TULALIP HERITAGE HIGH SCHOOL

PARTNERSHIP GUIDE

A GUIDE TO SUCCEEDING, THRIVING, AND GROWING AT THHS

TULALIP HERITAGE

BIG

PICTURE
HIGH SCHOOL

GUIDING
QUESTION
Vision - Mision

Guiding Question
How do we build a school that lives from and in sduhubš (Snohomish people) culture? Creating a school Family (ʔiišəd)

VISION
Listening to the Past, Learning in the Present, and Living for the Future.

MISSION
Promoting safety and student development towards individual sovereignty to build and support interdependent communities.

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Philosophy and Guiding Principles

Tulalip Heritage is a public high school located on the sovereign lands of the Tulalip Tribes, currently serving a little under one hundred students. Advisors work with each student to support their studies in core academic skills with a cohort of peers in advisory, designing individualized learning experiences focused on their interests, passions, dreams, and goals. Each student will develop a learning plan that will include specific learning outcomes for student workshops, projects, and internship(s) that gives students a deep sense of how their interests play out in the adult world. This provides an authentic environment and audience for their work. Our curriculum is designed to teach students the academic skills and habits they need to complete rigorous, complex, real-world project work successfully. The work is grounded in a theoretical framework that enables our students to embrace indigenous ways of thinking and knowing. Our model allows students to analyze history, literature, and the world around them in relation to institutional, and interpersonal connections. Our "one student-at-a-time approach" and strong partnership with the community serve as personal and collective liberatory action to combat historical trauma and internalized and institutional oppression.

Tulalip Heritage HS is part of the Marysville School District and is in partnership with the Big Picture Learning (BPL) network. For more information on BPL, go to: www.bigpicture.org.

College and Career Prep through 'Real World' Learning: While Tulalip Heritage HS is focused partly on students pursuing their passions in the workplace, it is not a vocational school. Rather than training students to follow a particular career path, the internship structure is designed to foster students' intellectual development through first-hand experience and to develop habits that promote ownership of learning and advancement in their education. Our students spend two days a week working with a mentor at an internship of their choosing, learning professional expectations, communicating effectively with adults from different backgrounds, and producing real-world work. In addition to their integrated coursework at Heritage and their individualized, internship-based projects, our students have access to Sno-Isle Technical Center, as well as, local community colleges (Everett and Skagit). We expect all of our students to continue their education after high school. Internships, projects, and community college experiences are important opportunities for them to envision possible paths for their lives after Graduation.

Our Educational Philosophy

We learn best in the context of being known well. Real relationships between adults and young people are crucial to their academic development. To this end, each Advisor works with a core group of students for 2-4 years and maintains regular contact with their families.

We learn best when we pursue our own passions and interests. We design and teach a curriculum that is related to students' experience and that helps them understand the world they are living in. Whether that means investigating the different environmental impacts local freeways have on surrounding neighborhoods or analyzing Indigenous ways of thinking and knowing to make sense of life in today's world, we work to connect curricula to students' lives and experiences. We learn most deeply when we connect "mind" work and "hand" work. High schools in this country have traditionally separated mind learning and hand learning, yet we know that in order to learn things deeply, we need to study and experience them. Our students take this powerful opportunity when they study with Tulalip Natural Resources to preserve Salmon runs or dedicate efforts with Farmer Frog to create a sustainable garden to learn about health impacts.

We work harder when our work has real meaning and value to others. Two days a week, students are doing real-world work that supports their internship site. At the end of each quarter, our students demonstrate their learning through formal public exhibitions. They answer questions and receive feedback from a panel of peers, teachers, parents, mentors, and community members.

6 COMPETENCIES

Opposed to the specific class or credit requirements, THHS focuses on skills and habits of thinking and learning through the 6 competencies: Knowing how to Learn, Personal Qualities, Communication, Social Reasoning, Quantitative Reasoning, and Empirical Reasoning. Incorporated into each of these competencies are Indigenous teachings to support traditional ways of thinking and knowing. Each competency helps to lay the foundation for a well-rounded education that puts students in the driver's seat of their learning and their life.

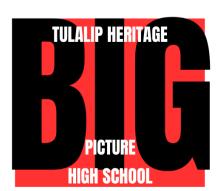**Students who reach mastery in these areas will demonstrate the following skills:**

Knowing How to Learn:

Students are open to ideas that challenge their current thinking and they pursue new knowledge to develop improved solutions. They steer their learning, expanding their inquiry into new areas, incorporating multiple sources, and building new skills. They continue to cultivate new relationships that enhance their learning. They build positive learning cultures, initiating and engaging in rich collaborative discussions while being able to defend their intellectual position.

Personal Qualities:

Students are confident and insightful, holding themselves accountable for their actions. They are resilient and take responsibility for their continued personal growth and well-being. They act in informed and ethical ways and accept responsibility to lead, inspiring others to challenge inequity and improve their world. They take the initiative and are sufficiently organized on a personal level to effectively facilitate positive, culturally responsive social change. They advocate for themselves and others and demonstrate courage when faced with challenges. They continue to build and access strong networks with mentors and others.

Communication:

Students use a blend of tools to adapt their communication in order to deliver a compelling message that expands perspectives. They design, modify and manage their communication strategies to suit a range of audiences and purposes in complex situations. They create multi-modal products to increase impact and can articulate how their choices enhance their communication. They engage peers and experts in the community to broaden their perspectives and solve problems through collaborative discussions and critical conversations. They synthesize different perspectives and facilitate the group to move toward shared understanding, knowing how to challenge thinking to gain insight. They use the power of specialist language to express and explain new ideas. They seek opportunities to engage in analysis of their communication and adapt to the moment.

Social Reasoning:

Students define and analyze social issues using relevant frameworks and perspectives and take responsible social action. They apply their understanding of the levers of sustainable development to propose ethical solutions and they commit to working collectively to advance social justice and equity. They demonstrate a commitment to developing ongoing respectful relationships with people from different backgrounds and are prepared to challenge bias and discrimination.

Quantitative Reasoning:

Students understand the systematic nature of mathematics and its power of it in modeling the physical or social environment. At this level, students show persistence, autonomy, and flexibility in using mathematics to help with understanding situations, solving problems, or completing practical tasks. They can question the assumptions of a mathematical model and its suitability in a given situation. They can generalize from one situation to another and rethink problem conditions and constraints. They have the motivation to look for how mathematics might help – even when it is not immediately obvious that it will. They recognize that there are limits to mathematics in understanding and explaining situations and look to identify its misuse by others. They use rigorous mathematical arguments to support their methods and conclusions and their critique of others' mathematical claims.

