

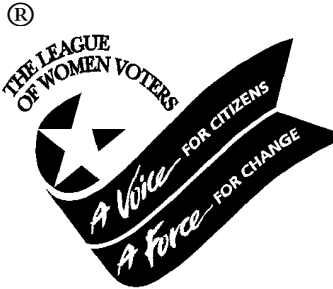


CASCADE ECHOES

League of Women Voters of Deschutes County



League of Women Voters, a nonpartisan political organization encourages informed and active participation of citizens in government and influences public policy through education and advocacy



WEB SITES

Local

www.lwvdeschutes.org/index.htm

State

www.lwv.org

National

www.lwv.org

Nationwide Election Information

www.VOTE411.org

Calendar.....	pg.1
2011-12 board of directors.....	pg.1
Pres. Message.....	pg.2
Luncheon topic.....	pg.2
Luncheon speakers.....	pg.3
Common Core Standards and Assessments.....	pg.4,5,6
Education consensus.....	pg.7,8
1 st Thurs.Luncheon.....	pg.9.
Redistricting Map.....	separate attachment

CALENDAR FOR SEPTEMBER AND OCTOBER 2011

SEPTEMBER

Please note that there is a *new venue for the First Thursday Luncheons, BOSTON'S RESTAURANT.* There is no cost to hear the speakers; however those wanting lunch should arrive about 11:00 a.m. and order off the menu. The speakers will begin at noon and allow time for questions from the audience. **No reservations are needed.** This event is open to the general public.

1 FIRST THURSDAY LUNCHEON, **Dan Jones**, teacher and coordinator of the CLASS/TIF Projects for the Bend/La Pine Public Schools and **Karen Sue Stiner**, a middle grades mathematics teacher at High Desert Middle School, is currently the Co-Coordinator of the highly innovative CLASS project for the Bend-La Pine School District will be speaking about the **Chalkboard Project/CLASS.** 11:00 a.m. to 1:00 pm and is held at **Boston's Restaurant, 61276 S Hwy 97, Bend (just south of the Factory Stores).**

8 Board Meeting 10AM at the County Building. All members welcome.

22 MEMBERSHIP CONSENSUS MEETING ON THE FEDERAL ROLE IN PUBLIC EDUCATION PART ONE at 10:30 am at the home of Marie and Pat Gibson, 19530 Mammoth Drive, Bend. More information on pages 4-8

OCTOBER

6 FIRST THURSDAY LUNCHEON, Representative for District 54 Jason Conger, will be speaking about the last Legislative session from the perspective of a new legislator, especially any bills that affected Education (our local study for last year and this year).

13 Board Meeting 10AM at the County Building. All members welcome.

THE BOARD OF DIRECTORS 2011-2012 THE LEAGUE OF WOMEN VOTERS OF DESCHUTES COUNTY

<i>President.....</i>	<i>Nancy Ruel.....</i>	<i>593-7493</i>
<i>Vice President.....</i>	<i>Dolores Ellis.....</i>	<i>617-5901</i>
<i>Treasurer.....</i>	<i>Sara Langton.....</i>	<i>382-5158</i>
<i>Secretary.....</i>	<i>Geri Hauser.....</i>	<i>389-9163</i>
<i>ECHOES publisher.....</i>	<i>Denise Mahoney.....</i>	<i>389-9846</i>
<i>Membership.....</i>	<i>Dalyte and Don Hartsough.....</i>	<i>322-0469.</i>
<i>Program (state, nat'l, local).....</i>	<i>Marie Gibson.....</i>	<i>385-9227</i>
<i>Voters Service.....</i>	<i>Susie Penhollow.....</i>	<i>382-2724</i>
<i>First Thursday.....</i>	<i>Andrea Blum.....</i>	<i>389-6990</i>
<i>Public Relations.....</i>	<i>Kim Smith,.....</i>	<i>382-2660</i>
<i>Special Events.....</i>	<i>Eve McFarland,.....</i>	<i>389-5682</i>

2011-12 DUES UNCHANGED!

Good News: Membership dues will remain the same as last year and the need for your support is also unchanged: **\$65 per individual member** and **\$32.50 for a second member in the same household**. The League needs your support to continue to provide community educational meetings, such as Candidate forums, First Thursday luncheons and the *We Represent You* publication, which is an up-to-date directory of elected officials from our area.

