



Grantee name: New Bridge High School

New Bridge High School 2025-2027 Integrated Programs Application Pre-Populated Responses

Grantee Name: New Bridge High School

Preliminary application type: YCEP/JDEP without CTE

Instructions for Pre-populated responses

Applicants are receiving a PDF of the pre-populated responses for the 25-27 integrated application. Please Note, that some questions have changed since the 23-25 biennium, so some answers will be a combination of multiple responses. When you look at the PDF of pre-populated responses, you will see some questions and answers are duplicated and there are parenthesis after the question showing which application type. To determine which questions will appear on your application, please look at the Preliminary Application Type on your WorkApp, under the 25-27 Application tab. You will then select the question that has your preliminary application type in the parenthesis. Ex: (YCEP/JDEP with CTE, YCEP/JDEP without CTE) indicates that this question is used for these two types of applications. If you believe that your preliminary application type is incorrect, please reach out to Blake Whitson Blake.Whitson@ode.oregon.gov.

Pre-populated responses

Equity Advanced

3. What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? (K-6 or K-8 Grantee, Small/Rural without CTE, Small/Rural with CTE, Virtual without CTE, Virtual with CTE, District or Independent Charter with CTE, District or Independent Charter without CTE)

- 23-25 Question 1.6 What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

The most obvious barrier for our students is that they are placed at Rogue Valley Youth Correctional Facility for an average stay of 12-15 months. The students do not have the same access to class options like their home community school because of OYA regulations, space, and that most students need credit recovery in their CORE academic classes because they struggled with attendance and behaviors prior to coming to New Bridge High School.

A significant barrier we have identified is we may not be able to hire the personnel to have smaller class sizes for decreased student: teacher ratio. This is a particular concern in all teaching areas because there is a state and nation wide shortage, not to mention our school is

2025-2027 IP Application Pre-Populated responses from 2023-2025 application.

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located inside a youth correctional facility. We have built into our plan tiered options that we could move to if we are unable to hire/maintain staff. Those options will still give us a focus on our populations of concern, but they do not require specific hard to find licensed personnel. Some of these choices include; targeted curriculum, specialized training, and professional development for staff already working at New Bridge, which will allow us to still work on our targets and goals. Oregon Youth Authority (OYA) INTAKE PROCESSES (ASSESSMENTS)

? PHYSICAL-MEDICAL

? All youth receive a health care assessment when they arrive in closed custody.

? OYA provides a level of care consistent with community standards

? MENTAL HEALTH-QHMP

? Nearly 2/3 of youth who come into closed custody suffer from mental health conditions.

? OYA assesses each youth when they first enter closed custody to determine the services they need. Based on their intake assessment, OYA develops individualized treatment plans for each youth.

? TREATMENTS- DRUG AND ALCOHOL COUNSELOR

? PROVIDE GOVERNMENT ISSUED CLOTHES FOR THEM TO WEAR IN FACILITY

AND AT SCHOOL

o Each youth offender who is placed in OYA's care and custody receives a Risk Needs

Assessment (RNA) within the first 30 days of probation or closed custody. The RNA evaluates each youth for criminal and delinquent behavior, social skills, attitudes and

beliefs, substance abuse, mental health, family and parenting issues, interpersonal

relationships, use of free time, employment, and education.

o All assessments are included in the youth's MDT plan which is reviewed every 90 days after the initial 30 day MDT meeting with school-principal, treatment- QHMP, unit- CC/LUM, family, and PO's.

o SCHOOL INTAKE PROCESS

? Students does intake with School personnel on the first day after going through the OYA intake process.

? See attached form

? Receives school schedule based on transcript review



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Receives a tour of the school

Meets the Principal and they discuss school expectations

3. What policies and procedures do you implement to ensure that children and youth navigating houselessness are connected to educational programs and necessary supports upon exiting the juvenile justice facility? (YCEP/JDEP with CTE, YCEP/JDEP without CTE)

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A significant barrier we have identified is we may not be able to hire the personnel to have smaller class sizes for decreased student: teacher ratio. This is a particular concern in all teaching areas because there is a state and nation wide shortage, not to mention our school is located inside a youth correctional facility. We have built into our plan tiered options that we could move to if we are unable to hire/maintain staff. Those options will still give us a focus on our populations of concern, but they do not require specific hard to find licensed personnel. Some of these choices include; targeted curriculum, specialized training, and professional development for staff already working at New Bridge, which will allow us to still work on our targets and goals. Oregon Youth Authority (OYA) INTAKE PROCESSES (ASSESSMENTS)

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☑ Students does intake with School personnel on the first day after going through the OYA intake process.

