

U 2826140082

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s)

* Other (Specify):

* 3. Date Received:

Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Bend International School

* b. Employer/Taxpayer Identification Number (EIN/TIN):

93-1331681

* c. Organizational DUNS:

0793231880000

d. Address:

* Street1:

19238 Baker Road

Street2:

* City:

Bend

County/Parish:

* State:

OR: Oregon

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

97702-2523

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Meara

Middle Name:

Dayal

* Last Name:

Rupp

Suffix:

Title:

Director

Organizational Affiliation:

* Telephone Number:

541-389-5708

Fax Number:

* Email:

amigos.school.ed@gmail.com

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

01: Nonprofit with 501(c)3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-052714-001

* Title:

Office of Innovation and Improvement (OII): Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

88-282B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Implementation of a K-8 public charter school promoting diversity and equity and increasing academic achievement for students of high poverty backgrounds, ELL, minority, and special needs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="249,900.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="249,900.00"/>

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

- Yes
- No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: *Meara Dayal Rupp* * Date Signed:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Meera	Dayal	Rupp	

Address:

Street1:	19238 Baker Road
Street2:	
City:	Bend
County:	
State:	OR: Oregon
Zip Code:	97702-2523
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
541-369-5700	

Email Address:

smigcs.school.ed@gmail.com

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

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No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

BIS SF 424 Exempt Research Narrative.docx

Add Attachment

Delete Attachment

View Attachment

BIS SF 424 Exempt Research Narrative

Bend International School is a public charter school developed for the purposes of education, not research. However, to meet our program goals and those of the Charter Schools Program, the evaluation and improvement cycle must be in place through the collection of relevant data. We do not anticipate taking part in any research that is not included in the list of exemptions. All research activities fall under exemption #1, "Research conducted in established or commonly accepted educational settings, involving normal educational practices."

Our teachers and director will use student work and assessment data to conduct our own internal research with the aim of improving instruction and educational outcomes. Individual student identity and data will be kept confidential within the school, and only used by staff to assess and improve educational program. School wide results of student assessment will be available to the public.

Research data will be shared with our LEA for annual reporting information, and with the Oregon Department of Education for reporting on the Oregon State Report Card School Accountability System. Results will also be shared with the Charter Schools Program in our annual report. Data will be collected on assessment, attendance, school climate and student engagement. Data will be analyzed to improve instruction and ultimately share successes and practices with other schools across the Nation.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Bend International School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	91,000.00	63,000.00	63,000.00			217,000.00
2. Fringe Benefits						
3. Travel	2,600.00	2,600.00	2,600.00			7,800.00
4. Equipment	95,250.00	44,500.00	8,250.00			148,000.00
5. Supplies	28,650.00	33,500.00	18,500.00			80,650.00
6. Contractual	17,000.00	16,000.00	33,000.00			66,000.00
7. Construction			10,000.00			10,000.00
8. Other	11,700.00	8,460.00	7,460.00			27,620.00
9. Total Direct Costs (lines 1-8)	241,200.00	168,060.00	142,810.00			552,070.00
10. Indirect Costs*						
11. Training Stipends	6,700.00	22,000.00	28,000.00			56,700.00
12. Total Costs (lines 9-11)	249,900.00	190,060.00	170,810.00			610,770.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Bend International School	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

Budget Narrative

Bend International School requests funds through the Federal Charter Schools Program and Planning Grant for the exact purposes the grant program has been designed: to help with the initial start-up fees including planning, design, and implementation of high quality charter schools to benefit all students, especially disadvantaged students. Our budget reflects the values of the Charter Schools Program, as well as the Core Values and Mission Statement of Bend International School. Main highlights of these include promoting diversity and equity in education through equal access to innovative, high quality educational programs.

As the reader will see, the amount of grant funding requested decreases per year, as the school becomes operational and more established. When the grant funds are completed, BIS will be fully functional on our operational budget through state and local funds based on per pupil funding. Private funding is being secured to support our Sister Schools Project through the Milagro Foundation, LLC. They are a strong supporter of bilingual education, international understanding, and promoting educational equity.

Year 1- 2014-2015: Pre-operational Phase

Year one funds are primarily for school set up purposes, especially acquiring equipment, including furniture, computers, tables, desks, and everything necessary for the day to day functioning of the charter school. The detailed yearly budget narrative is summarized below.

Personnel	
<u>Amount</u>	<u>Description</u>
\$45,000	Director salary for 12-month contract. The director will be primary person in charge of program development, facility set-up, community outreach, board development, and hiring and professional development for staff.
\$16,000	Curriculum Coordinator Salary: This position is vital in the development of our innovative and integrated curricular approach. This is a temporary position necessary for the development of our curricular program, aligning our program model with the high academic standards BIS has selected: BIS Academic Standards, CCSS, and NGSS. The Curriculum Coordinator will facilitate the development of multi-disciplinary units and instructional materials with all teachers using our unit planner designed by Director Meera Rupp, adapted from the work of Heidi Jacobs and Grant Wiggins the author of <u>Understanding by Design</u> .
\$30,000	Full-time August salaries for Business/Office manager and 9 teachers for classroom and school set-up, curriculum training, and professional development.
\$91,000	Total for Personnel

Travel	
\$1600	Travel to annual project directors' conference for one person (director)
\$200	Travel to Portland for consulting with International Schools and

	Evaluation Center at Portland University
\$800	Miscellaneous travel for professional development and curricular planning
\$2,600	Total for Travel

Equipment	
Classroom	
\$3,000	Cabinets and shelves for all classrooms, workroom, and office spaces
\$4,500	5 tables per class for 9 classes/ \$100 each
\$8,000	200 chairs/ \$40 per chair
\$1,800	12 teacher desks at \$150 each
\$22,000	10 Smartboards (Interactive whiteboards) and Elmo document cameras/ 1 per classroom and 1 for multi-purpose room
Technology	
\$24,000	Handheld devices for classroom use \$300 each (Ipads) 20 for K and 1 st grade to share; 20 for 2 nd and 3 rd grades to share 20 for 4 th grade; and 20 for 5 th grade
\$5,600	7 Classroom carts for storing, charging, transporting- \$800 each
\$15,000	25 Google Chromebooks and 1 Chromebooks cart for each class of 6 th , 7 th , and 8 th grades- Total of 75 chromebooks and 3 carts
Library	
\$800	4 tables, furniture

\$600	25 chairs at \$30 each
Gym/Multipurpose room	
\$300	Stereo/speaker system
\$100	Ipod for P.E. and whole school events
\$2,000	Gym/playground equipment
Office	
\$400	2 desks
\$250	5 chairs
\$400	4 filing cabinets
\$800	1 computer for Office Manager
\$200	1 printer
Staff Room	
\$300	1 large table
\$420	12 chairs
\$80	filing cabinet
\$800	1 copier
Lunch Room	
\$1,000	salad bar/food cart
\$2,400	lunch tables- 8 @ \$300 each
\$300	Refrigerator
\$200	water dispensers for refilling water bottles
\$95,250	Total for Equipment

Supplies/Curriculum	
Language Arts	
\$6,000	Accelerated Reader School wide reading program setup/installation
\$480	Handwriting without Tears for 4 grades - 80 books
\$9,000	Literature books for reading program K-8 (\$1,000 per class)
\$5,000	Books for library
Math	
-	Note: Math supplies will be purchased with operating funds
Social Studies	
\$900	Classroom Atlases
\$270	1 globe per class
\$500	International School Flags
\$2,000	Facing the Future Global curriculum K-8
Science	
\$4,500	NGSS Curriculum Support materials/science kits- \$500/class
\$28,650	Total for Supplies/Curriculum

Contractual	
\$5,000	Annual program evaluation by senior analyst program advisor from the Center for Research and Assessment at Education Northwest, Dr. Changhua Wang. This evaluation will serve as a basis for BIS' annual report to the CSP and will measure the program's success through the meeting of its' stated goals, using performance measures and targets.

	BIS staff will use evaluation results to modify instructional programs and techniques. This first year's evaluation cycle will focus on an analysis of school set up, teacher hiring and training, and community outreach/student composition. Once the school is operational, academic and social achievement data will be utilized to analyze the success of the program.
\$2,000	Technology set-up and support
\$5,000	Accounting services (initial set-up of payroll and bookkeeping services, preparation of tax return)
\$12,000	Total for Contractual

Other	
\$6,000	MAP Interim Assessment Program set-up, support, 3 testing times per year, with preparation of student results and staff development
\$2,700	Website development and brochures for advertising and outreach
\$2,000	PTO non-profit setup
\$1,000	Board training and development
\$11,700	Total for Other

Training Stipends	
Professional Stipends	
\$1,500	TES SEL TrainingRIB

\$1,200	ELD/ESL local training with Bend La-Pine School District
\$2,000	International Education Training (Seattle Public International Schools)
\$4,000	Additional professional development as needed including integrated teaching, project based learning, technology, and Singapore math)
\$8,700	Total for Training Stipends

\$249,900	<u>Grand Total Budget Summary of U.S. Department of Education</u> <u>Funds for Year 1</u>
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Year 2: 2015-2016: 1st year of operation

BIS is anticipating opening our school at full capacity due to the high level of need and interest in our community for Bend International Charter School. We have 65 students who have filled out "Intent to Enroll" forms, and have not even begun our advertising or outreach. Full capacity includes 195 students; K-5 at 20 students each; 6-8th grades at 25 students each. BIS Office Manager, accountant, and Director will modify budget if need be depending on student numbers. All data will be recorded and reported to local, state, and federal agencies.