Make out the check to LWVDC and send it to:

Sara Langton, Treasurer
61327 Rock Bluff Lane
Bend, OR, 97702

The fiscal year for LWVDC begins in July so if you have paid your dues since July, 1, 2011, you are paid up for the year.

Thank you for the support!

REDISTRICTING

For the first time in 50 years the lawmakers decided on legislative boundaries before the deadline of September 1st and the decision did not have to go to the Secretary of States Office to redraw the lines. All the Congressional, Senate and House boundaries are "final" and published on their website, including interactive maps. Here is the link to the official source:

<http://www.leg.state.or.us/redistricting/>

Map attached separately

First Thursday Luncheon Topic

Chalkboard Project Description

Launched in 2004, the Chalkboard Project is a non-partisan nonprofit working to unite Oregonians to make our K-12 public schools among the nation's best. We aim to help create a more informed and engaged public that understands and addresses the tough choices and trade-offs required to build strong schools.

Chalkboard takes a unique approach to improving Oregon's K-12 public schools by:

- Combining independent research with the opinions of Oregonians
- Designing and implementing pilot programs to test promising practices
- Providing a neutral, independent voice to citizens, educational stakeholders and decision makers around educational practices and policies

CLASS PROJECT DESCRIPTION

An effective teacher has the single greatest influence within the classroom on how well a student learns.

The CLASS Project is fundamentally an initiative that puts that research-demonstrated statement into practice.

An acronym for Creative Leadership Achieves Student Success, CLASS provides districts with a framework which integrates

- expanded career paths,
- relevant professional development,
- effective performance evaluations
- and new compensation models

To empower educators and give them the time and tools to constantly strive for excellence for themselves and their students and be recognized and rewarded for doing so.

Each district's CLASS Project design looks different because each district has different student and staff needs, but every design strives to strengthen effective teaching and raise student achievement.

Luncheon Speakers

Dan Jones has spent 37 years in education, 34 of these with the Bend –La Pine School District. His current position: ½ time Reading Specialist Marshall HS, ½ time Co-coordinator CLASS/TIF Projects for Bend/La Pine Public Schools

Dan has been a local Union President, Regional Union Council President and Oregon Education Association Board member and has voluntarily participated in the majority of district and school-site leadership roles and responsibilities throughout his career. He has been actively engaged and supportive of the CLASS Project since the initial state-wide meeting in 2004(?).

He has received three OEA awards: Presidential Citation for Leadership, Organizational Excellence, and Members Rights and was a past recipient of the Oregon Technology Teacher of the Year Award.

Part of the first ever Technology Teacher Exchange with China, he is also the creator of the Techno-Train, a complete applied-technology curriculum and activities for 3rd-5th grade elementary students marketed nationwide through Paxton/Patterson. He is a certified CRISS Strategies trainer for our region with a background degree is in PTE (Professional Technical Education) with a minor in English.

Karen Sue Stiner, a middle grades mathematics teacher at High Desert Middle School, is currently the Co-Coordinator of the highly innovative CLASS project for the Bend-La Pine School District. CLASS is a statewide initiative focused on expanded career paths, relevant professional development, effective performance evaluations, and new compensation models for educators. In 2005, she received the prestigious U.S. Presidential Award for Excellence in Mathematics and Science Teaching and is a past recipient of a two-year Albert Einstein Distinguished Educator Fellowship in Washington, DC. Her first fellowship year(2007-2008) was spent with the Office of Workforce Development for Teachers and Scientists (WDTS), U.S. Department of Energy. Among her responsibilities, she served as lead editor of the 2007 *Journal of Undergraduate Research* which reported the work of over 600 undergraduate researchers in the Department of Energy's national laboratories located

throughout the United States. She was also editor of the WDTS Annual Report and was extensively involved in the development and expansion of The California State University STA(Science Teacher and Researcher) program for undergraduates in partnership with the Department of Energy's national research laboratories and the NASA Ames Research Center.

Stiner's second fellowship year (2008-2009) was served with the US House of Representatives Committee on Science and Technology. During her tenure she worked to further preprofessional and professional advancement opportunities for the nation's students and teachers of science, technology, engineering, and mathematics (STEM). Her role as a Fellow enabled her to continue to provide a classroom teacher's perspective on STEM education policy and program issues affecting K-12 education initiatives nationwide. She is particularly committed to aggressively helping girls—as early as the fifth and sixth grades—to become much more involved in science and mathematics education. She states: "Our girls and young women have the capacity to compete with the best and the brightest young minds across the world in mathematics, technology, sciences and engineering—the STEM disciplines. I am deeply dedicated to being part of the nationwide effort to strategically address STEM education initiatives for this critical sector of our population. I am passionate about meeting the need for mathematics curricula and instructional practices that are consistent with the latest and best cognitive research about how girls most effectively learn complex scientific and mathematical concepts."

