



401 N Canyon City Blvd Canyon City, OR 97820-6111
Phone: (541)575-1280 FAX: (541)575-3614

Board Meeting Agenda

Wednesday 4/16/2025 | 7:00PM in Seneca

ZOOM IN BY USING THE FOLLOWING ACCESS CREDENTIALS:

<https://us02web.zoom.us/j/2595245851?pwd=ZjFIZ2w2eDNPMmhoT1VtS0wvbk1MZz09>

Meeting ID: 259 524 5851 | Passcode: HelloGSD3

[* = supplement enclosed]

1) **PRELIMINARY BUSINESS:**

- 1.1 Call to order
 - 1.1.1 Board Attendance: ____ of 7
- 1.2 Pledge of Allegiance
- 1.3 Agenda Review
 - 1.3.1 Motion: ____; Second: ____; Unanimous: ____

2) **PUBLIC COMMENTS | 3-MINUTE LIMIT:**

- 2.1 Public Forum:
 - 2.1.1 1)
 - 2.1.2 2)
 - 2.1.3 3)

3) **SENECA STUDENTS**

4) **REPORTS:**

- 4.1 Financial/Business Manager/ MJE *
 - 4.1.1 See: Board Meeting Packet – Addendum | Financial Report – March 2025
- 4.2 Current Enrollment | Average Daily Membership (ADM) Reporting) as of last day of previous month/ MW*
- 4.3 Current Staffing/JY/MW
 - 4.3.1 GU = 39
 - 4.3.2 HES = 42
 - 4.3.3 SES = 5
 - 4.3.4 HCCC = 6
 - 4.3.5 DO = 2
 - 4.3.6 Transportation = 7 **Total = 101**
- 4.4 Administrator's Reports | Previous Month:
 - 4.4.1 Principal, Shanna Northway | Vice Principal, Andy Lusco | GU *
 - 4.4.2 SpEd Director, Shanna Northway | GU/HES *
 - 4.4.3 Principal, Janine Attlesperger | Humbolt (HES)*

Board of Directors:

Kris Beal | M.T. Anderson | Amy Charette, Vice Chair | Chris Labhart | Zac Bailey | Will Blood, Chair | Jake Taylor
Superintendent: Mark W. Witty | Website: <https://www.grantschooldistrict.org/>



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- 4.4.4 Head Teacher, Carrie Sullivan | Seneca (SES) *
- 4.4.5 Director, Trina Fell | Humbolt Child Care Center (HCCC) *

4.5 Superintendent's Report/ Superintendent Mark Witty

- 4.5.1 Prospector Early Learning Update
 - 4.5.1.1 Community Initiated Project Grant
 - 4.5.1.2 State of Oregon Directed Capital Project Fund
 - 4.5.1.3 Oregon Infrastructure Grant
 - 4.5.1.4 Facilitation
- 4.5.2 Strategic Planning Committee Meeting *
- 4.5.3 Secure Rural Schools Reauthorization Update
- 4.5.4 Oregon Legislature
 - 4.5.4.1 PERS Buy Down 1.68
 - 4.5.4.2 Capital Projects – OSCIM Grant
 - 4.5.4.3 SPED & High Cost Disability – Additional \$200 million
- 4.5.5 Evaluation Training – Betty Palmer
- 4.5.6 Renew America Grant Update – GU HVAC
- 4.5.7 Naming Softball Field Update
- 4.5.8 Plaques for Malone and McConnell Fields - Update
- 4.5.9 Negotiations with JDEA
- 4.5.10 Calendars for School Year 2025-26 and 2026-27
- 4.5.11 Review Downsizing Measures to Date

- 4.6 Seneca 2025/26 Plan
- 4.7 Quantitative Survey*
- 4.8 Review Downsizing Measures to Date*

4.9 Construction/Capital Projects Update MW

- 4.9.1 GSD3 Project Tracker *
- 4.9.2 GSD3 Project Updates *

5) **CONSENT AGENDA:**

- 5.1 Recommend Approving 3/12/2025 Board Meeting Minutes
 - 5.1.1 3/12/25 Regular Meeting
- 5.2 Recommend Accepting New Hires:
 - 5.2.1 Amy Hunt | Summer School Co-Director/Teacher
 - 5.2.2 Kelli LaFramboise | Summer School Co-Director/Teacher
 - 5.2.3 Breanna Apostol | Full Time Teacher
 - 5.2.4 Amanda Gibbs | Humbolt Teacher
 - 5.2.5 Bobbie Boethin | Humbolt Teacher
 - 5.2.6 Shanley Cobb | Humbolt Teacher

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- 5.2.7 Holly Wick | Humbolt Teacher
- 5.3 Recommend Accepting Employment Role Transfer:
 - 5.3.1 Stacy Durych | Teacher to Head Teacher Seneca
 - 5.3.2 Elijah Humbird | HS Assistant Football Coach to JH Head Football Coach
 - 5.3.3 Sharon Watterson | JH Assistant Volleyball Coach to JH Head Volleyball Coach
- 5.4 Recommend Accepting Employment Role Addition:
 - 5.4.1 Dennise Blevins | Summer Custodian
 - 5.4.2 Randy Mooney | Summer Custodian
 - 5.4.3 Kalinn Cummings | SPED Track and Field IA
 - 5.4.4 Kenna Combs | SPED Track and Field IA
- 5.5 Recommend Accepting Employment Resignations:
 - 5.5.1 Cheryl Hendron | Library Assistant
 - 5.5.2 Ty Baker | JH Football Coach
- 5.6 Recommend Accepting First Reading of Policies
 - 5.6.1 March Policies to be Updated
- 5.7 Approval Consent Agenda (Entire Section): Motion: ____; Second: ____; Unanimous: ____

6) **NEW BUSINESS:**

- 6.1 Approve the Evaluation of Superintendent *
- 6.2 Approve 2025-26 Budget Calendar Revision *
- 6.3 Approve recommendation for Insurance Agent of Record*
- 6.4 Presentation of 2025-2027 Integrated Guidance Plan*
 - 6.4.1 Public Comment
 - 6.4.2 Vote to Approve Integrated Guidance Plan

7) **FUTURE CALENDAR DATES | 2025 | ALL Meetings are held at District Office, unless otherwise specified:**

- 7.1.1 5/21 – Board Meeting | 7:00PM
- 7.1.2 5/27 – Budget Committee Meeting | 6:00PM

8) **BOARD REPORTS:**

- 8.1 **KB:**
- 8.2 **M.T. A:**
- 8.3 **AC:**
- 8.4 **CL:**
- 8.5 **ZB:**
- 8.6 **WB:**
- 8.7 **JT:**

Board Packet posted on district web site at:
<https://grantsd3.schoolinsites.com/>

Grant School District No.3 does not discriminate in employment, educational programs and activities, on the basis of race, national origin, color, creed, religion, gender, gender identification, sexual orientation or associational preference, age, disability, veteran status. The District also affirms its commitment to providing equal opportunities and equal access to its facilities. For additional information or assistance contact the District office at: (541)575-1280 | 401 N Canyon City Blvd,

9) **TOTAL IN ATTENDANCE:**

- 9.1 In Person: ____
- 9.2 Via Zoom: ____

10) **ADJOURNED: _____ PM**

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YEAR	GU J/S HS	HUMBOLT	SENECA	OL-GU	OL-H	OL-S	ADM TOTAL	G/L	HCCC	TOTAL
2024/2025										
JUN										
MAY										
APR										
MAR	202	245	13	5	3	0	468	-4	29	497
FEB	205	246	13	5	3	0	472	-7	27	499
JAN	207	246	13	5	3	0	474	4	24	498
DEC	207	244	13	5	1	0	470	0	22	492
NOV	206	245	13	5	1	0	470	-7	22	492
OCT	213	243	13	7	1	0	477	-1	22	499
SEP	211	246	12	6	1	0	476	1	24	500
AUG	201	256	12	5	1	0	475	-15	24	499
2023/2024										
JUN	208	252	13	12	5	0	490	0	23	513
MAY	208	252	13	12	5	0	490	0	23	513
APR	209	251	13	12	5	0	490	0	21	511
MAR	211	251	11	12	5	0	490	4	17	507
FEB	204	254	11	17	*	*	486	3	17	503
JAN	204	254	13	12	*	*	483	-3	17	500
DEC	207	250	12	17	*	*	486	-3	23	509
NOV	207	253	12	17	*	*	489	-12	22	511
OCT	210	261	14	16	*	*	501	-3	21	522
SEP	233	257	14	0	*	*	504	-42	20	524
AUG	235	255	12	44	*	*	546	86	*	546
2023/2024	208	252	13	12	5	0	490	0	23	513
2022/2023	204	244	12	*	*	*	460	0	*	460
2021/2022	246	278	22	*	*	*	546	-21	*	546
2020/2021	254	289	24	*	*	*	567	-47	*	567
2019/2020	280	312	22	*	*	*	614	*	*	614

1 | GSD3 Enrollment Tracking
Revised: 4/11/2025 - MJE

April Board Meeting

Re-Hire

6/23/2025 Amy Hunt	Summer School Co-Director/Teacher
6/23/2025 Kelli LaFramboise	Summer School Co-Director/Teacher
8/18/2025 Breanna Apostol	Moving from Part-Time Teacher to Full Time Teacher
8/18/2025 Amanda Gibbs	Humbolt Elementary Teacher
8/18/2025 Bobbie Boethin	Humbolt Elementary Teacher
8/18/2025 Shanley Cobb	Humbolt SPED Teacher
8/18/2025 Holly Wick	Humbolt SPED Teacher

Resignations/Quits

4/10/2025 Cheryl Hendron	Humbolt Librarian\EA
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Misc Changes

3/11/2025 Sharon Watterson	JH Head Volleyball Coach
3/11/2025 Elijah Humbird	JH Head Football Coach
4/7/2025 Kalinn Cummings	SPED Track & Field EA
4/7/2025 Kenna Combs	SPED Track & Field EA
6/16/2025 Dennise Blevins	Summer Custodian
6/16/2025 Randy Mooney	Summer Custodian
8/1/2025 Stacy Durych	Seneca Head Teacher K-2

Building Count

DO/Transportation	9
Humbolt	42
Humbolt Child Care	6
GU	39
Seneca	5
Total District Employees	<u>101</u>

April 2025



District Mission Statement

Our Prospector Promise: A place for every student to feel support, achieve success, and learn respect.

District Vision Statement

A Place Where Every Prospector is Known, Empowered, and Ready for the World!

To: Mr. Mark Witty and Grant School District #3 Board of Directors

From: Shanna Northway, GU Principal/Special Programs Director

Strategic Goal #1: Recruit, Train, and Retain Staff to Implement, Adjust, and Achieve Excellence

Department Meetings for Forecasting, Placement, and Budget Input

Department meetings were held to gather valuable staff input regarding student placement, forecasting options, the master schedule, and budget priorities. This collaborative approach helped align staffing needs with instructional goals and identified programs requiring prioritization. Staff input was crucial in ensuring that decisions reflect classroom realities and student needs. These meetings fostered a sense of shared responsibility and transparency, enhancing both morale and engagement. Through this process, we've strengthened our collective ability to plan effectively and deliver high-quality education.

Round 2 Formal Observations at Grant Union

We are currently in the second round of formal observations, and it's inspiring to see the dedication, innovation, and excellence present in our classrooms. Our staff continues to demonstrate a high level of instructional rigor and professionalism. These observations provide an opportunity for meaningful feedback, continuous growth, and the celebration of effective teaching practices. We are incredibly fortunate to have a team committed to maintaining high standards and improving outcomes for all students. The observation process continues to be a vital tool in retaining quality educators and supporting their development.

April 2025

Budget Priorities and Narrative Submission

Budget priorities were developed through meaningful collaboration with each department and program. Based on this input, a comprehensive building-level budget proposal and narrative were submitted to Mary Jo for consideration. This process ensured alignment between fiscal planning and instructional needs, reinforcing our commitment to transparency and strategic resource allocation. Staff involvement at each step helped foster ownership and clarity about how budget decisions support teaching and learning. By including our team in these discussions, we continue to build a culture of empowerment and shared leadership.

Strategic Goal #2: Create a Student-Focused Environment Where Each Student is Known and Prepared for Success

Return of District Assessments (Reading, Writing, Speaking)

To meet Division 22 standards, the district reintroduced standardized assessments this year, starting with district-developed tools in reading, writing, and speaking. The English and History departments played an essential role in designing and implementing these assessments. Their leadership ensured alignment with state standards while fostering student engagement and accessibility. These assessments not only support data-informed instruction but also affirm our commitment to academic excellence and accountability. We are laying the groundwork for consistent, meaningful student progress monitoring across content areas.

Career Speaker Event Organized by Sylvia Brown's Class

One of the most powerful career-connected learning events of the year was led by Sylvia Brown and her students. They invited over 20 health care professionals to present short, impactful overviews of their careers, educational pathways, and real-world experiences. Students were engaged throughout the event and left with new inspiration and clarity about future possibilities. The event provided exposure to a wide range of professions, helping students envision next steps after high school. It also highlighted the value of student-led planning and authentic learning opportunities.

Parent-Teacher Conferences

This year's parent-teacher conferences at Grant Union were a great success, marked by strong attendance and a welcoming environment. Teachers went above and beyond to engage families, share meaningful updates, and create a space for two-way communication. Parents expressed appreciation for the positive atmosphere and the genuine care shown by our staff. These conferences are a vital part of ensuring each student is known and supported. Thank you to our amazing team for prioritizing connection and clarity in these important conversations.

Valedictorians for the Class of 2025 Announced

Congratulations to Monel Anderson, Madelyn Bailey, Morgan Walker, and Adeline Northway—this year's valedictorians, each graduating with a perfect 4.0 GPA. Their achievement reflects years of focus, dedication, and resilience in pursuit of academic excellence. Their example

April 2025

inspires peers and highlights the potential of every student when supported by a strong academic culture. We are proud to recognize their accomplishments as a testament to the values we uphold at Grant Union. These students exemplify what it means to be prepared for success beyond graduation.

Strategic Goal #3: Positive Perceptions, Community Ownership, and Support for District Facility Improvements

Strategic Plan Progress Update Meeting

Our strategic planning team reconvened to reflect on the incredible progress made toward the district's long-term goals. The meeting was well attended and included updates on numerous initiatives that have been completed or are currently in progress. Participants offered thoughtful feedback, which will inform planning for the upcoming year. The session reinforced our collective commitment to growth, transparency, and continuous improvement. It also served as a strong example of community partnership and stakeholder investment in the district's future.

ASB Black Tie Game Night

Our ASB hosted an unforgettable Black Tie Game Night, setting a new bar for student-led events. From planning and decorating to hosting and entertainment, students took full ownership of the event and created a welcoming, inclusive environment. The event drew strong attendance and positive feedback from students and staff alike. A special thank you goes to the staff members who supported the event well into the evening—your presence helped ensure the event's success. This kind of collaboration between students and adults builds school pride and strengthens our community.

End-of-Year Awards Program Revamp

Our leadership team has taken on the important task of redesigning the end-of-year awards program to align with our strategic plan and community feedback. The new structure aims to better recognize a broad spectrum of student achievements and contributions. This effort reflects our commitment to honoring student voice, celebrating excellence, and reinforcing a positive school culture. We look forward to hosting an event that uplifts our students and creates a memorable experience for families and community members. By aligning with strategic priorities, we ensure the event reflects the values and aspirations of our school.

April 2025

Athletics Update

Spring sports are well underway.

Junior High Track and Field has a team of 32, which is the largest in years. We are excited to see what they accomplish both this season and in the years to come.

High School Track and Field has had several competitions and we are looking forward to some warmer weather to see some great marks.

Baseball is sitting at 4–5 overall. They took a great trip to Arizona for Spring Break and played some very tough competition. They are 3–0 in league and looking to stay competitive.

Softball is at 4–3 overall and 1–0 in league. We traveled to Western Oregon over Spring Break for three games and had a good experience. Softball is currently ranked #7 in the state.