Personnel	
\$20,000	Technology Support/BIS school technology system administrator
\$18,000	Additional Substitutes to support intensive professional development

\$25,000	Additional pay for August work dates for teachers and staff for curricular planning and professional development
\$ 63,000	Total for Personnel

Travel	
\$1600	Travel to annual project director's meeting for one (director)
\$200	Travel to Portland for consulting with International Schools and Evaluation Center at Portland University
\$800	Miscellaneous travel for professional development and curricular planning
\$2600	Total for Travel

Equipment	
\$20,000	Global playground- outdoor play structure and set-up that incorporates the school curricular goals such as multicultural understanding, tolerance and cooperation, and world geography.
\$10,000	Computers and printers
\$10,000	Middle School Lockers
\$2,500	Gym equipment/ fostering cooperation and trust
\$2,000	School signs
\$44,500	Total for Equipment

Supplies	
Curriculum	
\$6,000	Thinking Maps Classroom Curriculum Kits
\$1,000	TRIBES (1 book and activity set per class)
\$5,000	Spanish Immersion supplies (literature, activities, books, games, etc.)
\$3,000	Art supplies
\$3,000	Music and instruments
\$4,000	Science- Environmental sustainability supplies (recycling center, compost bin, worm composting bin)
\$5,000	Supplies for our electives program
Library	
\$3,000	Books and resources- continuing to build multicultural and gender bias and equity library materials
\$2,500	Library furniture including rug, reading couch/bean bags, and shelves
Office	
\$1,000	Office supplies such as school letterhead, envelopes, and paper
\$33,500	Total for Supplies

Contractual	
\$20,000	Annual program evaluation- Education Northwest will evaluate program according to goals analyzing data

\$3,000	Accounting services
\$16,000	Total for Contractual

Other	
\$1,500	Board training and development
\$2,000	PTO non-profit status
\$2,500	MAP Assessment
\$2,000	Advertising/Outreach
\$460	Professional memberships including: Association for Supervision and Curriculum Development (ASCD), Oregon League of Charter Schools, Oregon School Boards Association (OSBA)
\$8,460	Total for Other

Training Stipend	
Professional Development	
\$15,000	Intensive Professional Development throughout the year including: Thinking Maps Curriculum on site training, International Integrated Education training by Veronica Mansilla of Project Zero, Harvard University, Write to Read Literacy Approach Training by Darla Wood Walters, Ed.D, Singapore Math, ELD training, and training for academic success with at-risk students
Additional stipends for teachers	

\$4,000	Leadership and extra duties. Teachers who take on extra responsibilities will be compensated for their time and effort. This includes the before and afterschool tutoring program
\$3,000	Summer support for disadvantaged and struggling students
\$22,000	Total for Training Stipends

\$190,060	<u>Grand Total Budget Summary of U.S. Department of Education</u> <u>Funds for Year 2</u>
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Year 3: 2016-2017: 2nd Year of Operation

BIS anticipates to be operating at full capacity with 195 students for our second year of operation. Year 3's budget relies more on state funding to support curriculum and program goals. Grant funds will be used for final implementation and evaluation of our charter school, helping us to reach our goals and support the Charter School Program's mission of promoting successful charter schools across the nation and sharing practices. BIS plans to apply for the Charter Schools dissemination grant after at least 3 years of successful operation, and partner with CSP to promote these lofty goals.

Personnel	
\$20,000	Technology support/ School wide system support for technological set-up and maintenance issues that may come up. Tech support paid on hourly wage of \$30/hr.
\$18,000	Additional substitutes to fully train teachers in curriculum and teaching

	methodologies.
\$25,000	Additional pay for teachers and staff for extra work days in August
\$63,000	Total for Personnel

Travel	
\$1,600	Annual CSP Project Director's meeting for one
\$1,000	Travel to Portland, Seattle, and other International Schools for professional development and curricular planning
\$2,600	Total for Travel

Equipment	
\$4,000	Technology (digital camera, laptop for whole school use/field studies, printer)
\$2,000	Laminator
\$750	School Flag (created and designed by students and staff)
\$1,500	Gym/P.E. equipment
\$8,250	Total for Equipment

Supplies	
Curriculum	
\$3,000	Social Studies K-8 World Map Project (Peace Corps)
\$2,000	Thinking Maps extension curriculum
\$500	Spanish Immersion teaching supplies

\$500	Art supplies, including clay
\$1,000	Music supplies, including instruments, music, and curriculum
\$2,500	Science/Outdoor education supplies including tools, material, soil, plants, seeds
Office and Classroom	
\$2,000	Miscellaneous office supplies
\$3,000	Miscellaneous classroom supplies
Library	
\$3,000	International education books and resources
\$1,000	Library equipment and shelves
\$18,500	Total for Supplies

Contractual	
\$20,000	Annual project evaluation by Education Northwest
\$10,000	Consulting fee for curriculum/program development
\$3,000	Accounting Services
\$33,000	Total for Contractual

Construction	
\$10,000	Maintenance and repairs of facility

Other	
\$1,500	Board training and development

\$2,500	MAP Assessment and professional development
\$460	Professional memberships to organizations (ASCD, OR League of Charter Schools, OSBA)
\$2,000	Advertising/Community Outreach to attract diverse populations
\$1,000	Miscellaneous supplies including letterhead, envelopes, and postage
\$7,460	Total for Other

Training Stipends	
Professional Development	
\$20,000	Advanced mastery-level professional development for staff on all curricular programs and instructional strategies
\$1,000	Staff Retreat/Team building and planning
Additional Stipends for Teachers	
\$ 4,000	Leadership and extra duties and responsibilities for teachers
\$ 3,000	Summer support for disadvantaged/struggling students
\$27,000	Total for Training Stipends

\$169,810	<u>Grand Total Budget Summary of U.S. Department of Education</u> <u>Funds for Year 3</u>
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<u>Yearly Breakdown of U.S Department of Education CSP Grant Funds</u>	
Year 1	\$249,900
Year 2	\$190,060
Year 3	\$169,810

Grand Total of Requested Funds for 3 Years of Grant Funding: \$610,770.00

BIS GEPA Statement

Anticipated Barriers:

BIS anticipated that our target population of low socio-economic, ELL, minority, and special education students would have difficulty accessing information about the school because of limited English proficiency, lack of knowledge about school choice, and general division among our community between the higher and lower socio-economic groups. To address this barrier we are taking a number of steps: Providing our registration materials and information in Spanish, holding community meetings in Spanish and English and in neighborhoods where this population resides, partnering and outreach with community organizations who serve this population, and distributing flyers in locations where they visit often.

Another barrier we anticipate is the reluctance of some families of high socio-economic status to attend a school in a more diverse area. To address this barrier we are holding community meetings with open communication about our program and its goals, and the reasons why it is beneficial to have a diverse student population. We are using the strength of our research based program and curriculum to attract families of all backgrounds to our school. Our program will help students be prepared for success in our 21st century global economy by learning to work with students of all economic and ability levels, languages, and backgrounds. This information will be explained to prospective families.

Project Abstract: Bend International School
Contact: Meera Dayal Rupp, Director
amigos.school.ed@gmail.com / 541-389-5708
19238 Baker Road/ Bend, OR 97702

Bend International School is a K-8 charter school with the mission of empowering students with an exceptional 21st century education through integrated teaching with a global focus. Our target population is 50% low-economic/50% mainstream, with a large portion being minority, ELL, and Special education students.

One of the goals of Bend International School is to unite a divided community by providing equal access to innovative educational programs. The majority of magnet and alternative educational options exist on the west side of our community, while the lower socio-economic, minority, ELL and higher need students mostly reside on the east side of town. Due to excessive long wait lists and magnet zones, most east side students are not able to attend these smaller "choice" schools. Bend International School will be placed on the east side of town, attracting and serving the needs of this population. The Bend community has expressed this need (Bend Community Survey Results), and we look forward to partnering with the District to serve all students with their mission of "educating thriving citizens for global success."

Bend International School holds the ambitious goal of improving achievement and increasing high school graduation and college enrollment rates for students from high poverty and diverse backgrounds. Expected outcomes of the program include: increased levels of academic achievement for all students, increased high school graduation and college enrollment rates for low socio-economic / ELL/ minority and special education students, and a decrease in the equity gap of educational opportunities and achievement in our community. We also expect to see an increase in global competence and language proficiency (both Spanish and English) for all students, preparing them with the skills they need for 21st century success.

Bend International School is honored to participate in the contribution of research and sharing of educational practices with the U.S. Department of Education in order to strengthen the Charter Schools Model across the Nation. Our well developed, research based strong theory provides a framework for replication in other schools. The relevant outcome of the Bend International School's curricular model and program promotes academic success for diverse students of all levels and abilities.

This project meets the purpose of the Charter Schools Project by:

1. Increasing the number of high quality charter schools across the Nation
2. Increasing academic achievement, especially of students of low socio-economic status
3. Promoting diversity in the student population of charter schools

It is the goal of Bend International School to meet and exceed the priorities of the Charter Schools' Program, while also fulfilling the goals of the U.S. Department of Education's International Strategy by promoting global competence, 21st century skills, and international education and understanding for all students. Charter Schools have recently been criticized for not serving the needs of diverse learners at the same rate that public schools do. Bend International School has a commitment and passion to achieve a balanced student and staff population, reaching out to diverse groups within our community, and promoting academic excellence for all students.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973; as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Director
APPLICANT ORGANIZATION Sand International School	DATE SUBMITTED 07-05-14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Send International School	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE :	
Prefix:	* First Name: Maura
Middle Name:	Boyal
* Last Name: Rupp	Suffix:
* Title: Director	
* SIGNATURE: <i>Maura Boyal Rupp</i>	* DATE: 07-05-14

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. introductory application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="United States Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.222"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
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10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: 

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Bend International School Project Narrative

Absolute Priority: Bend International School (BIS) meets the Charter School Program's priority of improving achievement and high school graduation rates in high-poverty schools, as we will have at least 50% of our student population eligible for free or reduced price lunches. The following strategies will guarantee the successful attainment of our target population.

Location: Bend is Central Oregon's largest city and 5th largest metropolitan area in Oregon. Bend is well-known for its golf courses and secondary vacation homes, but it is also known for its clear division of "haves" and "have-nots." For many low-income people residing there, this city is literally "poverty with a view." BIS will be purposely located on the east side of Bend, where there is a higher percentage of low-income and minority families. The average number of students eligible for the free and reduced price meals in east side schools is 70%, compared to 34% in west side schools. Averages of the number of ELL learners are 3% in schools located on the west side, and 12% in east side schools (District Snapshot, Bend - La-Pine School District, 2013). Currently most of the magnet and choice school options are also located on the west side. By locating our innovative school on the east side of town, we will tackle head on educational issues of disadvantaged students by attracting students from poor neighborhoods as well as students from other areas of the District to create a diverse student population.

School's Purpose: Bend International School's success in accomplishing its mission is dependent upon the creation of a diverse student population in terms of factors such as income levels, learning ability, race, gender, and cultural and language backgrounds. Almost all international schools in Oregon are private schools, and only accessible to those who can afford the tuition. BIS, as the first charter school of this kind in Oregon will serve all families in our District, especially the disadvantaged students who have greater needs. BIS will change the lives

of its students by giving them the resources and tools to set their goals, and the skills and knowledge of how best to attain them.

Recruitment Efforts: BIS will target students from diverse pockets of our community. We have held, and will continue to hold, informational meetings at both community centers and informal gathering points located on the east side of Bend. We will provide materials and schedule meetings in Spanish, so language factors will not be a barrier to accessing our program. BIS has board members who are Latino and fluent in Spanish to facilitate conversations with prospective families. Flyers will also be distributed to businesses and locations frequently visited by low-income families.

Community Outreach: BIS has created partnerships with several local non-profit organizations to reach out to our target student population. These local non-profits include: 1) Healthy Start - a community organization promoting wellness for low-income families, 2) Latino Community Association — provides empowerment services to Latinos, 3) Together for Children — provides parenting services to low-income families, and 4) Bend's Community Center— provides food, clothing and outdoor survival equipment for the homeless community.

Enrollment to Date: BIS is in the planning phase of school development, with a targeted opening of Fall 2015. We plan to acquire funding, then the facility, and begin outreach during the academic year of 2014-15. Despite being at such an early state in our development, there is huge support in the community for our program. Sixty-five students have already completed their Intent to Enroll forms and 57% of them fall in the category of low-income, minority, and/or ELL. We anticipate with great confidence that the number of our target students will grow significantly when we announce our specific school location on the east side of the city and start our formal outreach strategies next year.