Empirical Reasoning:

Students systematically refine hypotheses to develop authoritative knowledge from their investigations. They construct and test hypotheses, employing a flexible approach to their inquiry by exploring alternative or contradictory perspectives and methodologies. They produce robust data from which to draw justifiable conclusions. They reflect on methodologies to refine the investigation design. They propose creative and innovative solutions that account for multiple contextual factors. They suspend judgment, ethically evaluating claims with consideration for the potential impacts.

KNOWING HOW TO LEARN
Develops the disposition and strategies to take responsibility for learning

	Works with others	Communicates learning	Engages with experts	Identifies questions of interest	Formulates plan	Seeks knowledge and skills	Creates solutions or product	Reflects on learning	Takes responsibility for learning	Uses feedback		Progression
Quality Criteria	Cultivates conditions for effective group learning		Co-creates new knowledge with experts.	Formulates new lines of inquiry		Synthesises knowledge/ skills from a range of sources	Develops novel solution or product			Engage in feedback that challenges their thinking	**5**	Students at this level are open to ideas that challenge their current thinking and they pursue new knowledge to develop improved solutions. They steer their learning, expanding their inquiry into new areas, incorporating multiple sources and building new skills. They continue to cultivate new relationships that enhance their learning. They build positive learning cultures, initiating and engaging in rich collaborative discussions while able to defend their intellectual position.
	Appraises contributions to group learning	Justifies their planning for future learning		*Develops high-order questions	Adjusts plans as they learn more	Assesses the validity of information	Appraises solutions or products	Applies reflections to initiate improvement	Manages self-motivation and direction of learning	Evaluates feedback to achieve goals	**4**	Students at this level are highly motivated and strategic about their learning. They critically assess the results of their inquiry and the resultant products. They plan with long-range goals in mind and regularly reflect on their work, adapting their practice accordingly. They access external networks to enhance their learning and to support their efforts. They contribute to collaborative learning and make appropriate decisions about how to incorporate feedback
		Articulates elements of their learning that lead to progress	Expands their inquiry using expert knowledge		Reviews their learning plan	*Develops inquiry processes to investigate their interests	Adjusts the product or solution in response to identified problems	Analyses their learning progress			**3**	Students at this level make informed and deliberate decisions about their learning progress. They develop rigorous inquiry questions and make adjustments when challenges arise. They reflect on their learning and analyse and articulate how it is delivering products or solutions. They communicate their learning experiences and identify successful strategies. They establish and maintain connections with an extended learning community and integrate these relationships with experts into their learning.
	Appreciates contributions of others to group learning		Initiates questions for experts	Frames purposeful questions	Develops a learning plan based on their goals				Initiates action towards goals	Actively seeks feedback	**2**	Students at this level take initiative and frame inquiry questions around their area of interest. They plan with targeted intent to achieve their goals and can reflect on and explain their strategies. They understand that observation, noticing and learning from others are valuable and legitimate learning tools and apply these skills to drive their learning.
	Follows protocols of group learning	*Describes learning experiences	Identifies experts in area of interest	*Generates questions in their area of interest	Makes contributions when planning for learning	*Explores areas of interest	Creates familiar products	Describes their learning progress	Identifies goals	Accepts feedback	**1**	Students at this level begin to take responsibility for planning their inquiries and are developing strategies to explore their interests. They set goals and develop learning plans. They look for connections with others who have skills and expertise in their area of interest, recognising that they can learn from them. They contribute to group learning and respond to feedback.
	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident		
Indicators	**Works with others**	**Communicates learning**	**Engages with experts**	**Identifies questions of interest**	**Formulates plan**	**Seeks knowledge and skills**	**Creates solutions or product**	**Reflects on learning**	**Takes responsibility for learning**	**Uses feedback**		**Progression**
Capabilities	**Engages with learning community**			**Learns through inquiry**				**Develops a disposition for learning**				© Big Picture Education 2022

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PERSONAL QUALITIES
Demonstrates an understanding of self and others, and takes social action

	Undertakes realistic self-appraisal	Develops a positive self-concept	Self regulates	Takes responsibility for personal well-being	Builds resilience	Demonstrates personal responsibility	Understands others	Influences others	Builds connections	Builds capacity to act in their community	
Quality Criteria	Evaluates their power to self-development	Demonstrates self-advocate	Adopts strategies to cope with events beyond their personal control	*Demonstrates accountability for personal wellbeing	Seeks out challenges as opportunities for growth	Manages competing obligations effectively	Advocates for others	Creates a sphere of influence where their voice and actions are recognised		Leads social change	**5** Students at this level are confident and insightful, holding themselves accountable for their actions. They are resilient and take responsibility for their continued personal growth and well-being. They act in informed and ethical ways and accept responsibility to lead, inspiring others to challenge inequity and improve their world. They take the initiative and are sufficiently organized on a personal level to effectively facilitate positive, culturally responsive social change. They advocate for themselves and others and demonstrate courage when faced with challenges. They continue to build and access strong networks with mentors and others.
	Analyses their progress in areas of improvement	Evaluates strategies to enhance self-concept.	Prepares for novel situations that require self-regulation.	*Analyses the impact of decisions on personal well-being.	Re-prioritizes in response to challenges			Evaluates impact of influence on others	Creates networks in the broader community	Demonstrates leadership in their community	**4** Students at this level to show a sense of self and strength of character and appreciate the need for sustained effort. They demonstrate insight and the capacity to lead others to take action. They demonstrate empathy and value opportunities to create and nurture relationships. They are responsive to diversity. They show independence whilst also utilizing constructive support networks. They can adapt and refocus when faced with challenges. They take ownership of the outcomes of their personal choices, including about their wellbeing, and demonstrate the ability to meet or exceed agreed expectations.
	Applies self-improvement strategies and development	Explains link between choice of strategy and of self-concept			Persists despite setbacks	Organised to meet requirements of a situation	Adapts to accommodate others	Acts as a positive role model		Initiates social action in their community	**3** Students at this level are developing increased personal, physical and social awareness and are able to analyse their strengths and draw from their experience to prioritise what is required for personal growth. They demonstrate increasing confidence and independence and they persevere to achieve their goals. They know how to utilise support networks and take responsibility for their own continued wellbeing. They are establishing their values systems through relationships with others and through self-reflection. They are receptive to, and respectful of, diverse perspectives and are positive role models when engaging in social action in their communities. They are proactive and organised and hold themselves accountable for deadlines and outcomes.
		*Trials strategies that develop positive self-concept	Self-regulates in interactions with others	*Makes decisions to enhance wellbeing	*Willing to challenge areas of themselves they find difficult	Identifies responsibility	Responds to the diverse contributions of others		Maintains relationships within existing social networks		**2** Students at this level can identify their strengths and challenges and make decisions to support their personal growth with increasing self-awareness. They are growing in confidence to build and access networks and support systems. They are open to diverse perspectives and are aware that they can influence the views of others. They can see the impact of their decisions and can recognise their responsibilities. They are increasingly organised and reliable. They manage themselves in interactions with others.
	Identifies areas for development		Recognises their behaviours can impact others	Identifies personal wellbeing needs		Accepts feedback	Recognises the needs of others	Understands that their views are important to others	Identifies the value of belonging	Contributes to existing opportunities in their community	**1** Students at this level are starting to develop awareness of themselves and their potential, and to pursue opportunities for personal growth. They are coming to recognise the importance of attending to their health and wellbeing needs. They understand the importance of belonging and supporting others, and they will contribute as members of a group. They understand that their views count and they acknowledge the views of others. They are aware of their impact on others and will accept feedback in relation to taking responsibility for their own behaviour.
	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident		Not yet evident	Not yet evident	**Progression**
Indicators	**Undertakes realistic self-appraisal**	**Develops a positive self-concept**	**Self regulates**	**Takes responsibility for personal well-being**	**Builds resilience**	**Demonstrates personal responsibility**	**Understands others**	**Influences others**	**Builds connections**	**Builds capacity to act in their community**	
Capabilities	**Insight into Self**						**Insight into others and the capacity for social action**				© Big Picture Education 2022

