procurement according to 34 CFR 80.36:

- Small purchases
- Noncompetitive proposals
- Formal advertising
- Competitive proposals

Small purchases and **formal advertising for procurements** of furniture, equipment, and supplies (except books) are regulated by state procurement regulations for school districts found in RCW 28A.335.190.

Noncompetitive proposals, also known as "sole source," are permitted only in four instances:

- Emergency (such as a fire, flood, hurricane).
- Authorized by awarding agency (such as OSPI, US Department of Education).
- After solicitation of a number of sources, competition is inadequate (such as only one reply).
- The item is available only from one source (must be adequately documented).

Washington State Competitive Proposal Laws

Competitive Bid Procedures are required when using public funds. Competitive Bid Procedures include:

• Furniture, equipment, or supplies, except books

Building, improvement, repair, or other public works project

Thresholds and Protocols for Competitive Bidding:

| | \$40,000 to \$75,000 | Over \$75,000 | | | |
|--------------------|---|--|--|--|--|
| Public Notice | Not Required | At least 1 newspaper of general circulation, 1x/week for at least 2 weeks | | | |
| Bid Specifications | Not Required | Bid specifications must be available at specified location (ex. office) | | | |
| Bid Format | Telphone or Written Bids Accepted | Written Bids Only | | | |
| Minimum # of Bids | Minimum of 3 Bids | No Minimum Required | | | |
| Bid Availability | Bids must be available for public perusal | Bids must be opened and read in public on specified date; bids must be available for public perusal thereafter | | | |

Approval

Approval to fulfill a purchase order is garnered by first filling out a Purchase Request form. Any staff member may fill out a Purchase Request form. Once complete, the form is submitted to the DOO or, in the case of instructional staff submitting a request, to the Principal, for an approval signature. The Purchase Request form is reviewed by the proper individual, signed to indicate approval, and returned to the requesting employee. The employee is responsible for transferring the approved Purchase Request form to the Operations Manager for processing.

In the event that an item must be purchased and the proper signatory is not available to provide an inperson signature, the signatory may send an email stating his or her name and granting permission to execute the purchase, with the promise to sign the Purchase Request form in person at the first opportunity. The Purchase Order may then be executed. As soon as the signatory is back on site, the original Purchase Request form will be signed in person and attached to the email granting permission. Any and all

such correspondence must be retained and filed with the corresponding purchase documents.

If necessary, teachers may purchase supplies directly from vendors and apply for reimbursement. Teachers may only acquire up to \$50.00 worth of materials under this policy per academic year, and purchases made in this way must be pre-approved in order to guarantee reimbursement. The school is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Certificate may be obtained from the Director of Operations. A detailed description of reimbursement policies can be found below.

Issuance and Monitoring of Purchase Orders

The Director of Operations works with the Principal to ensure that all necessary instructional and administrative purchases are made in a timely and cost- effective manner and, when applicable, in accordance with grant restrictions.

For all products and services that need to be ordered, a Purchase Request form must be filled out and approved, as outlined above. The approved Purchase Request form is submitted to the Operations Manager for processing. The Operations Manager is responsible for ensuring adherence to the school's procurement guidelines and determining whether the order exceeds the thresholds requiring competitive bidding. All purchasing thresholds apply to the entire order, not single items. For instance, although one computer may cost \$1,500.00 (under the \$40,000 threshold requiring competitive bidding), if 27 computers are being requested, the order total will be \$40,500.00 (above the \$40,000 threshold), and as such, require bids from at least three vendors. The Operations Manager is responsible for conducting all competitive bidding procedures, when required. In these cases, all documentation of applicable bids and/or quotes obtained will be retained and filed as a packet in the Competitive Bidding Binder, organized by the check number that ultimately paid for the item(s) in the order.

The Operations Manager creates a Purchase Order (PO) and based on the total value of the Purchase Order, forwards it to the proper individual(s) for approval. Purchase Orders totaling less than \$5,000.00 may be approved with the signature of **either** the Director of Operations or the Principal. Purchase Orders totaling more than \$5,000.00 but less that \$15,000.00 must be approved with the signatures of **both** the Executive Director and the Director of Operations. Purchase Orders totaling more than \$15,000.00 must be approved with the signatures of **both** the Executive Director and the Board Treasurer. In the event the Executive Director or Director of Operations is not available for a signature, the Treasurer of the Board of Trustees will be able to approve purchase orders in place of <u>one</u> of those individuals, as long as the total purchase value is under \$15,000.00. In the event the Board Treasurer is not available for signature, the Chairperson of the Board will be able to approve purchase orders in the Treasurer's place.

In the event that an item must be purchased and the proper signatory is not available to provide an inperson signature, the signatory may send an email stating his or her name and granting permission to execute the Purchase Order, with the promise to sign the Purchase Order in person at the first opportunity. The purchase may then be executed. As soon as the signatory is back on site, the original Purchase Order will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.

Once the Purchase Order is approved with the proper signatures, the Operations Manager reviews the PO for accuracy of dates, account coding, quantities, and arithmetic extensions. The Operations Manager then sends the order to the vendor, accompanied by any required documentation.

The Operations Manager notes the vendor confirmation number(s) on the hard copy PO and files it into the Purchasing Binder under the Purchase Orders Placed tab.

Receipt of Goods

All goods purchased by the school are delivered directly to the school. It is the responsibility of the Office Manager to sign for delivery. The Office Manager is also responsible for opening the box (es) and obtaining the packing slip(s). The packing slip will be reviewed for accuracy, checked against the original PO, stamped as received and signed by the Office Manager. In instances where there is no packing slip, a Substitute Packing Slip form is to be filled out by the Office Manager. If everything is correct and the contents of the entire purchase were received and documented on the packing slip, the packing slip will be stapled to the front of the original PO. This packet is then filed in the Purchasing Binder under the Fully Received tab in order by vendor name. If only part of the purchase was received, the packing slip for the received items is stapled to the back of the original PO and the packet is filed under the Partially Received tab in order by vendor name, until the remaining items are received.

If everything is not correct with the order, the Operations Manager will contact the vendor for a return/credit to the account. When discrepancies occur, they are investigated and resolved by the Director of Operations.

Exemption from Sales Tax

WIHS is exempt from state and federal tax. As such, the school is exempt from sales taxes on goods purchased for their own internal use and services. It is the responsibility of the Director of Operations and Operations Manager to ensure that all vendors have a copy of the ST-119 and 501 (c) forms allowing the organization to be exempt from sales taxes.

Reimbursable Expenses

In situations where a purchase is required in short order and the total of the purchase is under \$300.00, staff may make the purchase with their own funds and apply for reimbursement. Reimbursable expenses over \$300.00 will require pre-approval by the

DOO or Principal through a written request. Expenses that have not been pre-approved will not be reimbursed. In the event that the Executive Director requires reimbursement, the Treasurer of the Board must approve his/her expenses. It is the employee's responsibility to seek approval prior to incurring costs.

In the event that an item must be purchased and the Principal or DOO is not available to provide an inperson signature on the Expense Reimbursement Pre-Approval form, the Principal/DOO may send an email stating his or her name and granting permission to execute the purchase, with the promise to sign the Expense Reimbursement Pre-Approval form in person at the first opportunity. The purchase may then be executed. As soon as the DOO/Principal is back on site, the original Expense Reimbursement Pre-Approval form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.

Receipts are required for all expenditures requiring reimbursement. Once expenses have been incurred, requests for reimbursement should be made within 30 days of expense via an Expense Reimbursement form. All receipts should be taped onto blank sheets of paper and attached to the form. These documents are submitted to the Executive Director for review and approval.

If an employee is issued a credit card, their use of the card should be limited to business expenses, and they are responsible for ensuring that all receipts for purchases are turned in as purchases are made.

Employees should note that the school is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Certificate may be obtained from the Director of Operations.

Travel Expenses

Travel arrangements will be purchased using the school credit card. In situations where expenses are incurred during the course of business travel, staff may apply for expense

reimbursement. No single purchase made while traveling may exceed \$300.00. Expectations for daily expenses or per diem allowances will be determined prior to the employee trip. Employees should file for reimbursement in the manner described in the above section, although pre-approval for each business travel expense will not be required. Receipts are required for all expenditures requiring reimbursement, and requests for reimbursement must be made within 30 days of expense. In the event that the Executive Director requires travel reimbursement, the Treasurer of the Board must approve his/her expenses.

Employees should note that the school is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Certificate may be obtained from the Director of Operations.

Mileage Reimbursement

All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business-related travel. Parking fees and tolls paid are reimbursable if supported by receipts.

All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls. All corresponding receipts must be taped to blank sheets of paper and attached to the Travel Report. This packet must be submitted to the Executive Director for approval within 30 days of the travel date in order for the employee to receive reimbursement.

Credit Card Purchases

WIHS credit cards will be provided to the Executive Director and Director of Operations. Credit card use is to be generally restricted to the making of travel arrangements for board members and staff and for making arrangements with hotels and conference facilities for approved travel and meetings. The credit card is not to be used for accounts payable or other day-to-day transactions. The credit card may be used for capital expenditures, but all approval and budgetary restrictions as outlined in this policy manual shall apply.

Credit card purchase requests totaling less than \$5,000.00 may be approved solely with the signature of the Executive Director via the Credit Card Purchase Request form. Credit card purchase requests totaling more than \$5,000.00 but less that \$15,000.00 must be approved with the signatures of **both** the Executive Director and the Director of Operations. Credit card purchase requests totaling more than \$15,000.00 must be approved with the signatures of **both** the Executive Director and the Treasurer of the Board. In the event the Executive Director or Director of Operations or is not available for a signature, the Treasurer of the Board will be able to approve credit card purchases in place of <u>one</u> of those individuals, as long as the total purchase value is under \$15,000.00. In the event the Board Treasurer is not available for signature, the Chairperson of the Board will be able to approve credit card purchases in the Treasurer's place.

In the event that an item must be purchased and the proper signatory is not available to provide an inperson signature, the signatory may send an email stating his or her name and granting permission to execute the credit card purchase, with the promise to sign

the Credit Card Purchase Request form in person at the first opportunity. The purchase may then be executed. As soon as the signatory is back on site, the original Credit Card Purchase Request form will be signed in person and attached to the email granting permission. Any and all such correspondence must be retained and filed with the corresponding purchase documents.

Once the form is returned to the requestor with proper approval, the cardholder may execute the purchase, making sure to retain all receipts.

If one of the above-named approving signatories is the individual requesting use of the credit card and the total purchase amount is under \$5,000.00, the following procedures will be followed: The Executive Director will approve purchase requests made by the Director of Operations. The Treasurer of the Board will approve purchase requests made by the Executive Director. In this same situation, if the total purchase amount is over \$5,000.00, the request must be approved by two of the four approving signatories, not including the signatory that is making the purchase request.

The approved Credit Card Purchase Request form and receipt(s) are submitted to the Director of Operations for processing. This includes the coding of each expense for the month, so that each can be

properly recorded. If there is any question as to how to code a particular expense, the Director of Operations consults with the BOSP for clarification. If the BOSP is unavailable, the unclear expense is booked as unnamed and cleared when the month-end financials are produced or as the BOSP is able to respond. The BOSP pays all monthly credit card bills in full. The charges are entered in the software system by the BOSP and reconciled by the BOSP. All bills and invoices are subsequently filed accordingly in the proper binder. Credit card statements are opened only by the Treasurer of the Board.

PROCESSING CASH DISBURSEMENTS

Processing Invoices

All invoices are mailed to WIHS directly. The Office Manager is responsible for sorting, opening, signing and dating all invoices.

If an invoice is received prior to receipt of goods, the Office Manager files the invoice in the Purchasing Binder under the Invoices without Packing Slips tab, in order by vendor name.

Once the goods have been received (or in the case that the shipment had already been received at the time of invoice arrival), the Office Manager staples the invoice to the top of the corresponding packet composed of packing slip, purchase order, and Purchase Request form. This expanded packet is now a complete Cash Disbursement packet (invoice/packing slip/purchase order/purchase request). The Cash Disbursement packet is filed in the Purchasing Binder under the Invoices to be Posted tab, in order by vendor name.

In instances where invoices cannot be obtained and a payment is required, a Check Request form is filled out. In this case, any applicable documentation to back up payments requested should be attached. The Check Request form will document the payee, payment due date, amount of payment, etc.

Invoices shall be processed weekly by the BOSP. The BOSP establishes the vendor file in the accounting system and reviews the invoice for any purchase discounts dates and properly captures the discount period in the system. The BOSP enters invoices into the accounting system with the correct general ledger codes and then moves the Cash Disbursement packet to the Invoices to be Paid tab of the Purchasing Binder, sorted by vendor name.

Cutting Checks

The BOSP will maintain all blank check stock in a locked location. All checks will be pre-numbered, voucher style, containing one stub for the vendor (attached to all outgoing checks) and one to be filed by the BOSP with all supporting disbursement documents.

Checks are run on a weekly basis, and vendors are paid based on terms of the invoices, as recorded within the system. Check preparation and signatures are prepared not later than the due date, consistent with available discounts if available.

The Executive Director, Principal, Director of Operations, Treasurer of the Board, and Chairperson of the Board are signatories on the checking account. The BOSP must obtain the Executive Director's signature for checks below \$5,000.00. For checks above \$5,000.00 and under \$15,000.00, the Executive Director and Director of Operations both sign the check. Checks above \$15,000.00 require signature by both the Executive Director and the Treasurer of the Board. In the event the Executive Director or Director of Operations is not available for a signature, the Treasurer of the Board will be able to sign checks in place of one of those individuals, as long as the total check value is under \$15,000.00. In the event the Board Treasurer is not available for signature, the Chairperson of the Board will be able to sign checks in the Treasurer's place.

The BOSP processes payment for the invoice and creates a check. The check is submitted to the required signatories (see above) for signature(s), along with the corresponding Cash Disbursement packet (invoice/packing slip/purchase order/purchase request). At the time the check is signed, any required signatories should review the supporting documentation to ensure they are signing a check for the correct amount and to the correct payee. They should also initial and date each page of the supporting documentation to indicate that the item was received and appropriate payment has been disbursed. The BOSP staples the check stub or copy of the signed check to the top of the Cash Disbursement packet and files it in the Cash Disbursements Binder in check number order, starting with the first check after July 1st and ending with the last check on June 30th. The BOSP mails the check to the vendor awaiting payment. Electronic fund transfers may also be used, where the same authorizations as checks will be obtained using an Electronic Payment Authorization form. See below for details.

In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to him/herself.

Any and all voided checks should be stamped "void" with the date and filed in the Cash Disbursements Binder in check number order. If a check has gone missing, use a Missing Voided Check Substitute form to act as a placeholder in the Cash Disbursements Binder.