FBLA STATE BUSINESS LEADERSHIP CONFERENCE 2025

Results



1ST PLACE

PARTNERSHIP WITH A BUSINESS - MADDIE BAILEY/ELIZA BAILEY/JHETT WILLIAMS
NETWORK DESIGN - HANNAH MCKINLEY/TAYLOR GOSNELL
SOCIAL MEDIA STRATEGIES - MADDIE BAILEY/ELIZA BAILEY



2ND PLACE

DIGITAL VIDEO PRODUCTION - LOGAN RANDLEAS
INTRO TO FINANCIAL MATH - ELIZA BAILEY
SPORTS MANAGEMENT - JHETT WILLIAMS/TAYLOR GOSNELL/KALEB GOSNELL
ORGANIZATIONAL LEADERSHIP - MADDIE BAILEY
WEBSITE DESIGN - KEIRA STINE/ABRIL CEJA

5TH PLACE

INTRO TO PUBLIC SPEAKING - COSETTE KLUSMEIR

6TH PLACE

INTRO TO FBLA - KEIRA STINER

INTRO TO INFORMATION TECHNOLOGY - DAIZIE REYNOLDS

7TH PLACE

BUSINESS LAW - VINCENT RASCHIO

CLIENT SERVICES - ADIE JUDD

10TH PLACE

BUSINESS MANAGEMENT - BENJI FINLEY

MADDIE BAILEY - WHO'S WHO AWARD

THIS AWARD HONORS EXEMPLARY FBLA MEMBERS WHO HAVE MADE OUTSTANDING CONTRIBUTIONS TO THE ASSOCIATION AT THE LOCAL, STATE, AND NATIONAL LEVELS

Congrats!

OREGON STATE VP OF DEVELOPMENT - ELIZA BAILEY



April 2025

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To: Mr. Mark Witty and Grant School District #3 Board of Directors

From: Shanna Northway, GU Principal/ Special Programs Director

Special Education Department Update

Strategic Goal #1: Recruit, Train, and Retain Staff to Implement, Adjust, and Achieve Excellence

- Marci Judd and Stephanie Riis attended a 504 writing and compliance training hosted by the Grant ESD. The training focused on legal expectations, documentation practices, and effective accommodation writing. Feedback from both participants was incredibly positive, with a strong emphasis on how the training helped clarify current compliance requirements and improved their confidence in managing 504 processes. This professional learning opportunity supports our ongoing efforts to build capacity and expertise within our SPED team. Participation in events like this ensures that our staff remain up to date on key regulations and are well-prepared to serve students effectively.

Strategic Goal #2: Create a Student-Focused Environment Where Each Student is Known and Prepared for Success

- IEP teams met to review and update paperwork for all students currently on abbreviated day programs. This work resulted in two students successfully transitioning back to full-day schedules, which is a major step forward for their academic and social progress. The team's thoughtful planning and data-driven decision-making ensured that changes were made based on individual needs. This process highlights the commitment to re-engaging students in full-day instruction when appropriate, always with the student's best interest in mind. These shifts are a testament to the collaborative work between families and the IEP teams.
- The district has now completed two additional rounds of annual IEP meetings at both Humboldt and Grant Union. These meetings support ongoing student success by updating goals, services, and accommodations to match current needs. With most annual reviews completed, the team is now moving into transition meetings for students entering kindergarten and those moving from 6th to 7th grade. These transitions are critical touchpoints, and our early preparation helps ensure students are set up for a smooth and

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supportive shift to their next learning environment. Maintaining this level of planning demonstrates our focus on every student's individual journey.

Strategic Goal #3: Positive Perceptions, Community Ownership, and Support for District Facility Improvements

- The Special Education department partnered with the transportation department to develop a policy for the drop-off process of special education students. The meeting included a discussion of current practices, identified areas for improvement, and set the stage for a follow-up meeting to review individual student needs and the supports required during transportation. This collaboration reflects the district's commitment to ensuring safe and consistent systems for all students, especially those with additional needs. It also provides a space for departments to come together around shared goals and improve the experience of students and families accessing district services.
- Superintendent Mark Witty reviewed and signed off on all student records related to abbreviated day placements, in accordance with new guidance from the Oregon Department of Education. This oversight step ensures full compliance with state regulations and reinforces the integrity of our IEP processes. By following through on these procedures, the district continues to build trust with families and community members while demonstrating a deep commitment to doing things the right way.

District Wide Caseload/Staffing

Humbolt 504	5
GU 504	16
GU IEP	47
Humbolt IEP	49
Seneca IEP	1
Students in Evaluation	3

Admin	
Support Staff	.5 FTE
Certified	4 FTE
Classified	13 FTE



April 2025 Board Report for Humbolt Elementary School

Current Enrollment: 237

District Goals

- **Goal I: Recruit, train, and retain staff able to implement, adjust and achieve excellence!**
 - Shared virtual training in:
 - Conscious Discipline Building Resilient Schools and Home
 - Shared training opportunities for EOREN Spring PD Day: writing, music, PE, math, science, special education, attention and focus, science of reading, classroom management, and AI.
 - Braintracks Executive Functioning training on growth mindset.
 - Student-Led Conferences
 - Visual and performing arts
 - Autism and Tourette's Syndrome awareness and acceptance
 - Counselor attended 504 training.
 - Trained 3rd-6th grade, ELA, and Social Studies teachers on Division 22 Writing and Speaking Performance Tasks
 - Posted open positions, interviewed, and made recommendations to hire for first and sixth grades and Dean of Students.
 - Teachers requested and granted internal grade-level reassignments.
 - Attended PACE Conference.
- **Goal II: Create a student-focused environment where each student is known and prepared for success in life!**
 - Students are greeted by name each morning.
 - Students of the Month recognized for Academic Achievement and Character: Citizenship.
 - Students continued to earn Self-Manager and Junior Self-Manager status.
 - Staff attended IEP, 504, SST, RtI, and IIBHT meetings to support students' individual needs.
 - Student Clubs: Running, OBOB (regional competition), ASL (performed the Pledge of Allegiance during Assembly), Good News, and 100 Book Clubs.
 - Students participated in Read n Quiz, SEL lessons, Restorative Circles, and Lunch Buddies
 - Created safety protocol for students who ride Brown Bus.
 - Coordinated with PTA to hold a family STEM night.
 - Created Restorative Justice projects and Collaborative Problem-Solving plans with students.
 - Conducted spring surveys with 3rd-6th grade students.
 - Submitted grants for fruits and vegetables snack programs and greenhouse supplies.
- **Goal III: Positive perceptions, community ownership, and support for our district's facility improvements!**
 - Continued use of ClassTag, SchoolMessenger, website, social media, and Reader Board.

- o Maintained transparency and open communication with parents when situations arise.
- o Scheduled parent-teacher conferences for 100% of students.
- o Held student-led conferences and shared survey links with families.
- o Invited ODHS to share resources during parent-teacher conferences.
- o Maintained bi-monthly maintenance and PBIS meetings. Safety meeting was rescheduled.
- o Collaborated with OSU extension, ESD, CCS, GU students and staff, ODHS, Grant County SAR and PTA for student supports and outreach.
- o Distributed Humboldt Happenings newsletter and contributed to the Prospector Pride.
- o Continued to plan and advertise for 2nd Annual Incoming Kindergarten Gold Rush Party.
- o Hosted Preschool Providers spring meeting to inform 2025-2026 kindergarten planning.
- o Partnered with Families First to host Triple P Parenting Classes.
- o Planned partnerships with Senior Center and OSU Extension for intergenerational agricultural activities.
- o Attended Early Learning Collaborative
- o Conducted data-analysis of qualitative family surveys.

Recent/Upcoming Events

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ 3/13: STEM Night ▪ 3/14: Union Rep. Mtg.; RtI Round 4; Writing & Speaking Performance Task Training; ▪ 3/17: Communication Mtg.; IA Staff Mtg.; PTA Mtg. ▪ 3/19: SpEd Staff Mtg.; Budget Mtg. ▪ 3/20: PBIS Mtg.; Maintenance Mtg.; Hug a Tree Presentation ▪ 3/21-3/30: Spring Break ▪ 4/14: Communication Mtg.; IA Staff Mtg.; Triple P Parenting Class ▪ 4/16: SpEd Staff Mtg.; School Board Mtg. in Seneca ▪ 4/17: Kindness Lunches; Student Council Mtg. Assembly; Academic Awards & Ambulance ▪ 4/18: MS Track Meet; Admin/Secretary Training ▪ 4/20-4/26: National Volunteer Week ▪ 4/21: Communications Mtg.; IA Staff Mtg.; PTA Mtg.; Triple P Parenting Class ▪ 4/22: Earth Day; School Bus Driver Appreciation Day | <ul style="list-style-type: none"> ▪ 4/23: Administrative Professional/Secretary Day; SpEd Staff Mtg. ▪ 4/24: Take Your Sons/Daughters to Work Day; MS Track Meet; Town Hall Meeting; Assembly; Kindergarten Gold Rush ▪ 4/25: LETRS Training 4 @ GU; Social Media Mtg. ▪ 4/28: Communications Mtg.; Kindergarten Field Trip; Triple P Parenting Class ▪ 4/30: SpEd Staff Mtg.; Budget Mtg. ▪ 5/1: Maintenance Mtg.; MS Track Meet; Fun Run @ GU ▪ 5/5-5/8: Staff Appreciation Week ▪ 5/8: 3rd Grade Field Trip ▪ 5/8: Last Day of Title I Groups ▪ 5/12: AimsWeb & MAP Testing begin ▪ 5/16: Kindergarten Move-Up Day; Writing Performance Task Scoring; Staff Mtg.; Staff Potluck ▪ 5/19: Triple P Parenting Class ▪ 5/20: 6th grade Band/Choir Concert @ GU |
|--|---|

Once a Seneca Kid, Always a Seneca Kid!

SENECA ELEMENTARY SCHOOL

101 Park Ave | Seneca, OR 97873-8724

Phone: (541) 542-2542 | Fax: (541) 575-3614

April 2025 Board Report for Seneca Elementary School

District Goals

- **Goal I: Recruit, train, and retain staff able to implement, adjust and achieve excellence!**
 - Shared virtual training in:
 - [Arts, Care, & Connection](#): Free K-5 learning modules in Visual and Performing Arts!
 - [On the Road With Steve Hartman](#): Please take a moment to watch this three-minute video about Samuel Henderson, an 11-year-old boy with autism and tourette's syndrome. In honor of Autism Acceptance and Disabilities Awareness month, this is an inspiring news segment about how this young man gained acceptance with his peers by imitating bird sounds. You will have to sit through an annoying ad, but it is worth it!
 - [Student-Led Conferences Handbook](#): Although Student-Led Conferences are not required this year, they are strongly encouraged. This handbook is a great resource to get you started.
 - Stacy Durych nominated for Oregon Teacher of the Year!
 - TSPC License Renewal Complete for Carrie Sullivan (5 Year Professional Teaching Licensure)
 - Professional Development:
 - EOREN PD Day: k-2 teacher attended Barbara Steinberg's "Sound Wall & Heart Words" focusing on phonological awareness/reading instruction and ENVoY: Non-Verbal Classroom Mgmt.
 - Seneca All Staff PD: Adapted from Dr. Michael Sedler's "Building Resilience, Perseverance" & "When All Else Fails" (focus on work completion, perseverance, emotional regulation, self management, promoting academic competence and stability.)
- **Goal II: Create a student-focused environment where each student is known and prepared for success in life!**
 - Music Club in session
 - Art Club concluded: accordion art project juxtaposing contrasting themes; hallway gallery to display student work for Seneca school board meeting
 - SEL Focus: Body Positivity; Finding the Strength to be Courageous (focus: transition to Middle School)
 - Students created logos to capture the spirit of Seneca School. Ideas sent to Kalli Wilson (GU Student) to aid in her senior project of creating a School District 3 logo.
 - Reproductive health class planned for 5th & 6th graders, set to launch in Q4.
 - 3-6 Grade celebration of students meeting math goals with pizza and showing of movie *WALL-E* followed by discussions of dystopia, utopia, ai, robotics, and the possible impact on society of getting all of your needs met without attending to long-term consequences, conservation and recycling.
 - All school collaboration in counting money (bucket of change) donated by Jack Southworth to assist in funding field trips.
 - Camp/Fort Seneca! k-6th grades built and occupied classroom forts during ½ day reading performances by k-6 teachers. This was followed by a field trip to Humbolt Elementary for Hug-A-Tree presented by Grant County Search and Rescues interactive presentation on survival skills, emergency preparedness, and what to do if lost in the wilderness.
- **Goal III: Positive perceptions, community ownership, and support for our district's facility improvements!**
 - Seneca Elementary School PTA Bingo Night Success!; Student Raffle Ticket Sales (estimate >\$1,000); Total Amount Raised tba; Recognition of Jessica Moore's contribution/efforts to Seneca School
 - 3/31 - Fire Drill -excellent evacuation times
 - Grant County Emergency Management Coordinator Update: Connex successfully installed adjacent to school to house emergency preparedness toolbox and generator.

Once a Seneca Kid, Always a Seneca Kid!

SENECA ELEMENTARY SCHOOL

101 Park Ave | Seneca, OR 97873-8724

Phone: (541) 542-2542 | Fax: (541) 575-3614

April 2025 Board Report for Seneca Elementary School

Recent/Upcoming Events:

- 4/16: Janine & Jennifer to Seneca @ 12:00; School Board Mtg. in Seneca @ 7:00
- 4/17: Nat'l Haiku Day; IEP @ 9:00 (Sullivan, Wick, Myers, & Janine) at Seneca Elementary School
- 4/18: Teacher Non-Contract; MS Track Meet @ PC, 10:00; Admin/Secretary Training @ DO 10:00-12:00
- 4/19: GSD Retirement Gathering @ 4:00
- 4/20: Easter Sunday
- 4/20-4/26: Nat'l Volunteer Week
- 4/21: World Creativity & Innovation Day
- 4/22: Earth Day; School Bus Driver Appreciation Day
- 4/23: Administrative Professional/Secretary Day
- 4/24: Take Your Sons/Daughters to Work Day; MS Track Meet @ 10:00; Stacy Durych to staff information table at Humbolt for Kindergarten Gold Rush @ 5:00-7:00
- 4/24-4/30: Nat'l Student Leadership Week
- 4/25: LETRS Training 4 @ GU, 8:00-2:30
- 4/26: Nat'l Audubon Day; Nat'l Day of Puppetry
- 4/27: Nat'l Tell a Story Day
- 4/30: Janine & Jennifer to Seneca @ 12:00
- 5/1: Fun Run @ GU, 2:00-3:00
- 5/2: ESD AI Training & Apple Awards @ 8:30-1:00 (all staff)
- 5/5-5/8: Staff Appreciation Week (all staff)
- 5/7: Janine to Seneca @ 12:00
- 5/9: Teacher Non-Contract;
- 5/12: AimsWeb & MAP Testing begin
- 5/14: Janine to Seneca @ 12:00
- 5/26: Memorial Day--No School
- 5/27-5/29: State Testing 3rd-6th Grades



Humbolt Child Care Center

329 N Humbolt St | Canyon City, OR 97820-6123

Phone: (541) 575-1280 Ext: 3155

Monthly Report | April 2025

Staff Report: (9)

- Director (1) | Trina Fell
- Preschool Promise Teacher (1) | Cynthia
- Child Care Teachers (3) | Ashley, Emelie, Sheree
- Child Care Teacher's Assistants (1) | Heidi
- Child Care Substitute Teacher (1) | Ashleigh
- Child Care Substitute Teacher Assistant (2) | Stacey, Celeste

Enrollment: (29)

- Breakdown of Children Enrolled
 - School Age: 7
 - Preschool: 12
 - Toddlers: 5
 - Infants: 5

Financial Report | this report is a rough draft | banking financial ledgers will be ready at a later date:

- Income: \$ 11,279
- Payroll: 35,058
- Expenses: 1,587
- Bottom Line: (\$25,366)

Summary of Care: Current building could service max of 8 infant spots, 5 toddler spots, and 18 preschool/school age spots. This would require 8 staff (3 teachers, 3 Aides, 1 Float, 1 Director). Each classroom is licensed with the Department of Early Learning and Care. The child care is going through improvements to meet standards set forth in accepting 4 Preschool Promise Slots.

Mission Statement: At Humbolt Child Care Center, we are committed to providing every child with a safe, nurturing, and interactive environment. We believe in offering affordable and high-quality care to all children, regardless of their background. Our goal is to support each child's social, emotional, cognitive, and physical needs while they play, learn, and grow with us.

Board of Directors:

Kris Beal | M.T. Anderson | Amy Charette, Vice Chair | Chris Labhart | Zac Bailey | Will Blood, Chair | Jake Taylor



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Monthly Report | April 2025

District Goals:

- 1. Recruit, train, and retain staff, able to implement, adjust, and achieve excellence.** HCCC focuses on creating a supportive and enriching environment where teachers thrive. While emphasizing professional development, we are exploring new professional development and skill-building opportunities. Recognizing the value of retention, we are cultivating a positive workplace culture that includes open communication and recognition of accomplishments. By empowering our teachers to adapt to challenges and strive for excellence, we aim to provide the highest quality care and education for the children we serve.
- 2. Create a student focused environment where each child is known and prepared for success in life.** HCCC has completed the site review to continue the 2025/2026 Preschool Promise classroom, demonstrating our unwavering dedication to creating a student-focused environment where each child is known and prepared for success in life. Through this program, we have strengthened our commitment to the district's strategic goal by providing high-quality early childhood education that caters to the individual needs of every child. The Preschool Promise classroom fosters an inclusive and nurturing setting that supports each student's academic, social, and emotional growth, laying a solid foundation for lifelong learning and achievement. This accomplishment highlights our dedication to ensuring every child has the resources and support necessary to thrive.