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COMMUNICATION

The ability to express ideas to connect with and influence others

	Chooses modes of communication	Applies techniques	Adapts communication	Conveys meaning	Uses specialist language	Constructs understanding through engagement	Presents ideas	Builds networks	Level
Quality Criteria		Masters multiple communication techniques	Adapts communication in response to audience reactions*	Challenges others' understandings	Conveys complex ideas using specialist language*	Facilitates collective understanding through discussion*	Influences audience*	Enhances connections to achieve shared goals*	**5** — Students at this level use a blend of tools to adapt their communication in order to deliver a compelling message that expands perspectives. They design, modify and manage their communication strategies to suit a range of audiences and purposes in complex situations. They create multi-modal products to increase impact and can articulate how their choices enhance their communication. They engage peers and experts in the community to broaden their perspectives and solve problems through collaborative discussions and critical conversations. They synthesize different perspectives and facilitate the group to move toward shared understanding, knowing how to challenge thinking to gain insight. They use the power of specialist language to express and explain new ideas. They seek opportunities to engage in analysis of their communication and adapt in the moment.*
	Selects a range of modes to enhance impact	Refines techniques	Self-evaluates to improve communication	Connects concepts and ideas*		Integrates the ideas of others when contributing to conversations	Engages with audience on different levels	Tailors communication to cultivate connections and collaborate with experts*	**4** — Students at this level refine their communication to achieve impact. They design coherent messages, selecting and using the most appropriate tools to enhance their communication. They apply digital tools responsibly to share and exchange information and to collaborate and purposefully construct knowledge. They can confidently articulate and defend a compelling controlling idea clearly and they use and explain relevant technical language to develop audience understanding. They reflect on their communication skills and abilities and are attuned and responsive to their audience. They use active listening in a variety of contexts and can facilitate discussion, making sure everyone is heard, and they respond thoughtfully to new information and perspectives. They ask clarifying questions to understand diverse points of view and build shared understanding.*
	Selects mode based on purpose and audience	Experiments with less familiar techniques		Explains concepts*	Explains subject specific terminology to others outside the field*			Expands networks to learn more*	**3** — Students at this level communicate with presence and purpose. They choose from multiple communication modes and tools to convey their ideas. They are strategic in their choices, taking into account context and audience. They are curious and engage with others, using active listening strategies and sharing ideas, showing awareness of the needs of others and an openness to thoughts and opinions other than their own. They expand networks to deepen learning and maintain lines of communication with experts. They use specialist language appropriately to support substantive conversations and communicate their thinking.*
	Experiments with new ways to communicate		Applies feedback to improve communication*		Uses specific terms from chosen field in context	Asks questions to clarify meaning	Presents ideas with awareness of audience	Follows protocols appropriate to context*	**2** — Students at this level are prepared to try out new modes of communication in order to expand their repertoire. They are aware of audience needs as they design and deliver their communication, including using terminology from their field of interest and digital technologies where appropriate. They participate in collaborative discussions, listening to others' input with respect, while expressing their own opinions and ideas. They ask questions to build their understanding of others' perspectives. They accept and apply the advice of peers and adults to improve the impact of their communication.
	Uses familiar ways to communicate	Applies familiar techniques*	Accepts feedback about their communication*	Outlines ideas*		Listens to others*	Talks about or displays their learning*		**1** — Students at this level use familiar communication tools in order to convey their ideas and opinions. Drawing on what they already know, they are aware that there are multiple ways to communicate, according to purpose and context. They can identify and use familiar digital technologies. They are prepared to talk about their learning and are developing confidence to engage with adults in discussing areas of interest. They listen in group discussions and contribute their own ideas.
	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	**Progression**
Indicators	**Chooses modes of communication**	**Applies techniques**	**Adapts communication**	**Conveys meaning**	**Uses specialist language**	**Constructs understanding through engagement**	**Presents ideas**	**Builds networks**	
Capabilities	**Designs Communication**			**Expresses Meaning**		**Connects**			

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SOCIAL REASONING
Contributes to society through understanding of social issues