Stiner holds a Master's degree from Eastern Oregon University and a Bachelor's degree from San Diego State University. She has completed additional post-graduate studies at the University of Oregon and holds an Oregon School Administrator License. Before beginning her career as a teacher in 1997, Stiner spent six years with the General Dynamics Aerospace Division in San Diego.

Common Core Standards and Assessments By Janelle L. Rivers, PhD [excerpts]

What are the current sources of information about academic standards and student achievement in the U.S.?

Students who move from one part of the United States to another during their K-12 school careers are likely to encounter substantial variations in curriculum as they vary widely by state. States publish annual reports of Adequate Yearly Progress (AYP), which are required by federal law, but the meaning of “proficient” in those reports can vary widely. The roots of state-to-state inconsistencies lie in the fact that public education has been a local responsibility.

The National Assessment of Educational Progress publishes results that are technically adequate for state-to-state comparisons, but not produce individual student scores. Therefore the United States does not have a consistent set of academic standards for grades K-12, not even for high school graduation requirements.

Recent international comparisons of students in 60 countries and five other educational systems have shown that American 15-year-old students perform approximately at the average level in reading and science and lower than average in mathematics. As usual in these comparisons, Americans in low-poverty schools look very good, even in mathematics. They would be ranked third in the 4th grade (among 36 nations) and 6th in the 8th grade (among 47 nations). This is important because while other developed nations have poor children, the U. S. has a much higher proportion and a much weaker safety net. When UNICEF studied poverty in 22 wealthy nations, the U.S. ranked 21st.

What attempts have been made to create common standards?

Early efforts to foster development of national standards began in 1992 through awarding of grants to a dozen national organizations. Now, the implementation of the federal No Child Left Behind Act of 2001 (NCLB) has created a 50-states-and-50-tests environment in public education. Each state has developed its own tests and standards, approved by the U.S. Department of Education. The consequence is wide variation in rigor and content of both curriculum and assessments for accountability across the 50 states and wide state-to-state discrepancies in the level of achievement that is called “proficient” for reporting Adequate Yearly Progress (AYP) for NCLB. Similarly, at the end of high school, data from college admissions tests (ACT, 2010) reveal a state-to-state range in the percent of students who met college readiness standards that varied from 10 percent to 37 percent in the 2009 data.

What is the Common Core State Standards Initiative?

The National Governor’s Association, Common Core Standards Initiative 2010 and the Council of Chief State School Officers initiated the Common Core Standards Initiative (CCSI). This was a collaborative effort among groups with state representation and not a federal government initiative. The developers collaborated with teachers, school administrators and experts, and then took into account over 10,000 public comments in order to develop standards to provide a clear and consistent framework to prepare students for college and the workforce.

Anchor standards for College and Career Readiness in reading, writing, speaking, listening, language and mathematics were developed first. The current Standards include literacy standards for science, social studies and technical subjects for grades 6-12. Consensus for content standards in science and social studies had not been developed as of winter 2010.

What are the arguments for and against adopting common educational standards for grades K-12?

For. We need standards to ensure that **all** students are prepared for success in postsecondary education and the workforce. Common standards will help ensure that students are receiving a high quality education consistently, from school to school and state to state.

Standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons and environments for their classrooms.

The U.S. Department of Education has not required adoption of the standards as a condition of eligibility for federal funds. Recurring federal funds have been distributed to states according to previously established criteria, without regard to whether states adopted the Common Core. However, states that chose to apply for the competitive grant funds associated with the Barack Obama administration’s Race to the Top (RTTT) program were required to adopt the Common Core. The Obama administration’s blueprint for reauthorization of the ESEA has indicated that in various grant competitions priority will be given to applications from states that have adopted the Common Core.

Against (1) the cost and difficulty of changing the existing curriculum and assessments and (2) the sovereignty of states in issues related to education. These arguments were articulated in a letter from Texas Governor Rick Perry to U.S. Department of Education Secretary Arne Duncan. The letter objected to the U.S. Department of Education’s requirement that states must have adopted the K-12 Common Core Standards as a condition for receiving RTTT competitive grant funding.