Competitive Preference Priority 1: Improving Achievement and High School Graduation Rates

Bend International School will accelerate learning and help improve high school graduation and college enrollment rates for students with disabilities by offering an innovative and inclusive environment. This learning environment promotes optimal levels of student engagement, leading to higher levels of academic achievement and progress on Individual Education Plan goals. In “What Works: Effective Teaching Strategies for Students with Disabilities” (<http://nichcy.org/what-works-effective-teaching-strategies-for-students-with-disabilities>), the National Dissemination Center for Children with Disabilities listed a number of strategies found to be effective for this group of students. In providing instruction for our students with disabilities, BIS will incorporate research-based practices such as classroom learning strategies (e.g., study skills instruction, note-taking strategies), peer mediation, and explicit instruction. As early as 1990, Hocutt found that “students with disabilities in schools utilizing cooperative project-based learning techniques had significantly higher achievement with regard to reading vocabulary and comprehension” (Hocutt, 1990).

Our individualized and innovative curriculum will especially appeal to students who have not been successful in the traditional public school setting. A large portion of those who are not successful are students with disabilities and English Language Learners (National Center for Educational Statistics, 2013). Oregon has the 4th highest high school dropout rate and the 2nd highest teen suicide rate in the nation, with only 28% of high school students obtaining a college degree. The Oregon Department of Education has identified this as a significant problem in our state and set the lofty goal of “40/40/20” meaning that 40% of high school graduates will earn a Bachelors degree (or higher), 40% will earn an Associates degree or comparable certificate, and 20% will enter the work force.” BIS will help Oregon to attain this goal in many ways. One

way will be by effectively serving students with special needs and implementing an inclusive and integrated curriculum with small class sizes, highly qualified teachers and educational assistants. BIS will establish a collaborative and supportive relationship with the Bend – La Pine School District in providing services for special education students. BIS will also offer extra supports such as before and after school tutoring with small groups for our students with special needs.

English Language Learners will benefit from our staff, all of whom will be trained in English Language Development teaching strategies and techniques. These strategies, including the well-known SIOP Model, which focuses on eight skills and techniques for working with English Language Learners, have been proven successful for all students (Center for Applied Linguistics, 2014). For example, in teaching advanced vocabulary and content, teachers will start with background information, build connections with each and every learner, access students' prior knowledge with high awareness of cultural differences and use of sensitivity in this area, and then finally use visuals, examples, and movement in the classroom. Language Immersion is our preferred method of instruction, as English speakers will also be learning the Spanish language in the afternoons. English learners will develop pride in their heritage as they reinforce and maintain their native language skills, and see its value as they serve as mentors to the Spanish learners.

Research supports the importance of native language fluency in developing English language skills (Cummins, 1981). With Oregon ELL expected to reach up to 40% of the student population in the next 10 years (National Center for Educational Statistics, 2014), it is vital to use research to develop educational programs that will work for ELL students. According to Oregon Department of Education's 2013 report, English Language Learners did not make sufficient progress nor meet benchmark standards this year (ODE announcement, 2013). BIS

will provide a rich language and culturally responsive curriculum, teachers trained in English Language Development, and an immersive language environment conducive to high levels of academic success for ELL students.

Invitational Priority: Promoting Diversity

Bend International School's goal of promoting a diverse learning community is crucial for achieving our mission and vision: "A Global model for education: A diverse community of motivated learners applying skills and core academic content, based on high academic standards for all, through multi-disciplinary projects that benefit our local and global community. Students develop strong second language skills and global competence, a mastery of subject knowledge and skills, and an unwavering strength of character which allows them to become successful citizens and pursue their dreams" (Bend International School Vision Statement, 2014). Please refer to BIS strategies under the Absolute Priority section for ways that we will promote diversity.

To help us achieve racial diversity through student admissions, recruitment, and parent education, we also have partnered with EChO (Education for Chinese Orphans), COFFEE (Central Oregon Families for Educating Ethiopians), the Japanese Club and Latino Club of Central Oregon Community College and the Diversity Center of Oregon State University-Cascades

At only 15.9% of the school district student population, Bend is a community that is underrepresented with minority populations (Bend - La-Pine School District Snapshot; 2014). This puts our students at a disadvantage in developing the intercultural 21st century skills that are necessary in the global world we live in today. It can also lend to racial isolation, stereotypes, and prejudice as evidenced in our Community Survey Results that can be found in Appendix D. Promoting diversity in our community will permeate all aspects of Bend International School's

program. Please see attached Appendix D of our Community Survey results to learn about the need for diversity and international education in Bend.

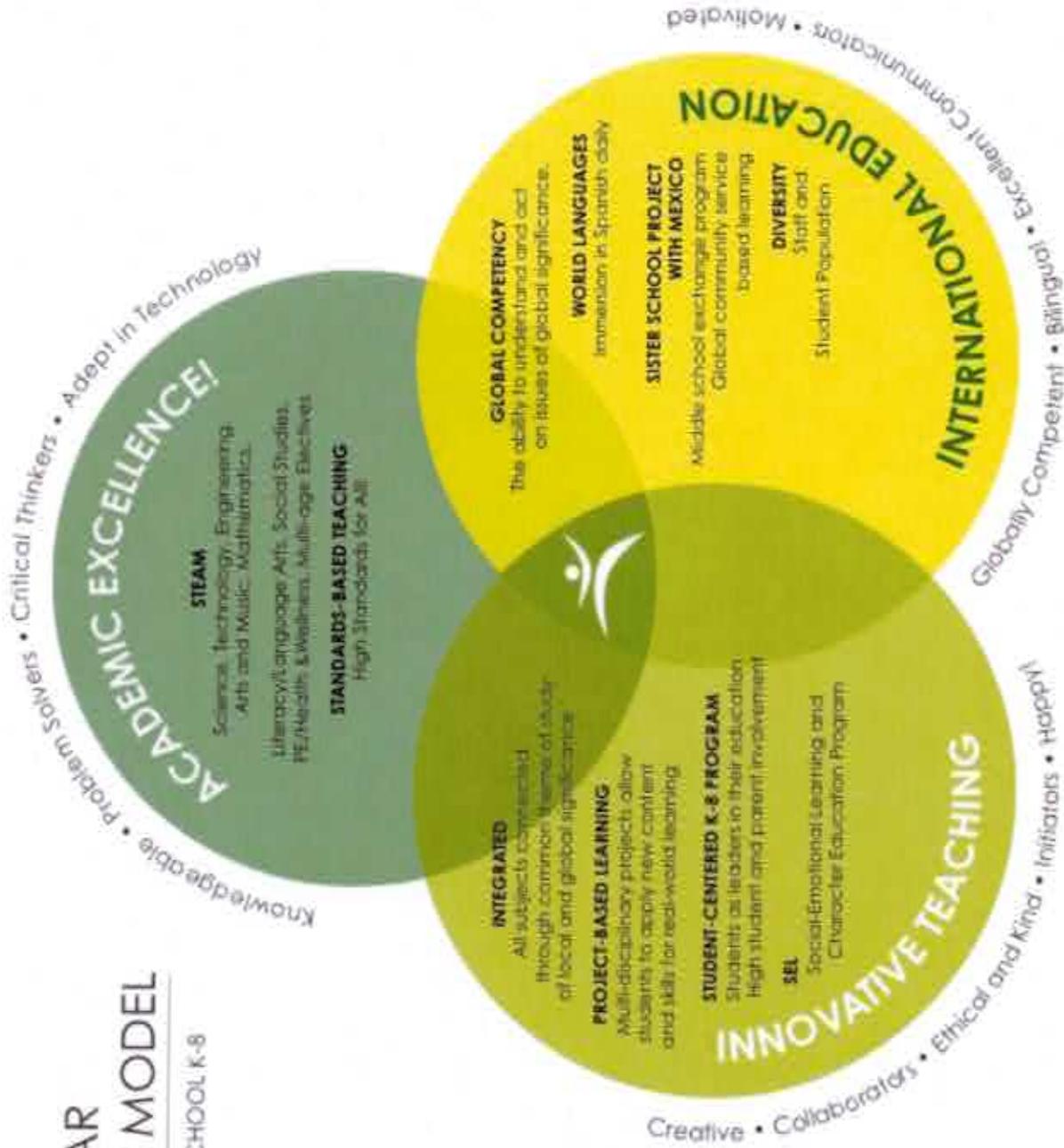
Selection Criteria

1. Quality of the proposed curriculum and instructional practices

Bend International School's curriculum will incorporate the highest standards for learning for K-8 students, including the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). We will incorporate these standards through our innovative model of integrated international education. Drawing from best practices that are supported by research in the U.S. and other countries, the diagram presented below will serve as a framework for our school design and operation. BIS will be developed and operated with three interactive themes: 1) academic excellence, 2) innovative teaching, and 3) international education. We will achieve the academic excellence by having high expectations for all students and offering quality courses via innovative teaching. International education is the spirit of our school and is the reason why we need this this charter school in the first place: we want our students to be globally competent and be able to compete anywhere in the world.

CURRICULAR PROGRAM MODEL

A PUBLIC CHARTER SCHOOL K-8



The curriculum and teaching methods BIS has selected to use are those that are internationally benchmarked and associated with the highest rates of academic achievement for all students (Asia Society, 2013). Our rigorous, relevant and engaging curriculum will inspire all students to meet these high standards. Our curriculum and subjects will be linked through themes of study, with both local and global significance. Examples of themes could include: water, food, or endangered species. These themes can be studied in depth with global implications. All subjects and standards will be integrated into these units. Teachers and students develop questions to guide their study using the Inquiry Based Method for teaching. The director will provide supervision to all teachers through meetings, joint planning and coaching sessions, and observation, ensuring the curriculum is implemented with fidelity. The Director was trained to teach using the above methods of integrated teaching and project-based learning at Northern Arizona University. She has been using these methods for over 10 years and achieved great results with all types of learners: ELL, TAG, mainstream, disengaged, disadvantaged, special education, and more. This type of teaching makes learning come alive, allows students to take ownership of the process, and challenges students to apply themselves. Please see letters of recommendation from former students and their parents included in Appendix C.

Our BIS Director recalled that two of her former 7th grade students were failing math and were being recommended for special education testing simply because they had some holes in their mathematical understandings and needed some tailored teaching. She was able to identify those holes and fill them through individualized instruction. They went on to be math tutors in high school, and one may be a math major as she moves onto college next year. Based on the Director's personal experiences as well as several research studies, ELL students are more likely to thrive in an environment where their language and culture are respected. They can also excel

academically when they are challenged to cover the same content as all students. Numerous disadvantaged students who were disengaged from the educational process and did not believe in their own academic capabilities were pleasantly surprised to find out that learning was actually fun and they could succeed. Expanding this classroom model to a K-8 consistent school wide model with sound teaching principles, curriculum, and practices will empower every student to exceed academically. The following is a brief description of the curriculum at BIS.

