



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

# Board Meeting Agenda

Wednesday 03/13/2024 | 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: \_\_\_ of 7
  - 1.2 Pledge of Allegiance
  - 1.3 Agenda Review
  
- 2) **RECOGNITION:**
  - 2.1 Chester's Markets | Recognition Plaque Presented
  
- 3) **PUBLIC COMMENTS | 3-MINUTE LIMIT:**
  - 3.1 Public Forum:
    - 3.1.1 1)
    - 3.1.2 2)
    - 3.1.3 3)
  
- 4) **REPORTS:**
  - 4.1 Grant Union Student Body: TBA
  - 4.2 Financial/Business Manager/ MJE \*
    - 4.2.1 See: 03/13/2024 Board Meeting Packet – **Addendum 1/2 | Financial Report – February 2024**
  
  - 4.3 Current Enrollment | Average Daily Membership (ADM) Reporting) as of: 02/29/2024/ JM \*
  
  - 4.4 Current Staffing/JY/jm
    - 4.4.1 GU = 39
    - 4.4.2 HES = 42
    - 4.4.3 SES = 4
    - 4.4.4 HCCC = 7
  
  - 4.5 Administrator's Reports:
    - 4.5.1 Principal, Jay Hummel | GU \*
      - 4.5.1.1 2024/2025 Student Handbook/ Vice Principal Andy Lusco
      - 4.5.1.2 2024/2025 Coach Handbook/ Vice Principal Andy Lusco
      - 4.5.1.3 GUHS Class Ranking Policy \*
      - 4.5.1.4 Seventh Grade Survey Data Report \*

1 | 2024-0313 Board Meeting Agenda  
Approval Pending: 2024-0307; web-posting: 03/08/2024

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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- 4.5.2 Vice Principal, Andy Lusco | GU \*
- 4.5.3 SpEd Director, Shanna Northway | GU/HES \*
- 4.5.4 Principal, Janine Attlesperger | Humbolt (HES)\*
- 4.5.5 Principal, Janine Attlesperger | Tina McCormick, Head Teacher | Seneca (SES) \*
- 4.5.6 Director, Trina Fell | Humbolt Child Care Center (HCCC) \*

4.6 Superintendent's Report/ Superintendent Mark Witty

- 4.6.1 Grant: Early Learning Center
- 4.6.2 GU Principal Transition
- 4.6.3 Classified Negotiations Update
- 4.6.4 Strategic Planning Update | See Section 6.4 \*
  - 4.6.4.1 District:
    - 4.6.4.1.1 Mission Statement
    - 4.6.4.1.2 Vision Statement
    - 4.6.4.1.3 Goals (3)
      - 4.6.4.1.3.1 Goal 1) Recruit, train and retain staff, able to implement, adjust and achieve excellence!
      - 4.6.4.1.3.2 Goal 2) Create a student focused environment where each student is known and prepared for success in life!
      - 4.6.4.1.3.3 Goal 3) Positive perceptions, community ownership and support for our district's facility improvements!
        - 4.6.4.1.3.3.1 Performance Indicators & Measures for Goals

5) CONSENT AGENDA:

- 5.1 Recommend Approving 02/21/2024 Board Meeting Minutes
- 5.2 Recommend Accepting New Hires: (2)
  - 5.2.1 Justin Lieuallen, GU Principal 2024/2025
  - 5.2.2 Laney Ulrich, Seneca ES Head Teacher 2024/2025
- 5.3 Recommend Accepting Resignations: (2)
  - 5.3.1 Brittany Finley, Coach | GU Jr High Basketball
  - 5.3.2 Jason Miller, Head Coach | GU Girls Basketball
- 5.4 Recommend Adopting Policies | 03/2023 & 08/2023 OSBA Guidance | First Reading 02/21/2024:
  - 5.4.1 BFG: Board Policy Review | *for Board Process/review only*
  - 5.4.2 BFC: Adoption and Revision of Policies | *for Board Process/review only*
  - 5.4.3 DID Property Inventories
  - 5.4.4 IGBB Talented and Gifted Program and/or Services
  - 5.4.5 IGGBA Talented and Gifted Students – Identification
  - 5.4.6 IGBAH Special Education – Evaluation Procedures
  - 5.4.7 IGBAB/JO Education Records/Records of Student with Disabilities
  - 5.4.8 IGBAJ Special Education – Free Appropriate Public Education (FAPE)
  - 5.4.9 IGBA Students with Disabilities – Child Identification Procedures
  - 5.4.10 IGGBA-AR Appeal Procedure for Talented and Gifted Student Identification and Placement

*Board of Directors:*



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5.4.11 Please see: THIS Board Meeting Packet – [Addendum 2/2 | Policies](#)

5.4.11.1 Approval Consent Agenda (Section: 5): Motion: \_\_\_\_; Second: \_\_\_\_; Unanimous: \_\_\_\_

6) **NEW BUSINESS:**

6.1 K-12 Science Adoption/Twig | First Reading \*

6.1.1 PK-6/See document enclosed

6.1.2 7-12/See Document enclosed

6.2 Cooperative Sponsorship Application | Prairie City/Grant Union/AL \*

6.2.1 Motion: \_\_\_\_; Second: \_\_\_\_; Unanimous: \_\_\_\_

6.3 2024/2025 Probationary/contracted Staff Report/MW \*

6.3.1 Motion: \_\_\_\_; Second: \_\_\_\_; Unanimous: \_\_\_\_

6.4 2024/2025 Budget Calendar/MJE \*

6.4.1 Motion: \_\_\_\_; Second: \_\_\_\_; Unanimous: \_\_\_\_

6.5 Strategic Plan Draft | See Section 4.7.3:

6.5.1 Discuss/Adopt

6.5.1.1 Motion: \_\_\_\_; Second: \_\_\_\_; Unanimous: \_\_\_\_

6.6 Construction Projects: Update → 03/20/2024 Board Meeting

6.7 Appoint two GSD Board Members to serve on Grant ESD Budget Committee

6.8 Superintendent's Evaluation by Board of Directors/Completed;

6.8.1 Consideration to extend Superintendent Contract through 2025/2026

6.8.1.1 Motion: \_\_\_\_; Second: \_\_\_\_; Unanimous: \_\_\_\_

7) **FUTURE CALENDAR DATES | 2024 | ALL Meetings are held at District Office, unless otherwise specified:**

7.1.1 03/13 – Executive Session Board Meeting | 6:00PM

7.1.2 03/13 – Board Meeting | 7:00PM

7.1.3 03/20 – Work Session Board Meeting Meal | 5:30PM

7.1.4 03/20 – Work Session Board Meeting | 6:00PM

7.1.5 03/20 – Special Session Board Meeting | 7:00PM

7.1.6 04/17 – Board Meeting | 7:00PM | *Seneca Elementary School Gymnasium*

7.1.7 05/15 – Board Meeting | 7:00PM

7.1.8 06/08 – High School Graduation | Time: TBA

7.1.9 06/19 – Board Meeting | 7:00PM

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

9) **TOTAL IN ATTENDANCE:**

- 9.1 In Person: \_\_\_\_\_
- 9.2 Via Zoom: \_\_\_\_\_

10) **ADJOURNED: \_\_\_\_\_ PM**

Board Packet posted on district web site at:  
<https://grantsd3.schoolsites.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, Canyon City, OR 97820-6111. For telecommunications relay services for the deaf, hearing or speech impaired call 1(800)735-2900 – thank you!

Board of Directors:

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Grant School District No. 3

03/13/2024 – 7:00PM

## Board Meeting Supplements

### Section 4:

# Monthly Reports

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Grant School District No. 3

03/13/2024 – 7:00PM

## Board Meeting Supplements

**Section 4.5:**

**Monthly**

**ADMINISTRATION**

**Reports**

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**Grant Union Junior/Senior High School**  
**February 2024 Board Report (Submitted March 13)**

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To: Superintendent Mark Witty and the Board of Directors

From: Jay Hummel, Principal & Andy Lusco, Assistant Principal/Athletic Director

**Student Achievement:**

- Athletic Intervention will now be monthly, 4 week interventions. This will allow us to coordinate with our new “Academic Intervention” system that tracks and communicates interventions in a similar way for students who are not athletes.
- Every Day Matters efforts will be partnered with our Behavior Interventionist to improve attendance and engagement.
- Our online/hybrid model is gaining momentum. It has created challenges, but is meeting the needs of many students and families.
- It appears our support for the 7th graders is showing promise. In the 1st semester, we had nearly 900 missing assignments; so far this 3rd quarter, we have less than 10. Because of this significant improvement, we are expanding our attention and support to our 8th graders.

**Communicating with Stakeholders:**

- We are continuing to improve our use of social media, website, and school messenger to communicate changes to athletics.
- Our schedules have been updated with changes in real time for parents, coaches, and students. Rschoolstoday is linked on our website and is a single source for all schedules.
- We are working to integrate our facilities into our rschools platform as well. This will facilitate community and school use of facilities in a more organized fashion.
- We are making sure that calls and emails are returned within 24 hours. Typically, communication is returned by the end of the day.

**Safe and Secure Schools:**

- Several projects are in progress to improve safety and security. We are excited to see progress coming on the Student Commons project.

**Upcoming events:**

- Winter sports have concluded, with the exception of the Dance Team (they have qualified for State on March 15). Girls Basketball won their final league game to force a league playoff for the District Tournament, we didn’t win, but the girls battled hard. Boys Basketball made the playoffs and played hard in a loss at Willamina. Girls Wrestling placed 5<sup>th</sup> out of 52 teams at the 1a-4a Special District Tournament, qualified 4 for State and finished the state Tournament in 4<sup>th</sup> as a team (out of over 60 teams 1a-4a) with a 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place finisher. Boys Wrestling qualified 4 for State, had a 1<sup>st</sup> and 4<sup>th</sup> finisher and finished 8<sup>th</sup> in the team race. We had a pretty successful winter season.
- Spring sports first practice was February 26<sup>th</sup>. Games, meets, and matches start mid-March, watch your rschools schedule.
- Baseball and Softball have exciting trips planned over spring break for tournaments.



“Recommended”

**Grant Union HS Class Ranking Policy for the Classes of:  
2024, 2025, 2026, and 2027**

**Class Rank** will be determined by each student’s four year cumulative grade point average (gpa). This cumulative gpa includes all classes taken while enrolled at GU: in-person (regular and honors), online, college dual credit, and college classes. All college, online, and CTE classes paid by the school will be included in the gpa for the purpose of Class Rank. No classes and no grades will be weighted for the purpose of Class Rank. College classes taken by students during the summer, at the student’s expense, will not be included for Class Rank.