Online/Phone/Fax/EFT Payments

Payments made online or by phone, fax, or electronic funds transfer (EFT) may be processed by the Financial Consultant only after an Electronic Payment Authorization form is approved by the proper signatories (detailed above). The same controls should

be followed except that the completed, approved Electronic Payment Authorization form will take the place of a traditional check. Any such payment is documented by a printed confirmation and stapled to the invoice. QuickBooks creates journal entries based on the vendor as cash is credited and the appropriate expense type is debited. Electronic payments will be recognized in QuickBooks just as if it were a check, by entering a unique transaction number in place of the check number. The Electronic Cash Disbursement packet, composed of Electronic Payment Authorization form, confirmation page, and any other supporting documentation, is filed in the Online/Phone/Fax/EFT Disbursements Binder in date order.

Recurring Expenses

Recurring expenses do not require any sort of special treatment. Payments for goods and services that are required on a regular basis (e.g. equipment lease, insurance payments, rent) are handled in the same manner as non-recurring expenses, as described above.

Accounts Payable Aging

Accounts payable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The BOSP should review the accounts payable aging monthly, determine the available cash balances while taking into consideration other cash requirements in the near future, and select

items to pay.

Petty Cash Account

It is the policy of WIHS not to use petty cash and instead to reimburse employees for pre-approved expenses.

Insurance Coverage

Insurance coverage is maintained pursuant to applicable law.

WIHS maintains insurance policies, including: Worker's Compensation, Property, General Liability, Automobile Liability, Automobile Physical Damage, School Board Legal Liability/Errors and Omissions, Employee Benefits Liability, Educators Legal Liability, Sexual Harassment, Sexual Abuse, Crime (money and securities, forgery and alteration, employee dishonesty), Terrorism, Umbrella, and Risk Management and School Safety Services.

The Board, Executive Director, and Director of Operations will conduct a semiannual review of coverage amounts. The purpose of this review will be to ensure there are adequate means by which to preserve the school's assets and lower the risk of being underinsured. Any proposed changes must be approved by the Board and recorded in board meeting minutes. New coverages will be executed by the Director of Operations. The Director of Operations is responsible for procuring annual renewals with the school's insurance broker. Quotes for renewal will be procured at least one month in advance of a policy's expiration and presented to the Executive Director for review and approval. The Treasurer of the Board participates in this review.

The Director of Operations maintains original copies of all insurance policies at the school, filed in the Insurance Binder by type of insurance. A new binder is created for each fiscal year. When possible, copies of all current insurance policies are saved electronically on a server where the leadership team can view and access the information.

WIHS requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board.

Political Contributions

No funds or WIHS assets may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. WIHS also cannot be involved with any committee or other organization that raises funds for political purposes. Examples of prohibited activities are:

- Political contributions by an employee that are reimbursed by the school organization.
- Purchase by the organization of tickets for political fundraising events.
- Contributions in kind, such as lending employees to political parties or using school assets in political campaigns.

Accounts

WIHS banks with Banner Bank and has two bank accounts. One is a checking account; the second is a debit account intended to be used for purchasing. In all instances, the school is utilizing its accounts in a way that safely maximizes its overall interest income. The school account has 4 Authorized Signers: the Executive Director, Director of Operations, Treasurer of the Board, and Chairperson of the Board. Bank statements are received monthly at the school, and are always opened only by the Treasurer of the Board.

In the event that the organization wishes to open a new bank account, board approval is required. As part of the approval, the Board must describe the purpose of the account, signatories, and signatories' authority. The vote to approve and all associated determinations must be recorded in the board minutes. Should WIHS wish to close

a bank account, Board approval is also required and will be documented in board minutes.

WIHS recognizes that federal insurance on deposits with any bank is limited to a total of \$250,000.00, regardless of the number of accounts held. In the event the balance in a school account is anticipated to be in excess of the insurance coverage, a "re-positioning" agreement is to be negotiated with the financial institution in order to secure such deposits in excess of federal coverage.

Bank Statements

When bank statements are received at the school, the <u>unopened</u> envelope should be stamped as received by the Office Manager with the date. The unopened envelope should then be transferred immediately to the Board Treasurer, or held in a locked, secure location until the Board Treasurer is on site. Once the Board Treasurer receives the envelope, s/he should open and review the contents. Any credit card or bank statements must be marked "Reviewed by" (with initials and date) and "Approved by" (with signature). The credit/debit card or bank statement should then be transferred immediately to the BOSP for review, payment, and filing.

Copies of monthly bank statements are also directly mailed to the Board Chair and the Board Treasurer for review. The review is performed to ensure that the Executive Director who approved purchases and the BOSP who processed the payments did not process any unauthorized activities. After review by the Board Treasurer, each statement is submitted to the Financial Consultant to complete the bank reconciliation.

Bank Reconciliation

Using the QuickBooks bank reconciliation function, reconciliations are prepared monthly for all bank accounts. This preparation is accomplished by the BOSP, who identifies reconciling items to ensure that cash is being accounted for properly. Any irregularities shall immediately be reported to the Executive Director and the Treasurer of the Board. A bank reconciliation report from QuickBooks showing the unreconciled amount as zero is printed and attached to the bank statement. The report is submitted to the Director of Operations, Executive Director, and Treasurer of the Board for review, initialed by each and returned to the BOSP. The BOSP files the statement and reconciliation report in the Bank Reconciliation Binder in date order, sorted by bank account.

Related Party Transactions

There are instances where related parties may incur expenses of behalf of each other. For example, it is possible that WIHS might incur expenses on behalf of Whiteswan Environmental, and vice versa. On a quarterly basis, the accounting will be reconciled between the two entities to ensure that there are no funds owed from one entity to the other at the end of the fiscal year.

Investment of Funds

At present, WIHS does not have any investment accounts. As such, this section does not currently apply to WIHS. When the school has funds available for investment, the following policies will apply.

The Board sets the investment policy for WIHS. The investment policy provides general guidelines regarding the type of investments deemed appropriate and the objectives of each investment (e.g., overnight deposits for excess cash, 90 day Treasury notes for excess working capital, etc.). The Treasurer of the Board has been designated to implement the Board's investment policy. The Financial BOSP has been granted authority to:

- Purchase and sell investments
- Have access to investment certificates
- Keep records of investments and investment earnings
- Review and approve investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments

Authorization of Investment Vehicles

Annually, the organization's Board authorizes use of a specific depository and investment banks and brokerage firms. This authorization is documented in the minutes of the applicable board meeting and communicated to the Executive Director. The BOSP communicates the authorization and a list of those personnel designated as authorized agents for the agency to the appropriate banks and firms. As a part of the annual authorization process, the Board Treasurer in consultation with the BOSP evaluates the organization's prior relationship with banks and brokerage firms to determine suitability for renewal. Such evaluation considers service responsiveness, types of investments offered, quality of investment advice, service and transaction charges, and any other relevant criteria.

Authorization of Investments

All transactions regarding investments must be properly authorized by the Board Treasurer and properly communicated to the Board. Such transactions include:

- Purchases
- Sales
- Movement to and from safekeeping (the physical safeguarding of assets through use of a vault, safe deposit box, or independent custodian)

Investment Purchases

Investment purchases are made by check or bank transfer after compliance with the following procedures:

- A determination that the purchase transaction is properly authorized in accordance with agency policy
- Preparation of a check requisition or a bank transfer request to accompany the investment purchase/sale authorization form

Investment Sales

Investment sales are transacted after compliance with the following procedures:

- A determination that the sale transaction is properly authorized
- The sales authorization is sent to the agent handling the sale transaction for investments held on the premises. Authorization to the agent is communicated in writing. If investments are kept off site, authorization to release the document from safekeeping is provided to the custodian. The custodian provides the agency with a receipt documenting the release from safekeeping. The receipt should be filed in the investment files.

Investment Sales Gain or Loss

The BOSP will calculate the expected gain or loss upon sale or other disposition of an investment, before a decision regarding the sale is finalized. The calculation is updated/finalized subsequent to the sale and documented in the investment file.

Investment Sales Proceeds

Proceeds from the sale of investments are received either by check or bank transfer, to the attention of the BOSP. A copy of the receipt or deposit ticket is included in the investment file.

Investment Results Reports

Monthly reports detailing the earnings and activity in all investment accounts are prepared by the BOSP and distributed to appropriate management and board personnel. The summary of all transactions for the month is recorded in the general ledger through the use of a journal entry. Journal entries are reviewed by the BOSP.

Reconciliation of Investment Accounts

Investment account balances are reconciled with the general ledger balance, by the BOSP on a quarterly basis. Such reconciliation is reviewed and approved by the Executive Director.

Investment Account Balances Agreed to Third Party Statements

Amounts recorded on the general ledger and supporting schedules are reconciled to third-party statements at least quarterly and preferably monthly, if possible. For those investments held on the agency's premises or at a safe deposit vault, quarterly physical inventories are performed and reconciled to the supporting schedules. The BOSP reviews and initials these reconciliations.

PAYROLL

Hiring

Requests for new employees are initiated by the Executive Director and compared with the approved annual personnel budget. Any new hire will be subject to a full investigation, including a background check, fingerprinting, and references from former

employers. Once hired, the BOSP will collect all necessary payroll data and communicate it to the outside payroll service provider. New employees complete an Application for Employment and the IRS W-4 Form and I-9 Form.

If a situation arises where an employee must begin service before fingerprint clearance is obtained, the employee must receive an Emergency Conditional Appointment that has been approved by WIHS Board. Under a conditional appointment, the staff person is will be supervised on a regular basis to ensure the safety of students. Employees who have never been fingerprinted for OSPI and the Department of Justice must be fingerprinted at a regional ESD, any police precinct, or another entity arranged or approved by WIHS.

Salary Determination

Incoming Instructional Staff

WIHS has established a set salary formula for all incoming instructional staff positions. The wages of incoming teachers are approved by the Board's Finance Committee and the Board as line items within the budget approval process.

Incoming Administrators and Non-Instructional Staff

Incoming administrators and non-instructional staff are paid market competitive wages. Salary is negotiated by the Executive Director and must be equal to or less than the budgeted salary for the employee in the WIHS budget for the relevant fiscal year.

The wages of incoming administrators and staff are approved by the Finance Committee and the Board as line items within the budget approval process.

Returning Instructional Staff, Administrators and Non-Instructional Staff

Returning instructional staff, administrators and non-instructional staff at WIHS are paid their previous year's salary plus a discretionary raise set by the Executive Director. The Executive Director is not required to raise any salary from year to year. In any given year, the average raise for WIHS employees may not exceed 5%. Salary raises are subject to the review of the Board's Finance Committee and the Board within the budget approval process.

The Board determines the Executive Director's salary. Any such decisions will be captured in the Board meeting minutes. Any changes to a staff member's salary will be approved by the Executive Director in writing or electronically and documented. A copy of this documentation will be maintained in the employee file.

In March of each year, the DOO shall present the Finance Committee with a Compensation Budget and a report on compensation.

- The Compensation Budget will detail the resources allocated to:
- o Salaries for incoming teachers
- o Salaries for incoming administrators and staff
- o Salary for returning teachers, administrators and staff
- The report on compensation will include such information as is necessary to provide the BOSP with a fair and complete picture of the resources allocated to compensation at WIHS. Helpful information will include the amount by which total compensation at WIHS has increased from the previous fiscal year, the names and job descriptions of employees receiving the largest salary increases, and the names and job descriptions of the five highest paid employees.

The Finance Committee may request additional information from the DOO with regard to compensation or require that the DOO make changes to the Compensation Budget and resubmit for review. The Compensation is given to the Executive Director for review and the Finance Committee must preapprove the Compensation Budget before it is integrated into the WIHS budget and presented to the Board.

Bonus Policy

Currently, WIHS does not have a Bonus Policy.

Compensation Accrual

Total compensation cost will be accrued and expensed over the eleven months of the school year.

Although each fiscal year starts on July 1st and ends on June 30th, not every staff member's service start and end dates will mirror the fiscal year. In order to accurately record these expenses according to GAAP, wages may be accrued. For example, if a teacher works from August 16th through June 30th, yet is paid from August 16th through August 15th, 1.5 months of wages will be accrued to the prior fiscal year for the period of July 1st to August 15th. Wages will be accrued according to the start and end dates of pay in order to recognize expenses in the correct fiscal year.

Employees vs. Independent Contractors

When WIHS makes the choice to utilize an independent contractor, it first ensures that the individual does qualify as an independent contractor and should not be categorized as a regular employee. True independent contractors do not have taxes

withheld and typically invoice the school to receive payment. Before the school engages an independent contractor, it sets up the relationship in such a way as to ensure that the status is in accordance with employment and tax law. Generally, if a worker is being managed closely on a day-to-day basis, he or she must be paid as an employee and have statutory deductions taken from his/her paycheck. In analyzing whether or not a

worker qualifies as an independent contractor, the school should review each of the questions below.

The following questions are designed as a guide to help delineate between employees and contractors:

- How much control does the employer exercise over the worker?
- Who sets the hours and schedule for the worker?
- How much control does the worker have over the manner in which they go

about their work – i.e. does the employer dictate how the job is done or simply expect the job to be finished?

- Does the worker use his or her own tools or equipment?
- Is the worker located on the employer's premises or does s/he work out of his or her own space?
- Is the worker exclusively employed by the employer or free to contract with others to provide the same or a similar service?
- Do the contract terms pay the worker a fixed sum, with the obligation to pay expenses, payroll taxes, and any relevant benefits resting with the worker?
- Does the worker use company letterhead?
- Who pays for the worker's expenses?

Utilization of Independent Contractors/Consultants

Once the determination has been made that a worker is an independent contractor, the school creates a written contract directly identifying the individual's status as an independent contractor and detailing why the relationship is as such. Part of the contract should enumerate the rights and responsibilities on both sides of the independent contractor agreement. This includes clearly identifying the worker's responsibility to pay estimated tax, self-employment tax, and so on. The utilization of all consultants and contract personnel are sufficiently evidenced by:

- a. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- b. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- c. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and WIHS rights to educational curricula and intellectual property developed (if applicable).

In processing payroll for any independent contractor, a W-9 form must be filled out prior to issuance of the first payment for services provided. In all cases where compensation exceeded the \$600.00, a 1099-Misc will be issued, as required by law.

Obtaining Payroll Information

The BOSP is responsible for the following:

Establishing a Personnel File for Each Employee

The personnel file serves as a chronological performance record throughout the employee's tenure with the organization and, as such, is kept secure and confidential. Personnel records are kept for a minimum of ten years. All personnel files must be kept in a locked file cabinet. Access to such personnel files is limited to the BOSP, Director of Operations, Principal and the Executive Director.