☑ See attached form

☑ Receives school schedule based on transcript review

☑ Receives a tour of the school

☑ Meets the Principal and they discuss school expectations

4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or Independent Charter with CTE)

- 23-25 Question: Combination of 2: 1.10 How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups? AND 2.17 How will you prepare CTE participants for non-traditional fields?

Well-Rounded Education

3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? (All application types)

- 23-25 Question: 2.6 Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

Our school, in conjunction with the Grants Pass School District, shall maintain a coordinated K-12 program that meets state standards and is based on district goals adopted by the Board of Education. Scope and sequence, program goals, and course goals shall be developed to

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implement district goals as appropriate. Grades 9-12 shall provide instructional opportunities designed to allow students to meet district and state requirements for graduation plus college entrance requirements.

Our coursework is developed through Planned Course Statements through the Grants Pass School District. Planned Course Statements shall be submitted for approval for every course offered in grades 6 through 12. Course statements shall include the following components: course description, rationale, course goals, assessment strategies, accommodations and modifications, career related learning standards, and financial impact. The purpose of developing Planned Course Statements is to:

- Ensure curriculum is reasonably consistent across the district;
- Ensure courses are aligned with state content standards;
- Ensure similar courses have similar requirements, prerequisites and credits;
- Ensure course offerings clearly define goals and expected educational outcomes; and
- Improve coordination between middle and high school course offerings New Planned Course Statements and substantial revisions will be reviewed and approved by the Board of directors on an annual basis. Relevancy and quality will be reviewed at least every three years by the curriculum/federal programs director.

4. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. (All application types)

- 23-25 Question: 2.7 Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

All classrooms are site-based at New Bridge High School and we provide year long schooling for youth. We utilize a 5 period model (70 minute classes) with a shortened day (60 minute classes) on Mondays for staff PD, SPED meetings, MDT discussions, and special classes for youth provided by staff and outside partnerships.

Our classes average about 6-8 students; so we use a more direct instruction model through guided practice, peer partner support, and independent practice. We utilize various forms of assessment in our classes that could include formal and/or informal practices, which include paper and pencil, computer-based, and/or project-based assessment opportunities that best serve the needs of the students.

The school uses Talent Education (TED) and ELEOT observations during the school year to best assess the instruction in our classes and then the principal will discuss these observations with individual teachers. If there is a common theme throughout the school that needs to be addressed and/or supported, we will build professional developments around these objectives to support learning in our classes.



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5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? (K-6 or K-8 Grantee, Small/Rural without CTA, Small/Rural with CTE, Virtual without CTE, Virtual with CTE, District or Independent Charter without CTE, District or Independent Charter with CTE)

- 23-25 Question: 3.4 How do you ensure community members and partners experience a safe and welcoming educational environment?

The key for ensuring visitors are safe and welcomed in your school community is to first have an established school culture of care for all students, staff, and visitors. This is built with on-going development of relationships with all stakeholders when they are at school and in the facility. Our goal is to provide a safe-learning environment for all students and this is evident when you visit our school.

Visitors are scheduled with our school office and are informed of what they can/can't bring into the facility for their safety and ours. Then they are scheduled at a time, where a school staff will sign them in and remind them of the facility expectations.

We provide them with supervision through school and OYA staff at all times especially when they are around the youth. Our staff is 100% professional and treats visitors like they were family.

It is our goal to educate others in the community about our school and how we support the growth of every student in our school.

5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from harassment and bullying? (YCEP/JDEP with CTE, YCEP/JDEP without CTE)

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6. How do you ensure students have access to strong school library programs? (All application types)

- 23-25 Question: 2.3 How do you ensure students have access to strong library programs?

Students have access to a school library at New Bridge and can access the books through an assistant who oversees the library. Students have access to the library daily either by visiting it at the end of their English classes and/or during their Career Center classes that include GED (AZTEC), Odysseyware, and Career Explorations.