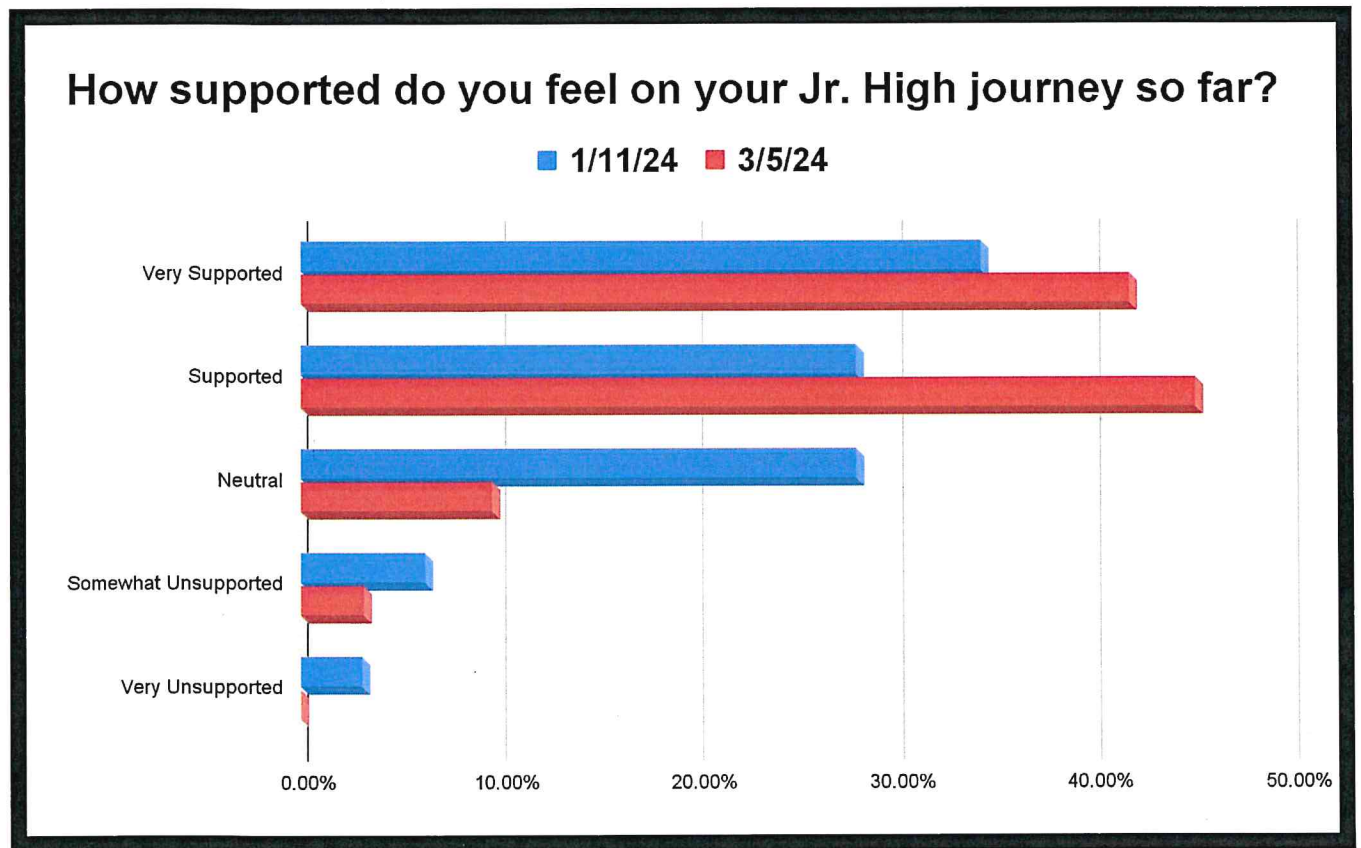
**Valedictorian and Salutatorian** honors will be assigned to the students that have the highest Class Rank, and qualify for an Honors Diploma. The top cumulative gpa (Class Rank) will be the Valedictorian, and the second highest cumulative gpa (Class Rank) will be the Salutatorian. If more than one student should earn the top Class Rank, all of those students will be determined to be that year’s Valedictorian, and there will not be a Salutatorian.

**Note:** This recommended school policy is based on the following research:

1. Grant Union HS documentation concerning how Valedictorian and Salutatorian would be determined has been included in the Honors Diploma section of the Nugget (2019-20, 2020-21, 21-22, 22-23 and 23-24). Within that section, a subsection titled "Required" lists five requirements for a student to qualify for an Honors Diploma; two of those requirements speak to this issue:
  - a. "Must have a cumulative GPA of 3.25 or above; and
  - b. The Valedictorian and Salutatorian must be Honors Grads."
2. There is no evidence that weighted grades have ever been used to determine Class Rank at GUHS for the purpose of graduation honors. Grant Union has had more than one Valedictorian in the past.
3. During the spring of the 2022-23 school year, Principal Karen Shelton seated a committee of teachers (Dougharity, S. Smith, James, Batease, and Lorie Dix) to study the requirements of the Honors Diploma. In addition to recommending several course description changes, they recommended students "Must have a cumulative, weighted GPA of 3.25 or above."
4. I've asked this year's GU Leadership Team to renew those recommendations and discussions concerning the Honors Diploma, graduation honors (Valedictorian and Salutatorian), and whether to weight grades and how to weight grades. Those conversations are under way. Should the Leadership Team arrive at a recommendation, those will be presented to the entire staff, and the Superintendent, before being included in the 24-25 Nugget, and only apply to next year's 9th graders, the Class of 2028.
5. Changing graduation requirements, or in this case how class rank and graduation honors are determined, after students begin their 9th grade year creates the reality that some students will be treated unfairly. In other words, had students been notified as they started their high school courses of these new requirements, they may have made different courses selections.
6. I spoke with the following people about these issues: Mark Witty, the parents of the 5 junior students that presently have a 4.0 cumulative gpa. Cindy Dougharity, Sonna Smith, Karen Shelton, Andy Lusco, and Robert Waltenburg.
7. Should this draft become practice/policy, we can move forward with notifying the students and parents of the 4 classes presently in the high school. However, if there are interests to change this policy for the incoming 8th graders, we will need to include those changes in this spring's 2024-25 Nugget prior to pre-registration (April/May 2024).