Employee files are the sole property of WIHS. No employee can review or access his or her own personnel file without the written permission of the Executive Director. The employee will be provided with the opportunity to rebut and respond to any document contained in the personnel file in writing. All materials associated with the rebuttal and response shall stay in the personnel file. Any employee may examine his or her personnel file in the presence of the Executive Director or his or her designee. The employee may take written notes concerning the contents of the personnel file, and may add comments for inclusion in the file. No personnel file is to be copied or removed from the office where it is kept unless expressly permitted in writing by the Executive Director.

Personnel files for employees will contain the following documents:

| Form | Update Timeline | Month for Update |
|---|---------------------|------------------|
| Offer Letter | Annually | |
| Fingerprint Check | No update needed | |
| Federal Withholding Form W-4 | As needed | |
| Benefits Enrollment – Medical | Annually, as needed | August |
| Benefits Enrollment – Dental / Vision | As needed | August |
| Benefits Enrollment – Life Insurance | As needed | |
| Retirement Account Application | As needed | |
| Retirement Beneficiary Information | As needed | |
| Certifications (if applicable) | As needed | |
| Resume | As needed | |
| Job description | As needed | |
| Annual Evaluation Documentation | Annually | |
| Direct Deposit | As needed | |
| Signed Acknowledgement of Receipt and Reading of Staff Handbook | As needed | |
| Signed Acknowledgement of Receipt and Reading of School Technology Policy | As needed | |

A separate binder in a separate locked location is maintained for I-9s, (including copies of Driver's Licenses/State IDs and Social Security Cards or Passports), as required by the U.S. Department of Homeland Security. Each I-9 form is filled out entirely in the same color ink. All information entered on the I-9 is verified by the DOO,

who signs off on the form after seeing original copies of all required documentation (copies are only made for the file, and are not acceptable forms of initial verification).

WIHS complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of school employees. In order to comply with all rules and regulations, including the Americans with Disabilities Act (ADA), WIHS will keep all medical records and all other necessary documents separate from the personnel file. Employees should consult with the Director of Operations for further information concerning the school's privacy practices.

Employee Information

In order to prepare a payroll, the BOSP obtains and maintains the following information for each employee:

| Information | Source of Data |
|------------------------------|--------------------------------|
| Name and Address | W-4 |
| Social Security Number (SSN) | W-4 |
| Date of Birth | 1-9 |
| Job Title | Job Description |
| Wage Rate | Employee Agreement/Offer of |
| Withholding Status | W-4 |
| Other authorized deductions | Employer information sheet |

Analyzing Job Information

The Fair Labor Standards Act (FLSA) sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or non-exempt from the requirements. These requirements are summarized below and are adhered to by the school.

| Attribute | Exempt | Non-exempt |
|-------------------|---|--|
| Payment amount | The employer pays an exempt employee a fixed salary for any and all work performed during a workweek. Minimum wage and overtime pay requirements do not | The employer may pay a non- exempt employee using an hourly, salary, commission, or any other method. Total compensation must be at least the minimum wage for |

| | apply. | all hours plus overtime pay for hours over the maximum. |
|-------------------|--|--|
| Pay deductions | Generally, deductions for time not worked may not be made from salary. | The employer pays a non-exempt employee only for the hours worked. Therefore, wage deductions may be made for tardiness, full- or partial-day absences, and any time the employee does not work. |

NON-EXEMPT employees are entitled to overtime pay for all hours worked over 40 hours in a workweek under the Fair Labor Standards Act. Non-exempt employees do not receive compensation for their lunchtime and they may not work during lunchtime.

EXEMPT employees are not entitled to overtime pay under the Fair Labor Standards Act.

In addition to the above categories, each employee will belong to one other employment category:

- **REGULAR FULL-TIME employees** are those who are regularly scheduled to work at least 40 hours per week. They receive all mandatory benefits and are generally eligible for all of WIHS' discretionary benefits, subject to the terms, conditions and limitations of each benefit program, as in effect from time to time.
 - PART-TIME employees are those employees who are regularly scheduled to work less than 40 hours per week. They receive all legally mandated benefits but are not generally eligible for WIHS' discretionary benefits.
- **TEMPORARY employees** are those that are hired for short-term periods, usually no longer than 6 months. They will receive all legally mandated benefits but are not eligible for WIHS' discretionary benefits.

Additionally, employees may be hired as eleven- or twelve-month employees. Eleven- month employees include, but are not limited to teachers and program staff. Twelve- month employees include most administrative employees. This determination is made at the time of hire and is indicated in the employee's hire letter or employment contract, if applicable.

Withholding Status

The completed W-4 and IT-2104 forms serve as a basis for employee withholding. If an employee needs to change withholding allowances, the employee must file amended W-4 and IT-2104 forms within 10 days of an event that *increases* or decreases the number of withholding allowances. An employee may amend his/her W-4 and IT-2104 forms to increase the number of withholding allowances at any time. In addition, employees are required to notify the BOSP of any change in

name, family status, address, telephone number, emergency contact or other information concerning personnel data held or used by WIHS within two (2) weeks of any change. Any employee who fails to notify the BOSP of any change in the above information within the two-week reporting period may be subject to disciplinary action, including termination of employment.

When W-4 and IT-2104 forms are received, the school's operations team will comply with the new withholding instructions by the next payroll period. The withholding instructions will usually continue to apply unless and until the employee amends the W-4 and IT-2104 forms.

Although not obligated to evaluate an employee's number of exemptions, the school has three duties relating to the contents of the W-4 and IT-2104 forms:

- 1. <u>Disregard invalid W-4 and IT-2104 forms</u>. A form is rendered invalid if the employee changes or adds language to the form.
- Report excessive allowances. The organization is required to send copies of all W-4 and IT-2104 forms claiming more than 10 withholding allowances along with the organization Form 941 to the IRS.
- 3. <u>Report full exemptions</u>. The organization is required to send the IRS all claims for full exemptions from withholdings by employees with normal weekly wages of more than \$200.00.

Because of their importance to both the IRS and to employees, the school retains signed originals of the W-4 and IT-2104 forms (no copies) for four years after the annual employment tax returns are filed.

Time Reporting Procedures

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives. At present, WIHS does not employ any non-exempt, hourly staff members. In the event that the school does employ hourly staff, however, the following policies and procedures will be followed.

The BOSP and Director of Operations will keep track of all sick days, personal days, vacation days, professional development days, holidays, bereavement or any other days that exempt employees are not at work.

All non-exempt employees are responsible for recording the actual time they have worked. Federal and state laws require WIHS to keep an accurate record of time worked in order to calculate pay and benefits. WIHS complies with

applicable federal, state and local wage and hour laws. If an employee suspects that an error in pay has been made, the employee must immediately bring the issue to his or her supervisor's attention for prompt investigation and any necessary correction will be made. WIHS will not tolerate any form of retaliation against an employee who reports a violation, files a complaint, or cooperates in an investigation concerning payment of wages. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

Time worked is solely the time actually spent on the job performing assigned duties and should not include any time that is spent not working or any time off that is taken during the workday. Non-exempt employees must accurately record the time they

begin and end work, the time they begin and end each meal period, and the beginning and ending time of any breaks exceeding 15 minutes. All overtime work must be approved by the supervisor before it is performed. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

WIHS requires non-exempt employees to regularly complete accurate timesheets. These timesheets are due at the end of every pay period and must be timely and accurately provided to the employee's supervisor. Failure to do so may result in disciplinary action, up to and including termination of employment. Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented. Completed timesheets must be signed by both the employee and the employee's direct supervisor and submitted to the BOSP.

Hours charged on timesheets are reconciled to attendance records by the Director of Operations. The BOSP forwards the timesheets to the DOO, who reviews and approves them. Once approved by the DOO, authorized timesheets are collected by the BOSP for processing and communication to the payroll vendor.

Altering, falsifying, or tampering with time records or recording time on another employee's time record will result in disciplinary action, up to and including termination.

Salaried, exempt employees are paid their entire salary for every day in which they perform any work. Deductions from an exempt employee's pre-determined salary or charge against an exempt employee's accrued leave may be taken under one of the following circumstances, unless otherwise prohibited by law:

- 1. the employee is absent from work for one or more full days for personal reasons (other than sickness or disability);
- 2. the employee is absent for one or more full days due to sickness or disability and has exhausted his/her paid leave time under the sick leave policy;
- 3. the deduction is made to offset any amounts received as payment for jury fees,

- witness fees, or military pay;
- 4. the employee is on an unpaid disciplinary suspension imposed in good faith for violating published workplace conduct rules (e.g., rules against workplace harassment or safety rules of major significance);
- 5. it is the employee's first or last week of employment and he/she is paid a proportionate part of his/her full salary.

WIHS makes a good faith effort to comply with this salary policy. If, however, an employee believes an improper deduction has been taken from his/her salary, the employee should contact the BOSP. The BOSP will investigate the deduction and provide the employee with his or her findings. If the BOSP determines that a deduction was improperly made, WIHS will reimburse the employee for that deduction.

Overtime pay applies only to non-exempt employees. When operating requirements or other organizational needs cannot be met during regular working hours, employees may be required to work overtime. Whenever possible, employees will be given the opportunity to volunteer for overtime work assignments, and every effort will be made to distribute overtime opportunities as equitably as possible to all employees qualified to perform the required work. Overtime pay is provided to non-exempt employees in accordance with federal and state wage and hour laws that generally require time-and-one-half the employee's regular rate of pay for any hours worked beyond 40 hours in a workweek. Overtime pay is based on actual hours worked.

Time off for no-fault days, leaves of absence, and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay. All overtime work must have the supervisor's prior authorization. Employees who work overtime without prior authorization will be subject to disciplinary action, up to and including termination of employment.

Processing Payroll

The BOSP will first develop an Excel spreadsheet containing the school's entire payroll. The contents of this spreadsheet must be approved by the DOO. After the DOO's approval has been obtained, the data from the spreadsheet is input into the payroll system, creating an official Payroll Register Preview. The Payroll Register Preview is again approved by the DOO. Once approved, the Payroll Register Preview as well as the original Excel spreadsheet are filed in the Payroll binder.

The school uses an outside service to process its payroll. Please note, in processing payroll for any independent contractor, a W-9 form must be filled out prior to issuance of the first payment for services provided.

Payroll Processing is comprised of the following:

| Responsibility | Performed by |
|--|----------------------|
| Obtaining/Processing Payroll Information | Financial Consultant |
| Computing Wages | |
| Performing Pay Period Activities | |
| Preparing various annual payroll tax returns | |
| Preparing 1099's* | Financial Consultant |

^{*}for independent contractors, LLPs and LLCs only

Pay periods are semi-monthly in length. Both salaried and hourly employees are paid on the same schedule. Employees will be paid on the 15th and 30th of each month. In the event that the 15th or 30th of the month falls on the weekend, the pay date will be the next nearest business day. In February, pay will be distributed on the 28th, or the next business day.

All employees are paid on a 12-month schedule, regardless of whether they are 12-month employees or 11-month employees. A pay schedule will be circulated during staff pre-service for the school year.

Once payroll documents are received from the payroll vendor (e.g., calculations, payrolls and payroll summaries), they are compared with timesheets, pay rates, payroll deductions, compensated absences etc. by the BOSP. The BOSP verifies gross pay and payroll deductions and compares the total hours and number of employees with the totals in the Payroll Register. The Payroll Register is reviewed and approved by the BOSP, who then forwards the payroll checks and the Payroll Register to the Executive Director for signature. Once signed, payroll payments by check, direct deposit or cash are distributed to employees by the Office Manager, and the Payroll Register is filed.

The BOSP controls and monitors all undelivered and uncashed payroll checks.

If an employee is given a paper paycheck and loses that check, he or she must submit a written request for a new check to be issued to the Executive Director. The request must indicate the date on the check, the pay period it covered, and the amount. The employee must also certify that he or she believes the check to be lost and that if the employee finds the check, he or she will return it to the BOSP. A new paycheck will be issued to the employee as soon as practicable after the request is submitted.

Payroll Tax Compliance

The payroll vendor is responsible for the preparation of the periodic payroll tax filings.

The BOSP is responsible for reviewing and approving all payroll tax documents and supporting schedules for accuracy and completeness.

WIHS maintains a schedule of required filing due dates for:

- a. IRS Form W-2 Wage and Tax Statement.
- b. IRS Form W-3 Transmittal of Income and Tax Statements.
- c. IRS Form 940 Employer's Federal Unemployment (FUTA) Tax Return.
- d. IRS Form 941 Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
- e. IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) U.S. Annual Information Return for Recipients of Miscellaneous Income.
- f. Quarterly and annual state(s) unemployment tax return(s).

BOSP forms

Periodic Payroll Reconciliations

Reconciling Employee Payroll Deductions

On a monthly basis, the BOSP reconciles deductions made from employees to the payments made to insurers, benefit plan providers, and other payees.

Quarterly Reconciliation of Payroll to Accounting Records

The Payroll Register, the Payroll Register Preview, time sheets for additional work by staff members and expense reimbursements (if any) are filed in Quarterly Payroll binders, according to each pay date by fiscal year. On a quarterly basis, the BOSP performs a reconciliation of all salary accounts in the general ledger, as compared to the salary reported by the payroll processing company on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end.

Annual Reconciliation of Payroll to Accounting Records

On an annual calendar basis, the Financial Consultant performs a reconciliation of the following:

- Gross salaries per all Forms 941
- Gross salaries per W-2 forms
- Gross salaries per General Ledger
- Variances are researched and cleared by January 31 of the following year

Protecting Payroll Information

Salary information constitutes sensitive information. It is the responsibility of the BOSP to ensure that all payroll information is kept secure and confidential. The security of personnel files is described above. In addition, the BOSP will maintain in a locked cabinet the payroll registers that are delivered with pay stubs as well as the vouchers and live checks for those that are not enrolled in the direct deposit program.

Changes to Payroll Information

Changes to personnel data are initiated with a Personnel Action form. This is used when making any changes that affect payroll—new hires, terminations, pay rate changes, or payroll deductions. The Executive Director authorizes any change to payroll data. The payroll vendor processes authorized changes to the payroll data and a copy of the Personnel Action Form is retained in the employee's personnel file.

Terminations and Resignations

The BOSP ensures that any departing employee, whether terminated or resigned, is removed from the payroll immediately after their last payment is made.

Whether an employee has elected to resign or is being terminated, a Personnel Action form must be completed. An exit interview is held between the departing employee, Executive Director, and one witness, usually a member of the school leadership team. In the case of employee termination, a copy of the termination letter is presented to the departing employee at the exit interview. In the case of a resignation, this interview is used to document the departing employee's reasons for resignation. This information is critical when assessing staff turnover data.

