



Logos Public Charter School  
*DOING THE ORDINARY EXTRAORDINARILY WELL*  
400 Earhart St • Medford OR, 97501

12/9/14

OREGON STATE BOARD OF EDUCATION  
255 Capitol St. NE  
Salem, Oregon 97310-1300  
Re: Instructional Hours Definition 581-022-0102

Dear State Board of Education, ODE and others,

I am the Executive Director of one of the largest Charter Schools in the state. I am writing to express concern over the desire to redefine instructional time.

I am asking that you cease and desist and leave the definition as it is. We are under so many regulations, policy changes, Smarter Balance, etc. etc. that to now change instructional hours is pressing beyond reasonable. The proposed change, based on our legal counsel, and our reading of the change jeopardizes the legality of our entire school.

If you insist on going forward with a change, will you please allow for flipped classroom options, independent study, and options other than face to face with licensed teachers and or Education Assistants?

Our desire, along with you is to improve education, instruction, and student performance. The tech culture in which we live and multiple learning environments available and personalized education needs across the board, necessitate thinking outside of the box, not making it bigger.

Sincerely,

Joseph VonDoloski  
Executive Director  
Logos Public Charter School



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OREGON STATE BOARD OF EDUCATION  
255 Capitol St. NE  
Salem, Oregon 97310-1300  
Re: Instructional Hours Definition 581-022-0102

Thank you for considering this testimony in regards to the new definition of instructional time. One of the things that has been missed in all the discussions is the effect this will have on charter schools that work with independent study students as well as homebound students in traditional public schools.

Logos Public Charter School is in its 5<sup>th</sup> year of operation. Our model was set up to serve students who want a hybrid of independent study, onsite classes, and required instructional meetings. We employ 71 people while infusing millions of dollars into the community through jobs and business and adding almost \$900,000 to our sponsoring school district's budget last year. In an article in the local paper last year, the superintendent of Medford said that we are not taking students from the district but reaching out to students who would not ever go to the local school. That is true. We work with people who run the spectrum from traditional homeschoolers who will never go to a traditional public school to people who have left the public school for health reasons, bullying, even kids who have been placed in a shelter and need more one on one support.

**Homeschooling and independent study programs are a growing movement. According to the National Centers for Educational Statistics (NCES), by the spring of 1999, an estimated 850,000 students across the United States were being homeschooled.** This amounts to 1.7% of students. In 2003, 1.1 million students were reported to be homeschooled, which equals 2.2% of students. This figure continues to increase, as in 2007 there were 1.5 million homeschooled children totaling 2.9% of the school age population. Finally, the latest report conducted in 2012 shows that there were 1.77 million students being educated at home, equaling 3.4% of students in the United States.

Would the Oregon Department of Education rather have them be embraced in a charter school that exposes them to common core curriculum, assesses them academically in DIBELS, MAPS, and Smarter Balance while providing a TSPC licensed teacher to come into their home, give them a standards-based report card, and have them graduate with an accredited diploma or would you rather they go back to what they were doing before our school was an option with no accountability from a TSPC licensed educator?

On top of the things we offer above, our students participate in:

- Local Performance Assessments
- Writing Contests
- Science fairs



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- Battle of the Books
  - Spelling & Geography Bee
  - Physical Fitness Testing
  - Day of the Distinguished
  - Campus classes at the school site
  - Field Trips to places like OMSI and Oregon Caves
  - Last year our students raised \$6251 for our local sparrow (a child suffering severe health situation) through community service and raising money.
  - Last year our students earned 1750 credits at the local colleges
- And so much more.....

I believe that the new instructional hours definition needs to include independent study programs such as ours. This will benefit schools like ours but also it will allow homebound instruction for students in the traditional public school. I know several schools that have a student in their school with a serious physical condition that keeps them from coming to school. They use homebound instruction where a teacher goes to them an hour or more a day. That would not be allowed under this new definition.

Logos Public Charter School is raising the bar for independent study students in our area. Without our school, these students have no choices. I do not believe Oregon Department of Education wants to abandon children in any of these situations to go back into the shadows on their own.