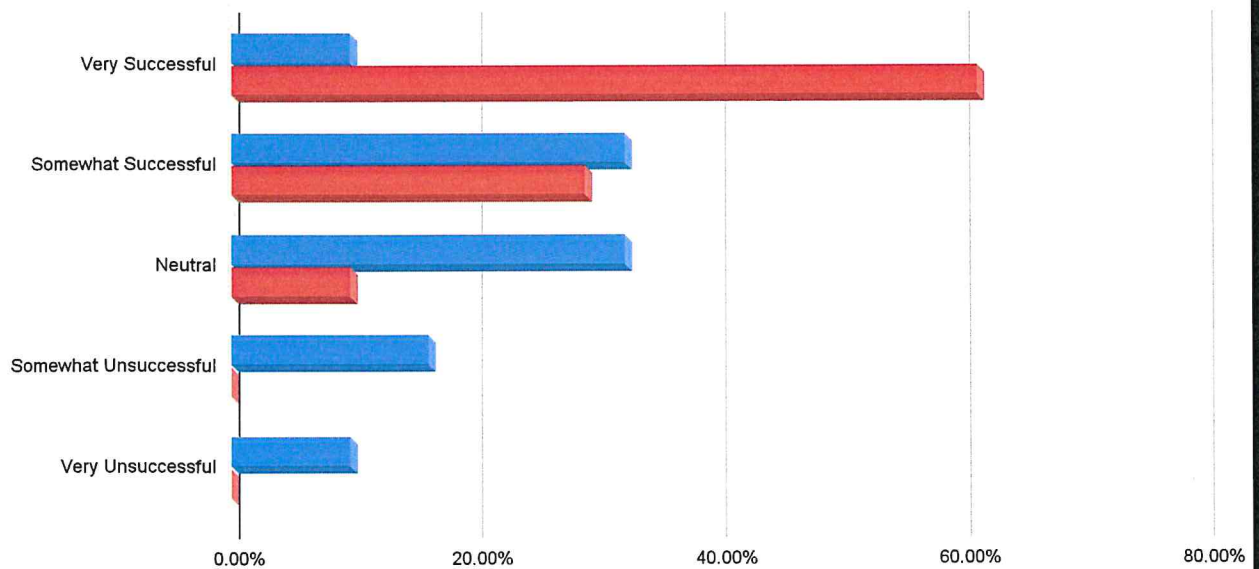
# Grant Union Jr/Sr High School

## Seventh Grade Survey Data



## How successful do you feel in your classes?

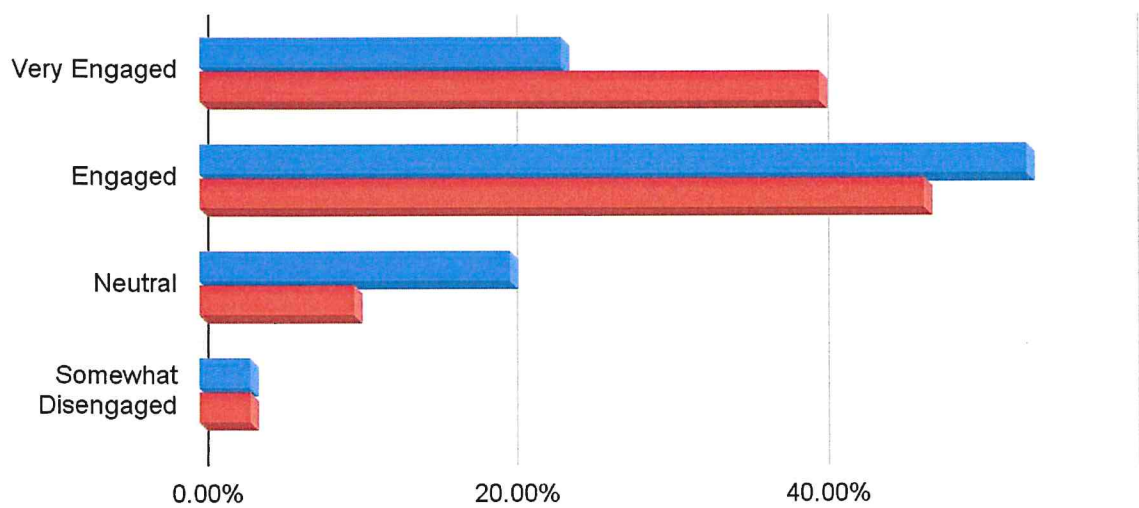
■ 1/11/24 ■ 3/5/24





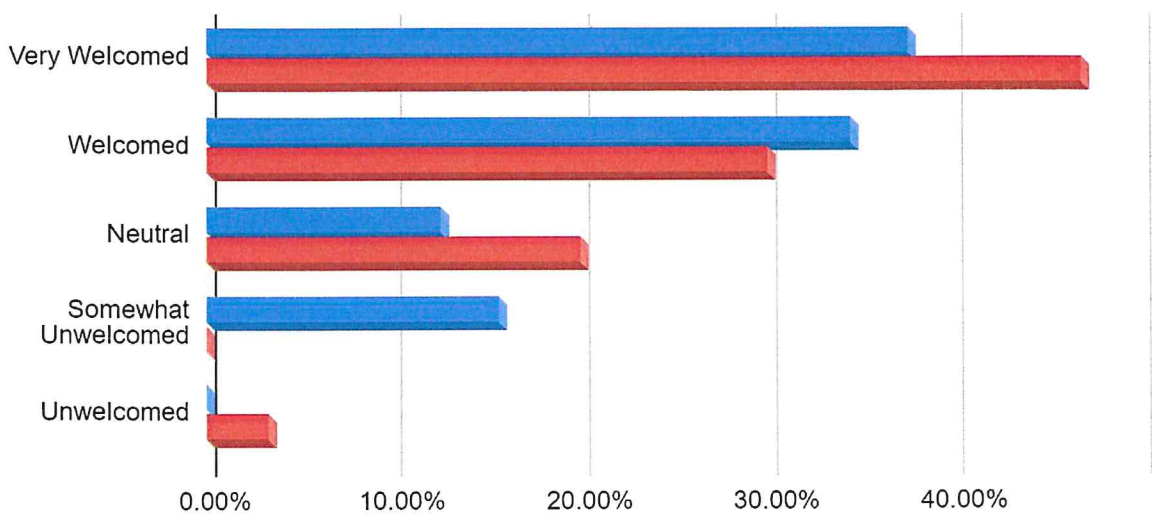
## To what extent do you feel engaged in your classes and school activities?

■ 1/11/24 ■ 3/5/24



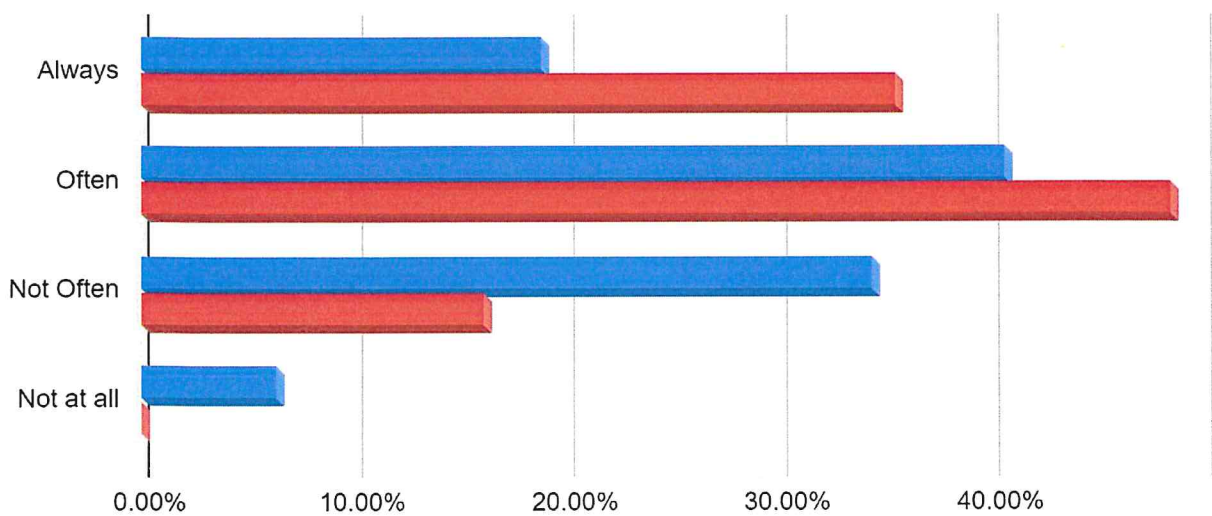
# How welcomed do you feel by your peers and teachers at junior high?

■ 1/11/24 ■ 3/5/24



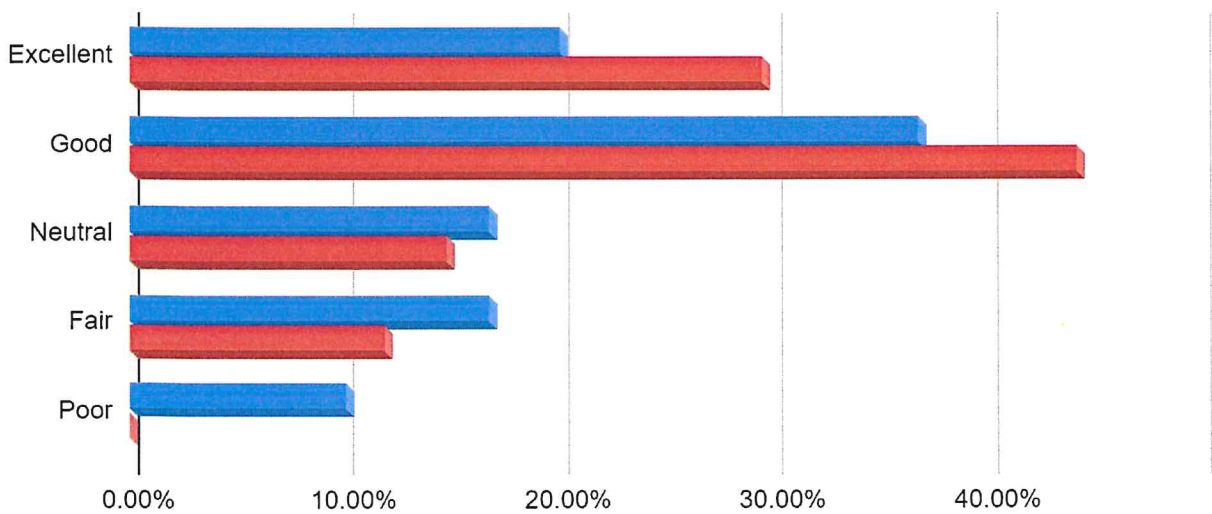
# Are you able to keep up with the demands and expectations of junior high school?

■ 1/11/24 ■ 3/5/24



# How would you rate your overall experience in junior high ?

■ 1/11/24 ■ 3/5/24







## Grant School District #3 March 2024 Board Report

To: Mr. Mark Witty and Grant School District #3 Board of Directors  
From: Shanna Northway, Special Programs Director

**Student Achievement:** Meet or exceed state academic standards and develop strategies to meet graduation requirements for all students while supporting individual talents.

- State assessment training was held for District #3 staff multiple times during the month of February. Testing will begin in April, with English Language Arts, followed by Math, and Science. Testing should be completed by end of May. Building specific schedules are in process now and will be finalized in the next few days.
- Extended assessments will be done in April, with a total of five students in the district who qualify for these. These are individually administered to our students with the most significant cognitive challenges.

**Communicating with Stakeholders:** Communicate using a variety of means and media to keep the Board and community informed.

- Special education staff continues to work very hard at keeping lines of communication open between us and the families we work with. Aside from the meetings and progress reports, frequent phone calls, texts, and emails are also a regular part of communication protocols, as well as a strength, within the special education department.

**Budget:** Provide a budgetary financial plan that supports a positive learning environment, encourages academic and technological excellence and maintains or improves district facilities.

- We have been working as a staff to identify areas in our program that we need to put additional funding towards. Currently staff is working to identify new curriculum that will support our small group learners K-12.

**Safe and Secure Schools:** Provide a welcoming culture where students are safe and cared for while maintaining the rigor expected of our students.

- Our staff at the high school has been working towards making Room 6 (separate setting classroom) safe for our high needs' students. Adding in furniture and learning tools that support the needs of the students in that room.

**District Wide Caseload**

<b>Humbolt 504</b>	6
<b>GU 504</b>	17
<b>GU IEP</b>	44
<b>Humbolt IEP</b>	54
<b>Seneca IEP</b>	1
<b>Students in Evaluation</b>	5

**SPED Staff**

<b>Admin</b>	1 FTE
<b>Support Staff</b>	.5 FTE
<b>Certified</b>	5 FTE
<b>Classified</b>	14.5 FTE



## February 2024 Board Report for Humbolt Elementary School

Current Enrollment: 258-up 12 students from last year

### Board Priorities

- **Student Achievement**
  - Students were recognized for Academic Excellence and positive character. The character trait for the month of February was Trustworthiness.
  - Self-Manager badges, Jr. Self-Manager badges, PBIS rewards, Running Club prizes, and 100 Book Club trophies were presented during Afternoon Assembly.
  - The GU Protractors took 3rd place in the MathCounts competition, and 6th grader Arte McKnab took 7th place overall!
  - Conducted ongoing training in Reading and Math Intervention curriculum, assessment and data management, and acceleration protocols to Title IA staff.
  - Our curriculum team has selected Twig Science for this year's science adoption. This curriculum includes trade books and leveled readers, PreK materials, digital content, and a fast-track option to cover all material in a four-day school week.
- **Communicating with Stakeholders**
  - We continue to update information on Facebook and the website regularly.
  - Newsletters are sent to staff weekly.
  - Family communication through ClassTag, newsletters, and School Messenger.
  - Continuing to develop relationships with Senior Citizens for intergenerational activities.
  - Families and community members were invited to our Green Eggs and Ham breakfast followed by book reading in classrooms on Read Across America Day.
  - Mrs. Raschio and I met with preschool providers to plan for incoming 2024-2025 kindergarteners.
- **Budget**
  - We are working on building level budgets to reconcile this year and project needs for next year.
  - Wants and Needs lists will be shared with staff this month.
- **Safe and Secure Schools**
  - Student clubs that focus on physical and mental health include Running Club and Crochet Club.
  - Door knobs and locks were replaced throughout campus.
  - Character trait of the month: Citizenship-going over daily in class and during Assembly.
  - Teachers are using Community Circle and other Restorative Justice strategies with positive results..
  - Advantage Dental provided dental services students.
  - The March Safety Drill was held on March 5th. The Spring Bus Evacuation Drill will be held on March 20th.