Language Arts:

Core academic subjects will be taught in English and related to the theme of study. The Write to Read Program, first developed in New Zealand and now headquartered in Ireland, will be used to teach reading and writing for grades K-2. This is an extremely effective approach which has gained popularity in the U.S. and abroad because it produces fluent readers and writers. (www.writetoread.ie). Children learn to read naturally through modeled whole class writing, and then writing their own stories, with teacher support and individualized instruction. Writer's Workshop will be utilized to teach students to be effective writers through the writing process. The middle school will advance their writing skills through application of the 6 + 1 Writing Traits program developed by Education Northwest (formerly Northwest Regional Education Laboratory or NWREL). This effective approach leads students to develop as writers through using rubrics to clarify and evaluate best practices and teach writing skills. The Accelerated Reader Reading Program will be available through our school library for all students. This well-acclaimed program encourages children to read books of their choice at their level by providing points for books read, and comprehension quizzes passed. BIS will embrace a balanced approach to literacy and promote a love of reading through an extensive rich selection of children's literature, including many multicultural and international resources.

Mathematics:

The Singapore Math Curriculum has been known to promote the highest levels of math achievement and understanding in the world (Asia Society, 2011). It promotes mastery and in-depth learning as well as application of math concepts and skills. The Director has taught both the 2nd and 4th grade Singapore Math Curriculum, and was extremely impressed with the organization and progression of skills, as well as the levels of comprehension and application that her students gained. Word problems will be related to the theme of study, and students will also apply their math skills during PBL(project-based learning) time, while working on their multi-disciplinary projects.

Social Studies:

BIS will combine the Oregon State Standards, Global Competence and International Standards, and our Character Education Program Standards together to form the standards for our Social Studies Program. Global competence is defined as the ability or disposition to act on issues of global significance (Mansilla, 2010). U.S. Education Secretary Arne Duncan acknowledges the importance of promoting global competence in our schools. "We must focus on integrating international perspectives into our classrooms. It is through education and exchange that we become better collaborators, competitors and compassionate neighbors in this global society" (Duncan, 2011). Beyond the four main disciplines of social studies - history, geography, economics, and civics - students will participate in collaborative projects on world issues to build international understanding. A few examples where students will gain these invaluable educational experiences through the use of technology include: Global Schoolhouse, GlobalSchool.Net, Taking It Global, and Thirteen.org. Bend International's Sister School Project with Autlan, Mexico will enrich our school and community's cultural awareness, global

competence, and Spanish language skills. Detailed information on this project is included under the “instructional methods” section of this criteria.

Science:

BIS will adopt The Next Generation Science Standards, a complete and systematic integrated set of K-8 standards for science education that are internationally benchmarked and endorsed by the National Council for Science Education. Students will learn the science concepts of the four disciplines through a variety of media (e.g. texts, digital sources, and hands-on materials), and then will participate in experiments to discover the results first hand. Science will also be integrated into the theme of study. The school will invest in science curriculum kits (aligned to standards) that have materials teachers will need to implement in class studies and experiments. Students will participate in community service based learning projects, applying science skills and concepts learned during class. Middle school will incorporate more technology into their science curriculum, and students will participate in International Science Programs such as SHOUT (originally broadcast live as part of the Shout Learning program with Microsoft Partners in Learning and TakingITGlobal and is now an International Science Research and Data Education Program for students around the world produced by the Smithsonian Institute). Students will develop their curiosity and inquiry skills as they explore how and why things work in the world. They will also develop their engineering design skills as they work to create solutions to local and global problems.

Spanish Immersion:

Fifty percent of students' academic instruction will be in Spanish. The afternoon classes including lunch period, PBL (project-based learning), electives, and special classes such as P.E., Music, and Library will be taught in Spanish. The multi-age electives program will promote student choice

and a strong school culture through heterogeneous grouping. Native speakers of English will develop their second language skills and fluency, while Spanish speakers will reap the benefits of learning in their native tongue, and maintaining their primary language and heritage. Research supports that Immersion is by far the most successful method of language teaching in the world and that students who are bilingual gain cognitive development and academic skills that allow them to perform at higher levels than monolingual students (Krashen, 1981).

Social Emotional Learning (SEL):

All BIS staff will operate with the Tribes philosophy (Cooperative learning approach) and curriculum focusing on student engagement, inclusion and promoting a strong sense of community where every learner is valued. Teaching Tolerance, the award winning educational magazine and curriculum, will be used to teach non-violent communication and conflict resolution skills. Students will learn how to solve their own problems, but not at another's expense. During these troubling times of school violence, and with Oregon having the 2nd highest suicide rate in the nation (Oregon Health Division, 2013), educators are realizing the importance of social emotional learning. Tribes schools show less discipline problems and higher student engagement and academic achievement than schools without successful SEL programs. Tribes TLC (Teaching and Learning Community) has been chosen by the Collaborative for Academic, Social and Emotional Learning (CASEL) as one of the 22 SElect Programs, which is the highest possible rating (CASEL, 2012).

Thinking Maps:

Thinking Maps is a K-8 curriculum which teaches critical thinking and organizational skills. It is used widely in Canada and Australia, and is now being used in many innovative schools in the U.S. and throughout the world. This curriculum can be applied to any subject, as it teaches

students how to interpret and organize data and information through the use of eight distinct graphic organizers. Research has shown unprecedented 70% academic achievement gains in writing, in classes who used the Thinking Maps Curriculum over a four- year span (Pomona Unified School District, 2012). We plan to implement this curriculum in our second year of operation, and will use our start-up funds from the U.S. Department of Education Charter Schools Planning Grant to support this. The curriculum blends well with our program as it is used school-wide in all subjects, therefore easy to incorporate into our integrated units of study.

Instructional practices are the methods for delivering curriculum. Listed below are the primary innovative and research based teaching methodologies BIS will incorporate:

- a) Integrated/Interdisciplinary Teaching: Integrated teaching makes learning come alive for students by generating interest, curiosity, and motivation to make a difference. Instead of teaching each discipline separately, teachers at BIS will unite subjects by a common theme of study. Each class will be studying a certain topic and integrating this topic into all of their subjects. Teachers will teach the required standards, but through meaningful units of study. Three main integrated units will be covered per year, with the middle unit being a whole school unit where all classes are studying about the same issue. This will provide room for multi-age collaboration between students, build school community, and increase teacher collaboration. The Council of Chief State School Officers (CCSSO), via their sponsored studies, recognized the effectiveness of Integrated Teaching to deliver curriculum in producing higher levels of academic achievement in students (Jacobs, 2010).
- b) Project-Based Learning (PBL): Students will participate in various projects involving multi-disciplinary studies for each unit. Within each unit of study, students will be assessed based on their performance (demonstrated skills or mastery of content learned). Each project in PBL will

have goals, outcomes and measures that are aligned with relevant academic standards. Teachers and students together will design rubrics for the evaluation of projects, based on BIS Academic Standards. Projects will serve a purpose beyond being just a class requirement and will involve real world audiences such as experts from the field, scientists, and professionals as well as parents, friends, and school community members. This allows students to present and share their work and learning. The value of PBL is immeasurable in that it provides students with mastery level real-world learning and a synthesis of 21st century skills that will enable them to be successful in their future careers (Bloom, 2010).

c) Student-centered: Student-centered classrooms involve the students as leaders in their education. In a student-centered learning environment, students are involved in creating the class guidelines, designing the curricular activities, and solving issues as they come up. It is the students who are coming up with the ideas. This technique creates high levels of student engagement, and empowers students to create the educational environment they most desire. It motivates students to strive to meet their goals and promotes creativity, leadership, and responsibility (Bloom, 2010).

d) Team planning time: Research supports that teachers who plan together, teach better. “Teach less, teach more” is a common saying in the International Schools Network meaning that teachers who spend more time collaborating with their peers and planning together are more likely to be effective in their teaching (TELL Survey results, 2014). BIS will utilize flexible scheduling to allow instructional planning time (both team and individual time) daily. Teachers will have at least 75 minutes a day for planning when students are in the electives, specials, or PBL learning blocks. Whole school staff meetings will be scheduled once a week on early

release days for school wide planning. The nature of our program requires team teaching and collaboration as we will create our units of study, designed with our students' needs in mind.

e) Learning Blocks: BIS will divide the day into "Learning Blocks" which are longer periods of instruction (typically 75-90 minutes). This allows teachers to provide students multi-disciplinary studies, project-based learning, and most important of all, deeper learning of skills and content. Less time is lost in transition between multiple short subject periods, and fragmented compartmentalized schedules. Teachers and students can focus on the theme of study and have time for direct instruction and appropriate learning activities. Differentiated instruction is only possible when teachers have time to work with individual students and small groups.

f) Global Community Service Based Learning/ Sister Schools Project: Students will be involved in real world projects that benefit their local and global community and reinforce content and skills learned in the classroom. BIS has a sister school in Autlan, Mexico, and all students and teachers will have partners in Mexico to collaborate and communicate with throughout the year. The Middle School also involves an exchange program with our sister school. To increase their cultural and language competencies, our students will spend one week in Mexico and participate with students in various service-based learning projects tied to our curricular goals and objectives. The following year, students from Autlan, Mexico will visit BIS as part of this cultural exchange. They will do homestays with our students and families and participate in service based- learning projects together with BIS students. The Director is securing private funding for this part of the project through the Milagro Foundation, LLC.

Since 1992, we have seen a 110% increase in jobs tied to international trade. This means that more than one out of every five jobs requires international skills (Source American Community Survey, 2007-2011). How are we preparing our students to meet the needs of our

ever-changing global economy? Twenty-one of the top twenty-five industrialized countries begin language instruction in elementary school. BIS plans to join this successful educational approach. Unfortunately, less than 2% of Oregon students take part in study abroad programs. Please refer to attached Global Oregon Data in Appendix D to see the current need for international education and cultural exchange.

2. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content and achievement standards

Through small classes and a teacher commitment to individual student needs, BIS will be designed to serve all students regardless of ability. Specifically, BIS will use following methods and strategies to tailor our services to ensure the academic success of educationally disadvantaged students:

- a) Before/After School Tutoring - Supports will be provided for students who are struggling or below grade level, including an after school homework club, and before and after school tutoring, as well as summer support depending on individual needs. All teachers will share the load of working with students and being involved in these out-of-school support activities, taking care of not only academic needs but also social needs of our students.
- b) Integrated Education - We will integrate the international and thematic focus in all subject areas to make learning fun and meaningful for all students. Our integrated education strategies will greatly increase disadvantaged students' access to various school learning activities that are usually not available for this group of students in regular school settings. For example, students who struggle with math will find themselves engrossed in solving a math problem to develop the design for a project; students who were adverse to reading will be engaged in the task of learning about the theme or problem of study through multiple and diverse texts. Although these types of

programs are typically used for TAG students, they have been found to be extremely effective for all students including ELL and at-risk students (Reis and Renzulli, 2003). At BIS, we will be dedicated to differentiating our instruction to individual students' needs rather than labeling them into categories, even though we will be in full compliance with law and regulations related to certain groups of students such as students with disabilities.

c) Inclusive Model for special needs- in compliance with federal and state laws, BIS will provide the least restrictive environment for all special needs students. The model of "inclusion" will be embraced for special education students. Because of the nature of our integrated program, it is essential that students participate in the whole class environment and learning activities. Educational Assistants and Special Education teachers will assist students with special needs within the classroom whenever possible.

d) CARE (Children at Risk Excel) Team - BIS will form a CARE Team to identify, manage, and support at-risk students who are struggling academically or socially. The Team will consist of a teacher, a special education teacher, a parent, the Director, and any specialists that may be needed (e.g., counselor, nutritionist). Classroom teachers will refer students to the CARE Team if they notice a child is struggling without making any progress in any area. The CARE Team will meet monthly to evaluate the needs of referred students on a case-by-case basis. The Team will interact with related classroom teachers and parents with specific plans to address students' needs. Schedules will be set to monitor and assess students' progress towards learning goals and objectives guide the plans.