	Applies social frameworks	Appreciates diverse perspectives	Understands social systems	Explores social issues	Builds ethical understanding	Promotes cultural responsiveness	Acts to support sustainable development	Responds to community needs	Progression
	Evaluates social frameworks	Synthesises multiple perspectives	Analyses the interdependence of social systems		Evaluates diverse ethical bases of action	Challenges cultural biases	Advocates for sustainable development	Designs socially responsive solutions	**5 Students at this level define and analyse social issues using relevant frameworks and perspectives and take responsible social action.** They apply their understanding of the levers of sustainable development to propose ethical solutions and they commit to working collectively to advance social justice and equity. They demonstrate a commitment to developing on-going respectful relationships with people from different backgrounds and are prepared to challenge bias and discrimination.
	Analyses issues using social frameworks	Compares diverse perspectives	Applies understanding of social systems to explain patterns of behaviour and beliefs*	Analyses social issues to identify potential causes	Applies ethical principles to to a range of social issues	Applies cultural competence*	Formulates strategies to develop others' awareness of ongoing issues*		**4 Students at this level recognise the connections and distinctions between social issues through systematic investigation.** They apply the tools they have acquired to understand and address issues in their community and beyond. They analyse the ethical dimensions of social issues and take action to address them. They interact and communicate effectively with people from different cultural backgrounds. They apply their understanding of sustainable development issues to raise public awareness.
Quality Criteria	Applies frameworks to explore issues			Identifies possible causes of social issues*		Demonstrates cultural sensitivity*	Identifies ways to address ongoing issues in their community*	Takes responsible social action	**3 Students at this level investigate social issues in depth by applying a range of tools.** They have an understanding of multiple perspectives and apply these when taking social action. They can analyse significant past and present events in order to identify trends and patterns in society. They recognise the strengths of different cultural groups. They can describe the effects of unequal access to resources in their community and look for ways to address this.
		Explains different perspectives	Describes social systems using concepts such as power, hierarchy	Describes the impact social issues have on people's lives*	Explains the reasons behind different ethical positions on a social issue		Explains how resources impact on peoples' lives*	Engages with others in planning social action	**2 Students at this level recognise that there are different ways to investigate social issues.** They can describe the relationships that make up familiar social systems. They explore how resources are used in their community. They can examine and explain ethical concepts such as truth and justice and explore how to achieve an ethical outcome when addressing social issues. They are aware of the diversity of beliefs and values in society and they acknowledge differing points of view. They can articulate the social issues that impact the lives of others and they help to plan ways to address these in their community.
	Recognises common social frameworks*	Describes different viewpoints	Recognises familiar social systems*	Recognises social issues in their community	Identifies ethical concepts*	Acknowledges cultural differences		Identifies social issues in the community	**1 Students at this level can describe the social frameworks and systems they are embedded in.** They can identify ethical concepts such as equality, respect and connectedness and describe some of their attributes. They notice that people have different perspectives. They demonstrate an awareness of different cultural groups. They are engaged with their community and identify social issues they would like to address.
	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	
Indicators	Applies social frameworks	Appreciates diverse perspectives	Understands social systems	Explores social issues	Builds ethical understanding	Promotes cultural responsiveness	Acts to support sustainable development	Responds to community needs	**Progression**
Capabilities	Applies social lenses		Understands social issues			Formulates responsible social action			© Big Picture Education 2022

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QUANTITATIVE REASONING

The disposition, confidence and capability to use mathematics for life, learning and work

Quality Criteria	Appreciates the significance of mathematics	Orientated to use maths	Clarifies the situation	Demonstrates Fluency	Uses mathematical strategies	Evaluates approach	Evaluates mathematical claims	Progression
	Evaluates the role of mathematics in shaping aspects of our lives.		Assesses the suitability of the mathematical model to represent asituation.	Generalizes from one problem situation to another.	Justifies strategies to fit problem conditions and constraints.		Critiques mathematical claims.	**5. Students at this level understand the systematic nature of mathematics and the power of it in modelling the physical or social environment.** At this level students show persistence, autonomy and flexibility in using mathematics to help with understanding situations, solving problems or completing practical tasks. They can question the assumptions of a mathematical model and its suitability in a given situation. They can generalise from one situation to another and rethink problem conditions and constraints. They have the motivation to look for how mathematics might help – even when it is not immediately obvious that it will. They recognise that there are limits to mathematics in understanding and explaining situations and look to identify its misuse by others. They use rigorous mathematical arguments to support their methods and conclusions and their critique of other's mathematical claims.
	Explains the role of mathematics in providing new perspectives	Explores mathematical applications when not immediately evident.	Develops a mathematical model to represent the situation		Adapts mathematical strategies to meet the problem specifications.	Justifies the mathematical approaches used.	Demonstrates that a mathematical claim makes sense in context.	**4. Students at this level are competent and confident users of mathematics in their lives.** They appreciate mathematics is helpful in making sense of the world and can explain how seeing the world mathematically opens up new possibilities. They understand that a mathematical model is a simplified representation of a phenomenon. They can interpret unfamiliar formulae, transform mathematical information from one form to another, and explain and justify their decisions as they work. They persist when problems are challenging and are willing to ask for help when they don't understand the mathematics. They analyse the mathematics they or others choose to use. They are learning to deal with the constraints of a situation and specifications built into a task.
	Describes how mathematics influences aspects of their lives.	Selects mathematical approaches to help understand situations.	Restates problems in mathematical terms.	Formulates a sequence of mathematical steps to solve a problem.	Applies mathematical problem solving strategies.	Compares methods used to solve a problem.	Investigates mathematical claims presented to them.	**3. Students at this level make use of their growing repertoire of mathematical strategies to explore unfamiliar situations.** They appreciate that mathematics has application in their lives, so they look to see if mathematics might help. They can systematically restate a familiar problem type in mathematical terms. They select and sequence the mathematical steps they intend to use. They explain their working and where necessary will look for another way to solve the problem. When presented with claims that use mathematics, they will check to see if the mathematics makes sense.
	*Notices mathematics in situations			Applies known mathematics confidently to solve problems	Organises key mathematical information.	*Checks that methods and answers make sense.	Identifies mathematical claims.	**2. Students at this level reliably use the mathematics they know to help solve problems they are working through.** They can identify and describe when mathematics is used in a situation, task or problem. They look for mathematical solutions. They can identify and organise mathematical information and use mathematical techniques unprompted. They check their working and that their answers are accurate and make sense.* They will respond to mathematical claims made by others and seek help to make sense of them.
		Recognises that mathematics can help solve a problem when prompted.	*Identifies known mathematics in familiar situations.	*Follows familiar mathematical steps to approach problems		*Checks their approach with others		**1. Students at this level are willing to have a go at using mathematics they are familiar with to understand situations.** They are beginning to identify mathematical ideas within their interest areas. With prompting, they will consider whether mathematics might help in tackling a problem. They are willing to follow familiar mathematical steps to solve problems or tackle practical tasks. They seek support to review their working and answers.*
	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	
Indicators	**Appreciates the significance of mathematics**	**Orientated to use maths**	**Clarifies the situation**	**Demonstrates Fluency**	**Uses mathematical strategies**	**Evaluates approach**	**Evaluates mathematical claims**	**Progression**
Capabilities	**Valuing Mathematics**		**Using Mathematics**			**Evaluating Mathematics**		© Big Picture Education 2022