### Recent/Upcoming Events

- |  |   |
|--|---|
| ○ 2/23: Friday School; Ninja Night                     | ○ 3/15: Teacher Work Day; Staff Meeting   |
| ○ 3/1: Preschool Providers' Meeting                    | ○ 3/22-3/31: Spring Break   |
| ○ 3/4: Dental Screenings; Staff Meeting                | ○ 4/1: March Character of the Month Awards  |
| ○ 3/5: Dental Screenings                               | ○ 4/1: March Character of the Month Awards; Staff Mtg. @ 3:10; Leadership Team Mtg. |
| ○ 3/7: Read Across America Day                         | ○ 4/5: Grading Day  |
| ○ 3/8: EOU Educators' Job Fair                         | ○ 4/8-4/10: 5th Grade Science Testing; March Academic Awards                        |
| ○ 3/9: Oregon Battle of the Books Regional Competition | ○ 4/11-4/12: Parent-Teacher Conferences   |
| ○ 3/11: February Academic Student of the Month Awards  |   |
| ○ 3/14: 100th Day of School                            |   |
| ○ 3/14: Family STEM Night                              |   |



# February 2024 Board Report Seneca Elementary School

Enrollment 02/29/2024: 11

## **Board Priorities**

### **Student Achievement**

- All students continue to increase their IXL scores
- February's students of the month announced on March 5<sup>th</sup>
- Fourth and Fifth graders are finishing their Oregon Trail unit

### **Communicating with Stakeholders**

- We continue to update information on Facebook regularly
- CTE collaboration with local ranchers

### **Safe and Secure Schools**

- Held fire drill on 2/27
- New security door system is working well

### **Recent/Upcoming Events**

- PTA Valentine's Party on 2/14
- Announced on 3/5, student-of-the-month for February were Hannah Hendrix-Lawrence and Quentin Graves! Congrats!
- 3/16 Seneca PTA Bingo Fun Night





# Humbolt Child Care Center

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

Phone: (541) 575-1280 Ext: 3155

## Monthly Report | February 2024

### Director Hired | Care Services Began:

- Director Hired: April 2023 to license and operate child care facility | Care Began: August 21<sup>st</sup>, 2023

### Staff Report: (7)

- Director (1) | Trina Fell
- Teachers (3) | Ashley & Cassi & Sophia
- Teacher's Assistants (3) | Brilynn, Bryanna, Stacey (Part Time)

### Enrollment: (17)

- Breakdown of Children Enrolled
  - School Age: 2 (Fridays)
  - Preschool: 6
  - Toddlers: 4
  - Infants: 6

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

- Income: \$11,160.00
- Payroll: <\$28,383.74>
- Expenses: <\$ 445.75>
- Bottom Line: <\$17,669.49>

Summary of Care: Current building could service max of 8 infant spots, 10 toddler spots, and 20 preschool/school age spots. This would require 8 staff (3 teachers, 3 Aides, 1 Float, 1 Director). Due to grants accepted: infant/Toddler Classrooms are Licensed by the Department of Early Learning and Care (effective August 18<sup>th</sup> 2023) and the Preschool/School Age Classroom may operate under the umbrella of the school district without being licensed by the state.

Mission Statement: Humbolt Child Care Center's mission is to provide high quality care in a safe, interactive, and nurturing environment for children while supporting the peace of mind and scheduling needs of our communities working and educating parents. Our center strives to offer a balanced and hands on approach in supporting the social, emotional, cognitive and physical needs of each child while they work and play. Our team is intentional in their support, communication, and inclusiveness in their daily practices to help each child reach their maximum potential.

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:

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

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Grant School District No. 3

03/13/2023 – 7:00PM

## Board Meeting Supplements

### Section 4.6:

# Superintendent's Report

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# GSD3 Mission, Vision & Goals | SP Team Contributions

## 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!*

## District Foundational Values

**ACHIEVE EXCELLENCE** by fostering an environment where respect for learning nurtures a community that thrives on curiosity, collaboration, and understanding.

**RESPECT** by building relationships, developing trust, and providing transparent communication.

**COMMUNITY** by honoring traditions, strengthening partnerships, serving others, and where every student is known.

**PREPARATION** by individualized guidance to prepare each student for their unique path.

## Tagline

TAG LINE IDENTIFIED BY A 10:12 VOTE:

*Where your future begins!*

## District Goals

GOAL NO. 1:

*Recruit, train and retain staff, able to implement, adjust and achieve excellence!*

GOAL NO. 2:

*Create a student focused environment where each student is known and prepared for success in life!*

GOAL NO. 3:

*Positive perceptions, community ownership and support for our district's facility improvements!*

# GSD3 Strategic Planning Project | Performance Indicators & Measures

PIM = Performance Indicators and Measures

## Goal One:

Train, retain and recruit staff, able to implement, adjust and achieve excellence.

- 1) **Indicator – Train:** Create and implement cohesive and consistent structures for training and supporting staff and improve orientation and onboarding for incoming staff.
  - a. **Measure:** By February 2025, the district will present a document including new teacher onboarding and orientation process, and structured systems for training all staff classifications, including: teachers, instructional assistants, Special Education (SpEd), Title, secretaries, custodians and nutrition staff.
- 2) **Indicator – Retain:** Develop a culture where staff members are known and work in a positive and supportive work environment that supports staff mental, physical and emotional well being while being well compensated with wages and benefits. This includes: All Schools including Humbolt Child Care Center; acknowledge new staff through various means including email, social media and recognition at staff orientation.
  - a. **Measure:** By February 2025 the district staff retention rate will be 94%.
- 3) **Indicator – Recruit:** Source talent from schools and community and highlight the opportunities and benefits working with Grant School District No. 3 (radio, job fairs, social media, website, video, Etc.)
  - a. **Measure:** By February 2025, the district will present a document that lists the recruiting efforts that have taken place.

## Goal Two:

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

- 1) **Indicator:** Create a student success plan for every student
  - a. **Measure 1:** Build/Develop a framework that ensures student success plans are updated annually K-12.
  - b. **Measure 2:** K-12 staff build grade level templates for grade appropriate student success plans.
  - c. **Measure 3:** By the end of 2024/2025 SY every student will have a success plan that outlines their interests, goals, pathways and resume to include such items as sports participation, awards, community service, work experience, etc. The parent/guardian will have the opportunity to review and provide input into their students' success plan.
- 2) **Indicator:** Research based Executive Functioning \* training for ALL STAFF.
  - a. **Measure 1:** Monthly staff-wide communication Email on executive functioning provided to all staff.
  - b. **Measure 2:** By January 2025 we will identify curriculum and Professional Development (PD) which will be placed on a PD calendar.
  - c. **Measure 3:** Complete one Executive Functioning Skill training by April 2025

\* Executive Functioning: A set of skills that underlie the capacity to plan ahead and meet goals, display self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions, among others. *Center on the Developing Child at Harvard University*



# GSD3 Strategic Planning Project | Performance Indicators & Measures

## PIM = Performance Indicators and Measures

- 3) **Indicator:** Provide Equitable access to knowledge of opportunities, options and pathways including Career Technical Education (CTE).
  - a. **Measure 1:** The District will create a working document of all opportunities available to students at grades 5/6, 7/8, 9/10, 11/12 which will be presented to the students at the review of their annual success plan. Additional requests for opportunities will be created to reasonably meet the needs of students as it relates to the success plan.
  - b. **Measure 2:** Create Flexibility in master schedules that allow for student choice and option.
  - c. **Measure 3:** Update calendar of events on website → Administrators will develop Standard Operating Procedures around getting events posted.
  - d. **Measure 4:** Mandatory grade orientation for every student and parent. (grades: K, 7, 9 and 12)
  
- 4) **Indicator:** Create welcoming, inclusive spaces for all students
  - a. **Measure 1:** Develop a survey to gather student information in September 2024
  - b. **Measure 2:** Complete survey no later than November 2024
  - c. **Measure 3:** Make indoor/outdoor welcoming spaces at all three schools taking into account student survey
  - d. **Measure 4:** Develop common behavioral expectations for common spaces in all buildings
  
- 5) **Indicator:** Continue to expand opportunities for all students
  - a. **Measure 1:** By June 2024 create a survey to gather information about what clubs/activities students participated in and what they might want for next year, with potentially providing transportation
  - b. **Measure 2:** By March 2025 the district will provide multiple opportunities that will attract 95% of our student body, striving to pique the unique interest of each student
  - c. **Measure 3:** Provide student opportunities on Fridays
  - d. **Measure 4:** Provide research-based summer learning opportunities for students

### Goal Three:

Provide positive perceptions, community ownership and support for our district's facility improvements!

- 1) **Indicator:** Staff and students create and maintain welcoming environments and connections for families and the broader community to support positive relationships and student learning.
  - a. **Measure:** Surveys and parent input nights. (i.e. Q1: survey (Aug/Sept); Q3: Parent Input Night, and evaluate feedback to improve future outcomes).
  
- 2) **Indicator:** Identify and prioritize key school documents and communications (i.e.: curriculum maps, school websites, Integrated Guidance Plan, parent involvement plan, and student/parent handbook) that foster positive perceptions and community ownership that are annually reviewed for revision, disseminated to all families in the school, and translated as needed.
  - a. **Measure:** End of year checklist

# GSD3 Strategic Planning Project | Performance Indicators & Measures

## PIM = Performance Indicators and Measures

- 3) **Indicator:** School leadership includes families and community partnerships on decision-making for school initiatives, facilities and safety.
  - a. **Measure:** Documentation of community and family input.
  