Additionally, our infant and toddler classrooms have benefited immensely from bi-weekly site visits conducted by the infant specialist from Frontier Child Care Resource and Referral. These visits focus on engaging children in music and movement activities, which enrich their early educational experiences and foster their cognitive, social, and physical development. Through these interactive sessions, the children explore creativity, build coordination, and develop early communication skills in a nurturing and supportive setting.

- 3. Positive perceptions, community ownership, and support for our district's facility improvements.** This strategic goal has been exemplified through the dedication of our educators. HCCC Infant and toddler teachers have successfully completed Modules 1 and 2 of the Pyramid Model, tailored specifically to their age groups, ensuring they are equipped to provide high-quality, supportive learning environments that promote emotional and social development.

The district's community ownership and facility improvements have also been advanced by the dedicated efforts of our janitorial staff during spring break. They completed comprehensive carpet cleaning in the child care classrooms, assembled our new outdoor storage container, and ensured proper attention to our refrigerated food storage during a power outage to safeguard our investment.

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Monthly Report | April 2025

Special Note: The contents of this report are based on data and financial figures, as of the last day of the previous month.

Board of Directors:

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Grant School District 2024-2025 Scorecard							
Mission Our Prospector Promise: A place for every student to receive support, achieve success, and learn respect							
Vision A place where every Prospector is Known, Empowered, and Ready for the World!							
	Measure	Strategic Actions	Sept-January				
			Action Notes	Tracking	Progress Monitor Results	Tracking	Adjustments
Goal 1: Recruit, train, and retain staff able to implement, adjust, and achieve success	By November 15, 2024, 100% of job openings offer online applications.	Superintendent will ensure the application process is moved online.	In progress with all certified applications.	On pace	Missing one step to complete going live. Weekly check-ins with accounts payable to move this forward.	Slightly off track	The new goal is to have this live by Febuary 1st (Hiring Season)
	By November 2024, identify, promote, and track all district training for the 24-25 school year (Certified/Classified).	Administrators will develop a list of focused training topics for the 24-25 school year by October 2025.		On pace	Created a Google Calendar to Track all District Training. Created MOU for Classified Staff to allow for 4 half days on Friday to be set aside for specific training. Outlined	On track	Monitor the amount of training which can be successfully implemented.
	By July 2025, increase retention for Administrators (from 80% to 100%), Confidential Staff (from 43% to 86%), Classified employees (from 61% to 90%) and Licensd employees from (81% to 95%).*Employees who move positions in the district or retire will be exempt from the retention	Superintendent will complete and distribute Recruitment video by February 2025.	Timothy Parks contracted to create video.	On pace	All video has been shot as of September. Timothy Parks is creating the video for review in early January.	On track	
		Administrators will develop and implement high quality recognition approaches for staff.	Developed google sheets to track various levels across the district.	On pace	Maintain the system that we have in place. (Added additional incentives for Humbolt and Seneca)	On track	
	By October 2024, establish a baseline for onboarding engagement for new employees and employees in new positions. (30-90 Day Survey will be completed).	Department leaders will develop and implement onboarding for secretaries, custodians, and transportation staff by April 2025. (Superintendent, Accounts Payable & Business Manager Leaders will provide targeted learning for classified/certified staff).	Work with supervisors to develop onboarding/training plans.	On pace	On track with secretarial, custodians and transportation.	On track	Review and adjust through each cycle. As an Admin team we need to meet and make adjustment as needed for all staff including certiffied/classified educaiton staff.
		Superintendent will verify monthly with supervisors that 30/90 day surveys are completed with new/transfer employees.	Each Admin will complete new hire 30/90 day interviews.	On pace	All 30 day interviews were coplete and data was shared. 90 day conversations with start in Febuary.	On track	Need to monitor where each new employee is in regard to hire date. Need review data.
	By November 2025, establish baseline employee data with surveys.	The Administrative Team, with building Leadership Team input, will administer a employee survey to gather data to plan and develop targeted strategies to create a postive work enviornment	All Staff were given the survey.	On pace	Leadership team and Admin have reviewed results to develop site wide action plans.	On track	
	By June 2025, 100% of students have an individualized success plan, including acedemic growth, interests, involvement, executive functioning skills, social emotional learning, learning profiles, and needed accommodations.	Director of Programs will lead the development of a framework and grade- level templates for the student success plan (SSP) with staff input by December 2024.	Meet with Humbolt SSP team to develop the framework.	On pace	The SSP template has been developed and approved by the K-6 team. Admin team needs to make adjustments to reassign lead on the project.	On track	Leadership needs to reinforce the Executive Functioning Skills to reach full implementation in the classroom.
		The Director of Programs will develop a monthly calendar for the Student Success Plan rollout by October 2024.	Complete a 24-25 calendar that clearly outlines how the project will be rolled out district wide	On pace	Calendar is complete and has been shared with Superintendent.	On track	

Goal 2: Create a student focused environment where each student is known and prepared for success in life.		Administrators, with building Leadership Team input, will identify and provide professional development in Executive Functioning.	Two trainings have been completed in Executive Function skill development for all certified staff as well as many classified staff.	On pace	The company that was selected to provide staff EF training also offers a parent training that will be offered to all district parents. We need to advertise EF parent meeting. Admin team needs to complete final course in EF, which is scheduled for 12/17/25.	On track	
		Provide monthly communication to staff in Executive Functioning that communicates: Why it matters and what staff can do to implement this focus in the classroom.	Elementary staff have received monthly communication on Executive Function skills and strategies.	Slightly off pace	Elementary Admin is providing monthly communications focusing on bringing Executive Functioning into our normal vocabulary when working with students. Grant Union will begin this communication starting January 13, 2024.	On track	
		On or before March 2025, Elementary Principal will explore AVID opportunities for grades 5-6.	The Leadership Team attended an AVID Showcase in Lebanon Oregon during the month of December.	On pace	The Leadership Team is embedding AVID strategies into the action plan to address challenges based on survey data. .	On pace	
	By November 2025, establish a baseline for students with surveys.	The Administrative Team, with building Leadership Team input, will administer a student survey to gather data to plan and develop targeted strategies to create a welcoming school environment.	Survey has been given to all students grades 3-12.	On pace	Staff have reviewed data and developed site wide action plans.	On track	
	By June 2025, 100% of students in grades 10-12 have a career pathway identified in their success plan.	GU Jr/Sr HS leadership team will prepare visual and text documentation and communicate to all staff about CTE opportunities by the end of Semester 1.		Not implemented	This goal will not be met by the end of Semester 1.	Not likely to achieve goal	The Career Coordinator in coordination with the GU Principal will complete this work by April of 2025. This will be done in June of 2025.
		GU Jr/ Sr HS leaders will provide training to all staff to equitably communicate about CTE opportunities during Pride period for grades 7-12 prior to second semester.		Not implemented	This goal will not be met by the end of Semester 1.	Slightly off track	The Career Coordinator in coordination with the GU Principal will complete this work by April of 2025. Career Coordinator will implement an in-person training for all students by the end of April. Staff will be trained during inservices Fall 2025.
		GU Career Coordinator will develop a tracking system which identifies 10-12 grade students' potential career pathways.		On pace	Continue to update as we get new students.	On track	

	By June of 2025 100% of elementary students will have exposure to a variety of career options.	Career exploration activities for grades K-6.	Plans have been discussed by the building leadership team to share multiple careers with	On pace	Need to schedule the career day event.	On track	
Goal 3: Positive perceptions, community ownership and support for our district's facility improvements.	By November 2025, establish a baseline for parent/cargivers with survey data.	The Administrative Team, with building Leadership Team input, will administer a parent/caregiver survey to gather data to plan and develop targeted strategies to create a postive school environment.	Surveys are completed and reviewed to determine next action steps.	On pace	Parent/ Caregiver: 3.71 out of 5.00 Student: 3.67 out of 5.00 Employee: 3.63 out of 5.00	On track	Did not get information out in a timely manner. Admin is making plans to do so in the second survey.
		District will collect data from the parent survey that will identify preferred parent communication (phone call, email, text, letter). This information will be disseminated through Synergy.	This needs to take place in the Fall of 2025 during registration.	Not implemented		Not likely to achieve goal	Collect further data during registration August of 2025. Enrollment forms will be adjusted to systematically gather parent communication preferences.
	By March 2025, complete qualitative interviews from selected Infant-12th families.	Distrct Admin team is collaborating with a trained evaluator in gathering qualitative interviews and setting the schedule for the interviews at each site.		On pace		On track	Completed the week of March 10th. Data is currentlty being processed and reviewed.
	Demonstrate a monthly increase of 30% engagement on social media platforms (from the August 1st baseline date).	Social Media Team will define guidelines for submitting news for social media posting by October 2025.	The Social Media Team has a good understanding of the guidelines but it needs to be solidified in writing.	Slightly off pace	The Social Media Team will meet in January of 2025to formalize the guidelines in Writing to be distributed by building leadership to all staff.	On track	We will continue to perfect our strategies based on on-going feedback.
		Principals will roll out the social media process to all staff by November 2025.	The Social Media Team needs to create the guidelines in a format that can be shared in writing.	Slightly off pace		Slightly off track	Need to refine the process to clearly define the communication between staff and the social media specialist in each building.
	Superintendent will ensure that facility projects planned for 2024-2025 are completed and updates communicated with the board, social media, Prospector Pride, Blue Mountain Eagle, and KJDY.	By February 2025 building leadership will identify and report facility improvement priorities to the superintendent for budget committee consideration.	Superintendent is working with Facilities Manager and building Admin. to create the priorities.	On pace		On track	
		By June 2025 all facility improvement projects will be identified and Board approved for the 25-26 school year.	This will be accomplish throught Budget Committee process.	On pace		On track	
	By June 2025, District Admin will identify partnerships to enhance community ownership and support.	Principals will develop an identification system that allows the district to track all partnerships including guest lectures, field trips, program partnerships, etc.		On pace	Review data with Admin and the Leadership Team to determine which organizations are engaged and which organizations we could reach out to in order to enhance the students education.	On track	
		The Superintendent will engage with the Strategic Planning Committee in April to provide an update, gather input and make adjustments to the Three-Year Strategic Plan.	Superintendent will set the meeting for the Strategic Planning Committee no later than March of 2025.	On pace		On track	Meeting held April 3, 2025

Downsizing efforts to date
For 2025-26

FTE	Category	Cost
2	Admin/Confidential	\$ 272,754
2	EA	\$ 94,920
1	Online Certified replaced by EA	\$ 51,388
1.5	Certified Seneca/GU Art/GU FFA	\$ 207,847
2	Certified Humbolt	\$ 141,175
	Athletics	\$ 20,000
		<u>\$ 788,085</u>
	25/26 PERS Increase Projection Cost on Reductions	\$ 110,332
	PERS Savings from State Buydown 1.68% estimate	\$ 100,000
	Planned discretionary reductions	\$ 50,000
		<u>\$ 948,417</u>
	Secure Roads and Schools Funding	\$ (356,000)
	State adjustment to SPED and High Cost Disability	\$ 130,000
	Total Reductions to date less Revenue Adjustments	\$ 722,417



Qualitative Parent Interviews

Grant Union School District

March 2025

Family Demographics

Out of Thirteen Interviews

- 61.5% well established in the community (>10 years in residence)
- 39% of families without nearby relatives for support
- 23% at least one child needing specialized instruction (IEP, 504)
- 15% raising family as a single parent
- 7.5% chose home school w/ hybrid option (virtual w/ 1 or 2 in-person classes)
- 7.5% chose private preschool option

Representation by Family Size

Number of Children in Family	% of Families Interviewed
One Child	15%
Two Children	38.5%
Three Children	31%
Four + Children	15%

Student Stats: Current Enrollment

35 children represented in total	Humbolt Child Care Center	Humbolt Elementary	Grant Union Jr / Sr High School	Seneca	Vi
31 children enrolled	3 or 9.5%	14 or 45%	9 or 29%	3 or 9.5%	2
3 years or less	Not enrolled - 3				
1 graduated					

Interview Questions

- ▶ To start with, please tell me a little bit about yourself and your family.
- ▶ What ideas did you have in your mind prior to beginning of the year about our school? (What did you think this school year would be like?)
 - ▶ How have those ideas changed over the past year?
- ▶ What have you discovered about yourself as a parent as you interact with your child's school?
 - ▶ How is that changing your view of yourself as a parent - Do you find yourself stepping back and changing the way you parent?
 - ▶ How has this impacted your relationship with the school?
- ▶ What are the toughest parts of being a parent for you right now?
 - ▶ Is there any way that the school is able to help you with these challenges?
- ▶ What skills have you needed to develop to improve to parent well?
 - ▶ Have you felt supported in your role as a parent through the school staff?
- ▶ What about parenting right now is going really well?
 - ▶ What seems to be sucking the life out of the room?
- ▶ Is there anything that we haven't had a chance to discuss that you'd like to talk about?

Q 1 - Parent Perceptions About School

Before School Year Began

- ▶ **77% expressed “concern”, “nervous”, “anxious”, “scared” to describe how they felt about the year ahead**
 - ▶ Bullying /disciplinary issues
 - ▶ New to school/area
 - ▶ Potential changes to school programs
 - ▶ Poor/inconsistent communication w/ school
 - ▶ Transition to a new grade level
 - ▶ Social pressures on students
 - ▶ Perceived high staff turn over
 - ▶ Perceived changes in administration

At Present Time

- ▶ **90% of those expressing concern gave positive reports:**
 - About their child’s teacher
 - About the way their child had adjusted to school changes
 - About the opportunities their child had been able to take advantage of (sports, activities, etc.)
- ▶ **Continued concerns expressed**
 - Staff turnover
 - Communication
 - Perceived ineffective approach to discipline

Q2 - What have you discovered & how are you changing?

Parents have concerns about the job of parenting

- ▶ How big a role cell phones/social media/screen time plays in their student's life
- Their student's ability to manage homework load and sports/activities
- Their own ability to manage school and work schedules, esp. w/ sports & activities
- Their ability to keep up with communication re: school events, athletic schedules

"My personality type is that I worry about stuff I can't control. Things that are out there are in the back of my head all the time."

"There's been a lot of transition (in our lives) the past few years. I've had to put a lot of effort into growing as a person myself. There've been times it's been chaotic."

Parents are trying to adapt

- ▶ Becoming more involved w/ school activities (38%)
- Negotiating online school communication apps (30%)
- Advocating for and/or teaching their child to self-advocate (30%)
- Working to develop patience with child and others (23%)

Q3 Toughest Part of Parenting Right Now

- Knowing how to help my kids manage school and themselves as they mature (7/13)
- Drama, bullying related to cell phones/social media (4/13)
- Changing societal mores (3/13)
- Demonstrating patience w/ my child (3/13)
- Inconsistent communication from school

"I think the number of activities they participate in and coordinating those with our work schedules – getting to the place and on time - is tough."

"The influence of society in general. Kids too deal with things I didn't have to deal with: social media, the internet."

How is school helping?

- Reinforcing family values (4/13)
- Teacher support & communication
- Valuable content (career, math) (3/13)
- Positive extracurricular opportunities (3/13)

"It takes a good teacher to make that happen. Fields is fantastic – as long as she's here and she pushes my daughters to excel in STEM has inspired them."

Q 4 - What skills have you needed to acquire or refine for parenting?

- Time management/ organization /schedules (8/13)
- Helping my kids manage school tasks/time/schedules (3/13)
- Finding time for my own needs (3/13)
- How to talk about and process my own and my kids' emotions (3/13)
- Managing expectations about what my child's capabilities (2/13)
- Budgeting -making ends meet (2/13)

"I've made a conscious effort to let my kids take more responsibility in managing their own "stuff" - knowing where they need to be, what they need for after school, gathering their own materials." Single parent

Have you felt supported in your role as a parent by the school?

- ▶ *“They teach things I’m not good at, so that’s helpful.”*
- ▶ *“I’ve participated in Family Fun Nights ... that helps create a sense of community.”*
- ▶ *“The ESD sponsored a class on ADHD this Fall ... it was very helpful”*
- ▶ *“The school has stayed fairly conservative, compared to other Oregon schools. That he*
- ▶ *“My kids have more opportunities here than I did as a kid ... that’s amazing.”*
- ▶ *“Teachers have offered support, giving me updates on how the kids are doing; the coui
visited with them as well. It’s easier to send my children to school when you trust that
there are about them.”*

Q5 - Right Now: Highs & Lows

“Watching my kids laugh, learn new stuff; succeed. Watching their confidence grow.”

What brings you joy?