If students or any youth incarcerated at RYCF need library services and they do not participate in our daily school schedule, then they have the opportunity to fill out a library book slip and have it dropped off with our librarian. Living units have a printout of our library collection, which includes books, magazines, movies, and even some video games.

8. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? (All application types)

- 23-25 Question: Combination of 2: 2.10 How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups? AND 2.11 What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

We have been able to meet all students where they are at academically, socially, and behaviorally; and utilize transcripts and annual SIA/HSS surveys to provide access to all learning opportunities. This past month, we just completed our Accreditation process with COGNIA which also allowed us to dive deep into our student data and create a 3-5 year Continuous Improvement Plan.

We are in a unique situation in our school, which allows us to have 6-8 students in a class and provide the necessary instruction for individuals to have academic growth. Most of our students are credit deficient and need the CORE classes (Science/Social Studies/Math/English) to attain their high school diploma.

With that in mind, we also have the opportunity to support our SPED and ELL within our classes with no pull-outs, so they are not missing out on their regular education classes, which in most cases causes more gaps in their education. We also have a high attendance rate at our school because it is built into the youth's day and is an expectation to attend school on a daily basis.



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We utilize IEP's , MDT's(every 90 days), quarterly transcripts, daily conversations with staff and students (check-ins) to help monitor and change our instruction to help students who are not meeting or exceeding state and national standards. We have been able to meet all students where they are at academically, socially, and behaviorally; and utilize transcripts and annual SIA/HSS surveys to provide access to all learning opportunities. This past month, we just completed our Accreditation process with COGNIA which also allowed us to dive deep into our student data and create a 3-5 year Continuous Improvement Plan.

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We utilize IEP's , MDT's(every 90 days), quarterly transcripts, daily conversations with staff and students (check-ins) to help monitor and change our instruction to help students who are not meeting or exceeding state and national standards.

10. What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or Independent Charter with CTE)

- 23-25 Question: Combination of 2: 2.13 How are you providing equitable work-based learning experiences for students? AND 3.12 How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

New Bridge is not requesting CTE funds from this plan. We do not have partnerships with employers of outside agencies due to being a closed facility. We do partner with OYA and the VESoy coordinator to give work experience for our students.

11. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or Independent Charter with CTE)

- 23-25 Question: 2.14 Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

New Bridge is not requesting CTE funds from this plan. We partner with OYA to follow their guidelines and support youth in having a well-rounded education while being incarcerated at Rogue Valley Youth Correctional Facility and attending



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New Bridge High School year round.

o Research shows that incarcerated people who participate in educational and vocational training programs while in custody are: 43% less likely to be arrested for another crime than those who do not; and ore likely to find jobs when they leave custody.

☑ Goals/Outcomes for our youth/students:

☑ When youth who leave custody can find and maintain employment, they are much more likely to become crime-free, productive members of their communities.

☑ To help them reach that goal, OYA encourages all youth in our custody to pursue educational degrees, learn job skills, and earn professional certifications.

☑ Students can work toward an associate degree, bachelor's degree, or master's degree.

☑ Youth in OYA facilities typically start by enrolling at a community college before transferring to a university to complete their bachelor's degree

o Youth in our school, who have graduated from high school or have their GED are eligible to participate in post-secondary opportunities (vocational training programs, facility work programs, and college opportunities)

*Programs vary depending on the facility. Our facilities throughout the state offer many opportunities to earn certifications, licenses, and work experience. Youth have the opportunity to transfer to other facilities based on the MDT team and how they are progressing through their program.

o We allow all students that are interested in post secondary education, to work with our College and Career Advocate to explore their options through our partnership with Rogue Valley Community College.

☑ We begin with having them take the placement assessments for Reading, Writing, and Math before placing them in classes.

☑ We begin with students taking 1-2 classes during their 1st term at RCC and this is based on the individual academic levels and what they are also doing during the school day to explore their post-secondary options.

☑ Since 2020, we average 10-12 students at New Bridge High School, who are participating in online classes through RCC and average about 100 credits a term for our youth.

☑ We have also had the opportunity to graduate 4 students from RCC with AA degrees in the last few years with more to come after they earn their 90 credit hours at RCC.