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EMPIRICAL REASONING
Uses observation, experience and experimentation to explain phenomena and make decisions

Quality Criteria									Progression
	Reframes inquiry questions on the basis of knowledge and insight	Revises hypotheses on the basis of evidence	Evaluates investigation design in response to constraints	Generalises using patterns and trends	Justifies approaches to investigation	Defends conclusions	Critically evaluates claims and assumptions	5	**Students at this level systematically refine hypotheses to develop authoritative knowledge from their investigations.** They construct and test hypotheses, employing a flexible approach to their inquiry by exploring alternative or contradictory perspectives and methodologies. They produce robust data from which to draw justifiable conclusions. They reflect on methodologies to refine investigation design. They propose creative and innovative solutions that account for multiple contextual factors. They suspend judgement, ethically evaluating claims with consideration for the potential impacts.
	Poses testable inquiry questions	Develops hypotheses	Modifies procedure to account for variables	Analyses patterns and trends	Analyses strengths/ weaknesses of investigation	Evaluates conclusions	Analyses claims using evidence and reasoning	4	**Students at this level pose and test hypotheses, applying investigative methods to clarify and explore their new understandings.** They formulate testable inquiry questions in response to complex issues and ideas. They develop methodologies to test hypotheses using controls and isolating variables. They make specific suggestions for improving investigations and reducing error. They propose one or more solutions articulating feasibility and impacts. Their explanations are consistent with the data, and they identify the scope and limitations of their findings. They evaluate claims to develop an informed position taking into account the validity and reliability of evidence.
		Explains predictions		*Recognises patterns in data		Explains conclusions drawing on data	Reviews the reasonableness of the claims	3	**Students at this level develop inquiry questions related to their interests and conduct investigations to test their predictions.** They take account of the main variables when designing their investigations, collecting and organising data from repeated tests. They identify patterns or themes within the data and use this evidence to draw conclusions. They notice errors in their own processes and suggest improvements. They ask questions to clarify the reasonableness of others' claims.
	Asks questions based on observations		Designs a process to gather data		Explains cause and effect	States conclusion based on findings	Questions unrealistic claims in familiar contexts	2	**Students at this level ask questions and plan and undertake processes to explore their areas of interest.** On the basis of their observations, they can design and carry out processes that show they recognise causal relationships. They collect and record data in order to share their findings and make decisions. They question some assumptions and viewpoints within a claim.
	Explores observations	Makes predictions		Describes what is observed	Lists what worked and what didn't			1	**Students at this level notice and explore phenomena and ideas, making connections to their own experience.** They are curious about the world around them. They make predictions based on their observations and use strategies such as trial and error to check them.
	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident		**Progression**

Indicators	Asks questions	Makes predictions	Designs investigation	Makes sense of data	Evaluates process	Draws conclusions	Evaluates claims	
Capabilities	**Explores**		**Investigates**			**Evaluates**		© Big Picture Education 2022

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Advisors and Advisory

Each student has an Advisor and an Advisory classroom. This is a critical part of creating family and building relationships with students and cultivating a meaningful and supportive relationship with each student to build a positive and interdependent community. Advisory is the heart of Big Picture Learning as it is where students are able to focus on being able to connect their interests to the 'real world'. Advisory is also where we hope students find a sense of belonging and the ability to take ownership of their own learning. Creating a high-functioning school is a joint effort with all support staff, the Internship Coordinator, and the Principal supporting Advisors to create the following conditions in each of their advisories:

Student Interests Drive Instruction
- Students and advisors share leadership and students make decisions about how they spend time in advisory.
- Learning plans, project work, and assessments reflect the unique interests, vision, and goals of each student.
- The advisory is structured in a way that is planned, purposeful, and flexible to students' interests.
- Advisors and students seek opportunities to reflect upon and demonstrate growth in non-cognitive competencies.
- Advisor frequently connects students and families to inside and outside school resources.
- Student post-high school interests feel obtainable and prioritized; both by student and advisor.
- Student outcomes and engagement levels are not predictable by race, gender, sexuality, IEP status, family income, or other factors beyond a student's control

High-Quality Relationships
- Students and advisors seem curious about each other's interests and work, laugh together, trust and enjoy each other.
- Students feel known by each other and the advisor and the advisor feels known by students and other staff.
- Advisors and students model vulnerability, emotional risk-taking, and humility.
- Advisors and students engage in meaningful conversations including and extending beyond school work.
- The advisor and advisory respond to conflict authentically and personally.
- The advisor utilizes a range of restorative practices to both proactively and responsively build a loving community.
- The advisory feels as if it has its own culture which both complements and differentiates itself from the school at large and students are proud of their advisory.
- Students and advisors celebrate each other, nurture each other's interests and identities, and seek support from each other.
- Advisor personally communicates with each family and mentor at least twice a month.

Advisors and Advisory cont.....

Coherent School Design and Implementation
- The advisor prioritizes and structures regular 1:1's with each student to support interest-driven learning.
- The advisor successfully manages systems to track student experiences in and outside of school.
- The advisor facilitates interest-driven experiences at internship sites through skillful set-up meetings, regular site visits, and by ensuring student learning plans and interests are known to the mentor and central to the internship experience.
- The principal, internship coordinator, and other staff support the work of the advisor and interest-driven instruction.
- Regular school-wide gatherings support and celebrate the work of students, advisors, and advisories.
- Students, staff, and families have a shared understanding of the vision and purpose of advisory.
- The advisory serves as a hub for student experiences and the advisor helps support and coordinate the LTI process, projects/work, and other learning experiences according to the interests of the student.

Supportive Community of Practitioners
- Advisors and students growing as practitioners in and outside of the school.
- Strengthening the community by embracing the indigenous concept of interdependence.
- The principal supports professional practice and is aware of each advisor's growth as a practitioner.
- Advisors support student practice and are aware of each student's growth as a practitioner.
- Advisors, students, and other staff solicit and utilize feedback about their practice from colleagues, students, families, and mentors.
- The principal ensures advisory practice and student outcomes are regularly monitored, measured, and collectively used as a source of improvement and growth.
- The culture of adult learning parallels student learning, models advisory, and is driven by staff learning plans.
- The advisors view the principal as an advisor to the advisors.
- Professional development models good instruction and benefits from structures such as reflective journaling, circles, learning plans, pick-me-ups, and interest-driven projects.
- Advisors and students regularly self-assess and reflect on their growth as practitioners.
- Advisors honor and value their own and each other's personal health and well-being.
- Advisors benefit from and to the network of Big Picture Schools and pursue learning opportunities outside of Big Picture.