Requiring adoption of the Common Core in the competition for RTTT funds appears to have influenced the majority of states to commit to making the change. Forty states, plus the District of Columbia and the Virgin Islands, had adopted the Common Core by December, 2010 (CCSI, 2010).

How do content and rigor of state standards compare with the Common Core?

Governor Perry raised a third argument, “States agreeing to adopt these national curriculum standards would be hamstrung from adopting their own, more comprehensive standards.” Although the U.S. Department of Education required states to adopt the Common Core in order to apply for grant funds associated with its RTTT competition, it gavestates “the latitude to add 15 percent to the content of the standards to reflect state preferences and areas of emphasis.”

What is the state of state standards in 2010? And how does the Common Core compare?

The Common Core math standards earn a grade of A-minus while the Common Core ELA standards earn a B-plus, both solidly in the honors range. Indeed the Common Core standards are clearer and more rigorous than the ELA and math standards presently used by the vast majority of states. Out of 102 comparisons—fifty-one jurisdictions times two subjects—we found the Common Core clearly superior seventy-six times. However, the ELA standards of eleven other states are roughly equivalent in quality to the Common Core, or “too close to call.” ... As for math, the current standards of eleven states plus the District of Columbia are roughly equivalent in quality to the Common Core. In only three of 102 comparisons were the state standards judged to be more rigorous than the Common Core.

Would rigorous standards improve achievement?

A 2009 study concluded that there was no statistical association between ratings of the quality of state standards and state scores on NAEP. In fact some of the low-performing states have some of the most rigorous standards. The explanation offered for this is that “high-quality common standards may affect student achievement only in a system in which there are also aligned assessments, aligned curriculum, accountability for educators, accountability for students, aligned professional development, managerial autonomy for school leaders, and teachers who are drawn from the best and brightest.

Models for implementing the standards.

- Create a powerful national governing board to oversee implementation and related assessments,
- Stay with the status quo, leaving implementation to districts, states and the market and have the CCSSI update the standards every five or ten years, and
- Set up an interim coordinating council, funded by private foundations and state dues and possibly some federal funds, to promote information sharing and capacity building among states, conduct research to track implementation of the Standards, and recommend a long-term governance strategy.

It would be impossible to overstate the importance of implementing the Common Core standards well. Teachers will need professional development to help them adjust instructional expectations and develop classroom assessments that will accurately reflect the focus of the standards. Grading criteria may need to be adjusted to match the rigorous expectations of the Common Core. New accountability tests and systems must be designed.

How will the Common Core be assessed?

- Updated accountability systems will require new standardized criterion-referenced tests, which measure mastery of a curriculum that is based on the Common Core. The federal government is not planning a national test for this purpose. Instead two groups of states have combined resources to create options for assessing the common core. Two coalitions, together representing 44 states and the District of Columbia, won a U.S. Department of Education competition for \$330 million dollars federal aid to design “comprehensive assessment systems” aligned to the Common Core and designed to measure whether students are on track for college and career success. The Partnership for Assessment of Readiness for College and Careers, led by the state of Florida, proposed a system that would include: several assessments during year to provide feedback and allow teachers to make adjustments,
- streamlined end-of-year assessments,
- administration of assessments via computer to allow faster turn-around of results and allow developers to include new types of test items and
- sophisticated items and performance tasks, including innovative computer-enhanced items designed to measure a wide range of knowledge and skills.

The Smarter Balanced Assessment consortium, led by the state of Washington, proposed a system of state-of-the-art adaptive online exams, using “open source” technology that would include:

- the required summative exams (offered twice each school year),
- optional formative or benchmark exams,

- a variety of tools, processes and practices that teachers may use in planning and implementing informal, ongoing assessment ,
- a paper-and-pencil option, which will be offered for the first three years.

Both consortia are designing systems that will be aligned to the Common Core Standards and enable cross-state comparisons of results. Both assessment systems will attempt to track individual student progress toward the College and Career Readiness Standards as well as develop “cut scores” that show if students are college or career ready. The contracts call for both systems to be ready for implementation by the 2014-2015 school year.

How would scores from Common-Core assessments be used?

Providing student achievement reports in a timely manner would be only one step. Staff development activities for teachers and administrators would have to address appropriate uses of score reports and help teachers find ways to use the resulting information to adjust instruction. Training teachers and administrators to interpret and use the score report information is important to the quality of implementation of the Common Core.