Upon termination or effective resignation date, all employee belongings are removed immediately, and all employer belongings are returned immediately. The Personnel Action form is filed in the employee's personnel file.

WIHS will pay employees who give proper notice through their last day of employment, unless they are on a leave of absence. Employees will not receive pay for any accrued but unused sick or personal leave (see section below). Employees will receive their final pay according to the normal payroll processing cycle, or in accordance with applicable wage laws.

In the event that a key staff member in finance or operations is incapacitated or terminated, WIHS will hire a financial consultant to fill in until a permanent replacement is hired. When a replacement is identified, the BOSP will professionally train the new hire to ensure a sound transition. In addition, WIHS will continue to develop written desktop procedures for each of these key finance and operations staff positions so that they are not completely reliant on outside consultants.

Sick Leave and Personal Leave

Sick Leave

Employees are entitled to five (5) paid sick leave days per school year. Unless otherwise provided for or as approved by the Director of Operations or Principal, sick leave is to be used by regular full-time employees in accordance with the following provisions:

• Sick leave is to be used only in the event of illness of the employee, the

employee's immediate family, or someone dependent on them for care, and for no other purpose.

- Misuse of sick leave is cause for termination of employment.
- For the purposes of this section, "immediate family" is defined as a spouse,
 partner, parent, child, sibling, grandparent, any other relative permanently
 residing with the employee, or any other person as defined by the Principal or the Director of
 Operations.

Notice of absence from work due to illness should be provided to the Director of Operations and the Principal with as much advance notice as possible, and by 6:00 a.m. on the day of the absence, allowing reasonably enough time for the Director of Operations to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.

Employees must provide notice of absence from work due to illness each day of their absence. If an employee is absent for three (3) or more consecutive days due to illness or injury, a physician's statement must be provided verifying the illness and its beginning and end dates. When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of sick leave should be given to the employee's supervisor at least five (5) days in advance.

Excessive tardiness, absenteeism, or an unauthorized absence may result in disciplinary action, up to and including termination of employment.

Notice of total sick leave used should be provided to the Director of Operations upon an employee's return to work. Sick leave shall be used in increments of one-half workday.

Unused sick leave benefits cannot be carried forward to the next calendar year. Unused sick leave days will not be paid to employees upon termination of employment.

Personal Leave

Unless otherwise provided for or as approved by the Principal or the Director of Operations, personal leave for regular full-time employees shall be accrued as follows:

- Each employee is granted three (3) paid personal leave days per school year beginning August 1 to be available for use over the following twelve (12) months.
- Employees hired after August 1 in any given year are granted a pro rata portion of the three (3) personal leave days for that twelve (12) month period immediately upon the first day of employment, rounded up to the next highest half-day increment.
- At the end of the year, unused personal leave days will roll over from one year to the next year. At no point, however, may an employee have more than five (5)

total accrued personal leave days. At the end of the year, any unused personal leave days in excess of those five (5) allowed days will be forfeited.

Unused personal leave days will not be paid to employees upon termination of employment.

PROPERTY AND EQUIPMENT

Background

The Director of Operations is responsible for ensuring that accurate inventories are maintained so that all assets are safeguarded.

The Director of Operations is responsible for maintaining the equipment and all necessary asset inventories. All assets must be recorded both in the accounting system's general ledger under the fixed asset category and in a separate fixed asset inventory spreadsheet, created in Excel. All property and equipment subject to the school's Capitalization Policy must be tagged in the manner described below and depreciated according to the school's Depreciation Policy.

Upon receiving any property that qualifies as a fixed asset, the Director of Operations is responsible for recording the following into the fixed asset inventory spreadsheet:

- Inventory number as designated by WIHS (use sequential numbers, no lettering)
- Asset name and description
- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software)
- Serial number, model number, or other identification
- Whether title vests with WIHS or a governmental agency
- Vendor name and acquisition date
- Location of the equipment
- Purchase Date
- Purchase Value
- Disposal Date
- Disposal Reason

In addition, the following data must be entered in the accounting system's general ledger under the fixed asset category:

- Asset name
- Inventory number
- Current Value

Each item is also physically tagged in a visible area on the item and with the following information:

- Inventory number
- Indication whether the item is property of WIHS

All government-furnished property and equipment is also recorded and tagged, with identification information indicating it has been acquired through a government contract. For example, when assets are purchased using funds from the Department of Youth and Community Development (DYCD), that item is tracked and physically tagged as property of DYCD. Because DYCD owns the item, it is recognized as an expense (not an asset) on the balance sheet. In the event of charter revocation, the item is returned as property of DYCD.

No employee may use any of the school property, equipment, material or supplies for personal use without the prior approval of the Principal or DOO.

No item of property or equipment shall be removed from the premises without prior approval of the Principal or DOO.

All lease agreements on real property will be evidenced by a lease or sublease agreement approved by the Board and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease. Any real estate agreement to rent or sell will require a beneficial interest disclosure.

Capitalization Policy

The cost threshold for items purchased by WIHS to capitalize is \$1,000.00. This allows items over this cost threshold to carry value over time, and not simply be expensed in year one. Items with an acquisition cost of less than \$1,000.00 or a useful life of less than one year are expensed in the year purchased. Items with an acquisition cost of more than \$1,000.00 are subject to the school's depreciation policy, outlined below.

In instances where a large quantity of one single item is purchased, if the total value exceeds the \$1,000.00 threshold, the items may be capitalized. For example, if a school buys 100 desks at \$250.00 per desk, each single item would not meet the threshold. Together, however, these 100 desks have a combined value of \$25,000.00, which should be capitalized over a 7-year period, as outlined in the Depreciation Policy table below.

The Director of Operations performs annual inventory audits, verifying and updating the data contained in the Excel fixed asset inventory spreadsheet. Once complete, this inventory is compared to the fixed assets listed in the general ledger to ensure the value of the assets per the accounting system matches the value of the assets per the spreadsheet. Differences are investigated and reconciled by the Director of Operations.

Depreciation Policy

Any items subject to the Capitalization Policy described above are subject to depreciation. The Director of Operations will account for depreciation based on the school's inventories. Depreciation associated with the fixed assets will be calculated based on its useful life and straight-line depreciation method. Depreciation is based on the month the item was actually purchased. For instance, if the school purchased a computer in July, it would be depreciated for a full fiscal year (12 months out of 12), and recorded as such. But if the school purchased the computer in April, then it would be depreciated for just one-fourth of the fiscal year (3 months out of 12) because it would only be in service for April, May and June.

Any item that is damaged beyond use will be taken out of service and fully depreciated off the accounting records.

| Depreciation Policy | | | | |
|----------------------------|--|--|--|--|
| Computers | 4 years | | | |
| Office/Classroom Equipment | 5 years | | | |
| Office/Classroom Furniture | 7 years | | | |
| Leasehold improvements | Life of lease or 5 years, whichever is greater | | | |
| Musical Instruments | 3 years | | | |
| Software | 3 years | | | |

Disposal of Property and Equipment Policy

WIHS has adopted standard disposition procedures for staff to follow. The requester fills out and signs the Asset Disposal Form, which identifies the asset and the reason for disposition. This form is submitted to the Director of Operations, who takes photos of the asset, determines the asset's book value and documents the condition of the asset. Disposal of any asset requires the approval of both the Director of Operations and the Executive Director.

Once approved for disposal, the dollar value of the disposed asset is recorded as a reduction in the general ledger. The disposed asset is also removed from the Excel fixed asset inventory spreadsheet. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is also recorded in the general ledger by the Director of Operations.

RECORDS RETENTION

Records Retention Policy

All confidential paper records shall be maintained in locked facilities on school premises.

In the event of a major system malfunction, all financial records would be safely maintained in third party internet space via the real-time backup system. In the event of any other major system malfunction, any transactions since the last available backup would be re-recorded based on the cash disbursement records and cash receipts records.

WIHS has an established Disaster Recovery Policy. Please reference the School Safety Plan for details.

The following table provides the minimum requirements for records retention, as mandated by the Washington state statute RCW 40.14.070. CONFIRM LIST BELOW WITH BACK-OFFICE PROVIDER

| Item | Retention Period |
|---|---------------------|
| Bank Statements & Reconciliations | 7 Years |
| Cancelled Checks - (Important Payments - purchases of property, tax payments, large or significant contracts) | Permanen + |
| Cancelled Checks - (Ordinary) | 7 Years |
| Cash Books | Permanen |
| Cash Receipts and Disbursements | 7 Years |
| Construction Documents | Permanen |
| Contracts and Leases (Current) | Permanen |
| Contracts and Leases (Expired) | 7 Years |
| Corporate - Articles of Incorporation & By Laws | Permanen |
| Corporate - Certificate of Incorporation and Related Legal or Government | Permanen |

| Corporate - Minutes of Board & Committee Meetings, etc. | Permanen |
|---|----------|
| Correspondence (General) | 3 Years |
| Correspondence (Legal / Important) | Permanen |
| Duplicate Bank Deposit Slips | 3 Years |
| Email | 5 Years |
| Employee Assignments and Garnishments | 7 Years |
| Employee Benefit Plan Documents | 7 Years |
| Employee Payroll Records | 7 Years |
| Employee Payroll Reports (Federal, State or City Gov't) | 7 Years |
| Employee Personnel Records (After Termination) | 7 Years |
| Employee Personnel Records (Current) | Permanen |
| Employee Retirement & Pension Records | Permanen |
| Employee Timesheets | 7 Years |
| Employee Workman's Compensation Documents | 11 years |
| Employment Applications (Current Employees) | Permanen |
| Employment Applications (Other) | 1 Year |
| Finance - Accounts Payable Ledgers and Schedules | 7 Years |
| Finance - Accounts Receivable Ledgers and Schedules | 7 Years |
| Finance - Audit Reports of Independent Accountants | Permanen |
| Finance - Chart of Accounts | Permanen |
| Finance - Depreciation Schedules | Permanen |
| Finance - Expense Analyses & Distribution Schedules | 7 Years |
| Finance - Financial Statements (inc. Trial Balances) | Permanen |
| Finance - Fixed Asset Records & Appraisals | Permanen |
| Finance - General Ledgers | Permanen |
| Finance - Subsidiary Ledgers | Permanen |
| Finance - Tax Return Worksheets | 7 Years |
| Finance - Tax Returns | Permanen |
| Finance - Uncollectible Accounts & Write-offs | 7 Years |
| Finance - W-2 / W-4 / 1099 Forms, etc. | 7 Years |

| Grant Inquiries | 7 Years |
|---|----------|
| Insurance - Accident Reports and Claims (Current Cases) | Permanen |
| Insurance - Accident Reports and Claims (Settled Cases) | Permanen |
| Insurance - Policies (Current) | Permanen |
| Insurance - Policies (Expired) | Permanen |
| Inventories | 7 Years |
| Invoices from Vendors | 7 Years |
| Invoices to Customers | 7 Years |
| Notes Receivable Ledgers | 7 Years |
| Paid Bills & Vouchers | 7 Years |
| Patents & Related Papers | Permanen |
| Physical Inventory Tags | 7 Years |
| Property Appraisals | Permanen |
| Property Documents - Deeds, Mortgages, etc. | Permanen |
| Stock and Bond Certificates (Cancelled) | 7 Years |
| Stock and Bond Records | Permanen |
| Vendor Payment Request Forms & Supporting Documents | 7 Years |
| Voucher Registers & Schedules | 7 Years |

Originals of the following corporate documents are maintained on-site and the Financial Consultant verifies their presence on a periodic basis:

- a. Charter and all related amendments
- b. Minutes of the Board of Trustees and subcommittees
- c. Banking agreements
- d. Leases
- e. Insurance policies f. Vendor invoices
- g. Grant and contract agreements
- h. Fixed asset inventory list

Records Access Policy

The BOSP will provide access to the organization's records and provide supporting records, as requested by government auditors to facilitate the completion of such audits or reviews, in a timely manner.

Records Destruction Policy

The destruction of confidential school records will be authorized by the Executive Director. Should the Executive Director be unable to provide authorization, destruction will be stayed pending review and final determination.

If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.

Once school records have reached the conclusion of their retention period according to the Records Retention Policy the office of origin will request authorization from the Executive Director for their destruction.

The school will arrange for the safe and secure destruction of confidential records. Destruction methods will not permit recovery, reconstruction and/or future use of confidential information. An overview of these methods follows.

Paper records containing confidential information should be shredded and/or pulped, not simply thrown out with other classes of records or with miscellaneous trash.

Electronic or machine-readable records containing confidential information require a two-step process for assured, confidential destruction. Deletion of the contents of digital files and emptying of the desktop "trash" or "waste basket" is the first step. It must be kept in mind, however, that reconstruction and restoration of "deleted" files are quite possible in the hands of computer specialists. With regard to records stored on a "hard drive," it is recommended that commercially available software applications be utilized to remove all data from the storage device. When properly applied, these tools prevent the reconstruction of any data formerly stored on the hard drive. With regard to floppy disks and back-up tapes, it is recommended that these storage devices be physically destroyed.

A destruction record exists to track the destruction of any and all documents. This inventory describes and documents those records, in all formats, authorized for destruction, as well as the date, agent, and method of destruction. The destruction record itself shall not contain confidential information. The destruction record may be retained in paper, electronic, or other formats.

SUMMARY OF ACCOUNT STRUCTURE

Assets

Types of Equity

In non-profit organizations, assets must be classified by nature and segregated between:

- 1. Unrestricted Net Assets
- 2. Temporarily Restricted Net Assets
- 3. Permanently Restricted Net Assets

The school's assets are classified as unrestricted, temporarily restricted, or permanently restricted.

Cash and Cash Equivalents

All cash and cash equivalents of the school consist of cash in the school's bank account/s.

Grants Receivable

Grants receivable include money that the school expects to receive from government or private sources. Donation letters or pledges are also considered grants receivable.

Property and Equipment

Property and equipment includes the assets used by the school for activities and programs that have an estimated useful life longer than one year. For the school, fixed assets primarily consist of musical instruments, classroom equipment, furniture, computers and computer software.

Purchased property and equipment is recorded at cost. Donated property and equipment are recorded at fair market value at the date of donation. Acquisition costs include all costs necessary to bring the asset to its location in working condition, including:

- Sales tax, if any
- Freight
- Installation costs
- Direct and indirect costs, including interest, incurred in construction

Liabilities

Accounts Payable

Accounts payable include costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

Capital Lease Obligation

The school may lease office equipment under a capital lease. In such cases, payments of both principal and interest will be made monthly.