Safety and Expectations

We are a community-centered institution. We do not engage in lateral violence and we strive to uplift our community. Staff and Students all agree to act with integrity and respect, meaning that we keep each other's best interest at heart, and keep each other in our mind. We find ways to encourage each other each and every day to strengthen the community.

The responsibility to create a safe and supportive learning environment requires a commitment from EVERYONE to do the following:

- Be encouraging, kind, and respectful to one another.
- Hold a growth mindset.
- Stay focused on learning and engage in the work, we are here to grow and learn.
- Attend school or related learning at least 80% of the time.
- To be honest with one another and yourself.
- Use cell phones at appropriate times and in appropriate ways.
- To keep the school free of drugs, violence, harassment, intimidation, and bullying.
- To be where you are supposed to be, at the time you are supposed to be there.
- Keep out of Off-Limit areas and support safety protocols. Be where you are supposed to be:
  - Students are to be where they are supposed to be staying out of the parking lot, hanging out in bathrooms longer than for the intended purpose, being in the wrong classroom or learning space: including internships and job shadows.

It also means that we have a responsibility to NOT:

- Use drugs, alcohol, vape products, or tobacco at school. Anywhere or anytime on school property.
- Leave campus or the building without prior approval
- Threaten anyone's safety including
  - Assault, fighting, bullying, name-calling, shaming, etc.
  - Bring unsafe items.
  - Be in an inappropriate place at an inappropriate time.

Honor, Respect, Legacy

Honor: Valuing every member of our community including yourself.
Respect: Showing kindness and upholding safety for ourselves and others.
Legacy: Building bright futures to ensure 7 generations of success, engaging in learning, for yourself, and the community.

Tulalip Heritage High School
2704 27th Avenue NE Tulalip, WA 98271

<u>Honor, Respect, Legacy</u>

Honor: Valuing every member of our community including yourself.
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Legacy: Building bright futures to ensure 7 generations of success, engaging in learning, for yourself, and the community.

Date:

Student Name: **{LOCATED IN FINAL FORMS}**

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  - Assault, fighting, bullying, name-calling, shaming, etc.
  - Bring unsafe items.
  - Be in an inappropriate place at an inappropriate time.

I hereby agree to fully engage in Tulalip Heritage High School. I realize that this is a choice school, and my choices have led me to this option. In order to keep this option I need to strive to be my personal best which means that I need to show up, act in a good way, and uphold the Safety and Expectations of this sacred learning space and community. As a student at Tulalip Heritage, I understand I am a part of a strong community that thrives and grows when we are positively together. I realize that I may lose my ability to choose this learning environment if I do not uphold its values.

Student Signature: **{LOCATED IN FINAL FORMS}**

Parent Signature: **{LOCATED IN FINAL FORMS}**

Wellness

Working from a model that upholds the Tulalip Values and is working at Quil Ceda Elementary, Tulalip Heritage High School will be centering wellness into everyday life working to ensure every student is balanced and resilient.

Tulalip Heritage High School - Student Wellness Review

Goal: All students will develop the personal skills and dispositions of wellness, responsibility, cultural awareness, self-direction, ethical character and good citizenship in an environment that is caring and safe as evidenced by increased attendance rates, declining suspensions and expulsions, and improved wellness indicators. At THHS, students learn with peers in their Advisory, Workshops, at lunch, and in the field when they demonstrate respectful, polite, and productive behavior; those who require additional support will be provided with structures that align to these areas.

Resiliency Framework
Emotional Health: Managing stress level; getting sleep and asking a counselor for help when needed; self-acceptance, self-esteem, resilience, and the ability to manage strong emotions: *identifying, expressing, regulating and coping with positive and negative emotions*
Intellectual (Mental) Health: Staying curious and engaged in new things; knowing how to use the mind to think through situations productively and logically; able to apply knowledge to real-world situations
Physical Health: Moving the body; eating well-balanced meals, medical & dental care. Understanding the body; knowing when it is rested, satiated, fully hydrated; physical the body feels well and imbalance
Spiritual Health: Understanding of beliefs, values, & ethics that help guide our lives; belief in ourselves and in others and how this affects our relationships; connections to family, culture, & natural world; knows how we ground ourselves

THHS Wellness Review Cycle

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Seeking Restoration

If a student is unable to meet expectations, the following steps may be taken to ensure a safe and productive learning environment. Our goal is always to repair harm and/or disruption to the community. We will set clear and consistent boundaries to ensure predictability and consistency. This may mean having a conference with students, staff, and families to ensure Tulalip Heritage High School can be a productive learning environment.

Other corrective measures:

If Honor, Respect, and Legacy are not being consistently displayed the following actions may be taken to ensure corrective measures:

- Conversation with Administration
- Conference with family. The meeting may include:
  - Administration
  - Advisor
  - Counseling supports
- Restorative actions, including:
  - Conference with impacted
  - Community service
- Short-Term Suspension
- Long-Term Suspension
- Expulsion
- Removal from Tulalip Heritage High School

This is not a sequential or exhaustive list. The appropriate action will follow the Marysville School District Policy and Procedures on Discipline.

Level Up Criteria

In addition to the 6 competencies, students will do a series of tasks called, "Level-up" requirements. Although all students legally promote in the system, Big Picture Learning students will need to complete level-up requirements to move along the continuum. All students will complete the level-up requirements, which may need additional summer work.

All learning and work will be along a continuum:

101 - 9th Grade

- Learning Plan and evidence of learning plan reflection and update after each exhibition (Total of 5- Including their Summer Learning Plan)
- 1-2 Learning Through Interest/Internship - Projects (Minimum 1)
- 3 Independent or Group Projects (assessed on a specific rubric)
- Who am I - Project
- Completion of District designated interest and career survey and any related lessons for grade ban.
- Portfolio demonstrating significant improvement in all competency areas.
- Demonstrated skill at project planning and management through effective utilization of learning plan, project tools, reflection, feedback, and rubric.
- Demonstration of progress on District assessments.
- Successfully complete and engage in Workshops.
- Exhibitions - four public displays of work (One each quarter)
- No unresolved community issues, upholding the Tulalip Heritage Legacy.