- 4) **Indicator:** School staff will maintain social media linked across platforms w/positive messaging w/real time updates.
  - a. **Measure:** Weekly updates
  
- 5) **Indicator:** The District will prioritize Capital Improvements and seek appropriate funding to complete projects.
  - a. **Measure 1:** Develop and maintain prioritized list of projects needed
  - b. **Measure 2:** Establish estimated project timeline
  - c. **Measure 3:** Identify and pursue funding sources



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Grant School District No. 3

03/13/2024 – 7:00PM

## Board Meeting Supplements

### Section 5:

# Consent Agenda

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401 N Canyon City Blvd • Canyon City, OR 97820-6111

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

# Board Meeting Minutes

Wednesday 02/21/2024 | 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: 7:00PM
  - 1.1.1 Board Attendance: 7 : 7
- 1.2 Pledge of Allegiance
- 1.3 Agenda Review/ *Approved* | AC/MTA/unanimous

2) **RECOGNITION:** *Starting March 2024 – Stay Tuned! / Business Partner Recognition*

3) **PUBLIC COMMENTS | 3-MINUTE LIMIT: 0**

- 3.1 Public Forum:

4) **REPORTS:**

- 4.1 Grant Union Student Body:
  - 4.1.1 FBLA Report | Maddie Bailey/ Full Report – Go to: <https://www.grantschooldistrict.org/schoolboard/> / Under: “Board Meeting minutes”/ See: “02/21 Board Meeting Minutes | Bailey/Addendum 1”
  - 4.1.2 FFA Report | Monel Anderson/ Full Report – Go to: <https://www.grantschooldistrict.org/schoolboard/> / Under: “Board Meeting minutes”/ See: “02/21 Board Meeting Minutes | Anderson/Addendum 2”
- 4.2 Financial/Business Manager/ mje \*
  - 4.2.1 See: 02/21/2024 Board Meeting Packet – **Addendum 1/3 | Financial Report – January 2024**
  - 4.2.2 Financial Resolution: (See Section: 6.1)
- 4.3 Current Enrollment | Average Daily Membership (ADM) Reporting) as of: 01/31/2024/jm \*
- 4.4 Current Staffing/JY/jm
  - 4.4.1 GU = 39
  - 4.4.2 HES = 45
  - 4.4.3 SES = 4
  - 4.4.4 HCCC = 6
- 4.5 Administrator’s Reports:
  - 4.5.1 Jay Hummel | GU \*

1 | 2024-0221 Board Meeting Minutes

Approval Pending: 03/13/2024; web-posting: 03/14/2024

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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- 4.5.2 Andy L | GU \*
- 4.5.3 Shanna N | SpEd \*
- 4.5.4 Janine A | Humbolt \*
- 4.5.5 Tina M | Seneca \*
- 4.5.6 Trina Fell, Director | Humbolt Child Care Center (HCCC) \*

4.6 Superintendent's Report/ mw

- 4.6.1 Superintendent Evaluation/ All turned in: 7:7
- 4.6.2 Update: Humbolt Child Care Center/ Our Humboldt Child Care Center is doing absolutely fantastic work. But if we can leverage and get multiple entities to pull together all with the same systems, the same behavioral pieces, the same expectations and then the connectivity and communication between groups would really value-add to that experience for that early learning group of three, four, five-year-olds as well as their families.
- 4.6.3 Update: Business Manager Position/ Following a lengthy discussion about this position, as well as the interviewing team's process for the candidates that were interviewed, the team came back to wanting to continue a contract with Mary Jo Evers. Mary Jo has reported hiring additional staff members for her main office in Ontario, Oregon, to keep up with the current demands, as they surface. The board gave a consensus for Mr. Witty to engage in developing a contract with Ms. Mary Jo Evers LLC.
- 4.6.4 Update: Strategic Planning Process/ Mark Witty will finalize the strategic planning process and share the document with the board for review. Mr. Witty will send the full document containing foundational values, vision, strategic goals, performance indicators, and measurements to the board for review after the 29th, with an opportunity for changes to be made at the meeting on the 13th.
- 4.6.5 Set date: Contract Negotiations/ Mark will follow up with classified staff for contract negotiation dates.
- 4.6.6 Set Date: Work Session Week of March 18, 2024/ 03/20/2024 | 5:30 PM Dinner | 6:00 PM; ZB by Zoom
- 4.6.7 Interim Behavioral Interventionist | Colleen Lindley/ Colleen Lindley has signed a personal services contract to finish out the year at Grant Union. She will be working two days a week.

5) CONSENT AGENDA:

- 5.1 Recommend Approving 01/17/2024 Board Meeting Minutes
- 5.2 Recommend Accepting New Hires: (3)
  - 5.2.1 Stephanie DeBoer | Behavioral Interventionist | GU (permanent)
  - 5.2.2 Kyle Erickson | Custodian | GU
  - 5.2.3 Catrina Gabbard | Promotion to Lead Office Specialist | Humbolt
  - 5.2.4 Sophia Morris | Child Care Teacher | Humbolt Child Care Center
- 5.3 Recommend Accepting Resignations: (2)
  - 5.3.1 Kassi Helmricks | Title 1 Teacher | Humbolt | Last day: 06/30/2024
  - 5.3.2 Ferdinand Mordeno | Cook's Helper 1 | Humbolt/GU | Last day: 02/15/2024
- 5.4 Recommend Accepting Employment Position Transfer: (1)
  - 5.4.1 Amy Hunt | Title 1 Teacher | Humbolt
- 5.5 Recommend Adopting Policies | 03/2023 & 08/2023 OSBA Guidance (first reading: 02/21/2024):
  - 5.5.1 BFG: Board Policy Review | for Board Process/review only
  - 5.5.2 BFC: Adoption and Revision of Policies | for Board Process/review only
  - 5.5.3 DID Property Inventories
  - 5.5.4 IGBB Talented and Gifted Program and/or Services

2 | 2024-0221 Board Meeting Minutes  
Approval Pending: 03/13/2024; web-posting: 03/14/2024

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- 5.5.5 IGBBA Talented and Gifted Students – Identification
- 5.5.6 IGBAH Special Education – Evaluation Procedures
- 5.5.7 IGBAB/JO Education Records/Records of Student with Disabilities
- 5.5.8 IGBAJ Special Education – Free Appropriate Public Education (FAPE)
- 5.5.9 IGBA Students with Disabilities – Child Identification Procedures
- 5.5.10 IGBBA-AR Appeal Procedure for Talented and Gifted Student Identification and Placement
- 5.5.11 Please see: 02/21/2024 Board Meeting Packet – **Addendum 3/3 | Policies | First Reading**

5.6 Approval Consent Agenda (Section: 5): Motion: CL; Second: KB; Unanimous: 7:7

6) **NEW BUSINESS:**

6.1 Business | Financial Resolution(s) (See Section: 4.2.3):

6.1.1 1)

6.1.1.1 Motion: CL; Second: AC; Unanimous: 7:7

6.2 Grant County ESD | 024/2025 Local Service Plan – Executive Summary

6.3 Grant County ESD Resolution of Services Contract | Counseling Services Contract

6.3.1 Board Approval | Services Contract:

6.3.1.1 Motion: MTA; Second: AC; Unanimous: 7:7

6.3.2 Board Approval | Counseling Services Contract:

6.3.2.1 Motion: AC; Second: KB; Unanimous: 7:7

6.4 Update Construction Projects

6.4.1 Capitol Projects – Action Items/ ng \*

6.4.1.1 1) GUHS HVAC: Motion: CL; Second: JT; Unanimous: 7:7

~~6.4.1.2 2) GUHS Commons: → Deleted for future presentation following further negotiation~~

6.4.2 Project Updates/ ng \*

7) **FUTURE CALENDAR DATES | 2024 | ALL Meetings are held at District Office, unless otherwise specified:**

7.1.1 02/21 – Board Meeting | 7:00PM

7.1.2 03/13 – Board Meeting/Executive Session | 6:00PM

7.1.3 03/13 – Board Meeting | 7:00PM

7.1.4 03/20 – Board Meeting/Work Session | 5:30PM

7.1.5 03/20 – Board Meeting/Special Session | 7:00PM

7.1.6 04/17 – Board Meeting | 7:00PM | *Seneca Elementary School Gymnasium*

8) **BOARD REPORTS:**

8.1 **MTA:** Congratulations to RC and to all of our student athletes. We've got multiple student athletes that go in different directions. I enjoyed Maddie and Monel tonight. It's always inspiring to me to see young people that can stand up and speak to people confidently and not just mumble.

8.2 **AC:** Thank you, as always, for the comprehensive reports from the administrators. I appreciate that. And thanks to Miss Bailey and Miss Anderson for their input tonight. It was really neat to see them speak.

8.3 **CL:** I'd like to personally thank the person outside the district that sent a letter to our district letting us know that Grant Union, at the district tournament, was an awesome school – they didn't have to write that letter. Fully out of the blue, I appreciated our students and adults.

8.4 **ZB:** Mark calls me once every other week, probably, and gives me an update on some project he's working on. I often don't always agree with Mark and tell him why I don't agree, but I appreciate that he listens to me. I guess when Maddie was talking about her desire to be a leader, I guess I kind of, in my mind, wondered if she knew what that meant, I guess, and started working through the qualities of a leader, and I think

**Board of Directors:**



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that, for me, is number one. I appreciate Mark's willingness to listen, and he also has some foresight into taking into account how it's going to affect not only our students and our teachers, but our community.

- 8.5 **WB:** I want to echo M.T.: R.C. named Coach of the Year for our league – that was awesome. Sportsmanship award was awesome. I was lucky enough to drive those kids up to Pendleton on the minibus – it was awesome. Monel and Maddie’s presentations were awesome. I was just blown away. It was great. The confidence was great.
- 8.6 **JT:** We received the sportsmanship award. Coincidentally, I was not there. I had something to do with that by not participating, but that's great to hear that they did so well up there from RC to the sportsmanship award for the team to be recognized as a school within our conferences is huge in a positive way for sure. And then these young ladies that come up here and talk about leadership, and I wish I would have known at that point in my life how important leadership was in a classroom, let alone on a field or a court, because leadership, especially in a young person, they probably don't realize how much influence they have on not only young kids, but also adults such as myself. That takes a lot to stand up here and talk in front of us, and I sure appreciate all of it.
- 8.7 **Superintendent Witty mentioned:** Today, we sent four young ladies to play state wrestling, and we sent four young men to go outside of school. So that's a great accomplishment. Got to go see them sent off, they had a great time. I'm super excited about Friday, going down to Humboldt and seeing the basketball team go by Humboldt. I'm super excited about seeing what that looks like, the rest of the teams did great.
- 8.8 **WB:** I'll piggyback on that Humboldt comment. Last spring, in a work capacity, we led the escort of the softball team out of town, and we drove by Humboldt, and then I was involved in the escort today, and we drove by Humboldt. [The sidewalk was] lined with all these kids, they're jumping, they're yelling, they're screaming, they're holding signs, they're waving. And it was it was by far the best part of the trip. I texted Janine today and said that was awesome. So those kids can get involved because I'm driving by and I'm seeing all that. And I know there's kids on that sidewalk just dreaming about their chance to compete as a prospector. So if you guys don't have anything going on, even on Friday, go to Humboldt and watch it.

9) **TOTAL IN ATTENDANCE:**

- 9.1 In Person: 8
- 9.2 Via Zoom: 4

10) **ADJOURNED: 8:39PM**

Meeting Summary | Read Al:

The meeting covered a range of topics, including updates on financial matters, enrollment figures, and personnel matters. The resolution to change banking authority from U.S. Bank to the Bank of Eastern Oregon was discussed, with specific updates made after discussions with the new bank. The meeting also addressed plans to recognize a community or business partner at the next board meeting for their exceptional support of the school district.

The meeting featured detailed reports from the Grand Union Student Body FBLA and SSA chapters, highlighting the importance of Career Technical Student Organizations (CTSOs) and the impact of FBLA on students' personal and professional growth. The discussion revolved around the critical need for agricultural education at a young age, emphasizing the importance of introducing agricultural-based programs in elementary schools to provide comprehensive education about agriculture's broader impact on society.