- Watching my kids do well (75%)
- Enjoying each stage of my child's life (38%)
- Being in a good relationship w/ my kids (25%)

What's sucking the air out of the room?

- Dealing w/kids going through puberty (23%)
- Societal pressure / social media (23%)
- Staff turnover (15%)
- Unchecked behaviors in school (15%)

“Teenagers! The attitude and eye rolls (smile). She knows more than we do. Did I talk that way with my mom?”

Has the school helped?

With parenting concerns?

"It makes me nervous to think about my kids growing up in this current climate."

Mostly Yes

- Reinforcing family values (30%)
- Teacher support & communication (30%)
- Valuable content (career, math) (23%)
- Opportunities for parents to get involved (15%)

"As our kids get older, teachers begin to ask what do you want to do, what are you interested in? These kinds of discussions are helpful."

With skill development?

Mostly No

- ▶ Inconsistent communication (61.5%)
- ▶ Little to no opportunities to learn about parenting issues (15%)

"Puberty! (laughs) Emotional management has been a very important part. I'm having to transition how I approach them now and there's floods of testosterone in the house."

What else is on your mind?

Keep up the Good Stuff

- Pleased with the variety of extracurricular opportunities - ski program, math club, art class
- Happy w/ childcare and preschool program

Please change:

- **Biggest Issue:** Inconsistent communication from school
- **2nd Biggest Issue:** Staff and Admin turnover
- Embed opportunities for parent support
- Enforce a consistent response to behavioral issues
- Fix the Jr High wrestling program
- Address snaffus with the virtual school program (Edmentum)

Comments by School

Humbolt Child Care Center

- ▶ *"I really appreciate the Daycare and everyone who works there. They take care of my children like their own. They keep me up to date with any issues."*
- ▶ *"The kids had gone to the Daycare at Humbolt for the past 2 years, so it was nice to have that safe haven for my kindergartner. They really help her transition to school in the mornings"*
- ▶ *"At a time when everybody is sending their kids to Prairie, it's been really easy on my life to have childcare and school all in one spot. ... The staff at the daycare is really great. It has made my life easier."*

Seneca

- ▶ *"I knew a lot of the people in Seneca already, including the head teacher. They've been very helpful and very understanding with my daughter and with me."*
- ▶ *Ms. Sullivan offered an art class; our daughter took advantage of that."*
- ▶ *"My daughter didn't start school until September (after we moved). It was a little hard: Prairie City was full, and she had issues. My daughter needed a smaller environment. Seneca seems like a good fit."*
- ▶ *"We weren't sure if Seneca was going to operate this year. We'd been hearing all kinds of rumors about school closing... We didn't want our Kindergartner to have to ride the bus (to Humbolt) at that age."*
- ▶ *"As a single mom it's difficult to fit everything in, like a job. There aren't many babysitters available for parents. [in John Day]. Burns used to have an afterschool care situation, which was helpful. I don't know if this could be offered here (at Seneca). It's difficult to fit my work around my daughter's schedule."*

Comments by School: Humbolt

- ▶ *"One thing I really like about Humbolt is their "word of the month" – like Kindness. Kids who are caught being kind, can be recognized for that. I really appreciate that they're teaching character traits."*
- ▶ *"At first I wondered if our 2nd grader would be safe, but I don't worry about that at all now. I feel comfortable referring other parents to Humbolt now."*
- ▶ *"My daughter seems to be doing really well; her Kg teacher is giving good feedback - she's a bright kid, who'll meet Kg benchmarks easily. She's got a little bit of a speech problem, which is being addressed."*
- ▶ *"It's been a pretty smooth year. The (Kg) teacher messages me through an app; that works well. She's very good at communication."*
- ▶ *"I don't download the apps anymore – there are so many different apps for everything, it's just too much. I have been relying on my kids for most of the information."*
- ▶ *"Communication from the school is terrible. Nothing comes out early or in advance – it's all last minute, makes it hard for parents to arrange their schedules."*
- ▶ *"The biggest thing is the behavioral issues; the joy of school draining away from my oldest daughter worries me ... I don't want my kids to lose their joy."*
- ▶ *"We do have concerns about the overall structure of the school: disruptive behaviors; no discipline; the kids kind of run rampant, do what they want. ... It just seems like there's an attitude - lack of respect – across the whole school."*

Comments by School: Humbolt, cont.

- ▶ *"My daughter seems to be doing really well; her Kg teacher is giving good feedback - she's a bright kid, who'll meet Kg benchmarks easily. She's got a little bit of a speech problem, which is being addressed."*
- ▶ *"My son had a little difficulty at first, but it's been pretty good for the most part. ... Teachers have been really responsive and willing to work with me. I have a good rapport with my son's teacher."*
- ▶ *"Our elementary kid hasn't had one year with a certified teacher at Humbolt."*
- ▶ *"I was nervous because we'd have a new teacher. We were told she didn't celebrate birthdays or anything and that she yelled a lot."*
- ▶ *"My nervousness for this upcoming year had to do with some bullying my son had experienced in 4th grade."*

Comments by School: Jr/Sr High

- ▶ *"The staff at GU High School are great people; they take concern of our feelings and beliefs. Every time we had a conflict (with the school) they solved it immediately – every time."*
- ▶ *"I'm proud of our freshman daughter – she has social anxiety, that tends to close you off from others. The school is helping her come out of that."*
- ▶ *"My son is doing fine; he's involved in sports, his grades are improving, and he's keeping up with homework."*
- ▶ *"Our junior is old enough to recognize when he's struggling; the teachers helped him figure out a plan, which they presented to us [the parents] and we signed off on it. This conversation didn't happen with our freshman."*
- ▶ *"This is the first year my 7th grader tried a team sport (volleyball) – she loved it and I loved it!"*
- ▶ *"I was a little nervous about my son high school. The uncertainty of who principal, not knowing what the rule*
- ▶ *"Scheduling at high school has been. There's not a great selection of elect freshman's class. He had to sign up sections of computers because it was elective offered."*
- ▶ *"I don't really think the school has been give information ahead of time for c sports are very hard. Schedules are change at the last minute. I have to work appointments around their schedule so this is frustrating."*
- ▶ *"One of our children tested high in r school changed his schedule to include level courses without consulting us. have been the best fit for him."*

Comments by School: Jr/Sr High

- ▶ *“Our high schooler is doing really well. He was recognized as student of the month. He brought home a lot more homework last year; this year he’s tackling it all on his own.”*
- ▶ *“There are a couple of teachers my boys feel comfortable with... they really appreciate her. There’s another teacher they just met this year, but both have felt comfortable talking to if they have a problem. And also Mr. Lusco, which surprised me; Mr. Lusco was very helpful.”*
- ▶ *“HS teachers are trying to help kids figure out their career interests; there’s a careers class, CNA course. I’m glad kids are able to get some of these things done while they’re in high school.”*
- ▶ *“Student of the Month walls are blank – the school recognizes kids each month and they have a display all set up, but there are no photos recognizing kids at the Jr High or Senior High on the wall.*
- ▶ *“If students do poorly on a test or if they miss a test, they’re not allowed to make it up. In other districts, students are able to continue working on the material, practicing skills before retesting to show growth in learning. This is especially critical for Jr/Sr High students.”*
- ▶ *“If there was a way for Jr/Sr High to get communication out to parents on a single platform that was updated regularly, it would be helpful. Apps and Facebook aren’t always updated.”*

Comments by School: Virtual Program

- *“Our student seems to be doing a lot better than last year – she understands what’s expected and how to interface with the different programs.”*
- *“I think the transition has gone smoothly with our interactions and the school.”*
- *“Introducing them to the (in person) school system, to more peers, has been good.*
- *“The staff at GU are great people; every time we had a conflict (with the school) they solved it immediately – every time. I definitely feel I can reach out to them at any time and get a response.”*
- *“Sending weekly emails and phone calls about their progress has been helpful.”*
- *Negotiating the Edmentum program is confusing for parents.*

Downsizing efforts to date
For 2025-26

FTE	Category	Cost
2	Admin/Confidential	\$ 272,754
2	EA	\$ 94,920
1	Online Certified replaced by EA	\$ 51,388
1.5	Certified Seneca/GU Art/GU FFA	\$ 207,847
2	Certified Humbolt	\$ 141,175
	Athletics	\$ 20,000
		<u>\$ 788,085</u>
	25/26 PERS Increase Projection Cost on Reductions	\$ 110,332
	PERS Savings from State Buydown 1.68% estimate	\$ 100,000
	Planned discretionary reductions	\$ 50,000
		<u>\$ 948,417</u>
	Secure Roads and Schools Funding	\$ (356,000)
	State adjustment to SPED and High Cost Disability	\$ 130,000
	Total Reductions to date less Revenue Adjustments	\$ 722,417

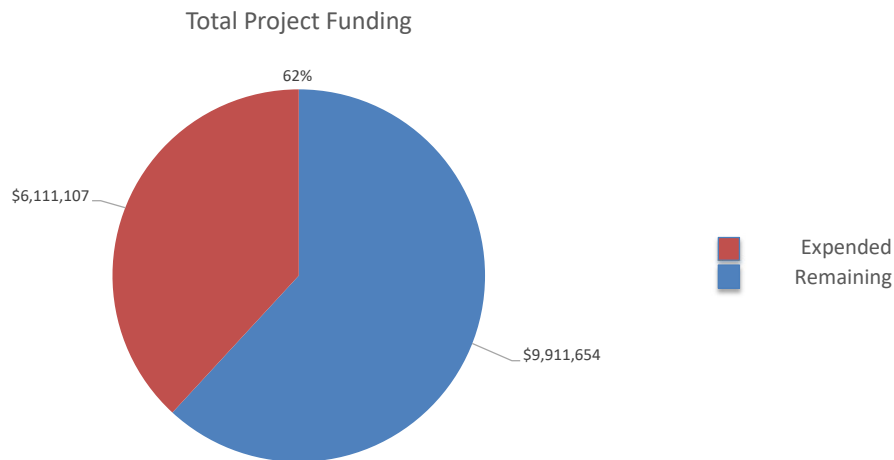
Grant School District 3

Project Tracker

Friday, April 11, 2025



Project	Project No.	Funding Source	Start Date	Months in Progress	Work Status	Budgeted Cost	Current Spend	% Expended
Grant Union HVAC	2023-04	ESSER III / Fund 400 / Renew Grant	Jul-23	22	In-Progress	\$3,523,493	\$413,682	12%
Humbolt Greenhouse/Chicken Coop/Landscaping	2024-06	Fund 400 - Cap Projects	Jun-24	10	In-Progress	\$355,000	\$113,488	32%
District Maintenance Facility	2023-04	Fund 400 - Cap Projects	Sep-23	20	On-Hold	\$268,380	\$69,107	26%
Humbolt HVAC	2022-02	DAS HB5202	Jul-22	34	Completed	\$1,339,412	\$1,220,760	91%
GUHS Student Commons	2023-02	ESSER III & Brownfield Grant	May-23	23	Completed	\$367,171	\$366,479	99.8%
GU TAP 2024 Seismic	2024-07	Fund 400 - Cap Projects	Jul-24	9	Completed	\$22,870	\$22,870	100%
GUHS Replacement Feasibility Study	2022-04	DAS HB5202	Jul-22	33	Completed	\$250,000	\$119,393	48%
Humbolt Playground Equipment	2023-03	ESSER II/III	Sep-23	13	Completed	\$390,837	\$390,837	100%
GU Window Replacement	2024-04	Fund 400 - Cap Projects	Jun-24	4	Completed	\$69,167	\$69,167	100%
GU Courtyard & Grounds	2024-02	Fund 400 - Cap Projects	Jun-24	4	Completed	\$117,820	\$117,820	100%
PA System	2023-09	Fund 400 - Cap Projects	Jan-24	9	Completed	\$27,488	\$27,488	100%
Pressbox @ 7th Street	2022-04	Fund 400 - Cap Projects	Dec-22	23	Completed	\$141,300	\$141,300	100%
Humbolt Seismic - Phase 2	2022-01	Business Oregon Seismic Grant	May-21	32	Completed	\$1,287,657	\$1,287,657	100%
Grant Union Roof Repairs (Seismic)	2022-03	DAS HB5202	Jul-22	14	Completed	\$1,090,942	\$1,090,942	100%
School District 3 Fencing	2023-01	SIA & Fund 400 - Cap Projects	Jun-23	7	Completed	\$284,878	\$284,878	100%
Humbolt Paving	2023-05	Fund 400 - Cap Projects	Aug-23	3	Completed	\$114,055	\$114,055	100%
GU Paving	2023-06	Fund 400 - Cap Projects	Aug-23	3	Completed	\$35,670	\$35,670	100%
Humbolt SpED	2023-07	Fund 400 - Cap Projects	Jul-23	3	Completed	\$15,947	\$15,947	100%
Building Access, Security & Alarms	2023-08	Fund 400 - Cap Projects	Sep-23	13	Completed	\$209,565	\$209,565	100%
Total All Projects (Sum/Avg./In-Progress)	19			15	16	\$9,911,654	\$6,111,107	62%



Fund 400 - Capital Projects	
Total	\$5,861,432
Expended	\$1,879,789
Remaining	\$3,981,643
% Remaining	68%

DAS HB5202 Grant Funding	
Total	\$2,250,000
Expended	\$2,431,096
Match	(\$181,096)
% Remaining	-8%

2022 SEISMIC Grant Funding	
Total	\$1,089,877
Expended	\$1,090,942
Remaining	-\$1,065
% Remaining	0%

ESSER II/III Grant Funding	
Total	\$709,279
Expended	\$709,279
Remaining	\$0
% Remaining	0%

Thursday, April 10, 2025	Grant School District 3 Project Updates		Project Schedule		
			Start	End	Months
	GU HVAC	Construction proceeding on schedule. ASHRAE Level 2 Energy Audit is complete and we have requested reimbursement. Material orders in process. Electrical switch scheduled to arrive in July. Status of the Renew America's Schools grant is unknown - all staff operating the program were released from federal service.	Jul-23	Aug-26	39
	Maintenance Building	Project on hold	Jul-23	Jul-25	25
Humbolt	Early Childhood Learning Ctr	Awarded FY25 CIP (Federal CIP THUD Grant) for \$1,450,000, but spending bills were not approved. Senator Merkley has resubmitted this request for the FY26 budget. We also submitted a capital projects request for \$3 million to the Oregon State Legislature and are working on capital grant requests from the Lamfrom Foundation and Business Oregon (\$2 Million)	TBD		
	Humbolt HVAC	We are 99% complete. Final Testing and Balancing (TAB) report was completed January 10. Boiler room electrical panel replacement scheduled for Spring Break. The power will be out on the lower quad for the week and intermittently for the rest of the complex. After the panel replacement the project will be complete.	Jun-23	Apr-25	23
	Greenhouse/Chicken Coop/Landscaping	This project is 80% complete. Polycarb will be complete by end of April. Plumber to install manifolds and hose bib end of April. Electrical to start after building dried in (end of April, early May). Should be complete by mid-May	Jun-24	May-25	12
Completed Projects	Student Commons	Project is complete	Sep-23	Apr-25	20
	Humbolt HVAC	Completed March 2025	Jun-23	Mar-25	23
	GU TAP 2024 Seismic	Completed February 2025. Awards should be announced by the end of May.	Jul-24	Mar-25	9
	Feasibility Study	Completed December 2024.	Jul-22	Dec-24	31
	Playground Equipment	Completed September 2024.	May-24	Sep-24	6
	PA System	Completed August 2024.	Jun-24	Aug-24	3
	GU Window Replacement	Completed August 2024.	Jun-24	Aug-24	3
	GU Courtyard	Completed August 2024.	Jun-24	Aug-24	3
	Fencing	Completed Fall 2023.	Jun-23	May-24	12
	Access Control & Rekeying	Completed in May 2024.	Nov-23	May-24	7
	7th Street Crow's Nest	Completed in April 2024.	Oct-23	Apr-24	7
	Seismic	Completed in December 2023.	Jun-23	Dec-23	7
	Rekeying	Completed in February 2024.	Nov-23	Dec-23	2
	East 7th Street Parking	Completed first week in November 2023.	Oct-23	Nov-23	2
	GU Pavement Resealing	Completed in October 2023.	Aug-23	Oct-23	3
	Humbolt ADA Concrete	Completed in October 2023.	Aug-23	Oct-23	3
	Seismic (Roof Repairs)	Completed in September 2023.	Jun-23	Sep-23	4
	GU Staff Room	Completed in August 2023	Jun-23	Aug-23	3
	Humbolt Pavement Reseal	Completed in August 2023.	Aug-23	Aug-23	1
	Humbolt SpED Remodel	Completed in November 2023.	Aug-23	Aug-23	1



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Board Meeting Minutes

Wednesday 3/12/2025 | 7:00PM

ZOOM IN BY USING THE FOLLOWING ACCESS CREDENTIALS:

<https://us02web.zoom.us/j/2595245851?pwd=ZjFIZ2w2eDNPMmhoT1VtS0wvbk1MZz09>

Meeting ID: 259 524 5851 | Passcode: HelloGSD3

[* = supplement enclosed]

1) PRELIMINARY BUSINESS:

- 1.1 Call to order
 - 1.1.1 Board Attendance: **6 of 7 Jake Taylor absent at start** arrived at 7:03
- 1.2 Pledge of Allegiance
- 1.3 Agenda Review
 - 1.3.1 Motion: AC ; Second: MT ; Unanimous: Yes 6-0

2) PUBLIC COMMENTS | 3-MINUTE LIMIT:

- 2.1 Public Forum:
 - 2.1.1 1) Jessi Brunson, Canyon City – Thank you for the opportunity. Has 2 kids in district one at Humbolt and one at GU. Speaking as an individual with her own opinions. Her husband was fired after two years of service with the Forest Service and good performance reviews. They were told that the firings are being reversed, but no word yet. Forest Service jobs that were probationary staff were fired. She is a former federal employee for 15 years with Feds Invasive Species. This is about the livelihood for our community members especially after the Malheur lumber closure. These cuts are an attack on rural America. We would like the school district to rally for federal employees just like you have for the lumber mill with a letter of support to legislators.