201 - 10th Grade

- Learning Plan and evidence of learning plan reflection and update after each exhibition (Total of 5- Including their Summer Learning Plan)
- 1-2 Learning Through Interest/Internship - Projects (Minimum 1)
- 3 Independent or Group Projects (assessed on a specific rubric) One of which must be community focused.
- Who am I - Project.
  - Outline of _Our Legacy (Formally the Autobiography)_ Project
- Completion of District designated interest and career survey and any related lessons for grade ban.
- Portfolio demonstrating significant improvement in all competency areas.
- Demonstrated skill at project planning and management through effective utilization of learning plan, project tools, reflection, feedback, and rubric.
- Demonstration of progress on District assessments.
- Successfully complete and engage in Workshops.
- Evidence of learning plan and reflection of interest survey.
- Exhibitions - four public displays of work. (One each quarter)
- No unresolved community issues, upholding the Tulalip Heritage Legacy.

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HIGH SCHOOL

Level Up Requirements Cont.

301 - 11th Grade

- Learning Plan and evidence of learning plan reflection and update after each exhibition. (Total of 5- Including their Summer Learning Plan)
- 1-2 Learning Through Interest/Internship - Projects (Minimum 1)
- 3 Projects (assessed on a specific rubric)One of which must be community focused.
- Completion of District designated interest and career survey and any related lessons for grade ban.
- Demonstrated progress towards _Our Legacy (Formally the Autobiography)_ -100 pages due at the end of 401.
- Portfolio demonstrating significant improvement in all competency areas.
- Demonstrated skill at project planning and management through effective utilization of learning plan, project tools, reflection, feedback, and rubric.
- Demonstration of progress on District assessments.
- Successfully complete and engage in Workshops.
- Begin the Beyond High School Plan-Post High School Project.
- Evidence of learning plan and reflection each quarter.
- Exhibitions - four public displays of work (1-informal, 3 - formal each trimester)
- No unresolved community issues, upholding the Tulalip Heritage Legacy.

401 - 12th Grade

- Learning Plan and evidence of learning plan reflection and update after each exhibition (Total of 4)
- 1-2 Learning Through Interest/Internship - Projects (Minimum 1)
- 3 Projects (assessed on a specific rubric)One of which must be community focused.
- Portfolio demonstrating significant improvement in all competency areas.
- Completion of District designated interest and career survey and any related lessons for grade ban.
- Completed _Our Legacy (Formally the Autobiography)_, revised and advisor-approved 100 Pages (Seniors: 2024 - 50 pages)
- Successfully completed and engaged in Workshops.
- Demonstrated skill at project planning and management through effective utilization of learning plan, project tools, reflection, feedback, and rubric.
- Demonstration of progress on District and State Assessments.
- Completed Beyond High School Plan-Post High School Project.
- Exhibitions - three public displays of work. (One each quarter)
- Culminating Big Picture Learning Experience Presentation- Senior Thesis.
- No unresolved community issues, upholding the Tulalip Heritage Legacy.

Definitions of Level-up tasks:

- **Learning Plan:** A centering document that outlines each student's Visions, Values, and Interests. In addition, students will outline their goals for the year, and beyond, naming projects and internships that will help them to accomplish their goals. The purpose of this document is to connect who the student is, to what they can accomplish. **It is revisited after every exhibition cycle.**

- **LTI:** Learning through Interest/Internship - Students must connect with the outside community to establish an authentic learning experience in the real world. With the help from their Advisors students will work with a mentor to engage in real-world authentic learning working through the Learning through Internship cycle. The LTI should be in alignment with student Learning Plans. Students will be fully supported by their Advisor working alongside the Internship Coordinator.

- **Student Projects:** Using the 6A's rubric students will prepare three projects centered around their learning and goals. These projects should be in alignment with their learning plan.

- **Portfolio:** A collection of evidence demonstrating learning, reflection, and growth over the course of the year. At a minimum portfolios should contain weekly reflections, as well as workshops, student projects, and internship artifacts. It can be made digitally or on paper.

- **Interest Survey:** Interest and career surveys are designed to spur thought and direction for potential areas of interest there is no one size fits all survey however it does help students meet the High School and Beyond requirement from the State.

- **Who am I Project:** (Freshman and Sophomores ONLY): Who am I project is a deep dive into Personal Qualities. Students begin to explore who they are, what's important to them, what motivates them, and how to set goals and pursue interests.

- **Our Legacy:** This is a story of students' lives. What makes them who they are, and why do they want to pursue what they do? Our pasts are insights into our futures.

- **Workshops:** these are opportunities within non-internship days to extend and deepen learning. Students receive credit for learning the materials learned in these spaces.

Workshops

Workshops are an opportunity to engage in focused work around each student's interests.

Workshops provide:
- Support each student and their learning plan
- Align with Advisory
- Include Student Voice, Choice, and Interest
- Extend learning opportunities such as language: Lushootseed, Native Art, Art, and various explorations.
- Support base-level skills needed for graduation and successful engagement in the world after high school, such as literacy and math.
- Fun and engaging lessons
- Build community
- Opportunities for student ownership of learning.
- Alignment and support to each of the 6 competency frames.

Internships

One of the most impactful parts of the Big Picture Learning model is the student Internships. These are opportunities for students to work with a mentor in the field of their interest. Students learning in real-world settings outside of the classroom walls leads to a deepening of student learning, increased engagement, and adds relevance to their education. All mentors are required to complete paperwork to ensure that our students are in a safe learning space. Students are required to engage in an internship project while in their internship so that they directly give back to the organization they are serving. Internships will typically be on Tuesdays and Thursdays.

Student attendance is also taken during this time. Using the IMBlaze app, both students and mentors log into the system to indicate students' attendance at their internship site. The app can be accessed in both the Apple App Store and Google Play. In addition to attendance, students should use the app to reflect on the day of their internship.

Advisors will be visiting internships at a minimum one time per month as part of the regular assessment for learning.

FINALFORMS™

All students will use final forms to ensure proper documentation is secured for each student. This includes the forms for the expectation agreement (indicated above), leaving to learn (similar to a field trip), job shadow days, and internships. This is the same system used for athletic paperwork. Safety is our top priority and using this system ensures that each student has the important documentation completed, including family consent to engage in programming. If you would like any additional information about this system or need assistance in navigating the system please reach out to the front office.
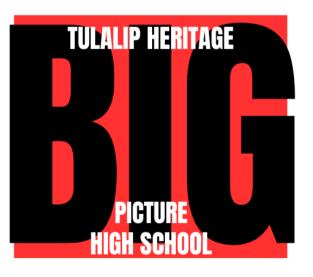
Transcripts

Transcripts in a Big Picture School look different than that of traditional models. **Grades will be issued for Advisory and Workshops to communicate progress and engagement on an A - F scale; those grades will not directly transfer onto a traditional transcript however, the progress made in workshops will. Students must pass workshops in order to receive credit on their transcript.**

Over time, a student who engages in learning at Tulalip Heritage High School will have a transcript that will serve as a comprehensive record of student accomplishment over time across the 6 competencies. Students work in Internships, Advisory, Workshops, and the completion of projects will be recorded in the transcript aligned to the competencies and then aligned to the College Acquisition Distribution Requirements (CADR).