At BIS, we will provide various opportunities to help students learn and grow, such as homework club, reading buddies, big buddies or little buddies for social issues, parent conferences, home visits, before/after school tutoring, homework club, counseling, and

classroom accommodations. These strategies can be described as “intervention support,” which has proved to be an effective method for working with disadvantaged students (Mellard, 2003). Early detection and the use of intervention supports can greatly reduce the risk of future educational problems such as course failure, school dropout, and sometimes even the need for special education testing and placement.

e) Social Emotional Learning (SEL) Program - All teachers will be trained in using the TRIBES SEL Program which creates a caring inclusive learning environment. This is extremely important for the success of all students, especially educationally disadvantaged students. Through the creation of a safe learning climate and establishing trust between students and teachers, students develop confidence in themselves and their capabilities. The Social Emotional Learning Program sets students up for academic and social success at school, and gives them skills and tools to live happy healthy lives. Please consult Selection Criteria 1 for more detailed information on this extremely successful and research-based program.

f) Immersion for ELL - All teachers at BIS will be trained in English Language Development and have the tools and techniques for working successfully with English Language Learners in the classroom. An inclusive, immersive teaching methodology will be employed for ELL students and we will challenge our ELL students to excel in our school through evidence-based effective teaching methods and our integrated curriculum. Instead of pulling them out of classroom instruction and teaching them English through direct teaching of discreet skills, we will support ELL students within the classroom environment with a language and context-rich curriculum. The Spanish Immersion portion of their day will maintain native language skills, which has been proven as a necessary precursor for academic proficiency in second language

success. Research supports the effectiveness of bilingual and multicultural education programs in promoting academic achievement for ELL (Cummins, 1986).

g) Small class size - Small class sizes of no more than 20 students will enable teachers to devote more attention to individual students. Teachers will individualize instruction and learning goals to meet individual students' needs. Disadvantaged students will receive more teacher support, and feel more comfortable and confident in a smaller learning environment.

h) Family engagement - Family engagement is critical in promoting educational success for disadvantaged students. Staff members at BIS realize the importance of getting to know all of their students' families and developing a positive and open relationship among them. A close-knit community is part of our school culture. Education research experts Gerry Crocker and Debbie Ellis from Education Northwest recently presented a study at the Central Oregon School Administrators Conference. "Students in poverty haven't always had the same experiences as their classmates," says Crocker. "Their home life is often stressful and can lead to a sense of hopelessness that can cause them to become, in some cases, passive and quiet at school, and in other cases, angry. Teachers can misread this as students being uncooperative or sarcastic." As a basic approach, Ellis suggests that teachers uncover their students' motivations, especially when problem behaviors emerge. "Knowing the motivation is the first step to changing the behavior," she said. Both researchers stress the importance of getting to know who students and families are outside of the school setting. "If you don't know them, you can't engage them," Ellis noted. (Crocker and Ellis, 2014). It is part of the job as staff members at BIS to connect with students and families.

i) Strong School Community - Through numerous school wide events, multiage electives, whole school and classroom morning meetings, and our commitment to student-centered instruction,

BIS promotes a strong culture of community and connection amongst our students. Although this sense of community is important for all students, it is especially significant for homeless and disadvantaged youth who long for a safe caring community, as almost a second family. This is a basic need that must be met in order for students to excel in any academic program.

3. The quality of the strategy for assessing achievement of the charter school's objectives

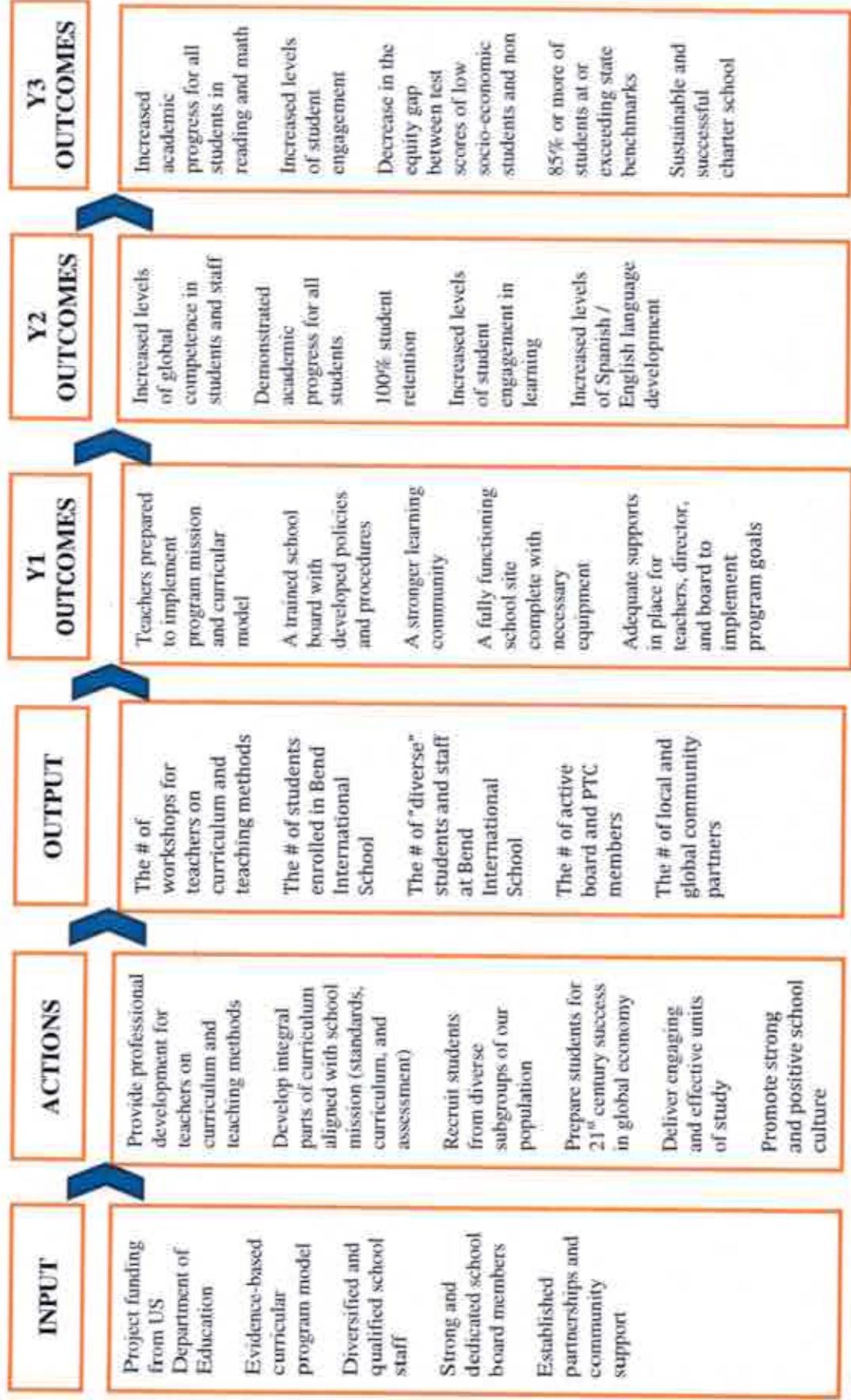
Evaluation will be an integral part of our school design, development, and operation. We have already obtained assistance from Dr. Changhua Wang of Education Northwest in developing a logic model for our school. Education Northwest (formerly Northwest Regional Educational Laboratory or NWREL) is a reputable and highly respected non-profit educational research company with a strong focus on providing research, evaluation, and technical assistance in our region. Dr. Wang has over 20 years of experience of conducting evaluations at the school, district, state, regional, and national levels. He has conducted evaluations of charter schools and charter school support programs in Idaho, Nevada, and Arizona, and has provided technical assistance to charter school networks and startup charter schools in these states. Dr. Wang will serve as an evaluator of BIS if we win this award (Dr. Wang's resume is included in Appendix B).

Our evaluations are mostly formative and developmental in nature to assess the extent to which we are meeting our school goals and objectives as proposed. In the meantime, we will use the evaluation to form the right questions to ensure that we are moving in the right direction and aligned with our school mission. We will use our evaluation results to make timely adjustments when it is necessary to continuously improve the quality of service we provide for our students and their parents. Because of its developmental nature, our project will not be mature enough in its first three years to merit an impact study, but we will begin to develop data and measurements related to such evaluation and possible comparison groups or schools.

Logic Model: The following Logic Model for Bend International School represents the conceptual framework that identifies key project components and their connections in terms of resources available for this project (input), key interventions (actions), quantifiable services provided (outputs), and differences we intend to make to various stakeholders of our school (outcomes) in the first, second, and third year of the CSP Grant. The Logic Model will also be used as a roadmap for the program evaluation to ensure our developmental efforts and evaluation are concerted to move in the same direction of producing an innovative and quality school.

“Diverse students” in this logic model means “minority, ELL, low socio-economic, disadvantaged, and students with disabilities.” “Diverse staff” in this context means “minority” teachers who are underrepresented in the teaching profession. PTC stands for the Parent Teacher Community Organization that supports parent and community involvement in the school.

Bend International School Logic Model



Program Monitoring System: BIS will continuously evaluate the success of our programs and project goals through the use of our Program Monitoring System, which will include objectives, performance measures, indicators, and targets. With this system, the staff will be able to assess what is working well, what is not, and how to improve to meet our goals. This system will be utilized by Dr. Wang to conduct an annual evaluation of our program and project goals, most likely in October at the end of the yearly grant period. Results will be included in the annual report to the Charter Schools Program after each year of the project.

President Obama addressed the United States Department of Education and the American people in a televised conference in 2013. “The number one reason students drop out of high school is because they do not see the importance in what they are studying and learning” (Obama, 2013). BIS believes that education is one of the most important factors in a child’s life, and it must be presented as valuable and inspiring, so that students see the meaning in what they are doing at school. Our theory is that when students and their parents are fully engaged in their education, students will be motivated to learn. Hence, they will be successful with high school graduation and college enrollment. The Social Emotional Learning Survey used to measure student engagement and satisfaction levels in their education will gauge our success in promoting positive learning experiences and attitudes at our school. In turn, this will serve as a predictor of future educational successes for our students. The following table summarizes our project objectives, performance measures, indicators, and targets.