3) STUDENT BODY REPORT(S):

- 3.1 Grant Union Student Body – Math club – Quarter 2 through Quarter 4. School competition first then on to Chapter Competition then on to State where the Top four individuals go to nationals. At state most participants were from private schools and girls were outnumbered by boys 2 to 1. In Grant County we are the team to beat but at state we were outmatched and we were lucky to be there. We got 8th out of 13 teams. We want to be competitive but want more to be well rounded. Continuing Math club through Q3. There are 10 members. Practice Tuesday and Fridays.

4) REPORTS:

- 4.1 Financial/Business Manager/ MJE *
 - 4.1.1 See: Board Meeting Packet – Addendum | Financial Report – February 2025 Budget workpapers have been sent out to the various budget control managers. The SPED stipends received from the state are to be paid out on payroll tomorrow.
- 4.2 Current Enrollment | Average Daily Membership (ADM) Reporting) as of last day of previous month/ MW*
- 4.3 Current Staffing/JY/MW

Board of Directors:

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4.3.1	GU =	38	
4.3.2	HES =	45	
4.3.3	SES =	5	
4.3.4	HCCC =	6	
4.3.5	DO =	2	
4.3.6	Transportation =	9	Total = 103

4.4 Administrator's Reports | Previous Month:

- 4.4.1 Principal, Shanna Northway | Vice Principal, Andy Lusco | GU *
- 4.4.2 SpEd Director, Shanna Northway | GU/HES *
- 4.4.3 Principal, Janine Attlesperger | Humbolt (HES)*
- 4.4.4 Head Teacher, Carrie Sullivan | Seneca (SES) *
- 4.4.5 Director, Trina Fell | Humbolt Child Care Center (HCCC) *

4.5 Superintendent's Report/ Superintendent Mark Witty

- 4.5.1 Preschool Promise Update – We have 4 slots, but we are trying to get 6 more slots. Donna Schnitker is trying to secure unused slots from other districts to help with the preschool funding gap. Each slot is about \$16,000. Second avenue is Head Start. Operated out of Umatilla County and distance is a challenge. They haven't operated a Head Start program since this fall as some students moved to HCCC. We are serving those kids so trying to secure those funds to offset preschool slots. We have 27 students currently at HCCC, so it is continuing to grow and staffing is doing good.
- 4.5.2 Capital Project Fund – Current Financial Position & District Needs – See handout. GU HVAC roughly \$3.4 million and have expended roughly \$400,000 so need \$3 million. We don't believe that the Renew America Grant will end up coming through, so we are looking at other ways to complete the project. There is a one-time revenue from the state for prior underpayments due to Forest Fees treatment. These funds should be allocated to this project. \$1.58 million in Cap Project now so with the transfers this year and next in combination with the \$1.28 million from the state due to the Forest Fees we will have \$860,000 more than what this project is currently estimated to be. The district needs to continue to fund the Capital Project Fund for facility needs moving forward as bonding is not an option here. The Capital Project Fund needs to be funded moving forward. The single pane windows at the schools need to be replaced. Asphalt replacements are needed. Humbolt siding needs replaced. The track will need to be replaced sometime soon. The board needs to keep money in the Capital Project funds. Humbolt office is not set up for current staffing which needs to be reworked and the estimate comes in around \$500,000. The demo can be done under a grant due to asbestos. House Joint Resolution 10 would let a district that cannot pass a bond to get the matching OSCIM funding. This will allow districts to still access those matching funds. Will and Mark are testifying at the legislature in support of this bill. It may not be pushed through this cycle, but maybe they will get a taskforce to look at this. Districts that have large Federal ownership like us have tax base issues. Protect your capital funds.
- 4.5.3 Strategic Planning Committee – April 3, 2025 – 5:30pm to 8:30pm – Would like a couple of board members to participate....Amy Charette and Kris Beal volunteered
- 4.5.4 Logo Refresh – We have had this logo for decades. Maddie Bailey is organizing a methodology to update logo for her senior project. There is a survey and then the info is kicked out to world for input and ideas. There will be focus group after. This would be the district logo, schools can have their own and may try to unify those logos. The process worked at Baker. Zac Bailey – cost for company? MW – around \$1000 a marketing firm would charge \$25,000.

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- 4.5.5 Promise Land Statue – Larry DeCue and Rich LaMountain met for update. Portland has the funds through insurance to restore the statue and they have funds to transport also. As of now, sounds like they only need to fundraise for the base. Estimate \$3500 for the base.
 - 4.5.6 Secure Rural Schools Reauthorization – Still working on this, but until there is a new budget for the Federal Government we will not know. This amounts to \$356,000 in lost revenue. We are grateful that the county passes it through to us.
 - 4.5.7 GU HVAC Grant – The Renew America Grant that was secured this fall currently seems like a long shot. This grant was for \$680,000.
 - 4.5.8 Emergency License Positions Advertisement – CBA Article VII – Clause states that the emergency license staff contracts are only good for one year. We are opening all 7 positions on emergency licenses and we may not fill all of the positions. All staff on emergency licenses have been met with and we plan to post jobs Friday for three weeks. Current staff are encouraged to apply, but if outside applicants are more qualified, we need to fill with the best candidate.
 - 4.5.9 Board Required Training – 5 out of 7 have taken the training. If I need to resend the email please let me know.
 - 4.5.10 May 2025 Election – Filings due March 20, 2025 at 5:00pm – 3 open spots so just reminding to refile for their positions. I believe all three of the open spots have filed.
 - 4.5.11 Early Learning Center Update – We are meeting on April 3 with the Collaborative Early Learning Committee to determine vision, mission, strategic goals and next steps.
 - 4.5.12 Malheur Lumber – All members are working together. They are inviting Cliff Bentz to have a meeting to let him know how big this is the community. Zac Bailey – Are they relying on federal grants for this? MW – Yes for equipment upgrades which would cost 15 or so of the 72 jobs, but it makes the operations more competitive. The costs are around \$10 million. Important for the community to have the mill operations.
- 4.6 Construction/Capital Projects Update MW
- 4.6.1 GSD3 Project Tracker *
 - 4.6.2 GSD3 Project Updates *

At 7:44pm,

Enter into Executive Session per ORS 190.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent.

9:43pm reconvene regular session.

5) **CONSENT AGENDA:**

- 5.1 Recommend Approving 2/19/2025 Board Meeting Minutes
 - 5.1.1 2/19/25 Regular Meeting
- 5.2 Recommend Accepting New Hires:
 - 5.2.1 Deborah Gibson | Cook Helper 1
- 5.3 Recommend Accepting Employment Role Transfer:
 - 5.3.1 Tia Kastner | Cook Helper to Cook Assistant
 - 5.3.2 Dixon Apostol-Espana | Humbolt Education Assistant to GU Custodian
- 5.4 Recommend Accepting Employment Role Addition:
 - 5.4.1 Vanessa Houpt | Student Success Plan Manager
 - 5.4.2 Heather Rookstool | Site Testing Coordinator

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- 5.4.3 Dennise Blevins | TAG Case Manager
- 5.4.4 Andrea Ashley | TAG Case Manager
- 5.4.5 Andrea Ashley | Site Testing Coordinator
- 5.5 Recommend Accepting Employment Resignations:
 - 5.5.1 Alesa Smith | Cook Assistant
 - 5.5.2 Kaitlyn Swaggart | JH Volleyball Coach
 - 5.5.3 REMOVED
 - 5.5.4 Fred Ostberg | GU Custodian
- 5.6 Recommend Accepting Second Reading of Policies
 - 5.6.1 January Policy to be Updated
- 5.7 Approval Consent Agenda (Entire Section): Motion: KB; Second: ZB; Unanimous: YES

6) **NEW BUSINESS:**

- 6.1 Approve the Evaluation of Superintendent – table until April – ZB / ZC – all in favor
- 6.2 Approve postponement Health Curriculum Adoption – With all the change in the federal guidelines, it makes sense to postpone until next year when guidelines are solidified. ZB / JT – all in favor
- 6.3 Approve Licensed Contract Recommendations minus Ms. Smoot. AC/CL – all in favor
- 6.4 Approve decision on Jennifer Smoot – KB makes motion to accept Superintendent’s recommendation for non-renewal, ZB second Comments – WB didn’t anticipate 2 hours and we took our due diligence in coming to our decision. All voted in favor
- 6.5 Approve 2025-26 Budget Calendar – Zac would like budget at least a week in advance. KB/AC – all in favor

7) **FUTURE CALENDAR DATES | 2025 | ALL Meetings are held at District Office, unless otherwise specified:**

- 7.1.1 4/16 – Board Meeting | 7:00PM in Seneca
- 7.1.2

8) **BOARD REPORTS:**

- 8.1 **KB:** Feels like disadvantaged from the parents on the board because not involved in all of the activities as much, but I found so many things going on from the board reports. It is amazing.
- 8.2 **M.T. A:** I so enjoyed the math team and the opportunities for youth to speak in front the board. Kudos to Anna Field.
- 8.3 **AC:** The math jokes were really good! I want to acknowledge Jessi’s comment and the loss of jobs at the mill and the government. It is impacting our kids and it is concerning. I would like to see if there is something we can do.
- 8.4 **CL:** I appreciated the math kids saying that they are competitive but they want to have fun too. Also getting Cliff Bentz here in my opinion is impossible.
- 8.5 **ZB:** Thanks to Miss Anna. Jessi’s note makes me scared. Appears to be a 250 year old experiment on democracy. I have contacted Rep Owens. Maybe we should draft a letter. I have a voice and would like to be heard.

[Board Packet posted on district web site at:
https://grantsd3.schoolinsites.com/](https://grantsd3.schoolinsites.com/)

Grant School District No.3 does not discriminate in employment, educational programs and activities, on the basis of race, national origin, color, creed, religion, gender, gender identification, sexual orientation or associational preference, age, disability, veteran status. The District also affirms its commitment to providing equal opportunities and equal access to its facilities. For additional information or assistance contact the District office at: (541)575-1280 | 401 N Canyon City Blvd,

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- 8.6 **WB:** Math club – corny math jokes which was going to be my question if they didn’t have one. I like that they want to compete, but not have it dominate their lives. Basketball districts and state, it was fun to watch, but they put up 80 points and still lost. Legislative testimony on Monday will allow us to use our voice.
- 8.7 **JT:** The board reports do give us a lot of info and they are very helpful. The math club is so good! Appreciated Jessi coming in and it is alarming in this small town. We need to keep every job we can. The good, the bad and the ugly are part of our job.

MW – Thanks to Kris and Chris for working on the retiree reunion. It will be good for the district! FBLA is jumping on board and will be preparing the meal!

9) **TOTAL IN ATTENDANCE:**

- 9.1 In Person: 12
9.2 Via Zoom: 19

10) **ADJOURNED: 10:10 PM MT/ZB/all In favor**

Approval of Meeting Minutes:

X: _____ Date: _____
Mark Witty, Superintendent

X: _____ Date: _____
Will Blood, Board Chair

Board of Directors:

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GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Amy Hunt

POSITION: Summer School Co-Director & Teacher

*FIRST DAY OF WORK: 6/23/2025 WORK HOURS PER DAY: 4.5

APPLICATIONS RECEIVED: 2 # PERSONS INTERVIEWED: 0

EXPERIENCE: Summer School Last Year

EDUCATION: Certified Teacher

NAMES OF REFERENCES CHECKED: NA

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

NA

NAMES OF ALL PERSONS INTERVIEWED:

NA

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Kelli LaFramboise

REASON FOR LEAVING: ☐ RETIRED ☐ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: _____ DATE APPLICATIONS CLOSED: _____

CLASSIFICATION (select one): ☐ CLASSIFIED ☒ LICENSED ☐ ADMINISTRATOR
☐ CONFIDENTIAL ☐ COACH ☐ EXTRA DUTY

LANE: BS/BA STEP/YEARS: 14/15 SALARY: 24/25-45.08 (select one) ☒ Hourly
☐ Contract issued ☐ Annually
☐ Season

☒ RECOMMENDED TO THE BOARD FOR HIRE

DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

Janine Attlesperger

Digitally signed by Janine Attlesperger
Date: 2021.07.14 11:10:07 -07'00'

SIGNATURE OF SUPERVISOR

Janine W. Attlesperger

SIGNATURE OF SUPERINTENDENT

4/10/2025

DATE FORM COMPLETED

4/10/25

DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Kelli LaFramboise

POSITION: Summer School Co-Director & Teacher

*FIRST DAY OF WORK: 6/23/2025 WORK HOURS PER DAY: 4.5

APPLICATIONS RECEIVED: 2 # PERSONS INTERVIEWED: 0

EXPERIENCE: Summer School Director Last 2 Years

EDUCATION: Certified Teacher

NAMES OF REFERENCES CHECKED: NA

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

NA

NAMES OF ALL PERSONS INTERVIEWED:

NA

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Kelli LaFramboise

REASON FOR LEAVING: ☐ RETIRED ☐ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: _____

DATE APPLICATIONS CLOSED: _____

CLASSIFICATION (select one): ☐ CLASSIFIED ☒ LICENSED ☐ ADMINISTRATOR
☐ CONFIDENTIAL ☐ COACH ☐ EXTRA DUTY

LANE: BS/BA STEP/YEARS: 10/11 SALARY: 24,25-47.27 (select one) ☒ Hourly
☐ Contract issued ☐ Annually
☐ Season

☒ RECOMMENDED TO THE BOARD FOR HIRE DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

Janine Attlesperger Digitally signed by Janine Attlesperger
Date: 2021.07.14 11:10:07 -07'00'

SIGNATURE OF SUPERVISOR

mm w. willy

SIGNATURE OF SUPERINTENDENT

4/10/2025

DATE FORM COMPLETED

4/10/25

DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Breanna Apostol

POSITION: Teacher

*FIRST DAY OF WORK: 8/18/2025 WORK HOURS PER DAY: 8.5

APPLICATIONS RECEIVED: 1 # PERSONS INTERVIEWED: 0

EXPERIENCE: 2 years part-time kindergarten teacher, 1 year K-2 teacher, 1 year 7th-12th grade Spanish

EDUCATION: EOU--MAT; UW Tacoma--BS International Studies

NAMES OF REFERENCES CHECKED: NA

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:
NA

NAMES OF ALL PERSONS INTERVIEWED:
NA

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Breanna Apostol/Karen Broemeling

REASON FOR LEAVING: ☒ RETIRED ☐ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: NA DATE APPLICATIONS CLOSED: _____

CLASSIFICATION (select one): ☐ CLASSIFIED ☒ LICENSED ☐ ADMINISTRATOR
☐ CONFIDENTIAL ☐ COACH ☐ EXTRA DUTY

LANE: BS/BA +60 STEP/YEARS: 5 SALARY: TBD (select one) ☐ Hourly

☐ Contract issued ☒ Annually ☐ Season

☒ RECOMMENDED TO THE BOARD FOR HIRE DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

Janine Attlesperger Digitally signed by Janine Attlesperger
Date: 2021.07.14 11:10:07 -07'00'

SIGNATURE OF SUPERVISOR

Marci N. Wally
SIGNATURE OF SUPERINTENDENT

8/14/2023

DATE FORM COMPLETED

4/10/25
DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Amanda Gibbs

POSITION: Teacher

*FIRST DAY OF WORK: 8/18/2025 WORK HOURS PER DAY: 8.5

APPLICATIONS RECEIVED: 3 # PERSONS INTERVIEWED: 3

EXPERIENCE: 4 years 6th grade teacher

EDUCATION: WGU Student Teaching, degree and certification expected 1/2026

NAMES OF REFERENCES CHECKED: NA

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Janine Attlesperger

Andrea Ashley, Vanessa Houpt

Marci Judd

Chris Labhart

NAMES OF ALL PERSONS INTERVIEWED:

Amanda Gibbs

Ryan McKnab

Bobbee Boethin

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Amanda Gibbs

REASON FOR LEAVING: ☐ RETIRED ☐ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: 3/18/2025 DATE APPLICATIONS CLOSED: 4/08/2025

CLASSIFICATION (select one): ☐ CLASSIFIED ☒ LICENSED ☐ ADMINISTRATOR
BS/BA ☐ CONFIDENTIAL ☐ COACH ☐ EXTRA DUTY

LANE: IN progress STEP/YEARS: 4 SALARY: TBD (select one) ☐ Hourly
☒ Annually
☐ Season

☐ Contract issued

☒ RECOMMENDED TO THE BOARD FOR HIRE

DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

Janine Attlesperger Digitally signed by Janine Attlesperger
Date: 2021.07.14 11:10:07 -07'00'

SIGNATURE OF SUPERVISOR

4/10/2025

DATE FORM COMPLETED

Mark W. Wally
SIGNATURE OF SUPERINTENDENT

4/10/25
DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Bobbie Boethin

POSITION: Teacher

*FIRST DAY OF WORK: 8/18/2025 WORK HOURS PER DAY: 8.5

APPLICATIONS RECEIVED: 3 # PERSONS INTERVIEWED: 3

EXPERIENCE: 2 years 1st grade teacher; 1 year 4th grade teacher

EDUCATION: WGU BA expected 6/2026

NAMES OF REFERENCES CHECKED: NA

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Janine Attlesperger

Andrea Ashley, Vanessa Houpt

Marci Judd

Chris Labhart

NAMES OF ALL PERSONS INTERVIEWED:

Amanda Gibbs

Ryan McKnab

Bobbie Boethin

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Bobbie Boethin

REASON FOR LEAVING: ☐ RETIRED ☐ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: 3/18/2025

DATE APPLICATIONS CLOSED: 4/08/2025

CLASSIFICATION (select one): ☐ CLASSIFIED ☒ LICENSED ☐ ADMINISTRATOR
☐ CONFIDENTIAL ☐ COACH ☐ EXTRA DUTY

LANE: BS/BA Progress STEP/YEARS: 3 SALARY: TBD (select one) ☐ Hourly
☒ Annually
☐ Season

☐ Contract issued

☒ RECOMMENDED TO THE BOARD FOR HIRE

DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

Janine Attlesperger

Digitally signed by Janine Attlesperger
Date: 2021.07.14 11:10:07 -07'00'

SIGNATURE OF SUPERVISOR

[Signature]
SIGNATURE OF SUPERINTENDENT

4/10/2025

DATE FORM COMPLETED

4/10/25
DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Shanley Cobb

POSITION: Special Education Teacher

*FIRST DAY OF WORK: 8/18/2025 WORK HOURS PER DAY: 8.5

APPLICATIONS RECEIVED: 1 # PERSONS INTERVIEWED: 0

EXPERIENCE: 4 years Special Education Teacher, 3 years Behavior Classroom

EDUCATION: WGU BS Elementary Education expected 8/2025; MA Special Education begin 8/2025

NAMES OF REFERENCES CHECKED: NA

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

NA

NAMES OF ALL PERSONS INTERVIEWED:

NA

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Shanley Cobb

REASON FOR LEAVING: ☐ RETIRED ☐ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: 3/18/2025 DATE APPLICATIONS CLOSED: 4/08/2025

CLASSIFICATION (select one): ☐ CLASSIFIED ☒ LICENSED ☐ ADMINISTRATOR
☐ CONFIDENTIAL ☐ COACH ☐ EXTRA DUTY

LANE: BS/BA in progress STEP/YEARS: 4 SALARY: TBD (select one) ☐ Hourly
☒ Annually
☐ Season

☐ Contract issued

☒ RECOMMENDED TO THE BOARD FOR HIRE

DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

Janine Attlesperger Digitally signed by Janine Attlesperger
Date: 2021.07.14 11:10:07 -07'00'

SIGNATURE OF SUPERVISOR

Mar W. Smith
SIGNATURE OF SUPERINTENDENT

4/10/2025

DATE FORM COMPLETED

4/10/25
DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Holly Wick

POSITION: Special Education Teacher

*FIRST DAY OF WORK: 8/18/2025 WORK HOURS PER DAY: 8.5

APPLICATIONS RECEIVED: 3 # PERSONS INTERVIEWED: 3

EXPERIENCE: 3 years Special Education Teacher

EDUCATION: WGU BS Elementary Education/Special Education expected 1/2026

NAMES OF REFERENCES CHECKED: NA

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

NA

NAMES OF ALL PERSONS INTERVIEWED:

NA

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Holly Wick

REASON FOR LEAVING: ☐ RETIRED ☐ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: 3/18/2025

DATE APPLICATIONS CLOSED: 4/08/2025

CLASSIFICATION (select one): ☐ CLASSIFIED ☒ LICENSED ☐ ADMINISTRATOR
☐ CONFIDENTIAL ☐ COACH ☐ EXTRA DUTY

LANE: BS/BA Progress STEP/YEARS: 3 SALARY: TBD (select one) ☐ Hourly
☒ Annually
☐ Season

☐ Contract issued

☒ RECOMMENDED TO THE BOARD FOR HIRE

DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

Janine Attlesperger Digitally signed by Janine Attlesperger
Date: 2021.07.14 11:10:07 -07'00'

SIGNATURE OF SUPERVISOR

4/10/2025

DATE FORM COMPLETED

man w. wick
SIGNATURE OF SUPERINTENDENT

4/10/25
DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Stacy Durych

POSITION: Head Teacher

*FIRST DAY OF WORK: 8/01/2025 WORK HOURS PER DAY: 8.5

APPLICATIONS RECEIVED: 1 # PERSONS INTERVIEWED: 0

EXPERIENCE: 1 year K-2 Classroom; 1 year Business Teacher; 3 years Exec. Dir./Head of School

EDUCATION: Attending WGU Elementary Education; Waldorf Education MA Coursework Completed; BBA Accounting

NAMES OF REFERENCES CHECKED: NA

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

NA

NAMES OF ALL PERSONS INTERVIEWED:

NA

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Carrie Sullivan

REASON FOR LEAVING: ☐ RETIRED ☐ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: NA

DATE APPLICATIONS CLOSED: NA

CLASSIFICATION (select one): ☐ CLASSIFIED ☒ LICENSED ☐ ADMINISTRATOR
☐ CONFIDENTIAL ☐ COACH ☐ EXTRA DUTY

LANE: BS/BA STEP/YEARS: 4 SALARY: TBD (select one) ☐ Hourly
☒ Annually
☐ Season

☐ Contract issued

☒ RECOMMENDED TO THE BOARD FOR HIRE

DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

Janine Attlesperger Digitally signed by Janine Attlesperger
Date: 2021.07.14 11:10:07 -07'00'

SIGNATURE OF SUPERVISOR

4/10/2025

DATE FORM COMPLETED

mm w w
SIGNATURE OF SUPERINTENDENT

4/10/25
DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Elijah Humbird - Transfer from Assist Football

POSITION: JH Head Football

*FIRST DAY OF WORK: 7/25 WORK HOURS PER DAY: 2

APPLICATIONS RECEIVED: 1 # PERSONS INTERVIEWED: 1

EXPERIENCE: 5 years coaching Football at Grant Union

EDUCATION: Master's Degree

NAMES OF REFERENCES CHECKED: Transfer

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Mitch Wilson

Andy Lusco

NAMES OF ALL PERSONS INTERVIEWED:

Transfer from HS Football Position

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Ty Baker

REASON FOR LEAVING: ☐ RETIRED ☒ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: NA DATE APPLICATIONS CLOSED: NA

CLASSIFICATION (select one): ☐ CLASSIFIED ☐ LICENSED ☐ ADMINISTRATOR
JH Head ☐ CONFIDENTIAL ☒ COACH ☐ EXTRA DUTY

LANE: Football STEP/YEARS: 5 SALARY: TBD (select one) ☐ Hourly
☐ Contract issued ☐ Annually
☐ Season

☒ RECOMMENDED TO THE BOARD FOR HIRE DATE OF BOARD APPROVAL: _____

*ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.

SIGNATURE OF SUPERVISOR

DATE FORM COMPLETED

SIGNATURE OF SUPERINTENDENT

DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Sharon Watterson - Transfer from JH Assistant

POSITION: Head JH Volleyball

*FIRST DAY OF WORK: 7/25 WORK HOURS PER DAY: 2

APPLICATIONS RECEIVED: 1 # PERSONS INTERVIEWED: 1

EXPERIENCE: Played at GU, Parks and Recreation Coach, 1 year GU Coach

EDUCATION: HS Diploma

NAMES OF REFERENCES CHECKED: Mandie McQuown, Krystal Hansen

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Andy Lusco

Mariah Moulton

NAMES OF ALL PERSONS INTERVIEWED:

Sharon Watterson

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Kaitlyn Swaggart

REASON FOR LEAVING: ☐ RETIRED ☒ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: NA DATE APPLICATIONS CLOSED: NA

CLASSIFICATION (select one): ☐ CLASSIFIED ☐ LICENSED ☐ ADMINISTRATOR
JH Head ☐ CONFIDENTIAL ☒ COACH ☐ EXTRA DUTY

LANE: Volleyball STEP/YEARS: 0 SALARY: TBD (select one) ☐ Hourly

☐ Contract issued

☐ Annually

☐ Season

☒ RECOMMENDED TO THE BOARD FOR HIRE

DATE OF BOARD APPROVAL: _____

*ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.

SIGNATURE OF SUPERVISOR

DATE FORM COMPLETED

SIGNATURE OF SUPERINTENDENT

DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: DENNISE BLEVINS

POSITION: SUMMER CUSTODIAL MAINTENANCE

*FIRST DAY OF WORK: 6-16-25 WORK HOURS PER DAY: 10

APPLICATIONS RECEIVED: 2 # PERSONS INTERVIEWED: 2

EXPERIENCE: Held Position Previous Summer

EDUCATION: _____

NAMES OF REFERENCES CHECKED: _____

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

NAMES OF ALL PERSONS INTERVIEWED:

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: _____

REASON FOR LEAVING: ☐ RETIRED ☒ ~~RESIGNED~~ Temp ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: _____ DATE APPLICATIONS CLOSED: _____

CLASSIFICATION (select one): ☐ CLASSIFIED ☐ LICENSED ☐ ADMINISTRATOR
☐ CONFIDENTIAL ☐ COACH ☐ EXTRA DUTY

LANE: Cust. STEP/YEARS: 3 SALARY: June 23.69 select one) ☒ Hourly
July-Aug-24.87 ☐ Annually
☐ Season

☐ Contract issued
☐ RECOMMENDED TO THE BOARD FOR HIRE DATE OF BOARD APPROVAL: _____

*ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.

SIGNATURE OF SUPERVISOR _____

4/2/25
DATE FORM COMPLETED

SIGNATURE OF SUPERINTENDENT _____

4/8/25
DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820

Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED:

RANDY MOONEY

POSITION:

SUMMER CUSTODIAN / MAINTENANCE

*FIRST DAY OF WORK:

6-16-25

WORK HOURS PER DAY:

10

APPLICATIONS RECEIVED:

2

PERSONS INTERVIEWED:

2

EXPERIENCE:

HELD POSITION PREVIOUS SUMMER

EDUCATION:

NAMES OF REFERENCES CHECKED:

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES

☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

NAMES OF ALL PERSONS INTERVIEWED:

NAME OF EMPLOYEE FORMERLY HOLDING POSITION:

REASON FOR LEAVING:

☐ RETIRED

☒ RESIGNED

☐ TERMINATED

☐ NEW POSITION

DATE OF NOTICE OF POSITION:

DATE APPLICATIONS CLOSED:

CLASSIFICATION (select one):

☐ CLASSIFIED

☐ LICENSED

☐ ADMINISTRATOR

☐ CONFIDENTIAL

☐ COACH

☐ EXTRA DUTY

LANE: Cust

STEP/YEARS: 2

SALARY: June-23.01 (select one)

☐ Hourly

☐ Annually

☐ Season

☐ Contract issued

☐ RECOMMENDED TO THE BOARD FOR HIRE

DATE OF BOARD APPROVAL:

*ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.

SIGNATURE OF SUPERVISOR

DATE FORM COMPLETED

SIGNATURE OF SUPERINTENDENT

DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Kalinn Cummings

POSITION: SPED Track and Field IA

*FIRST DAY OF WORK: 4/7/25 WORK HOURS PER DAY: 2

APPLICATIONS RECEIVED: 2 # PERSONS INTERVIEWED: 2

EXPERIENCE: 1 year of SPED IA @ Humbolt

EDUCATION: High School Diploma/ Some College

NAMES OF REFERENCES CHECKED: Current Employee

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Andy Lusco

Shanna Northway

NAMES OF ALL PERSONS INTERVIEWED:

Kenna Combs

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: _____

REASON FOR LEAVING: ☐ RETIRED ☐ RESIGNED ☐ TERMINATED ☒ NEW POSITION

DATE OF NOTICE OF POSITION: 3/31/25 DATE APPLICATIONS CLOSED: open until filled

CLASSIFICATION (select one): ☒ CLASSIFIED ☐ LICENSED ☐ ADMINISTRATOR
☐ CONFIDENTIAL ☐ COACH ☐ EXTRA DUTY

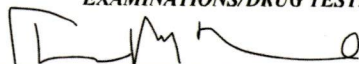
LANE: Educational Assist STEP/YEARS: 4 SALARY: 20.24 (select one) ☒ Hourly
☐ Annually
☐ Season

☐ Contract issued


☒ RECOMMENDED TO THE BOARD FOR HIRE

DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*



SIGNATURE OF SUPERVISOR



SIGNATURE OF SUPERINTENDENT

4/1/25

DATE FORM COMPLETED

4/1/25

DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Kenna Combs

POSITION: SPED Track and Field IA

*FIRST DAY OF WORK: 4/7/25

WORK HOURS PER DAY: 2

APPLICATIONS RECEIVED: 2

PERSONS INTERVIEWED: 2

EXPERIENCE: 1 year of SPED IA @ Humbolt

EDUCATION: High School Diploma/ Some College

NAMES OF REFERENCES CHECKED: Current Employee

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Andy Lusco

Shanna Northway

NAMES OF ALL PERSONS INTERVIEWED:

Kalinn Cummings

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: _____

REASON FOR LEAVING: ☐ RETIRED ☐ RESIGNED ☐ TERMINATED ☒ NEW POSITION

DATE OF NOTICE OF POSITION: 3/31/25

DATE APPLICATIONS CLOSED: open until filled

CLASSIFICATION (select one): ☒ CLASSIFIED ☐ LICENSED ☐ ADMINISTRATOR
☐ CONFIDENTIAL ☐ COACH ☐ EXTRA DUTY

LANE: Educational Assist STEP/YEARS: 1 SALARY: 19.45 (select one) ☒ Hourly
☐ Annually
☐ Season

☐ Contract issued

☒ RECOMMENDED TO THE BOARD FOR HIRE

DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

[Signature]
SIGNATURE OF SUPERVISOR

4/1/25

DATE FORM COMPLETED

[Signature]
SIGNATURE OF SUPERINTENDENT

4/8/25
DATE

4-1-2025

Janine,

I want to let you know that I will be moving on from the Humbolt Librarian position at Grant County School District #3.

My last day will be April 10th, 2025 Thank you so much for your friendship and tutelage.

Cheryl Hendron

3/4/2025

Today I (Ty Baker) am issuing my letter of resignation as the Junior High football Head coach. I have learned so much and have had a great time coaching and teaching our junior high student athletes. I look to continue my coaching career in our community at a higher level.

Thank you

 3-4-25

Ty Baker
Grant School Dist. 3
Humbolt Elementary
Custodial/Maintenance/Coach
bakert@grantesd.k12.or.us
(541)-575-0454 EXT- 3115
Cell (541)969-2406



OSBA Model Sample Policy

Code: AC
Adopted:

Nondiscrimination and Civil Rights

The district does not discriminate on any basis listed below and prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR - Discrimination Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. "Race" also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001.

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The superintendent or designee is the district's civil rights coordinator.