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☑ We have a RCC counselor that works closely with our College and Career Advocate to support our youth every term. The counselor comes in every quarter to meet with individual students in an effort to plan out their RCC path.

☑ Our College & Career Advocate and Office Manager work closely with the financial aid office to help support our students through the FAFSA process as they begin their RCC journey.

☑ Most recently, we have been working with RCC to support a grant process that will benefit our students. This opportunity will provide RCC with funds to support our students interested in pursuing Welding classes and will provide a RCC teacher to teach within our facility.

☑ We have currently been approved by ODE/YCEP to use ESSER II funds to create an outdoor classroom that will be situated outside our Manufacturing class. This will be a \$45,000 project and will support RCC welding opportunities

and other post-secondary options for students. Our goal is to have this all built by the end of the 2023 summer. We have an architect working on the project and have a follow up meeting with him during the week of June 12th.

Strengthened Systems and Capacity

1. What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? (Virtual without CTE, District or Independent Charter without CTE, Virtual with CTE, District or Independent Charter with CTE)

- 23-25 Question: 4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leader's representative of student focal groups?

The principal utilizes the interview process as the initial stage of hiring and recruiting quality staff. With only 45 minutes to an hour for an interview, the hiring team uses strategic questions to best understand the 3 C's (Character/Commitment/Compassion) of an individual. The interview process is key to selecting the best candidates for our school.

We are a small team that utilizes everyone's strength with the purpose to grow as an individual, work together, and most importantly support all youth. The principal utilizes classroom observations to support the teacher and if a common theme arises during observations, he will develop a Professional Development to support our staff. We have opportunities for teachers to support others by observing each other during their prep times to best provide support and insight to better our practice. Staff are frequently asked/reminded by the principal to come to him with suggestions/thoughts/solutions to support their individual growth and for any support needed in the classroom (textbooks, materials, PD opportunities, etc.).

Our goal is to use informal and formal observations and discussions to make informed decisions to support our growth as educators with the purpose of delivering high quality instruction for our students.



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Our school struggles with recruiting a diverse applicant pool, since we are located in a rural area of Southern Oregon, but serve students across the state. We do have a diverse team working with youth on a daily basis between the school (12 staff) and OYA staff (approximately 100 staff) at the Rogue Youth Correctional Facility.

1. What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? (K-6 or K-8 Grantee, Small/Rural without CTE, Small/Rural with CTE, YCEP/JDEP without CTE, YCEP/JDEP with CTE)

- 23-25 Question: Combine 2: 4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups? AND 4.2 What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

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youth on a daily basis and target the goals discussed in MDT meetings. We utilize the transcript reviews to build our master schedule and then discuss the plan with the school staff prior to each quarter.

Finding the right teacher for our school is key and it begins with the hiring process. The principal utilizes the interview process as the initial stage of hiring and recruiting quality staff. With only 45 minutes to an hour for an interview, the hiring team uses strategic questions to best understand the 3 C's (Character/Commitment/Compassion) of an individual. We have been able to hire highly qualified teachers from other local high schools, who teach in their field of licensure daily because we only have 5 teachers(Math, English, Social Studies, Science, and CTE-Manufacturing), who are all singletons.

Our next step is to support staff in their growth as a teacher in the classroom and this is done through our district's evaluation system. From this process and the needs of the school to best support all youth, we develop a professional development plan for the year.

Growth in learning is a key part of our culture for all students and it is visible on a daily basis within our school. It is our goal to meet all students where they are in their educational process and support them academically, behaviorally, emotionally, and socially with the goal for all to graduate with a diploma or GED certificate.

2. What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? (Virtual without CTE, District or Independent Charter without CTE, Virtual with CTE, District or Independent Charter with CTE)

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3. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. (K-6 or K-8 Grantee, Small/Rural without CTE, Small/Rural with CTE, Virtual without CTE, Virtual with CTE, District or independent charter without CTE, District or independent charter with CTE)

- 23-25 Question: 4.3 How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

Our school operates on a year round schedule (215 days of student contact), who works closely with Rogue Valley Youth Correctional Facility employees to best support our youth in school, treatment, unit behavior, and future transition plans via our MDT meetings. The facility utilizes PHD (Positive Human Development) which is very similar to PBIS (Positive Behavioral Intervention Supports) that is used by many public schools and both focus on working with children in a positive manner. We utilize the Restorative Justice process to resolve conflict in our school and facility. Since we have 4 out of 6 new teachers this year, we are scheduling a Restorative Justice PD to be held with our school staff in the Spring of 2023. We also have provided strategic training in DEI initiatives (Diversity, Equity, and Inclusion) with collaboration with Oregon Youth Authority (OYA). We are also planning Professional Developments in Trauma Informed Care and Restorative Justice, which also align with Oregon Youth Authority.