Accrued Liabilities

Salaries, wages earned and payroll taxes, along with professional fees, rent and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

Debt

When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded on the balance sheet as a long-term liability. All short-term and long-term debt is approved by the Board and may not exceed the duration of the charter, without consent of the Board. Loan agreements approved by the Board should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

Per the Statement of Assurances signed in the school's charter application, to the extent it issues secured and unsecured debt, including pledging assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, WIHS shall not pledge, assign, or encumber any public funds, such as student enrollment reporting money or local levy money, received or to be received pursuant to RCW 28A.710.220.

Furthermore, the school shall ensure that no debt incurred by the school is a general, special, or moral obligation of the state or any other political subdivision or agency of the state.

Finally, the school shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt.

Revenue

Private Contributions

The school receives contributions from individuals, foundations, and corporations in the following forms:

1. *Unrestricted Contributions:* No donor-imposed restrictions.

- 2. **Temporarily Restricted Contributions:** Donor-imposed restrictions such as passage of time, or specific use.
- 3. **Permanently Restricted Contributions:** Donor has placed permanent restrictions on the timing of use of funds, purpose of use of funds and/or the use of earnings and appreciation.

Upon receipt of donation, donations are classified as unrestricted, temporarily restricted or permanently restricted.

For further information on the processing of donations, please see chapter 2.

Expenses

Types of Expenses

Expenses are classified by functional classification and are matched with any donor- imposed restrictions.

Functional Classifications:

- a. Program Service Expense: the direct and indirect costs related to providing education and other services consistent with the school's mission.
- b. **Management & General Expenses**: expenses for other activities related to the purpose for which the organization exists. These relate to the overall direction of the organization and include expenses for the activities of the governing board, business management, general record keeping, and budgeting.
- c. Fundraising Expenses: costs of all activities that constitute appeal for financial support and include costs of personnel, professional consultants, rent, printing, postage, telephone, etc.

The cost of providing the various programs and other activities of WIHS will be summarized on a functional basis as part of the school's annual budget process. Accordingly, certain costs will be allocated among the following categories: general education program, special education program, management and general, and fundraising. Allocations are amended as necessary and the rationale documented. The Principal, Director of Operations and BOSP are involved in this process.

FRAUD AND MISAPPROPRIATION

WIHS will not tolerate any fraud or suspected fraud involving employees, officers or trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with the school. Any investigative activity required will be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship with the school.

The Executive Director and Board are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. The Executive Director and each board member will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity.

Any fraud that is detected or suspected must be reported immediately to the Board of Trustees and they will take the necessary actions.

Actions Constituting Fraud

The terms fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to the school
- Forgery or alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, supplies, equipment, or other assets of the school
- Impropriety in the handling or reporting of money or financial transactions
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services the school
- Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment
- Any similar or related irregularity

Investigation Responsibilities

The Board Chairperson has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board may utilize

whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board will issue reports to appropriate designated personnel.

Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final dispositions of the case.

Confidentiality

The Board will treat all information received confidentially. Any employee who suspects dishonest or fraudulent activity will notify the Board Chair immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act.

Investigation results will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect the school from potential civil liability.

Authority for Investigation of Suspected Fraud

Members of the Board will have:

- 1. Free and unrestricted access to all the school's records and premises; and
- 2. The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of their investigations.

Reporting Procedures

An employee who discovers or suspects fraudulent activity will contact the Chairperson of the Board immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Treasurer or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is, "I am not a liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.

The reporting individual should be informed of the following:

1. Do not contact the suspected individual in an effort to determine facts or demand restitution.

2. Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the appointed legal counsel or the Board.

WHISTLEBLOWER POLICY

WIHS requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the school are expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.

It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy.

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the school prior to seeking resolution outside the school.

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

The Executive Director will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.



Whatcom Intergenerational High School

Section 27: Attachment 28

Contents:

• Budget Narrative

Attachment 28: Budget Narrative

The attached 5-year budget and year 1 cash flow projections reflect the estimates of actual revenue and costs to implement WIHS as described above in the application. All assumptions represent the best knowledge of revenues and expenses at the time of submitting this application.

Board Treasurer Cliff Geis-Poage, collaborated to develop the budget. In addition, we have reviewed previously created benchmarks for charters nationally and in Washington State by EdTec, a social venture founded in 2001 to develop, support, and advance quality charter schools. As well, comps for revenue and expenses for current operating charters in WA State were considered and OPSI data.

This narrative describes the assumptions on which the budget and cash flow are based. WIHS is committed to being financially sustainable and academically excellent. While the proposed budget relies on many variables both within and outside the school's control, all decisions will be made with these financial and academic goals in mind. The budget reflects a positive operating income for the five-year period and a strong fund balance.

Enrollment and Demographic Projections:

WIHS will open in 2020-21 with 75 students in grade 9 and grow one grade level per year to serve 300 students in year 4 with full enrollment.

| Grade | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------|--------|--------|--------|--------|--------|
| 9 | 75 | 75 | 75 | 75 | 75 |
| 10 | | 75 | 75 | 75 | 75 |
| 11 | | | 75 | 75 | 75 |
| 12 | | | | 75 | 75 |
| Total | 75 | 150 | 225 | 300 | 300 |

WIHS is open to all student consistent with RCW 28A. 710.050. Projected demographic assumptions for WIHS are noted below and are based on similar demographics of schools currently serving high school students in Bellingham and Ferndale school districts. WIHS assumes a slightly higher Transitional Bilingual and Free and Reduced Price Lunch population than Bellingham and Ferndale school districts.

- 95% Average Daily Membership
- 95% Average Daily Attendance
- 15% Special Education Students
- 20% English Language Learners
- 20% Students Qualifying for Free Lunch
- 40% Students Qualifying for Reduced Lunch
- 60% Learning Assistance Program
- 20% Transitional Bilingual
- 5% Highly Capable

• 90% Student Transportation

A. Anticipates Funding Sources and Expenditure Assumptions

State Apportionment:

WIHS revenue assumptions for the 2020-21 school year are based off the follow assumptions:

| 2020-21 State Funding Assumptions (per qualifying pupil) | Source |
|---|--|
| General Apportionment: SY 2020-21 = \$19,337.42 SY 2021-22 = \$11,946.06 SY 2022-23 = \$9,541.98 SY 2023-24 = \$8,384.42 SY 2024-25 = \$8,552.11 Note: the above per pupil amounts have 2% inflation applied starting in year SY 2021-22, for example the OSPI estimator value provided for SY 2022-23 has two years of inflation applied | OSPI estimator tool embedded in the Commission financial workbook |
| State Special Education = \$8,873 | Commission published Estimated Pupil Application Worksheet 2019-2020 |
| Learning Assistance = \$954 | Commission published Estimated Pupil Application Worksheet 2019-2020 |
| Transitional Bilingual = \$1,295 | Commission published Estimated Pupil Application Worksheet 2019-2020 |
| Highly Capable = \$590 | Commission published Estimated Pupil Application Worksheet 2019-2020 |
| Transportation Operations = \$526 | Commission published Estimated Pupil Application Worksheet 2019-2020 |

In year's 2-5 of operation all state revenue is estimated to grow at 2%. This estimate, while potentially conservative, is in line with the state's adoption of Implicit Price Deflator (IPD) inflation factor and was deemed appropriate by T.J Kelly, Director School Apportionment and Financial Services at the Office of Superintendents of Public Instruction (OSPI).

Total estimated state funding in year 1 of operation with 75 students is \$1,650,200. In year 5, WIHS' second year at full enrollment of 300 students, state funding is expected to be \$3,431,118.

Federal Revenue:

In determining, Federal per pupil estimates, WIHS consulted benchmarks previously created for charters nationally and in Washington State by EdTec and OPSI data. Based on this review, WIHS anticipates the per pupil federal revenue noted below in school year 2020-21.

| School Year 2020-21 Per Pupil Federal Funding Assumptions |
|---|
| Title I = \$320 |
| Title II = \$50 |
| Title III = \$70 |
| IDEA Funding = \$1,300 |
| School Food Services = \$453.20 |

Title I, II, and III, and IDEA Funding are based off other charter and traditional public schools per pupil federal revenue with similar enrollment and populations. Because Federal revenue is challenging to predict and in effort to be conservative with revenue assumptions per pupil federal revenue estimates are based on benchmarks established during the 2017-18 school year for charter schools in Washington state opening in the 2019-20 school year. WIHS estimates that 60 % of their students will qualify for Free and Reduced priced meals. Reimbursement rates for the National School Lunch Program (NSLP), the Student Breakfast Program, and the State Match rates are based on rates published for the 2018-19 school year. Projections assume that 90% of students eligible for free and reduced-price lunch (FRL students) receive lunch, 75% of FRL students receive breakfast, 25% of non-FRL students receive lunch, and 10% of non-FRL students receive breakfast. At 60% FRPL, this budget assumes that WIHS would not be eligible for reimbursement rates for schools with greater than 60% FRPL. The budget does include the Performance Based Reimbursement of \$.06.

All per pupil federal funding assumptions grow by 1% in operating years 2-5.

Total estimated federal funding in year 1 of operation with 75 students is \$66,315. In year 5, WIHS's second year at full enrollment of 300 students, federal funding is expected to be \$276,031.

Other Revenue:

WIHS' budget includes all grants that have been solicited, will be solicited at the time of application submission, and grants that are not applied for but are considered highly likely upon authorization and WIHS' fundraising goals. The Table below outlines the funding entity, amount, period, and commitment status.

| Funding Entity | Amount | Period | Commitment |
|---|-----------|------------------------|--|
| Washington State Charter Schools Association | \$200,000 | Planning Year | Committed, pending authorization. Included in the financial workbook |
| Washington State Charter Schools Association | \$400,000 | Year 1 of Operation | Committed, pending authorization. Included in the financial workbook |

| Charter School Program Grant | \$200,000 | Planning Year | Applied and awaiting decision. Included in financial workbook |
|------------------------------|-----------|---------------------------|---|
| Charter School Program Grant | \$305,000 | Year 1 of Operation | Will apply if awarded a planning year grant, not included in the financial workbook |
| Charter School Program Grant | \$280,00 | Year 2 of Operation | Will apply if awarded a planning year grant, not included in the financial workbook |
| Fundraising | \$20,000 | All Operating Years | WIHS board has an initial goal to fundraise at least \$20,000 annually in the Planning year and in subsequent years |

The cash flow contingencies section discusses and reviews impact to net income and cash flow should some or all these grants not be awarded.

Expenses WIHS' budget is dependent on reaching enrollment numbers. Should we not reach 75 students, expenses such as technology, furniture, supplies and materials and field trip costs will decrease based on number of students. We will also look at our staff costs and adjust staffing accordingly.

Staffing The executive director will ensure successful start-up, planning, and operations through operational year 2 and then phase out to participate on the Board of Directors. This is an effective and sustainable use of start-up funds as WIHS builds out its infrastructure and systems. The Principal will begin to report to the Board of Directors starting Year 2 and the DOO will work closely with the executive director on fundraising and development in Year 2 and will take over this responsibility in Year 3 for the organization.

All dollar amounts listed in this section are in 2020-21 dollars unless otherwise noted. Salaries increase annually at a 3% COLA.

Below is the staffing matrix completed in the 5-year budget template. Salaries consider average teacher salaries in Bellingham and Ferndale school district(s).

| | 1 | | Number of FTE | | | | |
|------------------------|--|-----------|---------------|---------|---------|---------|---------|
| | Position Category | Starting | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Position Description | (Categories Match Up to the Categories | Salary | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| | on the Five Year Budget) | Salary | | | | | |
| Executive Director | Executive Management | \$110,000 | 1.0 | 0.5 | 0.0 | 0.0 | 0.0 |
| Principal | Instructional Management | \$110,000 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| D00 | Operation / Business Manager | \$ 65,000 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Office | Other - Administrative | \$ 40,000 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| teacher - veteran | Teachers - Regular | \$ 77,000 | 2.0 | 4.0 | 5.0 | 5.0 | 5.0 |
| teacher - SPED | Teachers - SPED | \$ 77,000 | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 |
| teacher - early career | Teachers - Regular | \$ 50,000 | 2.0 | 4.0 | 5.0 | 5.0 | 5.0 |
| teacher - assistant | Teaching Assistants | \$ 38,000 | 0.0 | 0.0 | 1.0 | 2.0 | 2.0 |
| teacher - specialty | Specialty Teachers | \$ 61,000 | 2.0 | 4.0 | 5.0 | 5.0 | 5.0 |
| teacher -ELL | Specialty Teachers | \$ 61,000 | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 |
| | | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Program Coordinator | Other - Non-Instructional | \$ 40,000 | 0.0 | 0.0 | 0.5 | 1.0 | 1.0 |

WIHS' administrative team is comprised of an Executive Director, Principal, DOO, and Office Manager.

WIHS' instructional team Year 1 includes four full-time disciplinary teachers (2 veteran, 2 early-career), four part-time specialty teachers (art, music, PE/Health, WL) shown as 2 FT equivalent in the table above, one full time Special Education and one full time ELL specialist. Traditional Providers will be hired as contract employees and are shown as a line item under contracts.

Benefits

Based on benchmarking insurance invoices with charter schools in Washington State, health insurance (including dental, vision, life, etc.) is budgeted at \$6,000 per full-time eligible employee, growing at 10% per year. Retirement assumptions reflect 15.41% of certificated payroll and 13.58% of classified payroll, based published amounts effective September 1, 2018. All employees are presumed to pay into social security at 6.2% and Medicare at 1.45%. The budget also assumes state unemployment insurance at 2.5% per the first \$47,300 of pay per person, based on the 2018 taxable wage base. Worker's Compensation, or Labor & Industries, is estimated to be 2% of payroll. Total cost for benefits in year 1 of operation are \$296,822 and comprise ~35% of payroll.

Custom Contracted Services

All custom contracted services are expected to grow at 3% inflation, unless otherwise notes below. Custom contracted services include:

- Accounting / Audit = \$17,500 (10K for non-profit audit, and \$7.5K for SAO audit)
- Legal = \$3,000
- Oversight Fee = \$49,506 (3% of state revenue, annually)
- Nurse Services = \$5,000
- Food Service / School Lunch = \$10,000
- Special Ed Services = \$15,000
- Back Office Services Provider = \$60,000 for contract with local ESD or other similar provider, contract based on current charter school contracts for similar services
- TMC Collaborative = \$4,000, annual membership costs (part-time contract)
- AmeriCorps/Traditional Providers = \$37,000

School Operations

Operating expenses and costs are estimated using WA State charter sector benchmarks and previous EdTec national. WIHS assumes \$242,332 (this total will increase by \$8,000 when substitute teachers are added in) for school operations in Year 1 in the following categories.