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination² required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
 - a. Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):
 - (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
 - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American's with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;

² The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

- (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;
 - (4) Identifying discrimination and reports of discrimination;
 - (5) Responding to reports of discrimination;
 - (6) Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;
 - (7) Preventing discrimination in public school programs and activities;
 - (8) Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;
 - (9) Tracking and documenting reports of discrimination.
- b. In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:
- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
 - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American's with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;
 - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;
 - (4) Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.³

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659A.003	ORS 659A.321
ORS 192.630	ORS 659A.006	ORS 659A.409
ORS 326.051(1)(e)	ORS 659A.009	OAR 581-021-0045
ORS 332.505	ORS 659A.029	OAR 581-021-0046
ORS 408.230	ORS 659A.030	OAR 581-021-0047
ORS 659.805	ORS 659A.040	OAR 581-021-0650 - 0665
ORS 659.815	ORS 659A.103 - 659A.145	OAR 581-022-2310
ORS 659.850 - 659.860	ORS 659A.230 - 659A.233	OAR 581-022-2370
ORS 659.865	ORS 659A.236	OAR 581-075-0001 - 075-0005
ORS 659A.001	ORS 659A.309	OAR 581-075-0901

³ Training must first be completed by June 30, 2025.

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R. Part 1626 (2019).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

OSBA Model Sample Administrative Regulation

Code: AC-AR
Adopted:

Discrimination Complaint Procedure

{Required administrative regulation. OAR 581-022-2370 requires districts to have complaint procedures, including for complaints of discrimination. Federal law also requires discrimination complaint procedures. *This is the March 2023 published version of this administrative regulation and is the recommendation following the invalidation of the 2024 Title IX regulations.*}

Any person, including students, staff, visitors and third parties, may file a complaint.

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: {¹} Complaints may be oral or in writing and must be filed with the principal. Any staff member that receives an oral or written complaint shall report the complaint to the principal.

The principal shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 10 school days of receipt of the complaint.

Step 2: If the complainant wishes to appeal the decision of the principal, the complainant may submit a written appeal to the superintendent or designee within five school days after receipt of the principal's response to the complaint.

The superintendent or designee shall review the principal's decision within five school days and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the principal's decision. The superintendent or designee will respond in writing to the complainant within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at a Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 30 days of receipt of the appeal by the Board.

If the principal is the subject of the complaint, the individual may start at Step 2 and should file a complaint with the superintendent or designee.

¹ For district information. The district's timeline established by each step of the district's complaint procedure must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. The district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and should be submitted to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at Step 3 and be referred directly to the district counsel.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing, but will not be longer than 30 days from the date of the submission of the complaint at any step. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

The complainant, if a person who resides in the district or a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal² the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

DISCRIMINATION COMPLAINT FORM

Any person, including students, staff, visitors and third parties, may file a complaint.

Name of Person Filing Complaint	Date	School or Activity
---------------------------------	------	--------------------

Student/Parent ☐ Employee ☐ Job applicant ☐ Other ☐ _____

Type of discrimination:

- | | | |
|---|---|--|
| <input type="radio"/> Race
<input type="radio"/> Color
<input type="radio"/> Religion
<input type="radio"/> Sex
<input type="radio"/> National or ethnic origin
<input type="radio"/> Gender identity
<input type="radio"/> Other _____ | <input type="radio"/> Mental or physical disability
<input type="radio"/> Marital status
<input type="radio"/> Familial status
<input type="radio"/> Economic status
<input type="radio"/> Veterans' status | <input type="radio"/> Age
<input type="radio"/> Sexual orientation
<input type="radio"/> Pregnancy
<input type="radio"/> Discriminatory use of a Native American mascot |
|---|---|--|

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the discussion.)

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

This complaint form should be mailed or submitted to the principal.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Grant School District 3

Code: GBN/JBA-AR(1)
Revised/Reviewed: 5/09/01; 3/14/12; 5/09/12;
10/17/18; 8/19/20; 11/18/20
Orig. Code: GBN/JBA-AR

Sexual Harassment Complaint Procedure

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
<u>Mark Witty</u>	<u>Superintendent</u>	<u>541-575-1280</u>	<u>markwitty@grantesd.org</u>
<u>Shanna Northway</u>	<u>H.S. Principal</u>	<u>541-575-1799</u>	<u>northways@grantesd.org</u>
<u>Janine Attlesperger</u>	<u>Elementary Principal</u>	<u>541-575-0454</u>	<u>attlespergerj@grantesd.org</u>

The district official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA - Sexual Harassment.

Step 1 The district official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy GBN/JBA - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within 30 days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 1 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within 5 working days of receipt of the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Grant School District 3

Code: GBN/JBA-AR(1)
Revised/Reviewed: 5/09/01; 3/14/12; 5/09/12;
10/17/18; 8/19/20; 11/18/20
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Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent or designee in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's or designee's decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within 30 working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's or designee's decision in Step 2 is final¹.

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the principal may start at Step 2 and may be filed with the superintendent or designee. The superintendent or designee will cause the required notices to be provided. The superintendent or designee will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

¹ If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

Grant School District No. 3
401 N Canyon City Blvd., John Day, OR 97845
(541) 575-1280

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Grant School District No. 3
401 N Canyon City Blvd., John Day, OR 97845
(541) 575-1280

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent or designee in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's or designee's decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within 30 working days following receipt of the appeal.

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The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the principal may start at Step 2 and may be filed with the superintendent or designee. The superintendent or designee will cause the required notices to be provided. The superintendent or designee will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

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Grant School District No. 3
401 N Canyon City Blvd., John Day, OR 97845
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SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Grant School District No. 3
401 N Canyon City Blvd., John Day, OR 97845
(541) 575-1280

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

***Grant School District #3
Board of Directors
Superintendent's Evaluation***

TO: Mark Witty, Superintendent
Grant School District #3 Board of Directors

FROM: Will Blood, Chair and Amy Charette, Vice-Chair

RE: Superintendent Evaluation

DATE: March 5, 2025

This document serves as the evaluation of Superintendent Mark Witty for the 2024/2025 school year. To start this process, Superintendent Witty completed a self evaluation that he submitted to the Board of Directors. Each board member then contributed their input to the evaluation, scoring Superintendent Witty in six primary areas: Leadership, Human Resources/Staff Management, Board Relations, and Goal Statements 1 through 3.

Performance standards are indicated below by numerical ranking, 0 through 4. Superintendent Witty's average score from all board members in each of the six primary areas of evaluation addressed by this memorandum is 3.8.

Chair Will Blood and Vice-Chair Amy Charette met with Superintendent Witty on March 5, 2025, and reviewed the below evaluation with him. This memorandum is the final piece of Superintendent Witty's evaluation and is submitted to the entire Board of Directors for approval.

Superintendent Witty's self evaluation is included as an attachment to this memorandum. Below is a summation of board member feedback to the six primary areas of evaluation. To be noted, not all board members commented on each area of evaluation. Also noteworthy, in this evaluation process, there was not a single negative comment in regard to Superintendent Witty's performance.

Performance Standards:

0	UNACCEPTABLE
1	NEEDS IMPROVEMENT
2	GOOD
3	EXCELLENT
4	OUTSTANDING

Standard 1: *LEADERSHIP*

AVERAGE RATING: 3.8

This standard focuses on the superintendent's performance in professional educational leadership through empowering others, visioning, helping shape school culture and climate, and statewide and local inter-governmental involvement and advocacy.

Board feedback/comments:

- I think Mark's strongest leadership quality is his ability to empower district staff at all levels.
- Mark is a strong leader and well respected in the community. Mark's leadership for our District is outstanding. The development of our strategic plan is very beneficial to the District and a thoughtful approach with all the community groups and team utilized in developing the plan. Mark is consistently thinking about next steps and improving our District which is essential in shaping the future of the District. The improvements to our financial system led by Mark are incredibly important for the District. Mark is always thinking about the community, how to keep them involved in District activities and how to recognize and celebrate their involvement. His leadership for the advocacy for the Malheur Lumber transition is important for the community and District. I also appreciate Mark thinking about what is next after his commitment to the District, we will be in a good place to attract a new qualified superintendent.
- Mark works consistently on developing and shaping our school culture and climate. He knows what it used to be.
- Mark is excellent at engaging others and delegating tasks to other members of his team. He stays current on state and federal requirements and he plans ahead.
- Mark is not only a respected educational leader in our local community, but he is a respected leader in the state. Mark is able to utilize his connections at varying educational and political levels for the betterment of our district. Mark has helped to create a more positive environment that has students and staff engaging at increased levels.

Standard 2: HUMAN RESOURCES/STAFF MANAGEMENT

This standard reflects skills developing and implementing a staff performance evaluation system. It requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Board feedback/comments:

- Making strides. A lot of work has gone into this goal.
- Mark demonstrates consistent and timely communication. I appreciate his commitment to hiring quality staff and maintaining/training the current staff. Implementing an appropriate evaluation process is also really important for the District and was very needed.
- Mark is very aware of contracts with our employees. I like that he involves board members in negotiating contracts. Board members helping with interviews for extra-curricular contracts is a plus. He is planning for a smooth transition to a new superintendent. He is not afraid to evaluate senior leadership and lets them evaluate their staff.
- He listens and takes feedback into account. I appreciate his efforts to recruit and retain. The Prospector Pride brings staff and community together.
- Mark has been great at managing our staff and all the intricacies that come with it. Mark has a positive relationship with our staff and their respective bargaining units. Mark has worked diligently at refining our onboarding processes to ensure new staff get the help they need to succeed, as well as making sure legal requirements are met.

Standard 3: BOARD RELATIONS

This standard demonstrates skills in communicating with the board, providing appropriate, timely information and education which supports good board decisions, and developing a mutually supportive board relationship.

Board feedback/comments:

- He keeps us in the loop and he is honest with the board about the financial forecast as well as being proactive on problem solving the challenges facing the district.
- I feel that the board has an excellent relationship with Mark.
- Mark works hard to keep the Board informed and I appreciate his consistent effort to have the Board involved in all aspects of the District, including negotiations, hiring process, meetings, the strategic plan development, and training. I feel confident in the open-door policy and always feel like I can reach out to Mark when needed.

- I really appreciate his keeping board members up to date on important issues. He is always prepared and answers questions we might have.
- Outstanding. He is quick to include board members in the process and solicits feedback often. He helps the board make informed decisions.
- Mark consistently keeps board members apprised of issues as they come up, not only in board meetings, but individual meetings and/or phone calls between board meetings. Having such great, open communication is key to the board being aware of issues and addressing them as appropriate.

Goal Statement 1: Recruit, train, and retain staff able to implement, adjust, and achieve success.

Board feedback/comments:

- Getting back some Friday work days definitely gets a 4 on training. Providing staff training on Fridays rather than at the end of an already long school day, is tremendous. Not only is there in-district training happening but out of district training as well. All training appears to be meaningful in providing staff with the tools they need.
- Recruitment and retention of staff is always a challenge. It is like scheduling events during the school year. There are so many factors involved. My rating is a 3. I believe the new district video should make a difference in recruiting. As a licensed teacher for 35 years, I am glad that Mark is holding those who do not have a college degree and/or a teaching license accountable to be making strides towards these employment requirements.
- Staff retention is improving and recruiting of new teachers is improving. Still room to grow on this one however.
- Tracking training, retention data, and moving applications online are great improvements for this goal over the last year. The employee survey is also a great step in gathering input from staff.
- Works hard to recruit staff. Provides mentorships.
- I appreciate Mark's foresight. He wants the district to succeed and he anticipates the needs of the district, as well as upcoming costs.
- Mark has worked hard to recruit quality personnel to our District. I believe a big part of Mark's success in this is the culture/atmosphere shift that has occurred in our District, making it a more positive environment in which to learn and work.

Goal Statement 2: Create a student focused environment where each student is known and prepared for success in life.

- Mark and his admin team should get 4s on this goal. Their implementation of the strategic plan and their work on individualized success plans for each student are

definitely 4s. I especially like that students will take ownership of their plans as they progress through the grades and mature. It is not top down instruction.

- I like that they are looking into implementing AVID at Humbolt. Another example of a K-12 seamless plan, rather than an elementary plan and a junior/senior high school plan.
- I also like the bold move to abandon state testing and the adoption of testing that will give meaningful data on the academic progress of our students.
- I feel there is a big push for the student focused environment since developing the strategic action plan, it is a noticeable improvement and shows commitment and follow through with the plan.
- Works hard with his leadership team to ensure this.
- It is clear Mark cares about our kids and wants the very best for them.

Goal Statement 3: Positive perceptions, community ownership and support for our District's facility improvements.

- Mark started as soon as he accepted the superintendent's position last year by holding parent meetings to learn what district parents were thinking. Then the strategic planning committee involved every facet of stakeholders, i.e. board, staff, parents, community members, students. That document has not been shelved but is being used as a guide to further improvement. Mark has also weighed in on the closure of Malheur Lumber and its impact on Grant County. I like that the district is recognizing community partners for their contributions to our district. The *Prospector Pride* is definitely a plus. I was discouraged when it first came out and people would leave them in the post office on the table without even reading them. I think the publication is a quality publication and it is appreciated by many in our community. Appearances on Coffee Time and public service ads on the radio are also favorable PR for our district. Mark mentioned an open door policy with our board but he also has an open door policy with the community.
- Mark has done an excellent job engaging our community and creating support and positive perceptions of our district.
- The efforts to improve perceptions and community ownership have been great. I appreciate the time and effort staff have put into the surveys and input nights, gathering data has been a big push and we can see the effort and review the information and adjust accordingly.
- The district newsletter is a real plus. Working hard to update HVAC systems in all schools.
- Mark has been very engaging with our community as it relates to District activities, keeping community partners updated on various District issues, etc.

Superintendent's Self Evaluation

Mark W Witty 2024-25

Performance Standards:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Standard 1: *LEADERSHIP*

This standard focuses on the superintendent's performance in professional educational leadership through empowering others, visioning, helping shape school culture and climate, and statewide and local inter-governmental involvement and advocacy.

A critical milestone is the development of the Grant SD #3 Strategic Plan. We now have an agreed upon Mission, Vision, Foundational Values and three Strategic Goals. This process was carried out in a highly collaborative environment with multiple touchpoints with critical stakeholders. This is our guiding document which informs all decisions.

We have created a solid document to track our progress on the Strategic Plan with multiple check-ins throughout the year. This will be further delineated under the Goal section of this document.

The Certified Staff agreed to a calendar shift for the 2025-26 SY allowing for 12 more days of contact with staff on Friday's. We utilize this time for collaboration, training, student contact and prep for the teachers to be fully prepared for the next week.

The Admin team created the New Staff Training for Certified Teachers taking more ownership of the program than in the past which was left to the Union to organize and train.

We have provided additional training for our new secretaries and we have training plans in place for custodial/maintenance, transportation and secretarial new hires. These plans will be reviewed annually to determine appropriate adjustments. We do not have a training plan in place for the kitchen staff due to staffing changes in the Head Cook position. This training plan will be put in place this calendar year.

We settled the Classified negotiations in a manner in which all parties were satisfied with the final outcome. The salary adjustments have made us very competitive within our region.

Classified agreed through an MOU to allow for more training opportunities prior to school and 4 one-half Fridays that can be utilized to train classified staff specifically. This is essential in building capacity within our staff to serve students as many of these staff members work 1 on 1 or in a small group setting providing direct instruction.

We have focused primarily on 3 trainings this year which include the NWEA MAPS Assessments, LTRS which focusses on teaching reading strategies and Executive Functioning training for all staff with opportunities for families to engage.

We have held 3 training sessions for our Strategic Plan Implementation Team. These have been in person and facilitated by Studer. Each training has been valuable for the team. We have two more scheduled. The goal is to build leadership skills and capacity within the District.

The budget process this year will be better due to having the audit occur in a timely manner. The Principals are holding parent input meetings in the next 2 weeks. They will also cover feedback from parent surveys as well as review the strategic plan. They will then work with staff to develop budget requests that support the Strategic Plan.

Our financial systems are improving both at the District Office level and at the building sites. Principals are now able to review reports which will help them communicate the budget to staff and manage the budget. These reports were set up by the business manager in January. Moving forward, the business manager will need to have these reports available as soon as the board adopts the budget. We have grown in this area but we still have room for improvement both at the District level and at the building level. The District is processing bills and requisition primarily in a timely manner but we are still held up at times due to needing clarification on which budget line should be utilized. Now that the budget is in solid hands we need to do more training with front line leaders and the secretarial staff that creates requisitions so that everyone is clear what budget code to utilize.

Tracking and making recommendations to the board to ensure we remain in reasonable budget constraints.

We have made tremendous progress on our facilities improvements. Systems are in place with appropriate regular meetings to manage and monitor progress while making sure we are mindful of the budget for each project. Major projects include the Humbolt HVAC system operational this fall, security systems primarily in place and operational, window replacement at GU, GU Commons primarily completed at this writing, Greenhouse and Chicken House are in process (slowed by permitting requirements), cement work completed at Seneca, Playground fully installed at Humbolt, Rekeying of Humbolt and GU, trees planted on GU practice field, Softball Club House completed, upgrades to the 7th street in coordination with Parks & Rec and the Little League Board, and general cleanup, painting and repairs over the summer.