3. Describe your system for analyzing exclusionary practices preventing students from physically attending classroom sessions during instructional time, including disaggregating this information by focal groups. (YCEP/JDEP without CTE, YCEP/JDEP with CTE)

- 23-25 Question: 4.3 How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

Our school operates on a year round schedule (215 days of student contact), who works closely with Rogue Valley Youth Correctional Facility employees to best support our youth in school, treatment, unit behavior, and future transition plans via our MDT meetings. The facility utilizes PHD (Positive Human Development) which is very similar to PBIS (Positive Behavioral

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5. How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? (Virtual without CTE, District or Independent Charter without CTE, Virtual with CTE, District or Independent Charter with CTE)

- 23-25 Question: Combine 2: 2.8 How will you support, coordinate, and integrate early childhood education programs? AND 4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

New Bridge High School does not serve any of these programs, since our youth may range from 12-25 years of age. As for on-going supervising, the principal is visible on a daily basis and checks in with all staff. He also utilizes the district's evaluation process (TED-TalentEd) and follows the TSPC (Teacher Standards and Practices Commission) of Oregon to best support the staff development and grow as an educator. The certified staff maintains a yearly PD log for conferences that they attended or PD's they have participated in at the school/district. This then is turned into TSPC by the Human Resource Department at the end of the year.

We also utilize the TED (Talent Education) process to reflect on our practices throughout the year. Certified staff including the principal create 2 smart goals related to students at the beginning of the year and use mid-year/year-end reflections to drive discussion with the principal. The principal also uses a observation tool in TED to observe teachers throughout the year and then provide feedback to them about a particular lesson.

At the end of the year, the principal will do a summative evaluation on certified/classified employees and provide them with specific areas of growth to develop over the next evaluation process.

Our goal is to use informal and formal observations and discussions to make informed decisions to support our growth as educators with the purpose of delivering high quality instruction for our students.

5. How do you support students and families in the transitions from the JDEP/YCEP school to their next educational placement or workforce preparation program? From high school to postsecondary education and/or workforce? (YCEP/JDEP without CTE, YCEP/JDEP with CTE)

Grantee name: New Bridge High School

- 23-25 Question: 4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

As for on-going supervising, the principal is visible on a daily basis and checks in with all staff. He also utilizes the district's evaluation process (TED-TalentEd) and follows the TSPC (Teacher Standards and Practices Commission) of Oregon to best support the staff development and grow as an educator. The certified staff maintains a yearly PD log for conferences that they attended or PD's they have participated in at the school/district. This then is turned into TSPC by the Human Resource Department at the end of the year.

We also utilize the TED (Talent Education) process to reflect on our practices throughout the year. Certified staff including the principal create 2 smart goals related to students at the beginning of the year and use mid-year/year-end reflections to drive discussion with the principal. The principal also uses a observation tool in TED to observe teachers throughout the year and then provide feedback to them about a particular lesson.

At the end of the year, the principal will do a summative evaluation on certified/classified employees and provide them with specific areas of growth to develop over the next evaluation process.

Our goal is to use informal and formal observations and discussions to make informed decisions to support our growth as educators with the purpose of delivering high quality instruction for our students.

6. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or independent charter with CTE)

- 23-25 Question: Combine 2: 2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment? AND 2.16 How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

New Bridge is not requesting CTE funds from this plan.

6. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning, including any guidance, counseling, and connections to education plans and profiles.



Grantee name: New Bridge High School

(K-6 or K-8 Grantee, Small/Rural without CTE, YCEP/JDEP without CTE, Virtual without CTE, District of independent charter without CTE)

- 23-25 Question: 2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

New Bridge is not requesting CTE funds from this plan.