One critical set of issues involves the potential to use test scores in a variety of ways for accountability. Both of the development consortia are planning systems that allow for cross-state comparisons. A poll conducted by TIME magazine (TIME, 2010) in August 2010, found that, within ± 3 percentage points, 64 percent of Americans support the idea that teacher evaluations should be based in part on their students’ performance on standardized tests. With merit pay, as with many other appealing ideas, the “devil is in the details.”

The notion that merit pay for individual teachers would result in improved student achievement seems obvious until people begin to think about how to implement an effective merit pay system at the individual teacher level. The most obvious problem is that teaching assignments vary greatly from grade-to-grade, subject-to-subject and school-to-school. Another problem is that any scheme that uses nothing but test scores to determine rewards or sanctions would leave out many important variables, such as the parents’ education or the difficulty of educating children from families in poverty. In summarizing Marshall concluded, “There is a role for monetary incentives in three areas: career-ladder opportunities for the most highly rated teachers to take on extra responsibilities for extra pay; incentives for the most effective teachers to work in high-need schools and subject areas; and denial of step-increases to teachers with mediocre ratings, (while, of course, moving to dismiss teachers with unsatisfactory ratings).” **What is the role of the federal government with respect to accountability?**

Since the NCLB reauthorization of the ESEA in 2001, states that receive Title I funding have been required to participate in state NAEP in reading and mathematics at grades 4 and 8 every two years. Schools that consistently fail to meet their targets face a series of increasingly onerous sanctions. Possible consequences include being required to allow students to transfer to successful schools and paying for their transportation, offering tutoring at public expense, and eventually restructuring the school. Options for restructuring schools include converting to a charter school, replacing the principal and staff, and relinquishing control to private management or the state. The blueprint for reauthorization of the ESEA proposed modifying the state-by-state accountability measures by also reporting graduation rates and measures of academic growth.

What happens next?

Most, but not all, states have adopted the Common Core. Assessment consortia have begun working to develop new ways to measure achievement of the Common Core standards. State agencies have begun to develop implementation plans, but many teachers and administrators have had little or no exposure to the standards. The media has indicated that there is considerable interest in using test scores as part of evaluation and accountability systems, and professional measurement experts have agreed to collaborate on revised recommendations for appropriate test construction and appropriate uses of resulting scores. Still many questions remain unanswered.

The future of public education in the United States is uncertain. Vouchers and tax credit proposals continue to compete for funds. Public schools in many places have reported that funding sources are inadequate. An ever-increasing number of students have opted for online educational opportunities. Gaps between historically underachieving groups and the rest of the population continue to exist. The Common Core has created an opportunity to achieve consistency and raise standards. The Common Core has also raised concerns about the latitude that local educators have to determine curriculum and set standards. Finally, state consortia have begun developing new assessments, but many questions remain as to how the resulting scores might be used or misused. Revision of the ESEA looms on the horizon, and the role of the federal government in supporting and regulating public education could be redefined in numerous ways.

CONSENSUS MEETING ON THE FEDERAL ROLE IN PUBLIC EDUCATION PART ONE

WHO - You are all invited to participate, so please join us. Bring a sack lunch and we'll supply beverages and dessert

WHEN - Thursday, September 22nd at 10:30 am

WHERE - at the home of Marie and Pat Gibson, 19530 Mammoth Drive, Bend.

Email: jpgmig@gmail.com and phone: 541-385-9227.

Directions to Gibson's: From the roundabout at Reed Market Road/Mt. Washington/14th St/ Century, go South [towards the mountains] onto Century Drive. You'll then pass an entrance to Mount Bachelor village on your left. Your next left is Mammoth Drive (there is a center turn lane). Take Mammoth Dr as it meanders, go through the gate and through the intersection at the top of the hill. Continue past the tennis courts on your right until the cul-de-sac on your right. At the entrance to the cul-de-sac is a sign post that includes our number on it – 19530. Our home is the middle one.

WHY - As we are all members of the League of Women Voters of the US, we are part of this national study. The scope is broad and includes the following areas under the role of the federal government in public education (preK through grade 12): the history, funding and equity issues which are addressed under the Elementary and Secondary Education Act, and the common core standards/assessments which are required for many federal grant programs.