- Board Expenses = \$1,000
- Classroom/Teaching Supplies and Materials = \$3,750, \$750 per new classroom
- Special Education Supplies and Materials = \$1,125, assumed to be incremental costs per new SpEd Student
- Textbooks and Workbooks = \$7,500, \$100 per student
- Supplies/Materials Other = \$11,250, \$150 per student
- Equipment and Furniture = \$25,000, \$4,000 per new classroom
- Telephone = \$10,000, includes internet, other comms costs, and website hosting
- Technology & Software = \$48,750, student computers \$500 per computer and \$150 for software, incremental cost per new student
- Student Testing and Assessment = \$3,750, \$50 per student
- Field Trips = \$5,625, \$75 per student
- Transportation = \$49,707, \$662.76 per student,
- Office Expenses = \$2,500
- Staff Development = \$6,000, \$500 per staff member
- Staff Recruitment = \$1,000
- Student Recruitment and Marketing = \$2,000
- School Meals/Lunch = \$37,500, \$500 per student
- Travel = \$3,000, \$250 per staff
- Dues and Memberships = \$375, \$5 dollars per pupil annually for WA Charters membership, no inflation assumption assumed
- Staff Technology = \$22,500, computers and are assumed to be incremental cost
- Substitute Teachers = \$8,000, \$1,000 per teaching staff (substitute teachers included under facilities, operations and maintenance budget workbook. Line Item wouldn't carry from assumptions to 5yr. budget under school operations).

Facilities Operations and Maintenance

WIHS is in conversations with Sterling Meadows regarding leasing their facility. We are basing our budget allocations for this section on estimates based on that space. The estimated total for Facilities Operations and Maintenance for Year 1 is \$103,779 and includes the following:

- Insurance = \$20,000
- Janitorial = \$10,000
- Building and Land Rent/Lease = \$36,000
- Repairs and Maintenance = \$15,000
- Equipment/Furniture = \$1,500
- Security Services = \$1,000
- Utilities = \$15,000

Note: WIHS' ED will transition away from the position in year three of operations. The budget workbook still calculates inflation for salary in years 3-5. The workbook contains an offset for this effect in both the revenue section and the expense section so that Net Income is not affected by this.

Start-Up Expenses

The expenses outlined below will be incurred before the start of the first operating year. WIHS' start-up year budget is based on a \$200,000 grant from the Washington State Charter Schools Association for the 2019-2020 academic year, a \$200,000 Federal Charter Start up grant, and \$20,000 in local fundraising. Hiring high-quality staff and ensuring that the curriculum, school culture, professional development, technology, financial management and reporting are set up and functioning before students arrive is crucial to a successful start and these activities along with student recruitment will be the core of the team's work.

Expenses include:

- School Principal = \$100,000 (this a contracted stipend and will increase to a salary \$110,000 when WIHS opens)
- Executive Director = \$100,000 (this is a contracted stipend and will increase to a salary of \$110,000 once operational)
- Office Manager = \$10,000 (June August, 2020 contract)
- Director of Operations = \$10,000 (June August, 2020 contract)
- Curriculum Development = \$70,000 -\$7K per founding teacher to develop curriculum during WIHS' planning year from October 2019 to June 2020
- Recruitment and marketing = \$5,000
- Back Office Services Provider = \$15,000
- Technology & Infrastructure = \$48,750 to set up and purchase the necessary technology equipment to increase digital literacy skills for all students
- Professional Development and holistic health and wellness program = \$40,000 to ensure that the principal and teachers have the understanding and competencies necessary to plan and implement holistic, contextual, and authentic units of study within the WIHS framework
- Furniture = \$10,000
- Start-up supplies and materials = \$10,000

Planning year expenses total \$418,750 leaving a net operating income of \$1,250.

Cash Flow

The cash flow projection below is for: 1) the start-up period of March 2019 through August 2020; and 2) the first year of operation – September 2020 through August 2021. Details regarding revenue and expenses for the start-up period are outlined above. For the first operating year, state revenue is based on the OSPI payment schedule, with a predetermined monthly percentage. Expenses are aligned to the experiences of similar charter schools. Most expenses have been distributed equally over the first year, providing a monthly target for tracking purposes. Salaries and Benefits are projected on a 12-month basis. Federal funding (both general and special purpose) has been projected with the initial payment arriving in October.

b. Contingency Planning

Revenue Shortfalls

If there are revenue sources that do not materialize or if revenues are less than projected, WIHS will make necessary reductions to ensure that the school is financially sustainable while providing an engaging and innovative educational program for students. In addition, at the time of this submission, WIHS' contingency plan is based on the following assumptions:

- There will not be a loss of public funding: On the public revenue side, all sources of funding are
 highly likely, so any loss in public funding would likely be due to a loss in enrollment, which
 would result in associated and appropriate expense cuts.
- Revenue estimates for State General Apportionment take into consideration Spokane's specific regionalization factor and include small schools funding for which WIHS qualifies while it ramps to full enrollment.
- WIHS does not foresee a large and unexpected increase in expenses: WIHS expenses are based
 on the experiences of similar charter schools in Washington as reviewed previously by EdTec
 and currently by WA Charters. In addition, Cliff Geis-Poage, WIHS board treasurer, has reviewed
 expenses. Therefore, WIHS believes the expenses to be reasonable estimates at this time based
 on the best information available.

c. Year 1 Cash-Flow Contingency

WIHS has applied for and hopes to receive a CSP grant. Revenue from these grants would total \$200,000 for the planning year. WIHS knows that these grants are competitive, and that submission of this application does not guarantee funding from these grants.

Public revenue is considered highly likely and WHIS does not expect to lose access to public revenue streams. Enrollment, or loss thereof, will have the biggest impact on public revenue during the school year. That being said, WIHS is focused on a solid plan for enrollment including some considerations below:

- Summer 2019: WIHS and WE will offer summer programming and recruit students entering the 8th grade
- Recruiting in target communities: WIHS will recruit students and families in target communities
 who have participated in Discovery Cafés including Sterling Meadows Complex, Villa Sante Fe
 and Eliza Trailer Court
- Feeder Schools: Shuksan Middle School, is a middle school in Bellingham and serves high percentages of students from WIHS target groups. WIHS is creating a relationship with Shuksan to be a feeder school.
- Whatcom Community College (WCC): WIHS is building a partnership with WCC to ensure students entering WIHS their 9th grade year have extra support through the Upward Bound Program; this is also part of recruitment.
- Animals as Natural Therapy (ANT): WIHS is partnering with ANT to serve students who need
 extra social/emotional support. We are also working with ANT's connections to refer students to
 WIHS who may not be finding success in middle school.
- WIHS also has plans to implement traditional recruitment strategies such as canvassing, advertising in target communities, partnerships with Community Based Organizations and nonprofit organizations.

Should WIHS not receive CSP funding in our planning year WA Charters has indicated the ability to advance up to \$200,000, depending on budget needs, from WIHS' year 1 \$400,000 grant. WIHS is well aware of the crucial role that planning has on a school's success and WIHS is confident in its ability to have a strong planning year with these resources available. The purpose of this advance would be to fund purchase of technology, develop curriculum and integrate Indigenous ways and Western knowledge, and begin to create the staff culture which includes professional development. This advance would reduce year one net income and thus the fund balance in year 1 and all out years by \$200,000. Even under these circumstances, WIHS would still build fund balance year over year in its first five years of operation.

In addition, as discussed in the expense section above, expenses are both conservative and where possible estimated on the high end. Should cash flow become a challenge, WIHS will consider expense cuts, strategic fundraising, vendor management, or short-term loans. Expense cuts would mostly be considered in the event of enrollment loss. Fundraising in this situation would be focused on raising funds to cover any short-term gaps in cash flow. WIHS plans to maintain friendly vendor relationships throughout the year to prepare for the unlikely situation that WIHS needs to hold any vendor payments to make payroll and cover the gap until the apportionment is received at the end of the month.

d. See Attachment 29 for Philanthropic funding commitments



Whatcom Intergenerational High School

Section 27: Attachment 29

Contents:

- Evidence of Philanthropic Funding Commitments:
 - o Letter of Support from Washington State Charter Schools Association



Washington State Charter Schools Association

210 S Hudson St, Suite 324 | Seattle, WA 98134 206.832.8505 | info@wacharters.org

March 1, 2019

Ms. Cindi Williams, Chairperson Washington State Charter School Commission P.O. Box 40996 Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

The Washington State Charter Schools Association (WA Charters) is an advocacy and professional membership organization that is working determinedly to grow a high-quality charter public school sector across the state of Washington. Through strategic sector-wide communications, advocacy, and school incubation and support, we advocate for and support high-quality charter public schools that meet the needs of systemically undeserved students. Through our School Leadership and Design Fellowship (SLDF), WA Charters partners with talented leaders and community-based organizations to design charter public schools that are responsive to the communities in which they locate.

To demonstrate our commitment to supporting the launch of successful schools in communities across the state, WA Charters has created a competitive grant program to support the startup of new independent charter public schools. Since its inception in 2014, this grant program has funded nine different independent startup charter public school models through both Planning and Implementation Grants. These initial grants totaled approximately \$5.4 million and will have created more than 3,800 high-quality charter school seats once schools reach full enrollment. Each independent charter public school that is authorized to operate in Washington state is eligible to apply for this funding, and to date, each one has received WA Charters Planning and Implementation commitments totaling up to \$600,000.

While grant funds cannot be guaranteed prior to approval, the **Whatcom Intergenerational High School** leadership team, if authorized, will continue to receive intensive academic, organizational, and financial support from WA Charters over the course of their startup year (July 2019 – June 2020) to prepare for a successful school opening. Supports include participation in WA Charters' Strong Start Program, in which the they will attend monthly retreats, get personalized coaching, and will receive a Planning grant to hire additional staff, continue the development of their academic model, and fund other startup-related costs.

Support will focus on best practices in many specific areas: state and federal compliance and reporting, meeting authorizer pre-opening conditions, instructional leadership, school-based operations, data and assessment systems, board governance, human capital management, community engagement, serving special populations of students (e.g. those with disabilities and English Language Learners), facilities, budgeting, and school finance. WA Charters partners with local and national experts to deliver trainings, including, but not limited to: Washington Charter School Development, the Office of the Superintendent for Public Instruction, and Seneca Family of Agencies. Once launched and serving students, **Whatcom Intergenerational High School** will be eligible for WA Charters' Implementation Grant.

Because of our deep belief in their capacity to deliver on a rigorous, high-quality school, WA Charters is committed to continuing to support and invest in Cindy Reuther, and other members of her design team and board of directors throughout the start-up phase and beyond to launch **Whatcom Intergenerational High School**.

Respectfully yours,

Patrick D'Amelio CEO, WA Charters



Whatcom Intergenerational High School

Section 27: Attachment 30

Contents:

• Fundraising Plan



WHATCOM INTERGENERATIONAL HIGH SCHOOL (WIHS) FUNDRAISING AND DEVELOPMENT PLAN

CONTEXT + GOALS

Regional Fundraising Context:

Whatcom County is a regional hub for northwest Washington. Bellingham is the biggest city (both by population and area) in the region. The largest contributors to GDP in Whatcom County include manufacturing (especially nondurable goods), government, and real estate.

Like the national economy, Whatcom County's largest job-providing sector is in private services, making up a 62.0% share of nonfarm jobs. Following national trends and due to the recent recession, goods-producing jobs fell to a greater extent than private services but has been gaining strength in the post-recession years. Private goods-producers supplied 18.5% of all nonfarm jobs in Whatcom County in 2016.

Whatcom County is home to Western Washington University as well as two community and technical colleges. The university and colleges are in their own right major employers and Bellingham consistently draws a large student population which contributes to the local service economy.

The proximity to the Canadian border is a strong influence on the economy. When the Canadian dollar is strong, it creates demand for Canadian shoppers seeking retail bargains and real estate in Whatcom County. The past couple years have been characterized by a weak Canadian dollar in large part as a consequence of low oil prices. (Source: Washington State Employment Security Department)

Whatcom County, especially Bellingham, has a high percentage of retirees, some with medium to high capacity—a key demographic for potential fundraising for this school model. Growth in the region is also important to note, showing that there will be a growing base of both students and potential donors: Whatcom County population growth rate was 2.4% last year, with steady growth predicted for the future.

Overall Goal:

Cover 10% of overall, annual budget with philanthropic support including: major revenue streams of corporate sponsorship, individual donors, and local and national grants.

Period: 5 Years, 2019-2024

Phase 1 (Planning Year): Develop relationships and sustainable funding sources.

Phase 2 (Launch Year): Build upon fundraising base. Differentiate between corporate sponsorship, individual donors, and grants.

Phase 3 (Implementation and Scale): Iterate and further develop key strategies and build upon most successful fundraising activities.

BUDGET GAPS + FUNDING OPPORTUNITIES

YEAR 1 BUDGET GAPS

Programs:

- 1. Social, emotional, cultural, and physical learning and development for 15 students with Animals as Natural Therapy (ANT)
- 2. Set up a research, evaluation, and dissemination project to evaluate and disseminate learning and best practices:
 - School culture: Research and demonstrate low to no expulsions/suspensions
 - Postsecondary education: Research and demonstrate higher rates of college success for WIHS students without the need for students to enroll in college remediation courses
 - Demonstrate academic outcomes related to holistic health and wellness program, including social, emotional, physical, cultural, and spiritual learning
- 3. Develop a holistic health and wellness program based in First Peoples Principles of Learning (FPPL): social, emotional, physical, cultural, and spiritual learning.
- 4. Hire an AmeriCorps member to support homework help, afterschool tutoring, and the WIHS volunteer program

2020 LAUNCH and ONGOING BUDGET GAPS

Opportunities for Funding:

| Program | 2020 Gap | 2021 Gap | 2022 Gap | 2023 Gap |
|---|----------|----------|----------|----------|
| ANT project | 15,000 | 15,000 | 15,000 | 15,000 |
| Research, evaluation, and dissemination project | 25,000 | 25,000 | 25,000 | 25,000 |
| Pilot holistic health and wellness program including social, emotional, physical, cultural, and spiritual learning | 50,000 | 50,000 | 50,000 | 50,000 |
| AmeriCorps position | 10,000 | 10,000 | 10,000 | 10,000 |

RELATIONSHIP BUILDING AND SOLICITATION STRATEGIES

WIHS has identified three key groups who may be interested in supporting the school:

- 1) Retirees 50-80 in the Bellingham area who believe in high-quality education,
- 2) Local business leaders, and
- 3) In- and out-of-region granting institutions.

In-depth recruitment, qualification, and solicitation strategies for these groups are mapped out on the pages following.