The financial business manager shared substantial progress in reconciling bank accounts and addressing fixed assets for the upcoming audit. The section of the meeting revolved around the detailed analysis of enrollment figures, shedding light on the decline in total enrollment and the specific changes at various centers. The conversation also delved into the shift towards personalized education, emphasizing the need to adapt to the increasing demand for personalization in the educational system.

The meeting covered a range of updates, including the progress of seventh graders, the superintendent's evaluation, the Humboldt Child Care Center, the selection of a new business manager, and the strategic planning process. The section provides an update on the strategic planning process, with the speaker highlighting the active involvement of staff members and the upcoming meeting with the strategic planning committee. The updates and resolutions section of the meeting delves into various personnel matters, including a voluntary transfer request and the adoption of the agenda.

[Board Packet posted on district web site at:  
https://grantsd3.schoolsites.com/](https://grantsd3.schoolsites.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, Canyon City, OR 97820-6111. For telecommunications relay services for the deaf, hearing or speech impaired call 1(800)735-2900 – thank you!

Board of Directors:

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Superintendent: Mark W. Witty | Website: <https://www.grantschooldistrict.org/>



# Grant School District No. 3

## PLEASE SIGN IN

### BOARD MEETING

District Office Board Room

DATE: 02/21/2024 TIME: 7:00 PM

CHECK HERE if you  
wish to address  
the Board during  
Public Forum.

(3- Minute Limit)

NAME (please print)

TOWN REPRESENTING

Cori Anderson

I2cc

Monel Anderson

T2cc

Cody Wilson

MTV

Shanna Northway

John Day

Kalli Wilson

John Day

Maddie Bailey

Canyon City

Jay Hummel

GU

HARRY WALLER

CC



Grant School District No. 3

02/21/2024 – 7:00PM

Board Meeting Minutes | Addendum 2

FFA Presentation | Section: 4.1.2

*by: Monel Anderson*

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Speech delivered by: Monel Anderson | Translated by: Read AI | Reviewed by: Kailee Oliver & Monel Anderson | Final Edit by: Janet Myers:

“What were your thoughts while drinking milk? What about the last time you brushed your teeth or even drove a car? I know that for myself, it was nothing out of the ordinary, just a normal day. In all reality, it was so much more than that. According to Live Kindly, nearly all of American youth don't know where chocolate milk comes from, and still believe it comes from brown cows. But imagine if those youth Americans were educated beforehand. Sorry to tell them. There is constant advocation all around the world for kids to have healthy diets and learn about their nutrition at a young age.

Michelle Obama had a Let's Move campaign that was all about implementing healthy diets and food bacterias. Although the idea and concept is terrific, I feel it is missing a very large part. Where is the nutrition we are pushing for coming from During the next few minutes, I challenge you to inform yourself on how this problem started, solutions to fixing it, and I hope to acquire your support on applying our cultural-based programs in elementary schools. Let's start by examining the problem.

Young people nowadays are not required to take our cultural-based classes and therefore lack crucial knowledge. This may appear as a non-issue to some, but the young people today are the future of agriculture. Whether you realize it or not, we all play a role in that, both indirectly and directly. You may not want anything to do with that, and your career path may not connect directly to that, and that is perfectly fine. With that being said, there is a saying that goes, if you like to eat, then you have to like agriculture.

And this couldn't be closer to the truth. If I didn't grow up in an agricultural lifestyle, I most likely would not think about where my food comes from either, nor would I think that I played a very large role in our daily lives. But I have seen firsthand the impact of agriculture. Interactive ways all humans play a role in ag, as simple as purchasing items at the grocery store. When you purchase these items, you're helping keep multiple businesses running, including the grocery store, the transportation company, the manufacturer, and the other important agriculturists.

This could be a large scale producer or even a small family operated farm. Either way, it keeps our society running and our economic cycle alive.

Now that we've examined the importance of being involved in agriculture, let's take a look at challenges facing ag education at a young age.

The problem starts with the lack of support slash funding for ag in the classroom. According to Beef Magazine, due to tight budgets, strict requirements, and underpaid and overworked teachers, agricultural education often gets dropped from schools and museums, leaving a

gaping hole in students' education where they can learn important practical lessons that will benefit them throughout their adult lives. However, this problem does not just root from lack of funding.

It also comes from misunderstanding. When you hear the word agriculture, what images go through your head? Farming and livestock are the most common. From supply of food, as we discussed earlier, to providing jobs, Ag is so much more than the stereotypical cows and plows that most know it as. With a lack of prior knowledge, as well as preconceptions, people are unaware of everything else agriculture has to offer, making the Agency non-existent. Many administrators and community leaders who come from big cities, where Ag is no big deal, are probably to blame for not looking at the importance of this new property.

When, or if, they relocate to more rural areas, they don't see a need for it, especially in elementary school. It all comes down to advocating the need for agricultural education at a young age, and it all starts right here with you. To end these misconceptions about the ag industry, we need to start teaching youth about all agricultural software and how it affects us. To do this, we can add agricultural-based programs in elementary schools. University of Florida says we need youth to understand what food security looks like worldwide.

So when their time comes, they can help to feed more than a billion people. How early is too early? After hearing this, you're probably thinking, it's impossible. What can a third grader do to help the American population? Are they really going to learn skills at such a young age that will help them in the long run? The answer is yes. Every skill they learn today, they'll build a better tomorrow. They are the future of our culture, and someone still have to teach them. A simple start in this big project is the Ivy Aggie classroom, otherwise known as AITC programs.

AITC programs can guide teachers and students through field trips, workshops, conferences, farm tours, and so much more. It gives them lessons to follow in math, science, and even arts. This program gets kids excited about our culture and teaches them without them even realizing it. Having a classroom isn't the only way that we can start to introduce our cultural education at a younger age. Another path schools can take is to work with the local education. For example, at my school, we were part of the grant to build a greenhouse and chicken coop.

With this new addition, we plan on working with our elementary school to help teach them more about agriculture with an in-depth, hands-on approach. How early is too early.

This will not only introduce our younger kids to Ag, but also serve as an improvement opportunity and career exploration base for our high school age students. Now a question you may still have is, will this work?

When we add agricultural-based programs to elementary schools, it will work because it will

give our youth a foundation to build on. How early is too early? Beef Magazine says, it's simple. Keep agriculture in schools and it will guide our kids, strengthen them with their learning, and offer experiences outside the classroom. To make teaching core subjects more enjoyable for teachers and students alike. If students learn how society functions and the value of hard work at a young age, then they'll be better prepared for adulthood.

We all know that kids have the best imaginations. As adults, we can help keep those imaginations alive and use for engaged learning. I'm sure you've all heard the \_\_\_\_\_. For those of you who may have not, there are both large organizations that are involved in agriculture and leadership. However, both these organizations require a large amount of funding. You as a community member can help. You can donate money to those organizations or your time and resources based on what you own and your availability and knowledge.

If you own a local farm or business, you can invite kids to come in and use your place as a resource to learn. When I was in elementary school, we would go and visit local ranches and it was always such a great opportunity for getting hands-on learning experiences.

Finally, you can volunteer your own time. whether it's helping out in the classroom or teaching a lesson. There is no right or wrong way as long as you're putting your best efforts into it. When you wake up in the morning, brush your teeth, take a sip of chocolate milk, or even drive a car. Take a minute to think about where these things are from and how your life would be without them. Think about how you know these things to be true. You don't really want your kids thinking that chocolate milk comes from a brown cow.

It is never too early to start learning about what truly drives our future. Our social education is essential at every age.”



## AUDIENCE ACCOLADES FOR MONEL ANDERSON AND MADDIE BAILEY:

“Monel Anderson, I'm really impressed with your ability to stand up and give a public speech and to memorize it to that extent. How much work, how much time does it take to get prepared to the level you are? There has been a lot of preparation. There's a lot of the drive home back and forth. My other question is, you know the agricultural programs are really important to the board and to myself. I just see them as really quality CTE program, as is FBLA. What are you going to do to try to encourage younger elementary or even junior high students to get involved a little bit in the FFA?

It's not just FFA, right? It's classroom FFA project and then the contest. But what can you do to help us get that word out? Well, we've been trying to open different contests and even our state mentioned we want to open it to our junior high kids so they can go with us, to see what that's like at a younger age. So then once they get into high school, they want to be involved more, and they can be officers and promote it even more. And we have done one game night so far, but we want to do more to get those kids involved, to get them encouraged with the program.

I really appreciate the FBLA and FFA, you know, the opportunities for leadership and just hands-on learning have just been incredible. You knew my brother and I were almost opposites, really. But we both went through a program like that. And we both gained tremendous opportunities because we saw the spectrum of what you're interested in can be covered in that BLM. My pitch is get involved. It's a great program. These are great programs to get involved in.

I have a comment: Miss Anderson and Miss Bailey, bravo. You both well-paced, you both spoke up excellently. The presentations were amazing, as was the information. We really appreciate it. [I have a question for M.T.] How many times has he heard that speech? Not too many. Anybody else? Well, I appreciate what you're doing and what you're talking about. It was exactly what my household was full of in those young kids. So don't be surprised if you don't see a couple of my kids run up and greet you and talk to you, but you're exactly right.

They need, I probably take it for granted because I raised my kids in the same world that you're being raised in and probably don't promote it as much. If anything, it's something they might avoid, that lifestyle or whatever. But seeing people like you in the buildings, that's what my kids are going to So I want you to know that your actions, your time, all that stuff is going to be appreciated by people like me, because my kids will look up to you probably more than they do me. So keep that in mind. Everybody's watching. Very good presentation. Thank you both.”



Grant School District No. 3

02/21/2024 – 7:00PM

Board Meeting Minutes | Addendum 1

FBLA Presentation | Section: 4.1.1

*by: Maddie Bailey*

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Speech delivered by: Maddie Bailey | Translated by: Read AI | Final Edit by: Maddie Bailey:

“My name is Maddie Bailey, and I'm currently serving as the FBLA Oregon State President, as well as the Grant Union FBLA President. I'm super excited to be here tonight. One of the most unique parts about this opportunity is that February is National CTSO Month, which means that nationally, thousands of students are celebrating the fact that they get to be a part of CTE. For those of you who don't know, CTSO stands for Career Technical Student Organization.

These organizations line up perfectly with CTE curriculum and help students find success both in the classroom and apart from it with their peers. Recently we've had a lot of success, including our Regional Competition, which was in La Grande at the beginning of the month. Every single one of our competitors qualified for state and we had seven first place wins. I cannot tell you how proud I am of these individuals for all their hard work and dedication, which is why I wanted to emphasize the importance of CTSOs. I truly believe that as students work together and network within these organizations, they give themselves a better advantage in life as they go forward and take the next step, whether that be towards college or towards another path. FBLA doesn't just build business leaders, it helps train people to be prepared for the next step, whether that's college or a trade.