--Since there are several areas for discussion, we are dividing the questions into two sessions, with the second to be held in October. The focus of this September meeting is to discuss:

COMMON CORE STANDARDS

1. The current role of the federal government in public education is
Much too small too small about right too large much too large
2. What should be the role of the federal government in public education? (Rank)
 - a. To ensure that all students preK-12 receive a quality education.
 - b. To develop accountability measures that will study the progress of all students so that they achieve adequate yearly progress.
 - c. To mandate Common Core Standards for all students K-12.
 - d. To monitor state efforts for funding
 - e. To measure teacher effectiveness through test data.
3. A quality public education is important to perpetuate a strong and viable democracy.
Strongly agree Agree No consensus Disagree Strongly disagree

Common Core Standards and the related assessments are an important part of the study with one section devoted just to this. These are national standards, developed by the National Governors' Association and the Council of Chief State School Officers and are not a federal government mandate, even though acceptance of the standards was a requirement to qualify for "Race to the Top" funding. Remember this is a national study and the question is how these should relate to national programs.

4. Currently the governors and state education officers have developed Common Core Standards that are national but not federal. Should the standards be mandated of the states in order to obtain federal funding? (Choose one)
 - a. Special grant programs such as Race to the Top
 - b. All programs under Elementary and Secondary Education Act where the needs qualify for funding.
 - c. All programs receiving federal funding from any source
 - d. All of the above
 - e. None of the above

5. Should there be a **national assessment aligned** with the common cores standards?

Yes No

If Yes, Should implementation be voluntary or federally mandated? (choose one)

- a. Voluntary
- b. Mandated
- c. Mandated, if fully funded

If No, what other accountability measures might you suggest? (choose one)

- a. Continue to allow the states to develop their own assessments.
- b. Suggest that the local education districts use their own assessments or adopt one that is a nationally norm-referenced assessment such as the *Stanford Achievement Test* or *Iowa Test of Basic Skills*.
- c. Suggest that districts use a portfolio type of assessment where student projects and activities would be scored holistically

A potentially logical next step could be to develop a national curriculum that would meet the standards and be aligned with the assessment tools. Carefully consider this in light of answers to the two previous questions and strive for a consistent answer

6. National standards should lead to: (choose one)

- a. A nationally mandated curriculum to be aligned to the national standards and assessments.
- b. A national curriculum that is only suggested but not mandated.
- c. A suggested structure for states and local education agencies to develop their own curriculum.
- d. No national curriculum.

This question concerns the current two consortia who have won \$3.5 million to develop assessments that follow the Common Core State Standards by 2014. This is where streams get mixed, as they have received a **federal** grant to prepare assessments based on **national** standards.

7. What role should the national assessment consortia play in student evaluation? (Rank order)

- a. Provide an assessment system that is aligned to the Common Core Standards.
- b. Provide comparison data showing progress toward reaching Common Core Standards.
- c. Provide criteria for determining readiness for college and careers.
- d. Provide information to students, parents, teachers and school districts about student achievement.
- e. Provide diagnostic information on each child.

8. Data from the national assessments are often difficult for parents, teachers and others to understand. If we have a national assessment, what information is most important to be reported to parents, teachers, students and the community? (choose one)

- a. Data should be "norm referenced" (where students are ranked) for district comparison only.
- b. Data should be "criterion referenced" and clearly informative so that teachers, parents, and students know how individual students have mastered criteria established at a national level.
- c. Data should be used to determine "cut" scores knowing if students have mastered requirements for special grade levels.

9. Information from nationally required assessment data should be used to (Choose one):

- a. Sanction schools not measuring up to the specific levels
- b. Reward schools that achieve high scores
- c. Rank teachers based on student test score data
- d. Reward teachers who have exemplary scores
- e. Inform districts how their population compares to others similar to theirs.

PLEASE NOTE NEW LOCATION OF THE LUNCHEON

LEAGUE OF WOMEN VOTERS OF DESCHUTES COUNTY

FIRST THURSDAY LUNCHEON

SEPTEMBER 1, 2011

Dan Jones,

teacher and Co-coordinator of the CLASS/TIF Projects for the Bend/La Pine
Public Schools and

Karen Sue Stiner,

a middle grades mathematics teacher at High Desert Middle School, is
currently the Co-Coordinator of the highly innovative CLASS project for the
Bend-La Pine School District

will be speaking about the **Chalkboard** Project/CLASS.

11:00 a.m. to 1:00 pm

at **Boston 's Restaurant, 61276 S Hwy 97,**

Bend (just south of the Factory Stores).