Objectives	Performance Measures	Indicators	Targets
1.To increase high school graduation rates	Levels of student engagement in Education. Baseline data: SEL survey in the first week of school, benchmark-70% engagement by the end of year	The % of increase in student engagement as measured by SEL survey results	Y2 - 75% of students show increase in engagement Y3 - 100% of students show increase
2. To decrease the equity gap of academic achievement between disadvantaged and mainstream students.	MAP assessment Baseline data-equity gap ratio of MAP assessment test scores for disadvantaged students and mainstream students in September Benchmark-District average ratio End of year Map results-equity gap ratio	The % of decrease in equity gap in test scores in math and language arts for both groups of students	Y2 - 30% decrease in equity gap Y3 - 50% decrease in equity gap

Objectives	Performance Measures	Indicators	Targets
3. To promote diversity and global competence	Staff and student demographics	The number of diverse staff and students (minority, low-income, special education, and ELL.	Y1 - at least 50% Y2 - 50% Y3 - 50% or more
4. To increase academic achievement	Smarter Balanced Assessment (CCSS National new assessment). Baseline data will be developed	Y1 - operational Y2 - 75% of students meeting the benchmark Y3 - 80% of students meeting the benchmark	100% of 4 th and 8 th grade students achieving the proficiency level in math and language arts.

In the first year of this grant funding, BIS will be at the pre-operational stage. As such the goals for this year will be mostly related to the setup of our school. The following are some of our Y1 goals: 1) locating and setting up the school facility, 2) providing training for board members and adopting board policies, 3) completing and ordering curriculum and supplies, 4) recruiting, hiring, and training staff, and 5) recruiting diverse students and completing the first admission cycle of our school. These are the foundational steps that must be taken to set up a successful charter school.

4. The extent of community support and parental and community involvement

i. The extent of community support for the application –

Bend International School is a community supported organization. We have partners in the non-profit section, the college and higher education campuses, the business community, and the Bend School District. We also have a huge support from local families of all backgrounds who want this school for their children, their grandchildren, and their community. Please see attached letters of support and Community Survey Results in Appendices A and D to see the desire and need for Bend International School in the community. Intent to Enroll forms have already been turned in for 65 students, almost a year and a half before our targeted opening.

ii. The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school

Bend International School has taken, and will continue to take, multiple measures to involve the community throughout the charter school process. Below are examples of strategies in this area:

a) *Parent/Professional/Student Survey* - BIS administered three separate surveys to distinct groups in our community to evaluate the need for another school in Bend. All results have been tallied and summarized in Appendix D, and taken into account in the design of our school.

b) *Steering Committee meetings* – all Steering Committee meetings are announced and open to the public. BIS will use various ways to welcome and encourage community involvement. As the Steering Committee evolves into the Board of Directors, all qualified and interested parties will be encouraged to join. Our board by-laws require that once the school opens, at least two parents be elected to the Board by the Parent Teacher Committee.

c) *Collaborative approach embodied by the Director* - The Director has met with numerous District staff, community organizations, and parents to work together to develop Bend International School in order to best meet the needs of all students in our District, particularly the

disadvantaged students. The Director has promptly responded with a receptive and collaborative attitude to countless emails and phone calls in regard to the development of BIS.

d) *Community Meetings* – all Community Meetings are planned in advance, advertised, and open to the public. There were over 50 adults and 20 kids at the last meeting held in May, 2014.

e) *All parents will be encouraged to join the Parent Teacher Committee* – the Parent Teacher Committee meets monthly with the goal of supporting the mission of our school. The school will hold many community events promoting involvement in our students' education and program. Teachers and the Director will hold an open doors policy after school to encourage ongoing parental input.

f) *Global Lunch Program* - one example of the high level of community participation in the development of BIS, is the creation of the innovative Global Lunch Program. Two active Steering Committee members, who are owners of local ethnic restaurants, decided to start up a Global Lunch Program for our school as a way of supporting our curriculum and local-global philosophy. The Director has collaborated with the Free and Reduced Lunch Coordinator from the Oregon Department of Education to take all necessary steps to set up our lunch program to meet all guidelines, so BIS can participate in this valuable program. Local multicultural restaurants will provide lunches for our school through the National Free and Reduced Lunch Program.

iii. How parents and other members of the community will be informed about the charter school:

BIS will actively recruit students and families from diverse groups in our community. This will be done by distributing and posting flyers and brochures - in Spanish and English - to all areas in our community including libraries, churches, local markets, community health organizations which serve disadvantaged youth, children's centers and parks, and our community partnering

organizations. We will also have a website, hold community informational meetings (in both Spanish and English), participate in community outreach activities with the board of directors, and advertise in the local newspaper and radio.

iv. How students will be given an equal opportunity to attend the charter school:

All students will be given an equal opportunity to attend the charter school. BIS does not discriminate on the basis of race, religion, sex, sexual orientation, ethnicity, national origin, disability, income level, proficiency in the English language, or athletic ability. In fact BIS strives to unite subgroups of our population to create a diverse international school community through the following techniques: a) community outreach, b) partnering with non-profit local organizations who serve disadvantaged youth, c) locating our school in an area of higher need, d) providing materials and meetings in other languages, e) participating in the National Free Lunch Program, f) partnering with the Bend – La Pine School District for transportation needs of students who live in the busing zone of the school. If there are more applicants than spaces available a lottery will be held per grade level. Please see the BIS Lottery Policy in Appendix F for more information.

5. Quality of Project Personnel

i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability:

Bend International School strives to attain a diverse student and staff population. BIS has a good working relationship with the Diversity Committee of Oregon State University - Cascades who will help us design our staff outreach, application for employment, and hiring practices to reflect the mission of our school. They also offer diversity trainings which all our staff will attend. The nature of our program requires a need for bilingual teachers, and BIS will recruit native speakers

for these positions. We will also need multicultural teachers with international education experience. BIS will advertise with Teach for America, University of Guadalajara, and other community/national/and international organizations who specialize in locating diverse and highly qualified teachers. Bend has a moderate Native American population due to the Warm Springs Reservation located just 60 miles North, and we will recruit from this community as well. All reasonable accommodations will be made for applicants with special needs.

ii. The qualifications, including relevant training and experience, of key project personnel:

Meera Rupp will serve as the Director of BIS. She is a licensed and experienced teacher and administrator with experience working in Spain, Mexico, Dominican Republic, Arizona, California, and Oregon. Her rich international and multicultural experience, plus native level fluency in Spanish, as well as her educational training, including her Masters in Educational Leadership and Administration, make her the prime candidate for leading and directing Bend International School. The following highlights some of her experiences and successes related to charter schools.

- Ms. Rupp has extensive experience in developing a high- quality charter school. She developed an international bilingual charter school and wrote her thesis based on her experience and research as part of her M.Ed. at Sonoma State University (Rupp, 2000).
- All of her teaching and educational leadership experiences indicate her strengths in innovative school design. She was trained in integrated teaching through Northern Arizona University's Teaching for Excellence Program, where she was awarded a graduate teaching fellowship to teach Spanish at the University level and pursue her bilingual teaching credential.
- She has consistently demonstrated a skill and passion for creative innovative education. She has implemented school-wide multi-age educational programs such as "Community Colors",

a community- building electives program, School- based Centers, and a school wide Mercado project, where all classes make and sell items at an open air market, parents and community members exchange dollars for pesos in the bank run by older students, and students get a flair for bargaining in a Mexican town.

- Ms. Rupp has demonstrated her skill in innovative design throughout her education, graduate coursework and thesis, and through the successful application for the Oregon SEA Charter Schools Program and Planning Grant, 2000.
- The director has spearheaded the successful creation of our non-profit organization, Bend International School, and has established a Board of Directors. She has participated in numerous trainings regarding Board Governance and has dedicated part of the CSP grant funds to be used for board development and training.

Developing and implementing curriculum is another one of Ms. Rupp's talents. She served as Curriculum Coordinator for Mountain Elementary School in Flagstaff, Arizona, and co-authored their charter which resulted in state sponsorship of the school. She also served as "Lead Teacher/Curriculum Coordinator" at Sonoma County Charter School in Petaluma, California. Her extensive experience in this area will lead to the development of BIS' successful program. At Sonoma County Charter School, Ms. Rupp served as Assistant Administrator where one of her many responsibilities was the Teacher Evaluation Program. She set up a PEER Review Program, an Evaluation system including the development of professional goals, and a Professional Learning Community (PLC). Teacher satisfaction, dedication, and improvement resulted as a result of Ms. Rupp's work.

Through the successful operation of Amigos Summer Camp and Preschool, Ms. Rupp has also demonstrated success in fiscal management. Not only was her program successful and

financially sound, she had a long wait list of students wanting to attend. She has also completed the University of Oregon course on School Law and Finance, familiarizing herself with Oregon's unique state laws and regulations.

Through 10 years of running Amigos Summer Camps in Bend, Ms. Rupp gained experience in recruiting and hiring effective educators. Not once was she disappointed in the staff that she selected. She is aware of the many factors that contribute to the success of a teacher including but not limited to: experience, education, credentials, philosophy, disposition, teaching style, and commitment and dedication. Currently the Board has approximately 10 resumes on file of interested teachers who would like to join the BIS Staff. A proper screening and hiring process will be implemented next year after grant approval. Below, we will briefly describe a few of the candidates that we are looking forward to interviewing.

- Carla and Kyle Gomez are both licensed and experienced teachers who are bilingual Mexican Americans with international education experience teaching in Sri Lanka for 3 years. They raise their family bilingually and currently teach for a public middle school using the International Baccalaureate Middle Years Program. Their excitement and passion to join BIS can be noted in their letter of support included in Appendix A.
- Shireen Amini is a licensed and experienced music teacher. She is Puerto Rican and bilingual in Spanish and embraces the school's philosophy and mission.
- Karen Agocs has an MA in Global Art Education and believes in integrating arts education throughout the curriculum. She is passionate about joining the BIS team to coordinate our Multicultural Artist in Residency Program and to provide a Global Arts training program to our staff enabling them to incorporate art into all subject areas. Karen's experience and

knowledge will be an incredible asset to our team. Her resume and letter of support will provide more details on her qualifications in Appendices B and A.

The bottom line is that BIS is confident that we will be able to attract and maintain a diverse and highly qualified staff to implement our program and help us reach our goals.

6. Quality of the management plan

Bend International School is governed by a volunteer board of trustees consisting of 5 to 12 persons, of which at least two will be parents of current students, elected by the Parent Teacher Community Organization. A teacher representative will hold a non-voting seat on the board. All board members will demonstrate skills in board governance and key areas, as well as complete board training provided by the Oregon School Boards Association. A list of current board members and their qualifications is included as in Appendix E as an attachment.

The board of trustees hires and oversees the Director, who serves as chief executive officer as well as instructional leader. A full-time business/office manager will assist the Director with all the financial and data responsibilities. Please see the board governance organizational chart and diagram for detailed information on delineation of responsibilities (Appendix E).