OVERVIEW BY ACTIVITY

Activity 1: Donor Cultivation, 1:1 meetings with major donor prospects to cultivate relationships

Activity 2: WIHS Community Celebration

Activity 3: Follow-up Meetings Activity 4: WIHS Enrollment Events

| | ACTIVITY | DATE | PURPOSE | WHO IS RESPONSIBLE |
|----|----------------------------------|---------------------------------|---|---|
| 1. | Donor Cultivation | July-October 2019 | Introduce potential donors to WIHS Board of Directors (BOD) and leadership Invite potential donors to the WIHS Celebration | Executive Director (ED), Board and Board fundraising committee |
| 2. | WIHS Community Celebration | October 2019 | Invite the community to celebrate WIHS authorization, meet the BOD, teachers, and leadership. Invite community to get involved. Ask for a financial contribution. | ED, Principal, Family Network, Board and Board Fundraising Committee |
| 3. | Follow-up Meetings | November 2019-2020 Launch | Thank all financial donors Follow-up meetings with top donors Invitations to attend an enrollment event | ED/Board and Board Fundraising Committee for financial contributions |
| 4. | WIHS Enrollment Events | November 2019-2020 Launch | Donors attend an enrollment event | Principal and Family Network for community volunteers who attended |

OVERVIEW BY REVENUE STREAM

Working with Gillia Bakie, Director of Development, Washington Charter School Association, WIHS has generated a list of 500 potential donors who have previously given to education in the Bellingham and Ferndale region. In August 2019, we will cull our list of contacts and send a "Welcome to WIHS" letter with an invitation to RSVP to the October WIHS Community Celebration. Attendees will hear about the WIHS mission and vision, our critical partnership with Whiteswan Environmental (WE), and will leave with the excitement and understanding of opportunities to get involved with the organization. We will research and purchase donor tracking software summer of 2019.

| Qualify | Recruit + Cultivate | Solicit | Steward | Who Is Responsible |
|---|--|--|---|--|
| Retirees who are 50-80 | Identify ambassadors in the community Create a piece of collateral to highlight: Intergenerational Learning, Phenomenon-Based Learning, and Critical Literacy First Peoples Principles of Learning DonorSearch prospect list, local contacts Invite to WIHS Community Celebration | First gift will be a small step in a long-term partnership Highlight innovative nature of WIHS, who we serve, and build the relationship | Thank-you calls, letters, notes Top 10% will have a meeting 50% get calls The rest get letters Invite to February enrollment event Start recultivation for next ask—thank you in person, talk about plan for the coming year and how they might want to contribute | Fundraising Committee, ED, Marketing Design Team |
| Local businesses who are interested in being partners to the school | School leadership to join the rotary, chamber, and develop relationships Identify businesses aligned with our mission Set up 3 individual meetings Develop a list of business-oriented sponsorship opportunities | Possible sponsorship pathways: Sponsor a student computer for \$500 Volunteer to bring people to the WIHS Community Celebration event Sponsor a table for the WIHS Community Celebration | Personal call from Board Chair and/or ED to thank for the gift Ask how they would like to stay involved Invite to February enrollment event` | Fundraising Committee, ED, ICCIL, Principal |
| Grant seeking strategies | Identify potential collaborative grant opportunities: WE, ANT, Bellingham Youth Media Project Identify potential grantors and map out deadlines: Whatcom Community Foundation, Walton Family Foundation, AmeriCorps | Database search for collaborative grant opportunities Develop and submit proposals | Provide reports based on grant award contract OR provide annual reporting Invite program officers, as appropriate, to February enrollment event | ED, ICCIL |

SMART GOALS + INDICATORS OF SUCCESS: PHASE I

| GOAL | TIMELINE | RESPONSIBLE PARTY | INDICATOR OF SUCCESS |
|---|---|---|--|
| Completed 5-Year Development Plan | March 2020 | ED and Fundraising Team | WIHS is tracking progress on Phase 1 goals. Board has reviewed and approved Phase II goals and strategies |
| WIHS collateral developed | July 2019 | ED, Design Team | |
| 150 people attend WIHS Community Celebration | October 2019 | ED, ICCIL, Principal, Fundraising Team | 150 show up and bring their friends Individuals sign up to volunteer 2 new potential donors |
| 3 grant proposals | December 2019 February 2020 June 2020 | ED | Program officers attend an event. Relationship building started for long-term funding. |
| 2 business partners established | October 2019 February 2020 | ED, Fundraising Team | business sponsor for the WIHS Community Celebration business partner established for funding a program |

CASE FOR SUPPORT

The Challenge and the Opportunity

North Bellingham and Ferndale (Whatcom County) are home to a racially and ethnically diverse and segregated population, including many Native American (Indigenous) families who have been displaced and Hispanic farm-working families who have relocated in the county. Separation from cultural practices and loss of Indigenous languages due to colonization have led to inequitable educational opportunities for these student groups, resulting in poor postsecondary outcomes, which are often exacerbated by the impacts of poverty.

WIHS will serve Indigenous, migrant/immigrant youth, homeless youth, and young people who are economically disadvantaged. Ensuring our most underserved students are prepared for and get access to postsecondary opportunities requires extra support and resources ensuring the following:

- Effective professional development for all staff in cultural competencies regarding First Peoples Principles of Learning and creating inclusive environments for all students and families.
- Holistic health and wellness wraparound services for all students.
- Access to transportation for all students.
- Access to technology, including video production for all students to become digitally literate and perform their learning.
- Traditional Providers (knowledge keepers who have a background in their own cultural history, governance, and language) are hired as providers of cultural learning. Native knowledge keepers are a resource for seeing the world in a way that is rooted in the land. Traditional Providers will

help ensure that all students have access to cultural learning and Indigenous ways of learning integrated with Western knowledge.

Mission

WIHS will ensure that Whatcom County high school students—regardless of their life circumstances—develop the competencies and agency for success in college, career, and life.

Vision

WIHS envisions learning designed with students and supported by elders generating deep inquiry skills, thoughtful interactions, and critical consciousness, ensuring every young person can contribute to a more just and sustainable world.

1. Why WIHS is different:

- Students engage with learning based on their personal interests and cultural knowledges, helping them develop a positive identity, explore options, and create plans for achieving their life's purpose(s).
- Civic and community engagement (Phenomenon-based Learning [PhenoBL]) links the student experience to cultural development, learning about challenges and local community problems, and finding solutions (i.e., restoration of the wild salmon population, wage disparities and racial discrimination, 13 Moons learning and how different cultures have used lunar phases for food sustainability, immigration policies and equity issues, understanding local treaties and governance, Whatcom county governance, equity and justice, sexual orientation, gender fluidity and homelessness, language and re-introduction of the Saanich language, understanding Truth and Reconciliation).
- Staff will be hired during the planning year to create engaging PhenoBL units of study that support all students' learning about their cultural identity, First Peoples Principles of Learning (FPPL), and opportunities to research, inquire into, and address community problems of interest.
- Ongoing professional development for staff and volunteers is focused on increasing cultural
 intelligence and practices of inclusion and teacher efficacy and creating a culturally-responsive
 school. Students engage at WIHS with a sense of belonging, where students' talents, cultural
 heritage, and knowledges are acknowledged and valued.
- Intergenerational learning includes elders in the learning environment (including at school and
 off-campus learning), who are empathetic and curious individuals interested in establishing
 relationships and learning alongside young people as they develop their academic/
 social/emotional/cultural/physical/spiritual selves.

2. Why WIHS will work:

- WIHS Board members and subcommittee participants are experts in curriculum and instruction, experiential education, education research, social/emotional/cultural/physical/spiritual learning, special education, community health and wellness, community outreach, finance and fundraising, and facility acquisition and committed to starting and overseeing a school founded in social justice and equity.
- A diverse group of elders provide connections through intergenerational learning ensuring all students have opportunities to develop relationships, receive extra support, and engage in collaboration across generations,

- Traditional Providers teach cultural ways of knowing, ensuring all students have access to and learn about their own cultures to develop a positive self-identity and understand their social and individual responsibility to create a just and sustainable world.
- School leaders are experts in leading educators to align daily practice with short- and long-term student outcomes, including ensuring that underserved students get access to early college opportunities, including Running Start (a program in Washington that allows Grade 11 and 12 students to take college courses to earn high school and college credits), so they are prepared to be successful in college and can apply for and achieve in careers that fulfill their life's purpose(s).
- Educators are licensed experts with knowledge and commitment in how to engage students with disciplinary and critical literacies and experiential learning.
- Staff are empathetic, curious, and committed to learning, trained in culturally relevant and inclusive practices.
- The Executive Director started and ran a charter school now in its tenth year of operation and was lead consultant in reforming a Minneapolis district school.

3. Expected outcomes + proof of impact

| QUALITATIVE | QUANTITATIVE |
|--|--|
| Academic Mastery: WIHS will assess every student's academic strengths and challenges ensuring each gets the necessary support to meet and exceed every student's learning goals and aspirations. | e.g.: 100% of WIHS students will take the PSAT and be prepared for and take the SAT. 100% of WIHS students will be prepared for success in a postsecondary option. 100% of students will make at least one year's growth annually on the PhenoBL 5 Dimensions Rubric (measures a student's progress in 21st century learning habits such as critical thinking and problem solving, reciprocity in communication, collaboration and connectedness, and creativity and innovation). |
| Increased sense of belonging, strong sense of self, and agency for building a just and sustainable world: WIHS's culture and social/emotional focus is informed by all students, staff, and volunteers, increasing the communities' racial/ethnic consciousness, and students' confidence, collaboration, and communication skill. | e.g.: 100% of WIHS students will understand social/emotional/cultural/physical/spiritual learning in developing a positive sense of self and cultural identity. WIHS will demonstrate the ability to create a school culture with little to no suspensions/expulsions. |
| Increased health and well-being: All students at WIHS get access to direct services and are supported by a team of Community Health Care Workers. | e.g.: - 100% of students will have access to holistic and Comprehensive Coordinated Care services, including mental health, emotional health, physical health, and oral health. |

PROGRAM OVERVIEWS

- Pilot a social, emotional, cultural, physical, and spiritual learning and development program with 15 students identified as needing extra support. Integrate First Peoples Principles of Learning (FPPL) and restorative practices that are implemented at WIHS. Students become leaders in the WIHS system for building a culturally-sustaining and positive culture where all students thrive and develop the competencies and agency for success in college, career, and fulfilling their life's purpose(s).
- 2. Research and Evaluation: WIHS will set up a research and evaluation project to document and share learning related to three WIHS long-term goals:
 - Run a school with no-low suspensions and expulsions;
 - WIHS students are prepared to enter and be successful in postsecondary options without the need for remediation in college;
 - Pilot a holistic and comprehensive health and wellness program for all students; track academic outcomes related to health and wellness.

WIHS will document infrastructures, policies, and practices implemented toward reaching the above goals and learning gathered during the implementation process.

Dissemination: WIHS will share learning and best practices generated through the research and evaluation project with district schools, high-performing charter schools, and at conferences.

3. Pilot a holistic and comprehensive health and wellness program for students to determine a connection between academic outcomes and students' overall health and wellness, including social, emotional, physical, cultural, and spiritual development. This includes understanding and practicing FPPL, restorative practices, and access to an on-site social worker, Traditional Providers who share cultural knowledge and opportunities for students to build relationships with elders for homework help, tutoring support, and creating High School and Beyond Plans (HSBP).

Hire an AmeriCorps staff to support academic interventions and achievement, including homework help, tutoring, and the volunteer elder program.

KEY TOOLS AND RESOURCES

FUNDRAISING TEAM - Planning Year

Cindy Reuther, current Board Chair, will take on the role of Executive Director once authorized. Reuther will lead all WIHS's fundraising efforts along with the WIHS Board of Directors (BOD) Fundraising Chair.

- Reuther has secured over \$2 million in grant, start-up, and donor dollars as Founder/ED of Project Discover and Founder/ED of Laura Jeffrey Academy.
- Shirley Williams has secured approximately \$750,000 in grants, donors, and in-kind support through her work with Lummi Nation and as Whiteswan Environmental Executive Director.
- Reuther in collaboration with the BOD Fundraising Chair will lead all development efforts during the planning year.

EVENT PLANNING

- WIHS will recruit an event planner to lead the WIHS Community Celebration along with ED, BOD Fundraising Chair, and event planning committee.

CORPORATE PARTNERSHIPS

- Nancy Braam, Board Facilities Chair, and Cindy Reuther are members of the Bellingham Chamber of Commerce. Reuther will continue to develop corporate relationships.

GRANT DEVELOPMENT

- WIHS has submitted a Federal Charter School Planning Grant (CSP) with our authorization application.
- Reuther is exploring collaborative grant opportunities with ANT (Animals as Natural Therapy) and WE (Whiteswan Environmental).

BACK-OFFICE SERVICES PROVIDER

- The BOSP will manage grants and the Executive Director will track contacts and donor development.

ANNUAL BUDGET

Refer to the WIHS 5-year budget.



Section 28: Attachment 31

Contents:

• Recent Internal Financial Statements - N/A - WIHS is a newly formed entity and does not have financial statements.



Section 28: Attachment 32

Contents:

• Independent Financial Audit Reports and Management Letters - N/A - WIHS is a newly formed entity and does not have these documents.



Section 29: Attachment 33

Contents:

• Portfolio Summary Template - N/A - WIHS does not operate any schools.



Section 30: Attachment 34

Contents:

• Signed CSP Grant Statement of Assurances



SUPERINTENDENT OF PUBLIC INSTRUCTION

Chris Reykdal Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

Attachment 34

WASHINGTON STATE CHARTER SCHOOL PROGRAM STATEMENT OF ASSURANCES 2018-19

The Board President and Board-Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On 1/29/19, the Board of ______ Whatcom Intergenerational High School (the Board) hereby applies for and, if awarded, accepts the federal program funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all federal funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget Accounting Circulars, and the U.S. Department of Education's General Education Provisions Act (GEPA) requirement.

Charter schools that accept funding through the Washington State Charter School Program Grant agree to the following assurances:

The authorized representative possesses the legal authority to apply for this grant and agrees to the following terms:

- 1. The applicant will annually, for the life of the grant, provide the U.S. Secretary of Education and the Washington State Office of Superintendent of Public Instruction (OSPI) such information as may be required to determine if the charter school is making satisfactory progress toward achieving the funded activities. This includes participation in any federal or state funded charter school evaluations or studies.
- 2. The applicant will fully cooperate with the U.S. Secretary of Education and OSPI in evaluating the program being funded by the grant.
- 3. The charter school will have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs.
- 4. The charter school is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), is not a sectarian or religious organization, meets all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, is governed by an independent governing board, and will be

operated according to the terms of a charter contract executed with an approved Washington State charter school authorizer.