We're super excited after our Regional Conference to attend the State Conference, which is in April. We're currently working on fundraising, and we have several ongoing fundraisers. We are grateful for everything that we've been given over the past year, including the opportunity to go to Atlanta, Georgia and compete at nationals.

Does anyone have any questions?

QUESTION: What are some of the competitions we won first place in at Regionals?

ANSWER: I competed with a team of three people in sales presentation. It was Logan Randleas, Eliza Bailey and myself and we took first place. I also competed in Organizational Leadership, which I also took first in. Abbie Justice took first in Hospitality and Event Management and Medical Administration. Benji Finley took first in Help Desk. Vincent Raffia took first in Business Law.

QUESTION: Ms. Bailey, we get an eighth grader coming in the ninth grade. And what would your pitch be to that ninth grader as to why they should get involved in their school, but specifically FBLA? What do you think you're gaining from this experience?

ANSWER: That is actually something I'm really passionate about. I joined FBLA as a 7th grader when we still had a middle school program, so that's something I'm definitely interested in bringing back to our school. I joined in 7th grade, and 7th grade is a hard time for a lot of people. The same is true for 9<sup>th</sup> grade, you really need to find a community or a niche to fit into. I feel like that's what FBLA was for me, and that's why I'm such a passionate leader within it now. It has given me opportunities to grow. Aside from all of the things you learn, and aside from all of the business and leadership education, it gives you a place to fit in and gives you

someone every Wednesday to sit at lunch, a group of friends to be with. Even if you are only a seventh grader, you get to go hang out with seniors who like lead you and help you become a stronger individual.

QUESTION: Compared to other FBLA schools, are we pretty small?

ANSWER: Oregon has a lot of small school FBLA chapters. This year we've grown exponentially compared to last year. We have 10 members this year and last year we only had four. We are growing, but we are small. It was really fun to see at Regional Competition that comparatively, we probably had as many first-places wins as La Grande or some of the bigger schools. That's what amazes me.

BOARD MEMBER COMMENT: You're the state president, right? Not Eastern Oregon, not one or two A schools, but the state president. Somebody should be pretty proud of us.

QUESTION: I have one more question. When you self-reflect, what do you think are the skills that you've been able to learn and acquire through FBLA that are going to help propel you into your future life? What have you learned?

ANSWER: One of the biggest things that I found about myself through FBLA is that I love leadership. That's something that has driven me and before I became a member of FBLA I didn't understand that. Now my plan is to go into business leadership and find a home in that area. I want to lead people. I've found my passion and that doesn't mean that that's the passion you have to find within FBLA. We have events from graphic design to business law to sales presentation. The spread is so diverse that if you come into FBLA looking to learn something or to grow as a person, it will shape you. And that doesn't mean that it has to follow the same regimen or rules for who you are. Thank you."

AUDIENCE ACCOLADES FOR MADDIE BAILEY & MONEL ANDERSON | Final Edit by: Janet Myers:

“Monel Anderson, I'm really impressed with your ability to stand up and give a public speech and to memorize it to that extent. How much work, how much time does it take to get prepared to the level you are? There has been a lot of preparation. There's a lot of the drive home back and forth. My other question is, you know the agricultural programs are really important to the board and to myself. I just see them as really quality CTE program, as is FBLA. What are you going to do to try to encourage younger elementary or even junior high students to get involved a little bit in the FFA?”

It's not just FFA, right? It's classroom FFA project and then the contest. But what can you do to help us get that word out? Well, we've been trying to open different contests and even our state mentioned we want to open it to our junior high kids so they can go with us, to see what that's like at a younger age. So then once they get into high school, they want to be involved more, and they can be officers and promote it even more. And we have done one game night so far, but we want to do more to get those kids involved, to get them encouraged with the program.

I really appreciate the FBLA and FFA, you know, the opportunities for leadership and just hands-on learning have just been incredible. You knew my brother and I were almost opposites, really. But we both went through a program like that. And we both gained tremendous opportunities because we saw the spectrum of what you're interested in can be covered in that BLM. My pitch is get involved. It's a great program. These are great programs to get involved in.

I have a comment: Miss Anderson and Miss Bailey, bravo. You both well-paced, you both spoke up excellently. The presentations were amazing, as was the information. We really appreciate it. [I have a question for M.T.] How many times has he heard that speech? Not too many. Anybody else? Well, I appreciate what you're doing and what you're talking about. It was exactly what my household was full of in those young kids. So don't be surprised if you don't see a couple of my kids run up and greet you and talk to you, but you're exactly right.

They need, I probably take it for granted because I raised my kids in the same world that you're being raised in and probably don't promote it as much. If anything, it's something they might avoid, that lifestyle or whatever. But seeing people like you in the buildings, that's what my kids are going to So I want you to know that your actions, your time, all that stuff is going to be appreciated by people like me, because my kids will look up to you probably more than they do me. So keep that in mind. Everybody's watching. Very good presentation. Thank you both.”





# 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: Justin Lieuallen

POSITION: Principal Grant Union JR/SR High School

\*FIRST DAY OF WORK: August 1, 2024 WORK HOURS PER DAY: \_\_\_\_\_

# APPLICATIONS RECEIVED: 2 # PERSONS INTERVIEWED: 2

EXPERIENCE: 6 years as Principal and Director

EDUCATION: Administrative Educational Leadership

NAMES OF REFERENCES CHECKED: Keith Ussery, Andy Ballando, Laura Peirce-Cummings

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

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Janine Attlesperger, JJ Collier, Kris Beal, MT Anderson

Jason Miller, Sonna Smith Mark Witty

NAMES OF ALL PERSONS INTERVIEWED:

Shanna Northway Justin Lieuallen

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Jay Hummel, Interim Principal SY 2023-24

REASON FOR LEAVING:  RETIRED  RESIGNED  TERMINATED  NEW POSITION

DATE OF NOTICE OF POSITION: \_\_\_\_\_ DATE APPLICATIONS CLOSED: February 15, 2024

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

LANE: \_\_\_\_\_ STEP/YEARS: 6 SALARY: 128,780 (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.*

*Mark W. Witty*  
SIGNATURE OF SUPERVISOR

March 1, 2024  
DATE FORM COMPLETED

*Mark W. Witty*  
SIGNATURE OF SUPERINTENDENT

March 1, 2024  
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: Laney Ulrich

POSITION: Seneca Head Teacher, Primary K-2

\*FIRST DAY OF WORK: 8/05/2024 WORK HOURS PER DAY: 9

# APPLICATIONS RECEIVED: 1 # PERSONS INTERVIEWED: 1

EXPERIENCE: Teacher grades K, 3rd, & 4th grades - 7 yrs; Student Teaching 1st & 5th grades

EDUCATION: University of Wyoming--BA, Elem. Ed; Casper College--AA Elem. Ed

NAMES OF REFERENCES CHECKED: Bonnie Hofland, Kristen Holden, & Valerie Brynes

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

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Janine Attlesperger

MT Anderson

Bre Apostol

Marci Judd

NAMES OF ALL PERSONS INTERVIEWED:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Bre Apostol

REASON FOR LEAVING:  RETIRED  RESIGNED  TERMINATED  NEW POSITION

DATE OF NOTICE OF POSITION: 2/06/2024 DATE APPLICATIONS CLOSED: 3/04/2024

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

LANE: BS/BA STEP/YEARS: 7 SALARY: 55,875 (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

3/04/2024

DATE FORM COMPLETED

\_\_\_\_\_  
SIGNATURE OF SUPERINTENDENT

\_\_\_\_\_  
DATE

---

**Brittany Finley**

26831 Rock Pit Road  
John Day, OR 97845  
(541) 969-7180  
dohertbj@eou.edu

March 1st, 2023

To Whom It May Concern,

I am writing this letter to formally notify you of my resignation from Grant School District #3 as the Junior High Basketball Coach.

I have been very grateful for the opportunity to work for the Grant School District. I am thankful for all the opportunities to work with such a great group of athletes and coaches.

My current career has taken me in another direction and I will not be able to coach due to these changes. I appreciate your support and understanding.

Sincerely,

Brittany Finley

From: **Jason Miller** <[millerj@grantesd.org](mailto:millerj@grantesd.org)>

Date: Mon, Mar 4, 2024 at 4:21 PM

Subject: Girls Basketball Resignation

To: Andy Lusco <[luscoa@grantesd.org](mailto:luscoa@grantesd.org)>

Dear Mr. Lusco,  
March 4, 2024

Please Accept this email as my official resignation from the Head Girls Basketball Coaching Position. Thank you for your support and I want all of the girls and parents to know that I have thoroughly enjoyed each of the last 4 seasons of coaching basketball. The time has come for me to focus on my family.

Sincerely,

Jason Miller

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Grant School District No. 3

03/13/2024 – 7:00PM

## Board Meeting Supplements

### Section 6:

# **New Business**

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## Science Textbook Adoption Proposal for Grades PK-6

Introduction: The Elementary School Curriculum Team would like to propose the adoption of new science materials. Our goal is to provide our students with engaging, standards-based, hands-on STEM resources to align PK-6 grade learning and preparation for the rigors of the high standard set at Grant Union Jr/Sr High School.

### **Rationale:**

**Outdated Resources:** Our current science textbooks are outdated and uninspiring for elementary students. Our fifth grade Science State Assessment scores reflect the lack of engagement our students experience with the current curriculum. The suggested adoption will engage all learners from PK-6<sup>th</sup> grade in a comprehensive and engaging curriculum that weaves in Social Emotional Learning.

**Curriculum Alignment:** The proposed textbooks are aligned with the Next Generation Science Standards (NGSS) and Oregon curriculum guidelines, ensuring coherence and consistency across grade levels. The proposed elementary selection is the most comprehensive curriculum available and aligns with the curriculum being presented for adoption by Grant Union Jr/Sr High School.

**Engaging Content:** Student consumable materials are engaging for all ages. The curriculum includes experiment kits for hands-on learning, video labs, leveled readers, and trade books for immersive story-based investigations.

**Assessments:** The curriculum includes pre-explorations, formative assessments for all lessons, summative performance tasks at all grade levels to prepare for state testing, scale benchmark assessments, and 3-D multiple-choice assessments.

**Diversity and Inclusivity:** The curriculum includes gender and minority examples to inspire all learners.

**Accessibility:** The teacher's manuals are user-friendly and the Scope and Sequence includes options for fast track, full year, and distance learning. Digital content is included to accommodate different learning styles. Family Outreach Letters are included for all modules to extend learning beyond the classroom.