The curriculum, academic policies and practices, and disciplinary policies and practices are determined by the faculty at BIS within the parameters of the school's mission, board policies, and state and federal law. The Board is responsible for the oversight of the school, including policies regarding staff hiring, salary, and overall functioning of the school. Every action the board takes reflects their commitment to Bend International School's Mission. The Board will be responsible for the hiring, supervision and evaluation of the Director. In turn the Director will facilitate the teacher and staff evaluations. The Director is responsible for the daily

operations of the school and curricular issues. Clearly defined responsibilities lead to the successful operation of the school. Below is a chart of timelines, milestones, and responsible parties for the first year of the charter development process.

<u>Timeline</u>	<u>Milestone</u>	<u>Person responsible</u>
September 2014	Negotiate charter contract with District	Director / Board / School District
September 2014	Website developed for school	Flipside Visual
October 1 2014	Receive funding from US Dept. of Education	CSP
October 2014	Develop Facility Committee and begin search	Board / Director
November 2014	Develop teacher application and procedure	Director / Diversity Committee
November 2014	Hold Community Informational Meeting	Board / Director
November, 2014	Adopt Board Policies	Board / Director
December, 2014	Launch hiring process for teachers and staff	Director
January - March 2015	Review applications, schedule interviews	Director / Hiring Committee

March 2015	Hold Community Informational Meeting	Board
March 2015	Develop evaluation model	Dr. Wang/ Director
March 2015	Secure facility	Facility Committee
March 2015	Conduct Board Training	Board / Director
April 2015	Hire staff	Board / Director
April 2015	Open Enrollment	Director
August 2015	Facility set up / staff development	Director/ BIS Staff
September 2015	School begins	ALL
September 2015	Collect baseline data for all students	ED Northwest MAP staff and BIS Staff
October 2015	Turn in annual report to CSP	Director

7. Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency

Bend International School is collaborating with our authorizing public chartering agency, the Bend - La-Pine School District, and has turned in a charter application for District approval. The process involves scheduling a community hearing and then the school board will vote whether or not to approve the charter school. We do not anticipate any problems regarding District approval as our program is research-based, well planned and designed, has significant community support, and we have demonstrated the need in our community for our school.

The Director has met with the top officials in the Bend – La Pine School District to discuss our program, get feedback, and promote a collaborative relationship. Their ideas and suggestions have been incorporated into our project. The key personnel we have met with from the school District include the Director of ELL, the Director of Special Education, and the Director of Elementary Education.

Student performance will be measured through use of the District-wide state assessment program, aligned with the CCSS. BIS will join District schools in reporting data to the Oregon Schools Report Card Program which compiles a profile for every school in the state. Bend - La-Pine School District will conduct an annual site visit and evaluation of the charter school to determine the charter school's progress/compliance in meeting the charter agreement. The charter school contract negotiated between the Bend – La Pine School District and BIS will contain elements regarding school governance, finance, assessment, and accountability. BIS anticipates a smooth application and charter negotiation process, as the community and District have expressed strong support and need for our program.

8. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school

As a charter school, Bend International School will enjoy greater autonomy and flexibility than other District public schools. This autonomy will be particularly advantageous in the hiring process and in establishing personnel policies. Bend International School will be able to hire the most qualified individual for every position, free of the restrictions of collective bargaining agreements.

BIS will have significant flexibility regarding our budget, expenditures, daily operations, curriculum, and personnel. State standards must be met and academic achievement must be

demonstrated for all students, and the school will be accountable to demonstrate academic achievement, progress, and adherence to the charter contract. Bend International School will participate in the state mandated summative tests, A Smarter Balanced, and report results as required.

The District's Special Education Director and the charter school will negotiate the special education needs of the school, regarding staffing and services. All other staff hiring will be handled by the charter school, allowing us to hire staff that embody the mission and philosophy of our school. Our program is unique in that it requires all teachers to possess a specific teaching philosophy, style, and utilize our integrated- international curricular model. It also requires a high degree of bilingual and multicultural skills among our staff. Flexibility with staff hiring will be key for BIS. As a charter school, we will be able to hire international teachers, and teachers from other states with diverse backgrounds. 50% of our teachers must be licensed in Oregon, and 50% may be licensed through other means. 100% of our staff in the core academic areas will be Highly Qualified.

Bend International School is creating an amicable and collaborative relationship with the District. We plan to share practices, including professional development opportunities, and extend invitations to school events to District staff who may be interested. It is our desire to spread international education and global competence throughout our region and we look forward to being part of the team, and serving all students in Bend, OR the 21st century education they deserve and need.

Application Requirements

- a) **Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student**

academic achievement standards, the grade levels to be served, and the curriculum and instructional practices to be used:

The educational program is described in Selection Criteria #1. All facets of this requirement are discussed in the above mentioned section.

b) Describe how the charter school will be managed:

Please see the management plan which is explained in Selection Criteria #6.

c) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives:

The Performance Monitoring System describes the objectives of our program and how they will be measured. Detailed charts and information regarding this can be found in Selection Criteria #3.

d) Describe the administrative relationship between the charter school and the authorized public chartering agency:

Selection criteria #7 and #8 include information regarding Bend International School's relationship with our LEA.

e) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school:

BIS has a strong steering committee and committed parent and community members who are actively involved in the development of our charter school. Please review Selection criteria #4 for this information, as well as the letters of support (Appendix A) and Community Survey Results (Appendix D).

f) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired:

Upon completion of the Federal grant period, the charter school will operate off of per pupil funds (ADM), weighted amounts, federal title money such as Title I and Title III, and any other grant money the charter school may have secured, including state and private grants. Our budget has been completed and reviewed by a Certified Public Accountant and deemed as viable (Budget Narrative). The LEA will continue to support the charter school through collaboration on special education and transportation.

g) Waivers of Federal statutory provisions:

BIS will not request any waivers under the authority of the CSP of any Federal statutory or regulatory provisions.

h) Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary:

Please see the attached Budget Narrative, which describes how the CSP funds will be used. BIS plans to use the funds for the purposes the grant was developed: to help in the planning, design and implementation of successful charter schools. Funds will primarily be used for the setup of our school. Since BIS does not yet have its location secured, it is possible we will apply through the CSP Federal Credit Enhancement Program for help with the facility. We will also discuss with our local school District other possible locations within the District. Federal funding such as Title I and III will be used once we are operational, in Year 2 and Year 3 of grant funding. These funds will be used to support specific programs such as: reading intervention, English Language Development, and other school supports for disadvantaged students. Although with over 50% of our student population qualifying as low-economic, we will be allowed to use Title I funds for school-wide improvement. Grant funds are delineated in the budget summary and

narrative, with primary focus on acquisition of curriculum, technology and school equipment for students, and curriculum and program and professional development for staff.

i) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school:

Bend International School commits to serving a diverse student population, and will take every measure possible in order to secure their target population. Information regarding BIS' admission and recruitment efforts can be found in Selection Criteria #4, sections C and D. The lottery policy Bend International School plans to employ is provided in Appendix F.

Maintaining a diverse student population is of utmost importance to the mission of our school. Therefore, we will be prepared to use a weighted lottery in the future if it is deemed necessary. Although Oregon does not allow weighted lotteries at this time, the Director has consulted with the Oregon Department of Education and researched the procedure for soliciting a potential waiver from the State Board of Education. This information is provided in Appendix F.

It is important to note that the use of a weighted lottery is a last resort measure to promote a diverse student population. The U.S. Department of Education encourages schools to focus their efforts on school location and recruitment as the preferred methods to attaining its goals regarding student demographics. BIS is in accordance with the U.S. Department's priorities here, and will follow above guidelines for promotion of diversity within our school. Our school's location and recruitment methods have been developed for the exact purpose of promoting and maintaining a diverse student population. Please see Invitational Priority for detailed information on these efforts.

It is unfortunate that charter schools as a whole have recently been found to have fewer minority, ELL, special needs, and low-economic students than regular public schools. For this

reason, public schools and the American people have criticized the charter schools movement; and rightly so. We want to serve students of all backgrounds, languages, religions, economic levels, and abilities. Bend International School is committed to provide equal access to our school and promote a diverse student population. Please note that we believe our measures will be sufficient to guarantee the successful diverse population we need without the use of a weighted lottery. We are simply including this information to show that if things change, and our applicant pool becomes less diverse, we will be prepared to establish a weighted lottery.

In our community and many others, what tends to happen with the alternative educational programs is that once they gain in popularity, the applicant pool becomes larger for the upper/middle class and non-minority families. When the applicant pool is not equally balanced, the resulting student population is not equitable. BIS believes that location and recruitment shall be enough to guarantee the desired student population, but if it is not in the future, we will request a weighted lottery from the State Board of Education. BIS will demonstrate the need for a diverse population, and its necessity in fulfilling the school's mission and meeting its objectives. BIS will also explain and present how the use of such weights is allowed under extenuating circumstances, as referenced in the Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools published by the United States Department of Education and the United States Department of Justice. The goal of these laws is to maintain equal opportunities to attend for all groups of the population.

a) Describe how a charter school will comply with sections 613(a)(5) and 613 (e)(1)(B) of the IDEA:

Charter Schools are governed by all federal and state regulations, including IDEA, the Individuals with Disabilities Education Act, a federal regulation put in place by President George

W. Bush in 2004. BIS will collaborate with the Bend – La Pine School District to meet all compliance regulations with IDEA. The Special Education Director for the District will work closely with the Director of Bend International School and Special Education staff to provide support for the special education needs of students at Bend International School. The Director of BIS has consulted and set up a working relationship with the District's Special Education Director, discussing compliance issues and responsibilities.

The District is responsible for the oversight of our special education program, ensuring we have the services and qualified staff in place to provide those services. Collaboration is key in setting up the special education plan, services, and staffing, which the Bend – La Pine School District and Bend International are both committed to do. The above listed IDEA regulations stipulate the responsibilities of the District (LEA) to serve children with disabilities attending charter schools in the same manner as they would serve children with disabilities in its other schools. This includes providing supplemental and related services on site to the same extent to which the LEA has a policy or practice of providing such services to its other public schools. Charter school LEA's are also required to provide funds (under IDEA) to those charter schools on the same basis and at the same time as the LEA provides funds to its other public schools.

Conclusion

Bend International School's mission is to empower students with an exemplary 21st century education by challenging them to excel academically and socially through integrated teaching with a global focus. The global society we live in today requires students to possess a different set of skills than what were required in the past, when our educational system was developed. During the times of the Industrial Revolution, students would graduate and become factory workers or farmers, often working in the assembly line. The skills of obedience,

following directions, rote skills, and basic memorization were important. But times have changed. For success today, students need to know how to design solutions, work together, and collaborate with people, especially those who come from very different backgrounds, to solve the problems of the world. Because it is only together, with all people, that we will truly prosper as a human race. Students need to know how to think critically, to be compassionate, and to communicate. They need to be creative, confident, well skilled and knowledgeable and ready to engage with the world. Bend International School will provide students with these essential skills and the knowledge that must come with it.