Respectfully,

Sheryl Zimmerer  
Elementary Principal  
Logos Public Charter School



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December 9, 2014

Oregon State Board of Education  
255 Capitol St. NE  
Salem, Oregon 97310-1300

Dear State Board of Education:

Our charter school model of education satisfies the needs of many non-traditional students. A 7<sup>th</sup> grade special education boy came to our school several years ago because he was not making the progress his mom knew he was capable of. He has worked side-by-side with his grandma reading a variety of his favorite non-fiction text and tackling challenging algebra problems with variables to fulfill his personalized education plan. Together, they can devote extra time if needed to delve into an area of particular interest or solve an extra thorny problem. Even though he was nervous, he also started attending a science class on campus and has progressed in his social skills interacting with the teacher and other students.

At 16, this high school junior is grappling with the typical question, "What career do you want to pursue?" As a hands-on learner, he thinks he wants a technical career in diesel mechanics like his dad. This year, he is participating in our STEM Academy through Rogue Community College (RCC). This exploratory program introduces students to technical careers in the college workshops with instructors explaining the industry from a first-hand perspective. For next year, I am encouraging him to join our Trailblazers program, a partnership with our school and RCC. Students earn dual high school and college credit towards an associate degree or certificate. For this future mechanic, completion of RCC's two year, 60 credit Diesel Specialist certificate would qualify him for a variety of local career paths earning a livable wage. Qualified graduates repair heavy equipment, marine motorboats, and industrial machinery earning \$18+ per hour with many avenues for further advancement.

Austin is one example of how our model of personalized education has greatly benefitted him and sets him up for success as he graduates, pursues further education in an industry with job opportunities, and becomes a productive citizen in the Rogue Valley.

Sincerely,

Valerie Barr  
Director of Student Services

400 Earhart St  
Medford, OR 97501  
December 9, 2014

Oregon State Board of Education  
255 Capitol St. NE  
Salem, OR 97310-1300

Dear Board Members:

Thank for the opportunity to submit testimony regarding the newly proposed definition of instructional time. I have been an Oregon licensed elementary teacher for 14 years and hold a reading endorsement. My teaching career began in a traditional classroom, and for the past four years I have had the privilege to work as an Educational Specialist for Logos Public Charter School. Logos works within a unique educational model in which licensed, highly qualified teachers serve as Educational Specialists for home school families. We provide an individualized education for each student in many important ways; including developing a standards based course of study, assisting in the selection of standards based curriculum at the appropriate grade level, and meeting weekly to monitor completed work, teach and direct next educational steps. We also administer formal assessments: Kindergarten Readiness, Ravens, Measure of Academic Progress, DIBELS and OAKS. We work with students for multiple years, allowing us to know their strengths and needed next educational steps, and also better understand and use the picture that assessment data paints. Logos fulfills an important need in our public school community.

I am currently working with a first grade girl who entered kindergarten reading and writing. Because she is a Logos student and receiving an individualized education, she has been able to maximize her abilities. She is a curious and enthusiastic student who is supported each day in experiencing what it means to be an authentic, lifelong learner. Throughout kindergarten and these first four months of first grade, she has become engrossed in many topics of study. She uses the library to gather multiple texts on a single subject, then reads, takes notes, draws pictures and writes reports on what she learns. She even synthesizes non-fiction research into fictional plays and stories. The Logos model allows this child to academically explore and excel.

Last year one of my students was a sixth grade boy who passed OAKS math and reading for the first time in his school career. He became a Logos student near the end of his fourth grade year. He entered our school with low academic skills and no internal motivation. In two years, he moved from scoring in the low range of Does Not Meet to solidly Meets. He is a capable, hardworking student who needed individualized attention and instruction. Because the Logos model allows teachers to work one on one with students, I was able to zero in on his specific needs and spend extended, focused time developing his skills. I observed a change in him as he learned that, though school is indeed challenging for him, it is within his ability to achieve academic goals and experience the satisfaction of success due to hard work. This child is now in a good position to be career and college ready when he graduates from high school.

These are but two, short descriptions of the many students served and bettered by Logos Public Charter School. Our school serves the local community in a unique and vital way. As you work to draft new legislation defining instructional time, please carefully consider how it will impact schools such as ours and the students we are serving. Oregon will be enriched by thoughtful legislation that supports an educated public.

Best Regards,

Kimberly Stein

December 9, 2014

State Board of Education:

Good afternoon my name is Gina Hammon and I am a teacher at Logos Public Charter School. I writing to you today to tell you about the wonderful things we are doing at Logos that have a direct impact on our students and their education. I have worked as a Special Education teacher for the past 16 years, with 12 of those years being within the public school system. Therefore, as a result 85% of the students I work with have an IEP or a 504 plan.