- 5. The charter school understands acknowledges the administrative power and duties of charter school authorizers as outlined in Chapter 28A.710.100 RCW
- 6. The charter school functions as a local education agency under applicable federal laws and regulations, is responsible for meeting, and will meet, the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
- a. Compliance with the Individuals with Disabilities Education Improvement Act (IDEA, 20 U.S.C. Sec. 1401 *et seq.*);
- b. Compliance with the Federal Educational Rights and Privacy Act (FERPA, 20 U.S.C. Sec. 1232g);
- c. Compliance with the Elementary and Secondary Education Act, as amended (ESEA, 20 U.S.C. Sec. 6301 et seq.), including but not limited to provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, and provisions regarding assessments;
- d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
- e. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
- g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and
- h. Compliance with Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101).
- i. Compliance with McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. Sec. 11431 et seq.
- 7. The charter school hires, manages, and discharges any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the charter school's charter contract;
- 8. The charter school will receive and disburse funds solely in accordance with the purposes of the charter school;
- 9. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the charter school will do so to the same extent as other non-charter public schools, as long as the charter school's board maintains oversight authority over the charter school;
- 10. The charter school will not enter into any contracts for management operation of the charter school except with nonprofit organizations;
- 11. To the extent it enters into contracts with other entities regarding real property, the charter school will include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;
- 12. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the charter school will not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220 or under this grant;

13. The charter school ensures that no debt incurred by the charter school is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;

- 14. The charter school will not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;
- 15. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the charter school will not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and will not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;
- 16. The charter school will issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;
- 17. The charter school will not levy taxes or issue tax-backed bonds and will not acquire or attempt to acquire property by eminent domain;
- 18. The charter school will operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
- 19. The charter school will comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to Washington State school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records), RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);
- 20. The charter school will provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and will participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;
- 21. The charter school will employ certificated instructional staff as required in RCW 28A.410.025, provided that the charter schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);
- 22. The charter school will comply with the employee record check requirements in RCW 28A.400.303;
- 23.. The charter school will adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
- 24. The charter school will comply with the annual performance report under RCW 28A.655.110;
- 25. The charter school will be subject to the performance improvement goals adopted by the Washington State Board of Education under RCW 28A.305.130;

26. The charter school will comply with the Open Public Meetings Act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;

- 27. The charter school will be subject to and comply with all legislation governing the operation and management of charter schools;
- 28. The charter school will comply with all state statutes and rules made applicable to the charter school in the charter school's charter contract;
- 29. The charter school will not engage in any sectarian practices in its education program, admissions or employment policies, or operations;
- 30. The charter school will be subject to the supervision of the Superintendent of Public Instruction and the State Board of Education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;
- 31. The charter school will not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and will be open to any student regardless of his or her location of residence;
- 32. The charter school will not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;
- 33. If capacity is insufficient to enroll all students who apply to the charter school, the charter school will select students through a lottery to ensure fairness.
- 34. The charter school will give an enrollment preference to siblings of already enrolled students;
- 35. The Board will annually determine the capacity of the charter school in consultation with the charter school's authorizer, with consideration of the charter school's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;
- 36. The charter school will comply with all federal, state, county, region, or community health and safety laws, rules, or regulations that may apply to its facilities and property;
- 37. The charter school has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the charter school;
- 38. If applicable, the charter school will meet any preopening and/or reopening requirements or conditions imposed by its authorizer, including but not limited to requirements or conditions to monitor the start-up progress of the charter school and to ensure that the charter school is prepared to open smoothly on the date agreed, and to ensure that the charter school meets all building, health, safety, insurance, and other legal requirements for school opening;

39. The charter school will comply with, and fully participate in, any activity by its authorizer that the authorizer deems necessary for it to monitor, engage in oversight, or engage in corrective action pursuant to RCW 28A.710.180;

- 40. The charter school will comply with any corrective actions or sanctions imposed upon it by its authorizer pursuant to Chapter 28A.710 RCW;
- 41. The charter school will comply with all renewal and nonrenewal actions required of it by its authorizer or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;
- 42. The charter school will comply with any nonrenewal of termination actions imposed by its authorizer pursuant to Chapter 28A.710 RCW and duly adopted rules of the authorizer;
- 43. The charter school will report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;
- 44. The charter school will comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;
- 45. The charter school will, at all times, maintain all necessary and appropriate insurance coverage;
- 46. The charter school will indemnify and hold harmless the authorizer and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation;
- 47. If there are exceptions to these assurances, the charter school has described them in full detail on a separate page attached to this document.
- 48. The Board's members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.
- 49. The applicant will provide such other information and assurances as the U.S. Secretary of Education and OSPI and SEA may require.
- 50. All of the information submitted in the application is true, correct, complete, and in compliance with state and federal law.
- 51. These assurances are made by the Board through its duly authorized representative.

The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

It is the responsibility of each local charter school that receives funds under this grant to comply with all required federal assurances. Funded sites will be expected to cooperate with the Department in the development and submission of certain reports to meet certain state and federal guidelines and requirements. All grantees are required to provide requested data to OSPI. In addition, funded projects

will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE WASHINGTON OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION. OSPI may terminate a grant award upon thirty (30) days' notice if it is deemed by OSPI that the applicant is not fulfilling the funded program as specified in the approved project application.

Grant recipients will be required to keep and maintain all equipment purchased with grant funds in accordance with the requirements of federal law and regulation. Should the charter school close or be terminated by the sponsor, the charter school will work with OSPI and the school's authorizer regarding distribution of assets purchased with this grant.

The governing body of the charter school applicant has authorized the filing of this application and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.

I do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff. All progress reports and the final report requested through this grant program will be filed on time. I further certify that all disbursements will be obligated after the grant has been awarded and the revised budget (if applicable) is approved and prior to the termination date; all disbursements have not been previously reported; and disbursements were not used for matching funds on this or any special project.

Name of Applicant School: Whatcom Intergenerational High School

| Charter School Leader/Principal (Printed Name): Cindy Reutner |
|--|
| Charter School Leader/Principal Signature: |
| Date Signed: 2 - 25 - 19 |
| Charter School Board President/Chair (Printed Name): Cindy Reuther |
| Charter School Board President/Chair Signature: |
| Date Signed: 2-25-19 |



Section 30: Attachment 35

Contents:

- CSP Expense Form
- CSP Line Item Budget Narrative

Section 30: Attachment 35

CSP Budget Narrative

The following narrative describes how the CSP grant funds will be allocated to meet WIHS mission and vision.

Year 1 Planning Grant

Goal #1

Curriculum Development

The founding faculty of WIHS using the WIHS Design Map will create Phenomenon-based Learning (PhenoBL) disciplinary units of study and complete a 9-12 curriculum map including:

- Grade 9 PhenoBL disciplinary units aligned with Washington State Learning Standards (WSLS), integration of First Peoples Principles of Learning (FPPL) to engage social, emotional, cultural learning, digital literacy, culturally relevant practices, and critical literacy framework;
- scaffolding for Grade 10 PhenoBL overview map and related PhenoBL disciplinary units; and
- 9-12 curriculum map.

Allocations

- \$110,000 will pay for 10 founding teachers (4 disciplinary teachers and one from each specialty: music, art, physical education/health, world language, ELL, and Special Education) and the WIHS Principal to complete all curriculum and be fully prepared to engage students with innovative, meaningful and rigorous units of study to increase student learning and achievement.
- \$7,000/teacher will pay for the work of teachers between October 2019-June 2020 to ensure standards-aligned, engaging, and comprehensive PhenoBL disciplinary units of study are in place for Grade 9 and scaffolding for Grade 10 PhenoBL overview and aligned Grade 10 PhenoBL disciplinary units.
- \$40,000 will pay for a part of the Principal's salary to lead and coach teachers in the research and selection of disciplinary curriculum resources and development of PhenoBL disciplinary units, and creation of a 9-12 curriculum map. July 1, 2019 July 1, 2020.

These funds will ensure that at-risk students get access to the content and experiences for them to collaborate with peers, connect with elders, engage with Traditional Providers and develop the research, inquiry and critical thinking skills for success in college, career, and life.

Goal #2

Professional Development and Coaching

WIHS will increase the founding faculty's understanding of the WIHS framework and capacity to engage students in exceptional PhenoBL disciplinary units within the overall WIHS framework (see Attachment 4) with a commitment to social justice and equity.

Allocations

- \$40,000 will ensure that the Principal and teachers have the understanding and competencies necessary to plan and implement holistic, contextual, and authentic units of study within the WIHS framework.
- \$25,000 will ensure consultation with Indigenous educators and Traditional Providers. WIHS will

contract with Shirley Williams, WIHS Co-founder and Executive Director of Whiteswan Environmental, and Indigenous consultants to incorporate curriculum using 13 Moons and Indigenous ways of knowing, and ensure Traditional Providers are available to provide connected, holistic, and authentic learning based in Indigenous culture, history, and language. Williams will locate Indigenous educators who will lead professional development in FPPL to set up WIHS holistic wellness program, including social, emotional, cultural, and physical learning.

- Williams is also developing strategic relationships with Washington OSPI Indigenous Education
 Department, Washington Governor's Office to access resources for ensuring that Since Time
 Immemorial Curriculum is strategically integrated into PhenoBL disciplinary units of study.
- \$15,000 will ensure the WIHS Principal and teachers have the understanding and competencies to develop and deliver PhenoBL disciplinary units within the WIHS framework. We will contract with Educating for Change, highly-qualified experts in design mapping, culturally-relevant pedagogies, and critical literacy, to lead the staff in building PhenoBL disciplinary units of study and providing professional development regarding critical literacy. The WIHS Principal and teachers will be assessed for their understanding and ability to implement the WIHS framework and learning components, and personalized coaching will ensure the founding team is prepared to exceed expectations in designing PhenoBL disciplinary units that engage students for academic, social, emotional, cultural, learning and achievement. All contracted professional development will align with National Staff Development standards to meet context, process, and content standards.

These funds are crucial to create access for at-risk students to the highest-quality curriculum and culturally-relevant classroom management practices to meet our mission that ALL students at WIHS are prepared for success in college, career, and life.

Goal #3

Technology

Technology will be in place by August 2020 for 75 students. WIHS will ensure that the necessary equipment is in place to increase digital literacy skills that includes 1:1 computer set-up.

Allocations

- \$48,750 will be allocated to set up and purchase the necessary technology equipment to increase digital literacy skills for all students. These resources are especially important for WIHS students who come from economically-disadvantaged communities and yet will be competing in a global economy.
 - \$48,750 to purchase and set up 1:1 computers
 75 students x \$650 per computer includes all software

Collectively, these resources will ensure WIHS can achieve our mission that Whatcom County high school students—regardless of their life circumstances—develop the skills and agency for success in college, career, and life.



State of Washington OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION OLD CAPITOL BUILDING PO BOX 47200, OLYMPIA WA 98504-7200

STATE AND FEDERAL PROJECT EXPENDITURE REPORT

GRANT NUMBER

| CFDA | Program No. | | | | | | | Check if final report and | EXPENDITU | RE PERIOD |
|--------------------------------------|--------------|---|--|-------------------------------|-----------------------------|------------------------------------|--|---------------------------|-------------|----------------------|
| Fiscal Year | Sub. Program | n No. | R | evenue Acct. | | | | project completed | | - · |
| | | PROJECT TYP | | | | CONTACT | PERSON | | | Ending ONE NUMBER |
| Whatcom Intergenerational Hi | igh School | CSP Plannii | | | | Cir | ndy Reuther | | 651-40 | 02-9803 |
| | | | ОВ | JECT OF EXPE | NDITURE | | | | | |
| ACTIVITY | TOTAL | DEBIT TRANSFER 0 | CREDIT TRANSFER 1 | SALARIES CERTIFICATED 2 | SALARIES CLASSIFIED 3 | BENEFITS AND PAYROLL TAXES 4 | SUPPL INSTRUC RESOURCES AN NONCAPITAL 5 | | TRAVEL 8 | CAPITAL OUTLAY 9 |
| 15 Public Relations | | | XXX | | | | | | | |
| 21 Supervision-Instruction | 0.00 | | XXX | | | | | | | |
| 22 Learning Resources | 0.00 | | XXX | | | | | | | |
| 23 Principal's Office | 0.00 | | XXX | | | | | | | |
| 24 Guidance and Counseling | 0.00 | | XXX | | | | | | | |
| 25 Pupil Mgt. and Safety | 0.00 | | XXX | | | | | | | |
| 26 Health/related Serv. | 0.00 | | XXX | | | | | | | |
| 27 Teaching | 0.00 | | XXX | | | | | | | |
| 28 Extracurricular | 0.00 | | XXX | | | | | | | |
| 29 Payments to School Districts | 0.00 | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX |
| 31 Instructional Professional Dev | 40,000.00 | | XXX | | | | | 40,000.00 | | |
| 32 Instructional Technology | 48,750.00 | | XXX | XXX | | | | | | 48,750.00 |
| 33 Curriculum | 110,000.00 | | XXX | | | | | 110,000.00 | | |
| 41 Supervision-Nutrition | 0.00 | | XXX | XXX | | | | | | |
| 42 Food | 0.00 | | XXX | XXX | XXX | XXX | XXX | | XXX | XXX |
| 44 Operations-Nutrition | 0.00 | | XXX | XXX | XXX | | | | | |
| 49 Transfer-Nutrition | 0.00 | XXX | | | XXX | XXX | XXX | XXX | XXX | XXX |
| 62 Grounds Maint. | 0.00 | | XXX | XXX | | XXX | | | | |
| 63 Operation of Building | 0.00 | | XXX | XXX | | | | | | |
| 64 Maintenance | 0.00 | | XXX | XXX | | | | | | |
| 65 Utilities | 0.00 | | XXX | XXX | XXX | XXX | XXX | | XXX | XXX |
| 68 Insurance - Except Trans. | 0.00 | | XXX | XXX | XXX | XXX | XXX | | XXX | XXX |
| 91 Public Activities | 0.00 | | XXX | | | | | | | |
| Direct Expenditures to Date Subtotal | 198,750.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 | 0 150,000.00 | 0.00 | 48,750.00 |
| Indirect Expenditures to Date | 0.00 | | | | | | | | | |
| TOTAL EXPENDITURES TO DATE | 198,750.00 | 1.00 I, the undersigned, hereby certify that the amount listed for materials furnished, servi | | | | | | | | |
| LESS: Cash Received to Date | 0.00 | | expenditures incurred, or items of indebtedness as changed is true and cand due; and that I am authorized to sign for the payee. | | | iu contect, tiidt t | ine ciaim is just | | | |
| BALANCE/ <deficit></deficit> | -198,750.00 | | | Nama | | | | Data | | |