What was once taught in Social Studies classes to school children across the country was the theory of the “melting pot.” It meant that immigrants and all people who came to the United States of America blend together into one uniform ideal “American”. People lose their heritage, their language, their culture to become this “American”. We know now that the “melting pot” theory is not valid. It is everyone’s unique backgrounds that make our country such a beautiful and amazing place. If the rainbow were just one color, it would not be so special. This can be applied to the composition and diversity of people living in our country. The 21st century and global economy have made it necessary that we evolve from past thinking patterns and promote diversity and equality for all, with the skills of global competence. Education is the pathway for spreading these skills.

Those of us in education must listen to our students and find ways to make learning meaningful, challenging, and rewarding for all students. Bend International School will do just this. Bend International School is comprised of a strong group of supporters including teachers, parents, students, administrators, professionals, and grandparents who believe strongly in its mission and the necessity of this program in our community. Its program is completely aligned

with the Charter School Program's goals of promoting high quality innovative and successful educational options for all students, especially reaching the disadvantaged students, and promoting academic success for all.

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

- (a) Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- (b) As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- (c) All items described in the application requirements;
- (d) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (e) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (f) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (g) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (h) A copy of proof of applicant's non-profit status;
- (i) The applicants' DUNS and TIN numbers;
- (j) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Meera Daval Bupp
NAME OF AUTHORIZED OFFICIAL

Director
TITLE

Meera Daval Bupp
SIGNATURE OF AUTHORIZED OFFICIAL

7-3-14
DATE

Bend International School
APPLICANT ORGANIZATION

7-7-14
DATE SUBMITTED

July 3, 2014

Bend International School
Charter School Program Assurances
Supporting Documentation

(g) Proof of application to authorized public chartering authority- attached

(h) A copy of non-profit status- attached

(i) The applicants' DUNS and TIN numbers

DUNS: 079323188

TIN or EIN: 93-1331681

(j) A statement regarding previous grant experience- attached copies of grant approval and returned check of funds to ODE

Ms. Rupp was awarded the SEA Charter Schools Planning Grant from Oregon Department of Education in 2001 for the development of a multicultural bilingual charter school called Milagro Escuela elementary. She met all grant reporting responsibilities. Due to family reasons, she needed to put her project on hold. The funds she spent on a laptop computer and establishing non-profit status and board bylaws are items that are still being utilized for her current project of Bend International School. With integrity she returned funds to ODE with a letter of explanation promising to return to this Charter Schools Project when she was ready and able.

* Note: The applicant agrees to follow all CSP rules and regulations including federal mandates such as IDEA, annual reporting and evaluation measures. Details can be found in the application narrative and selection criteria.

July 7, 2014

To : Charter Schools Program Staff; U.S. Department of Education
Re: Bend International School

This letter is to verify that Bend International School, by care of Meera Dayal Rupp, has submitted an application of the Charter Schools Grant , 84.282B to the Bend La-Pine School District.

Ms. Rupp is working with the appropriate District officials in negotiating the charter school process with the Bend La-Pine School District.

Please accept this letter and signature as proof of timely submittal.

Sincerely,



Andrea Wilson
Secretary for the Superintendent of
Bend La-Pine School District
andrea.wilson@bend.k12.or.us



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

DEPARTMENT OF THE TREASURY

Date: MAY 29 2014

BEND INTERNATIONAL SCHOOL INC
C/O MEERA DAYAL RUPP
1928 BAKER RD
BEND, OR 97702

Employer Identification Number:
93-1331681
DLN:
17053097328004
Contact Person:
SALLY B DAVENPORT ID# 31050
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
November 15, 2012
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947

OREGON DEPARTMENT OF EDUCATION
Budget and Accounting
Public Service Building
255 Capitol Street NE
Salem, Oregon 97310-0203

County: Deschutes
District Name: Bend-LaPine Administrative SD 1
Vendor No: 1936000393-000
Index No: 37100/37120
Encumbrance No: 023924

COPY

Notification of Project Approval

Type of Funds: Federal Funds CFDA #84.282A

Douglas Nelson, Superintendent
Bend-LaPine Administrative SD 1
520 NW Wall St
Bend, OR 97701-2699

Grant Name: Charter School 9/1/99-8/31/02
Project No: 01-205
Effective Date
Beginning: March 15, 2001
Ending: August 31, 2003
Eligible for Carryover? Yes No X
If yes, Approval Needed? Yes No
Final Date for Submission of Claims: September 30, 2003

Original Amount Approved	\$10,000.00
Add: Approved Supplements	9/6/2001 \$15,000.00
	6/26/2002 \$50,000.00
Deduct: Approved Reductions	\$0.00
Total Approved to Date	\$75,000.00

CC: Meera Dayal, Project Director
Milagros Escuela
4681 SW Xero
Redmond, OR 97756

Comments:

Joanne Flint, Associate Superintendent

Name and Title of SEA Official

Joanne Flint
Signature

7/1/2002

Date

of 7/1
JL

THIS GRANT IS FOR THE PERIOD DEFINED IN THE GRANT APPLICATION. NO EXPENDITURES MAY BE CHARGED TO THIS GRANT PRIOR TO OR SUBSEQUENT TO THE PERIOD DESCRIBED. ALL REPORTS, INVOICES, AND OTHER DOCUMENTATION REQUIRED MUST BE SUBMITTED TO THE DEPARTMENT OF EDUCATION WITHIN 45 DAYS OF THE GRANT ENDING DATE. GRANT RECIPIENTS NOT ADHERING TO THIS POLICY MAY BE SUBJECT TO THE LOSS OF SOME OR ALL OF THE GRANT FUNDS.

Transfer approval information to Form 581-3140b-X Request for Funds.



P.O. BOX 388
BEND, OREGON 97709-0388

054169

REMITTER:

DATE: 8/27/03

OREGON DEPT OF EDUCATION
EXACTLY **61025 AND 64/100 DOLLARS

\$ _____ \$61,025.64

CUSTOMER COPY

CASHIER'S CHECK

THE PURCHASE OF AN INSURANCE BOND WILL BE REQUIRED BEFORE ANY
CASHIER'S CHECK OF THIS BANK WILL BE REPLACED OR REISSUED IN
THE EVENT IT IS LOST, MISPLACED OR STOLEN.

NOT NEGOTIABLE



May 1, 2014

To: Whom It May Concern

From: Karen Kodama, International Education Administrator, Seattle Public Schools

Re: Meera Rupp

Meera Rupp demonstrates an understanding of multicultural and international education being from a bicultural family, with a multicultural extended family. She has lived and taught in India, Spain, and the Dominican Republic, and has extensive experience with Mexico. She also has the educational qualifications that will lend her to be a successful director of Bend International School. She has a Masters in Educational Leadership, Administrative license in OR and CA, OR Teaching license with ELL endorsements, CLAD and BCLAD in CA.

She showed admiration and interest in our nationally and internationally recognized International Schools in Seattle Public Schools. She researched our program and we had phone consults and email communications about best practices, program models, and curricular issues. She travelled to Seattle to and visited some of our best International Schools, spent time in the classrooms and met with principals. Not to mention she made it through a huge snowstorm and the Seattle Seahawks Victory Parade. Quite impressive! I get contacted by many people interested in our International School pathways, but Meera asked the right questions and I could tell she was on the right track. When I met her, I could feel the enthusiasm and dedication she had for this project. She is highly capable of creating the program for the Bend School District. She demonstrates the spirit of collaboration, as she wants to work with and share best practices, with similar schools within her region.

I advised her to conduct a community survey that would represent the viewpoints of parents and the professional community, researching what people felt the needs were regarding education in the 21st century. "Poll them, to see what they want, what international and language interests exist in your community." She did just that. She was pleasantly surprised to see that there was a huge need and desire for international education from both parents and the professional community. She was also shocked to receive a few surveys, which were of course anonymous, that indicated that racism did exist in her community. People calling for "English is the only language that should be spoken in schools", and "we don't need "others" coming to our town". Meera's response was, " This is only more of a reason to justify our need for international education, because when we work with people who are different from us and learn about them, we break down our barriers and misconceptions." Meera plans to locate this school on the east side, where there are no alternative or innovative educational programs. This is a

grand plan that will help to bridge this division within Bend by bringing people together, from both sides of the town.

Although Meera's community is somewhat "lacking" in diversity, as she would say, It's a valid reason for having an International School, to bring more cultural awareness to this area. Students all over the world need to be global citizens and have 21st century skills, and it is only through international education, global competence, and academic excellence that we will achieve this. I support Meera in her effort to bring this type of education to Central Oregon, and have no doubts that she will be able to lead and direct a successful school with amazing growth and accomplishments for all students.

Sincerely,

A handwritten signature in cursive script, appearing to read "Karen A. Kodama".

Karen Kodama
International Education Administrator
Seattle Public Schools

May 20, 2014



Board of Directors

Evelia Sandoval
President

José Balcazar
Vice President

Greg Custer
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Margie Gregory

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Executive Director

Carolina Afre
Client Services Coordinator

Ana Bueno
Client Services Coordinator

Miguel Angel Herrada
*Outreach & Enrollment
Specialist - Cover Oregon*

To Whom It May Concern,

We are writing to express our support for the proposal submitted by Ms Meera Rupp, and many community partners, to establish the **Bend International School**. The Latino Community Association's mission is to empower our Latino families to thrive at home and in our communities, creating opportunities for advancement and building bridges that unite and strengthen us all. Education represents one of the primary routes to empowering family members to succeed in every aspect of their lives. An international school will provide new opportunities for immigrant families and the broader community to learn from each other and unify our region.

We are unequivocally supportive of our region's efforts to improve services to our families and youth that build bridges across cultures by educating and involving community members in a shared experience to better understand each other and our world. The public education system in our region is working hard to adapt to our changing world to prepare our youth for an increasingly competitive global society, but often falls short by failing to educate our kids and families about our diverse cultural backgrounds and our interdependence on other countries. Ms Rupp's plan to have at least 50% diversity within staff, bilingual teachers, and to promote diversity within the student population, as well as teach a multicultural curriculum, will go a long way toward preparing our kids for success. The additional elements of service-learning projects, community engagement and intercultural exchange between Asian, Mexico and Bend students will involve and enrich our entire community.

Latino Community Association is an active participant in our Early Literacy HUB as well as our Better Together coalition. We are currently involved with our HUB's Equity Lens and Parent Engagement committee bringing Latino parents to the table to share ideas about how to help our kids succeed in an equitable environment. We believe a new International School will contribute to greater educational equity and diversity of choice, and we are prepared and committed as a partner to do our part by reaching out to our Latino families to invite their participation.

We strongly encourage you to fund this proposal and to work with our region in all ways possible to help our kids, our families, and our educational efforts succeed. Please do not hesitate to contact us should you have any questions or ideas to share.

Sincerely,



Brad Porterfield

Oregon
Cultural
Trust

Tax ID #93-1260288

1130 NW Harriman
Bend, OR 97701

541.382.4366
info@latca.org
www.latca.org



Community Partner

Bend International School