I have witnessed many students experience academic success for the first time at Logos simply due to our instructional model. I received a new student 3 years ago. This student was a boy and at that time he was in the 8<sup>th</sup> grade. This student has many academic and physical disabilities which made him the target of several school bullies at his home middle school. This particular student was threatened, stuffed into trash cans, and harassed on a daily basis. As a result he often refused to go to school because he was afraid, or because he was suspended because he fought back. None of the boys who bullied him were ever disciplined so it was a never ending battle.

The parent of this 8<sup>th</sup> grade boy heard about Logos and enrolled her son. This young man is now in the 10<sup>th</sup> grade and he has blossomed while attending Logos. His academic skills have increased by 3 grade levels since enrolling and he is happy and finally feeling good about himself. He no longer gets bullied on a daily basis and is feeling so confident he has decided to try his hand at a campus class. This young man was also on the honor roll last year as a freshman and is also talking about attending college after graduation. When I first met this boy he wanted to drop out of school when he turned 16. Our model of independent study and instruction has made all the difference in the world to this young man and without Logos he would most likely have dropped out of school when he turned 16 last month.

I have another student who enrolled with Logos during her 8<sup>th</sup> grade year. This young lady is also on an IEP under the category of Emotional Disturbance. She had attended several schools including a day treatment facility to try to assist her with her behaviors. While enrolled in a Public School she was often suspended for her behavior issues and as a result she fell further and further behind in her studies. This pattern has occurred since she started Kindergarten. Eventually she stopped attending school altogether. Her mother had her enrolled in the Oregon Online Academy as a last resort because of a plan developed with the truancy officer.

When I started working with this young lady she was very resistant to doing any type of work because her skills were so low from having missed so much schooling and she suffers from

social anxiety. When I got her she was working at a third grade level in Reading and Math. We started out with third grade curriculum so she could experience some success and because we needed to build her academic skills. You can't expect a person functioning at the 3<sup>rd</sup> grade level to be able to do 8<sup>th</sup> grade level work. This is part of the reason she stopped attending school because she felt stupid. There were still days when she did not want to do any school work so I tried several behavior incentives with her. Each week that she completed all of her school work she earned \$2 towards a gift card. She would get the gift card at the end of each semester. I started with allowing her to choose where the gift card would be from.

Her freshman year I told her that I was going to choose where the gift card came from. She was not really happy about that but she dealt with it. This young lady did not enjoy reading so it was my plan to get her interested in reading. As a result the gift card would be to Barnes & Nobel and she could choose whatever books she wanted. I just wanted her to read and to foster a love of reading in her. Well my plan worked with flying colors. This young lady is now a 10<sup>th</sup> grader and she loves reading and cannot wait for the end of each semester so that she can purchase new books. She even has a library card now. Not only does she love to read but her academic skills in Reading and math have improved 3 complete grade levels since her enrolling at Logos 2 ½ years ago. Without Logos this young lady would most likely be like her older brother, a high school dropout. She now enjoys school, but more importantly she loves to read and this love will make her a lifelong learner. She is accessing a quality education but does not have to combat her social anxiety issues on a daily basis any longer.

I have so many success stories in just my students, but I do not have the time to share them all. I would just like to urge you to consider the independent study schools like Logos. We are making such a difference in so many students and families lives. I would hate to see these students have to return to an instructional model that has proven to not meet their educational needs. Please keep our model of instruction in your thoughts when you consider the new regulations regarding instructional time. Thank you for your time.

Sincerely,

*Gina Hammon*

Ricci Gibson  
400 Earhart St.  
Medford, OR 97501  
December 9, 2014

Oregon State Board of Education  
255 Capitol St. NE  
Salem, OR 97310-1300

To whom it may concern:

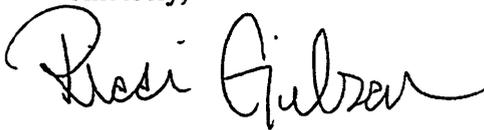
In regards to the proposed ODE document of changing instructional time (item 3.12 on the agenda for Dec. 11), I would like to weigh in with some of my personal experiences and situations that I have encountered while teaching at Logos Public Charter School located in southern Oregon.