The District continues to stay active with advocacy for Malheur Lumber transitioning to a new company to maintain jobs in the community. As a board, we have sent two letters to multiple political and community partners. Engagement with Senator McLane and Representative Owens. Advocacy through OSBA and COSA. Attending the OSBA Conference. Work with Senator Merkley and Senator Wyden's office on pertinent issues including a major grant application for the Early Learning Center. I have also been a founding member of the "Oregon Education Collaborative." I was also appointed to their board of directors. This group has formed primarily due to the reality that both OSBA and COSA have been dictating their advocacy in certain aspects and not listening to input from the perspective of those outside of the I-5 corridor. This group will have two primary focuses: providing quality training for teachers and administrators that is current and requested. And, advocating for our interests outside the power base of the big 5 school districts.

Standard 2: HUMAN RESOURCES/STAFF MANAGEMENT

This standard reflects skills development and implementing a staff performance evaluation system. It requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Our systems are improving with a deeper depth of understanding with each process.

Advertising positions, selecting and onboarding practices are well understood at this point.

We continue to build up to date job descriptions if we do not have a solid one on file. We have moved all certified job advertisements to an online system to create a better experience for those applying. Our next step is to do the same with classified staff. We are not perfect yet but certainly we have had a lot of growth in this area over the last year.

Our contracted Business Manager has hired more staff to work on our payroll and perform other related tasks in a timely manner to better meet deadlines. I am hopeful that as the capacity and understanding of the job duties this will improve further with time.

We have made a tremendous effort to hire quality staff who have the capacity to support our Strategic Plan. Key positions have been filled in the areas of:

Title I Coordinator and Dean of Students at Humbolt, several new staff members at Humbolt, added a second secretary at Humbolt, two new teachers at Seneca Elementary School, Career Coordinator and Counselor at GU, two new hires at the Secretary positions at GU, landed a new math/social studies teacher at GU, added two teachers into our online platform to serve students and their families k-12, and made a critical appointment for the GU Principal. Recently, by voluntary transfer, we switched the positions of Head Cook and Assistant Cook which aligns better with the personnel's skill sets when compared to the job duties.

We continue to make timely updates to Board Policies.

I will be recommending that we go out for Bid on our liability insurance carrier. Most if not all Oregon School Districts utilize PACE but we have an opportunity to pick our agent that works with PACE. Every few years we should ask them to compete for our business. We can then manage costs and hold the Agent accountable for quality service.

We have implemented a solid evaluation process. I am currently ensuring that all leads have the necessary training and resources to fully implement our evaluation system for all employees.

Standard 3: BOARD RELATIONS

This standard demonstrates skills in communicating with the board, providing appropriate, timely information and education which supports good board decisions, and developing a mutually supportive board relationship.

I work to keep the board informed through work sessions, board meetings, and meetings with the board chair, vice chair as well as individual board members as needed.

The board continues with a board to board to superintendent agreement which we review annually.

All board members at various meetings were able to meaningfully participate in the creation of the District's Strategic Plan.

Working to create opportunities for the board to participate in critical hires, committee work and additional subcommittees of the Superintendent.

Working with a board subcommittee to negotiate critical contracts with the Classified and Certified Staff.
The next negotiation with certified will be critical.

Working with the board to create opportunities to advocate for our District at the local, state and federal level.

We are working well in creating a system at all levels that follows the chain of command building trust and competency in resolving areas of concern at the lowest level possible and with the most efficiency.

Providing opportunities for the board to pursue further training either locally or by attending conferences at the State level.

I have an open door opportunity for all board members.

Goal Statement 1: Recruit, train, and retain staff able to implement, adjust, and achieve success.

We have moved all certified applications to online creating an easier method in applying for positions. Our next step will be to move classified job openings online also.

We are tracking all training for the District on a shared calendar. The lift has been substantial AND the only way we are able to do this is the addition of 12 Fridays in the calendar.

We are tracking retention data for all job groupings.

We are in the final stages of creating a recruitment video. It should be ready to publish in February.

We have created a process to recognize staff on a monthly basis and we are tracking those who have been recognized.

Department leads have created a new employee written road map to training. This includes certified, transportation, secretarial and maintenance/custodial staff. These documents will be reviewed and updated annually to stay current with staff needs. Our next steps will be instructional assistants and the kitchen staff.

We have completed all 30 day check-in sessions with new staff. We will check back in with each new employee in February.

We have completed our first all employee survey this fall. We are utilizing this information to learn and adjust. Communication remains the most critical area for improvement. These surveys are shared back with staff to gain further insight, acknowledge the areas that need improvement and to develop actions to improve. We will followup with another survey this spring. One key area of improvement is in transparency and knowledge of the budget in a timely manner. The finance team will make this a focused area for improvement.

Goal Statement 2: Create a student focused environment where each student is known and prepared for success in life.

A calendar with a timeline has been created to meet this goal in a timely manner.

Individualized templates have been created and agreed upon by staff for all grades K-6. The templates for the individualized success plan include academic growth, interests, involvement, executive functioning skills, social emotional learning, learning profiles, and needed accommodations.

We have completed two staff development sessions focused on Executive Functioning Skills. We are currently offering the training to parents on Jan 27, 2025.

Provide monthly communication to staff on executive functioning and why it matters. The focus is on how to implement the skills into every classroom. Humbolt leadership has added this component into their monthly communications. GU will be on track starting in January.

AVID at the Elementary level is being explored. Humbolt sent a team to Lebanon SD to explore the use of the program in an elementary school. They left with a favorable impression.

We have completed all student surveys grades 3-12. Admin has shared the information with staff and students to collaboratively develop strategies to improve in targeted areas identified through the survey. A follow-up survey will be completed in the spring.

GU's Career Coordinator will develop a visual/written documentation outlining all career pathways including CTE opportunities by April of 2025. This goal we have adjusted the timeline to April due to a lack of action in the 1st semester. Building leadership is making this a priority to accomplish by April. This information will be shared with all staff and students to assist in making course selection decisions that leverage the students personal career plan.

The GU Career Coordinator has developed a tracking system monitoring career plans for all students grades 10-12.

Goal Statement 3: Positive perceptions, community ownership and support for our District's facility improvements.

We have completed the parent survey. Admin has shared the information with the board of directors and will be sharing the information with parents during the feedback meetings in January and early February. Admin is working with staff and the leadership team to develop strategies to improve in targeted areas identified through the survey. Communication was a major area that called for improvement. A follow-up survey will be completed in the spring.

We are on pace to complete a qualitative survey. This survey is deeper and done in person by a trained individual who is not directly working with the District. We have identified 14 families that have students involved in various portions of our schools and programs. This data will be very instructive to get a clearer picture of challenge points for our families as it relates to working through our systems.

The social media team is meeting regularly reviewing data and making adjustments to improve engagement with our families and patrons.

Facilities projects are monitored weekly by the superintendent and reported to the board at each board meeting.

Our administrative team is gathering data around the various community partnerships that we currently have and then determine if there are gaps and additional opportunities for engagement that would create additional opportunities for our students.

The Prospector Pride Newsletter has wide distribution within our community both in mailings and posted online.

We have a bimonthly schedule with KJDY on Coffee Time as well as a paid ad campaign.

We continue to create opportunities for public input at the building level. A prime example of this is our budget process where parents have an opportunity to come into the school and share their perspective with admin.

Grant School District #3

Budget Calendar

2025-26

April 2025	Budget request submissions received
May 4, 2025	Publish First Notice of Budget Meeting
May 27, 2025	First Budget Committee Meeting (additional meetings scheduled as necessary)
June 6, 2025*	Deadline for approval of budget by Budget Committee
June 11, 2025	Publish Notice of Budget Hearing and Financial Summary
June 18, 2025	Public Hearing and Adopt Budget, Make Appropriations, Declare Levy - Regular Board Meeting
July 15, 2025	Deadline to certify the tax rate to the County Assessor
July 15, 2025	Deadline to submit budget to ODE



GRANT SCHOOL DISTRICT NO. 3

401 N Canyon City Blvd | Canyon City, OR 97820-6111
Phone: (541)575-1280 | Fax: (541)575-3614

TO: SAIF

FROM: Grant School District 3 (GSD3)

To whom it may concern,

We would like to appoint Field OnCourse Insurance & Risk Management as our agent of Record
Effective April 17, 2025

Sincerely,

Grant School District Board Chairman

Grant School District Superintendent



John Day School District

2025-27 Integrated Application

Contents

- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next

Purpose for Presentation

- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval

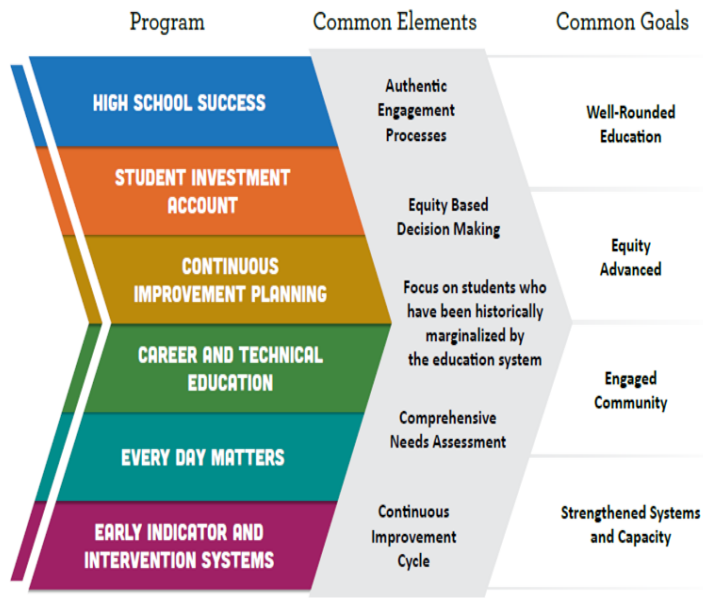


Background

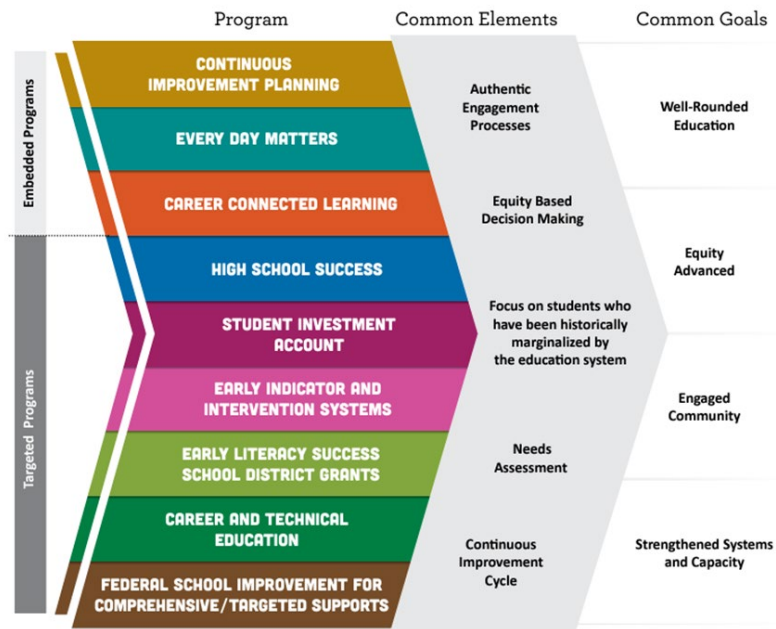
- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for nine programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Programs & Common Goals

2023/25 Biennium



2025/27 Biennium



Summary of Program Purposes

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Early Literacy Success School District Grants (ELGSSG) - Grants to school districts in order to Increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Community Engagement/Needs Assessment Highlights

What we see through survey engagement

- Improvement is happening
- Testing Issues
- Improve Communication
- Appreciation for Elective Options
- Need to Have Everyone Know the System

These priorities emerged:

- Continue mental/emotional support
- Continue intervention support
- Support well-rounded education
- Support after-school activities
- PD for Teachers
- Continue community engagement

Our intended outcomes are:

- A. Greater student mental well-being through increased access to timely and high-quality mental health support in schools**
- B. Reduce the disparities of achievement for our students served by IDEA & demonstrate proficiency in meeting state benchmarks for all students**
- C. Create a well-rounded education for students**
- D. A system and culture is established where the school is the nucleus of the community and fosters ongoing community engagement, and develops a strong positive culture with students**
- E. K–3 students will demonstrate increased proficiency in early literacy skills**

These key strategies will help us achieve our intended outcomes:

- Create a clearly aligned, research-based, high-quality system of social, behavioral, emotional, mental, and physical health support for K-12 students
- Greater student mental well-being through increased access to timely and high-quality mental health support in school
- Create & maintain supports to administer specially designed instructions by specialists for students served by IDEA
- Invest in professional development opportunities for staff to create high quality educators to enhance curriculums
- Continued investment in curriculum, class electives, and afterschool activities to enhance classes to create new options for students.
- Invest in community engagement
- Strengthen school cultures throughout schools creating school pride with a safe and welcoming building

Key Investments:

Fund Amounts				
SIA	HSS	Early Literacy	EIIS	Total:
\$587,630.70	\$152,498.27	\$1,441.98	\$62,546.20	\$804,117.15

Counselors / Intervention programs

Curriculum and supplies

Technology upgrades

Summer learning opportunities

Community engagement support

After school opportunities

Professional development opportunities

Maintain programmatic offerings

Investment in school culture/pride

MAP and AIMSWEB

Early literacy high dose tutoring

AVID

CTE program development

[Link to Full Budget](#)

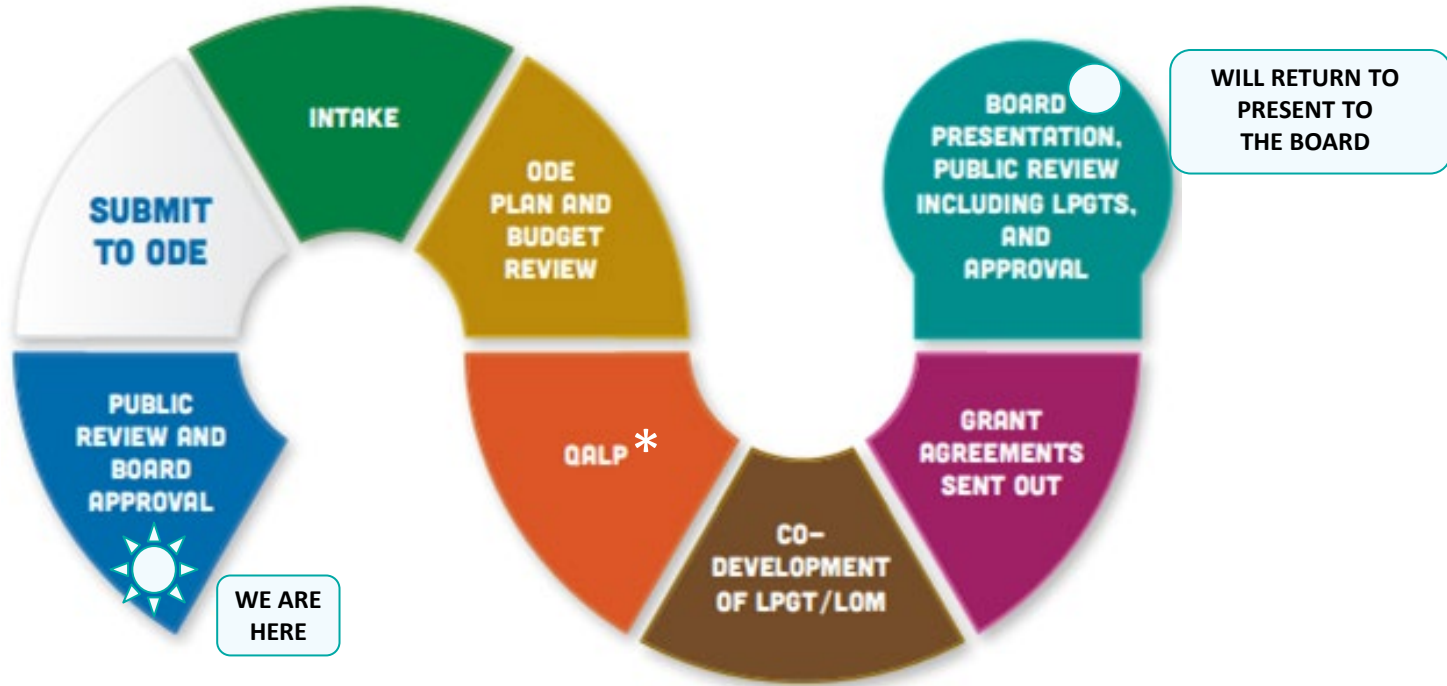
Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

*Grantees may also set local optional metrics

What Happens Next?



Questions & Comments