Students who desire to attend college will still be able to use their transcripts to pursue their degree/s. The CADR system will indicate how student work aligns with college admission requirements. Big Picture Learning transcripts meet the requirements of college entry.

If you would like to see a sample of the Transcript or have additional questions please contact the front office.

Hawks Athletics

THHS also provides several athletic options for students; any sport not offered at THHS can be accessed through our larger High Schools in the MSD. Students who participate in athletics must abide by our and the MSD Athletic Code of Conduct.

Tulalip Heritage Athletic Code: 2023-2024

At Tulalip Heritage, we believe that athletics is a powerful learning experience and that our students representing our school on and off the court should be upstanding members of our direct and indirect community.

Student-Athletes at Tulalip Heritage will be in good standing in their Advisory, Workshops, and Internships. Students will be expected to have good attendance in all areas of Big Picture Learning, including student internships. In addition, all student-athletes must abide by the Marysville School District Athletic Code of Conduct - electronically signed in final forms.

- Making adequate progress towards leveling up/graduation.
  - On track with Advisory
  - On track with Workshops
  - Failure to meet requirements will result in the athlete being ineligible for a week. Eligibility will continue once adequate progress is demonstrated.
- Are in good standing with their field mentor in their internships.
- Attendance reports will be run every day. Attendance means that you are in the learning space you are supposed to be in for the entirety of the time that you are supposed to be there.
  - *Students are expected to be in attendance for the entire day, only excused absences will be for medical appointments-proof of appointment is required.*
- Athletes will not use tobacco, alcohol, vape, or nicotine products; Alcohol; Marijuana; or other illicit drugs during the season.
- Students will be in good standing with their behavior in the classroom, on the court or field, at lunch, during school hours, after school hours, and at any school function. Discipline infractions may result in loss of practice time and/or playing time.
- Students are expected to attend all practices unless specific arrangements are made with the head coach.
- All students are expected to show respect to staff, community, and other students.

Violation of these expectations will result in disciplinary action ranging from loss of practice time, ineligibility, loss of playing time, or removal from the team. We aim for every student to find their full potential and live out their dreams and aspirations in the athletic event they are participating in. The above language supports the Marysville School District's Athletic Code of Conduct modified to align with THHS's Big Picture Learning Model.

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Tulalip Heritage
Home of the Hawks

BELL SCHEDULE

8:00 – 8:20		Circle
8:25 – 9:30		Advisory
9:35 - 10:40		Workshop 1
10:45 - 11:50		Workshop 2
11:55 - 12:25		Lunch
12:30 - 1:35		Workshop 3
1:40 - 2:45		Workshop 4

2023 - 2024 School Year Calendar

2023

MON	TUE	WED	THUR	FRI
JULY				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
AUGUST				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31*	
SEPTEMBER				
				1**
4	5	6***	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
OCTOBER				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
NOVEMBER				
	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
DECEMBER				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

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2024

MON	TUE	WED	THUR	FRI
JANUARY				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
FEBRUARY				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	
MARCH				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
APRIL				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
MAY				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
JUNE				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

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Exceptions to regular school days:

Aug 28	Non-Instructional Workday (No School for Students)
Aug 29	Non-Instructional Workday (No School for Students)
Aug 30	Non-Instructional Workday (No School for Students)
Aug 31*	**First Day of School for grades 1 - 5, 6 and 9 only**
Sept 1**	**All Grades EXCEPT PRE AND KINDERGARTEN Attend**
Sep 4	Labor Day - No School
Sep 6**	**First Day of Kindergarten and Full-Day Preschool**
Oct 13	No School - State Professional Development Day
Oct 30 - Nov 2	Elementary Fall Conferences
Nov 1 & 2	Middle and High School Fall Conferences
Nov 3	All grades follow Conference/Grading Schedule
Nov 10	Veterans Day (observed) - No School
Nov 22	Student/Employee Early Release
Nov 23-24	**Thanksgiving Break**
Dec 15	Student/Employee Early Release
Dec 18 - Jan 1	**Winter Break**
Jan 15	Martin Luther King Jr. Day - No School
Jan 24 - 26	Grading and Finals: Conference/Grading Schedule
Jan 26	End of Semester: Conference/Grading Schedule
Jan 29	Non-Instructional Workday (No School for Students)
Feb 16	No School - President's Day Weekend
Feb 19	President's Day - No School
Mar 25 - 28	Elementary Spring Conferences
Mar 29	All grades follow Conference/Grading Schedule
April 1-5	**Spring Break**
May 24	Potential Inclement Weather Make-up Day
May 27	Memorial Day - No School
June 12 - 13	Grading and Finals: Conference/Grading Schedule
Jun 14	**Last Day of School - 2.5 Hour Day/Early Release**
Jun 17, 18, 20	Potential Inclement Weather Make-up Days
Jun 19	Juneteenth - No School (if weather make-up days needed)

Bell Schedule (School start and end times for regular school days, half-day Fridays, and conference/grading early release days):
Click HERE to view (online).

⬛	Schools Closed
⬜ (gray)	Non-instructional Work Day (No Students)
🟦	Early Dismissal Conference/Grading Schedule
🟧	Inclement Weather Make Up Days
🟩	Early Release Fridays

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Key Dates and Details

THHS will be on a trimester system aligned to key breaks:
- Trimester 1: August 31st - December 15th
- Trimester 2: January 2nd - March 29th
- Trimester 3: April 8th - June 14th

Exhibitions:
- 1st informal (Fall Stud.-led conferences): Nov 1 & 2
- 1st Formal: December 4th - December 8th
- 2nd Formal: March 18th - 21st
- 3rd Formal: June 3rd - June 6th

Senior Deadline for all level-up criteria: **Students who do not meet these deadlines will not be permitted to participate in the graduation ceremony.**
- May 31st: all materials except for the final exhibition
- June 6th: Students who do not complete their final exhibition will not walk in Graduation.

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