Since being hired at the beginning of last school year, I have had the privilege of working with a diverse group of students, grades 6-12, on an individual basis in order to provide one-on-one attention and instruction to best set these students up for academic success. For the majority of my students traditional public school is not an option for a wide array of reasons: I have worked with a student that suffers from a sensory disorder in which she becomes easily distracted and overwhelmed by crowds of people, noise and even smells; I have had several students that were bullied so badly while in traditional public school that they were skipping school, failing classes, and one student even attempted suicide. These students found refuge at Logos because the way our school is designed, they can still complete state accredited work but in an independent environment in which bullying, peer pressure, and other negative student influences are eliminated.

My biggest success story in my time with Logos comes in the form of a now 11<sup>th</sup> grade student. As a 10<sup>th</sup> grader she came to me behind in credits, struggling heavily with math and discouraged with the public school system. In addition, she has some health complications that have interfered with her education and to top it off she has a full time job on a farm so she can help her mom pay the rent. She earned her driver's license this year and has now taken on the task of driving her four younger siblings to and from school, extracurricular activities, and to their dad's home because her parents are separated. This student works on the farm for the better portion of the morning and afternoon and tackles her school work in the late afternoon into the evening. A traditional public school setting would not be an option for her based on the capacity in which she is needed at home – however, with Logos she has been thriving. She is getting caught up in credits and I am able to provide her with intensive math help in order to boost her skills in this particular subject.

Logos fills a niche in our community for students that for one reason or another would otherwise struggle in a traditional public school setting; we help students thrive in an independent study work environment and our model is desperately needed in our community.

Sincerely,



Ricci Gibson  
Education Specialist  
Logos Public Charter School

12/10/14

OREGON STATE BOARD OF EDUCATION  
255 Capitol St. NE  
Salem, Oregon 97310-1300

To whom it may concern:

I am writing because I am concerned with the wording of OAR 581-037-0015, regarding its new definition of instructional time. I hope you will consider the teachers at charter schools when you come up with your new definition. If the new definition is not worded correctly it could force the closing of charter schools.

Our current teaching model at Logos Public Charter School the largest non-virtual charter school in the state with nearly 1000 students has us working directly one on one with students for one hour a week face to face and another hour communicating by phone or email with the student. This may not sound like a lot of time, but when I taught for years in the public schools, I would have about 30 students in my class. After I spent the first 35 min. with them explaining and modeling the lesson and doing guided practice on it, I would only have about 15 minutes left to spend with the students one on one to help them. This equates to having thirty seconds with each student one on one, or an average of 2.5 minutes a week. At the Charter School I have an average of 50 minutes a week of one on one with the student, so it is currently 20 times better than the traditional public school for one on one time.

Students at our school would not want to go to a traditional public school anyway. Most of our students prefer to be homeschooled, while some, like my students from the Spartans Hockey team can not fit a traditional school schedule into their playing schedule, and so the only option for them is a charter school. Please be careful with your wording on this new definition because thousands of families education and teacher's livelihoods are at stake.

Sincerely yours,

A handwritten signature in black ink that reads "Joel Nye". The signature is written in a cursive style with a large, prominent "J" and "N".

TO: Oregon State Board of Education  
December 11, 2014  
Item 3.12

My student is a fourth grade student at Logos Public Charter School. He's funny, creative, and bright and works with determination. He also struggles from a severe anxiety disorder that inhibits him in many ways. He struggled through public school from kindergarten through the beginning of grade two. He came to LPCS and me in October of 2012.

At first he was afraid, timid, and shy when I would come to his house. He followed his mom around and was very withdrawn in our meetings. I would go weekly to help his parents create a schedule for work the next week and try my best to work with him. As the weeks went on he became less nervous and eventually eager to see me each meeting.

These days, he is thriving immensely and working to his full potential and beyond. Last year he came to our site and successfully completed the OAKS with little anxiety and positive results. He is flying through his curriculum at grade level and meeting standards. All this due to him being able to learn at home from his parents and not be in a school building with people he's uncomfortable around. Without the anxiety of leaving home and interacting with people, he's free to focus on curriculum and learning. My job is to supervise his workload and provide his parents the support and confidence they need to teach him.

Our model lends itself perfectly to students in many scenarios. The countless reasons students fail to thrive in traditional schools are shattered by our dynamic approach. Through Logos, parents and learning coaches gain all the resources they need to provide quality education to their student and student is rid of all the outside factors inhibiting their education.

Logos provides a vital alternative to our community and the traditional schools within it. Without our program over 900 students K-12 would be struggling to find answers for their educational needs.

Nicole Pratt