**Proposed Textbooks:** Humbolt and Seneca Elementary Schools are proposing Twig Science. This curriculum presents Life Science, Physical Science, and Earth Science every year and will build upon concepts from PK-6<sup>th</sup> grade.

I will be providing samples for comparison and input from stakeholders.

**Stakeholder Input:** Input from students, parents, board members, and community members is encouraged to ensure that the chosen materials meet the needs and expectations of all.

**Decision and Adoption:** Feedback will be evaluated before adoption.

Thank you,

The Elementary Curriculum Team: Janine Attlesperger, RC Huerta, Kelli LaFramboise, Carrie Sullivan, Rachael Brooks, Vanessa Houpt, and Sena Raschio

1/2

## Title: Science Textbook Adoption Proposal for Grades 7-12

Introduction: As the two Grant Union Jr/Sr High teachers working on curriculum for grades 7-12, we are excited to present this proposal for the adoption of new science textbooks. Our goal is to provide our students with the most comprehensive and up-to-date resources to support their learning and preparation for future endeavors in science-related fields.

### **Rationale:**

**Outdated Resources:** Our current science textbooks are outdated and do not work well with serving students online or hybrid. The current suggested adoptions would bridge that gap.

**Curriculum Alignment:** The proposed textbooks are aligned with the Next Generation Science Standards (NGSS) and Oregon curriculum guidelines, ensuring coherence and consistency across grade levels. Grant Union's selections complement and continue the current curriculum being presented for adoption by Humbolt Elementary School.

**Engaging Content:** The textbooks incorporate interactive features, real-world examples, and multimedia resources to engage students and enhance their understanding of scientific concepts.

**Diversity and Inclusivity:** The textbooks include diverse perspectives, examples, and scientists. They also allow us to provide students with science in their native language.

**Accessibility:** Digital versions of the textbook option will accommodate different learning styles and provide accessibility options for all students.

**Proposed Textbooks:** At Grant Union, we are proposing two vendors for textbooks: Biology and Anatomy/Physiology from SAVVAS (previously Pearson) and McGraw Hill for Physical Science, Chemistry, Physics, Earth Science, and Life Science.

Biology: "Biology" Miller & Levine

Anatomy and Physiology: "Anatomy, Physiology & Disease" Bruce J. Colbert et al.

Physics: "Inspire Physics"

Chemistry: "Inspire Chemistry" Thansi Buthelezi et al.

Physical Science: "Inspire Physical Science" Charles W. McLaughlin et al.

Earth Science: "Inspire Earth and Space Science: Exploring Space"

Life Science; "Inspire Life Science: Interaction with Ecosystems"

I will be providing samples for comparison and input from stakeholders.

**Stakeholder Input:** Input from students, parents, board members, and community members is encouraged to ensure that the chosen textbooks meet the needs and expectations of all.

**Decision and Adoption:** Feedback will be evaluated before adoption.

Thank you, Sonna Smith, Jessica Suchorski  
Grant Union Jr/Sr High Science Teachers

2/2

# Cooperative Sponsorship Application Form



This coop application is incomplete. Additional information needs to be provided before this form can be submitted.

## Instructions

You can check to see if you have provided all of the required information by clicking the Run Check button at the top of the form. Once you have provided all of the required information, click Submit to submit your application to the OSAA. If you have any questions, please contact OSAA Associate Director Kelly Foster, [kellyf@osaa.org](mailto:kellyf@osaa.org) or (503) 682-6722 x233.

## Next Steps

1. Provide information for all required fields.
2. Input when your school's specific information.
3. Check your form prior to submitting.

Required fields are indicated with a red asterisk, \*.

## Coop Information - Prairie City / Grant Union

**Activity:** Boys Golf      **Duration:** 1 years      **School Years:** 2023-24 through 2023-24

**\*Reason:** *What is the reason for creating this coop? (Beyond the fact that a school is not offering the program - why are the programs not offered separately?)*  
Provide golf to a student in the boundary of Grant Union

**Practice Location:** John Day Golf Course      \* *Where will practices be held?*

**Contest Location:** John Day Golf Course      \* *Where will home contests be held?*

## Placement

**Combined ADM:** 135      **ADM Division:** 3A/2A/1A      **Division:** 3A/2A/1A      **League:** 3A/2A/1A-SD4 Special District 4 \*  
*Sum of both school's ADM numbers in the starting school year.*      *Combined ADM falls into this division range (see below).*      *Assigned division for this coop.*      *Select the league in which you wish to join and compete.*

2023-24 ADM #'s      6A: 1005+      5A: 608 - 1004      4A: 311 - 607      3A: 146 - 310      2A: 75 - 145      1A: 10 - 74  
*The combined ADM is not eligible for a lower classification exception because its greater than 10% of the next lower classification maximum ADM.*

## Host School

**Prairie City**  
Classification: 1A, ADM: 35  
League: 1A-8 High Desert League

## School 2

**Grant Union**  
Classification: 2A, ADM: 100  
League: 2A-4 Blue Mountain Conference

## League Approval

Cooperative sponsorship applications must obtain approval from the regular league or special district in which the proposed cooperative team will participate.

*This section is to be filled out by the league or special district representative from 3A/2A/1A-SD4 Special District 4 (must be someone other than a representative of the schools involved in this coop). You can email the league representative a special link, shown below, that can give them access to this section to complete and digitally sign. With this link, they do not need an OSAA website account. You can also click the envelope icon below to generate an email pre-filled in with this special link.*

<https://www.osaa.org/forms/coop-application/847/league-approval?f=G5rSpf79reyk&l=SqjK63QjN4Xg>

## League/Special District Representative for 3A/2A/1A-SD4 Special District 4

**Name:**  \*      **School:** Heppner High School \*

**Email:**  \*      **Role:** Athletic Director \*

**Signature:** *Not Yet Signed*      **Date Decided:** --

**Approved?:** *Awaiting League Approval*

**Comments:** --

**Host School Information - Prairie City**

**Activity Participation - Boys Golf - Prairie City**

Please list the number of students, by grade, who have participated in Boys Golf during each school year indicated below. If your school did not sponsor Boys Golf during any of the years listed, please enter "NA" for the respective school year.

Participation	12th Grade	11th Grade	10th Grade	9th Grade			
Last Year	1	4	1	1	Clear Row	Zero Row	Clear All Values
Current Year	6	1	1	2	Clear Row	Zero Row	Zero All Values
Next Year					Clear Row	Zero Row	

**School Enrollment - Prairie City**

Please list the number of students enrolled in your school, by grade, during each school year indicated below.

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade			
Last Year	11	20	13	16	Clear Row	Zero Row	Clear All Values
Current Year	20	13	16	19	Clear Row	Zero Row	Zero All Values
Next Year	13	16	19	10	Clear Row	Zero Row	

**School Board Approval - Prairie City School District 4**

**Date School Board Approved:** 03/12/2024

This is the date that the school board for Prairie City approved this cooperative sponsorship. A copy of your school board's approval must be available at the request of the OSAA.

**Superintendent Approval**


**Superintendent Name:**

Please type in the name of the Superintendent of Prairie City.

**Signature:** Not Yet Signed

**Date Signed:** --  
Your Superintendent can digitally sign via the special link listed to the right.

This section is to be filled out by the Superintendent of Prairie City. You can email your Superintendent a special link, shown below, that can give them access to this section to digitally sign. With this link, they do not need an OSAA website account. You can also click the envelope icon below to generate an email pre-filled in with this special link.

 <https://www.osaa.org/forms/coop-application/847/add-signature?f=G5rSpf79reyk&c=DyRTVJZEfed&s=107>

**School 2 Information - Grant Union**

**Activity Participation - Boys Golf - Grant Union**

Please list the number of students, by grade, who have participated in Boys Golf during each school year indicated below. If your school did not sponsor Boys Golf during any of the years listed, please enter "NA" for the respective school year.

Participation	12th Grade	11th Grade	10th Grade	9th Grade			
Last Year	2	2	0	1	Clear Row	Zero Row	Clear All Values
Current Year	0	0	1	0	Clear Row	Zero Row	Zero All Values
Next Year	0	1	0	0	Clear Row	Zero Row	

**School Enrollment - Grant Union**

Please list the number of students enrolled in your school, by grade, during each school year indicated below.

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade			
Last Year	26	39	25	33	Clear Row	Zero Row	Clear All Values
Current Year	39	25	33	39	Clear Row	Zero Row	Zero All Values
Next Year	25	33	39	41	Clear Row	Zero Row	

**School Board Approval - John Day School District 3**

**Date School Board Approved:**

This is the date that the school board for Grant Union approved this cooperative sponsorship. A copy of your school board's approval must be available at the request of the OSAA.

**Superintendent Approval**

**Superintendent Name:**

Please type in the name of the Superintendent of Grant Union.

**Signature:** Not Yet Signed

**Date Signed:** --  
Your Superintendent can digitally sign via the special link listed to the right.

This section is to be filled out by the Superintendent of Grant Union. You can email your Superintendent a special link, shown below, that can give them access to this section to digitally sign. With this link, they do not need an OSAA website account. You can also click the envelope icon below to generate an email pre-filled in with this special link.

 <https://www.osaa.org/forms/coop-application/847/add-signature?f=G5rSpf79reyk&c=ZZBW63gWgkxu&s=162>



## 2024/25 Probationary/Contracted Staff

### Probationary Staff

School	Teacher	Subject	Probationary/Contract
Humbolt	BOETHIN, Bobbee	Teacher - Grades 4	Emergency Teaching
Humbolt	Brooks, Rachael	Teacher - Grade 2	Emergency Teaching
Humbolt	Cobb, Shanley	Teacher - Special Education	Emergency Teaching
Humbolt	Gibbs, Amanda M	Teacher - Grade 6	Emergency Teaching
Humbolt	Hodge, Erin	Teacher - Special Education	Emergency Teaching
Humbolt	MITCHELL-HUERTA, Robert	Teacher - Grade 6	Emergency Teaching
Humbolt	WICK, HOLLY L	Teacher - Special Education	Emergency Teaching
Grant Union	Deboer, Stephanie	Behavioral Interventionist	Probationary year 1
Seneca	Ulrich, Laney	Head Teacher	Probationary year 1
Grant Union	Blevins, Dennise G	Teacher - Language Arts	Probationary year 2
Grant Union	MOULTON, MARIAH	Teacher - Health/Weights	Probationary year 2
Grant Union	Oliver, Kailee D	Teacher - VoAg & Metal Fabrication	Probationary year 2
Grant Union	Ross, Sylvia M	Teacher - Health Sciences	Probationary year 2
Grant Union	SMITH, MARISSA K	Teacher - Special Education	Probationary year 2
Grant Union	WILSON, KALLI J	Teacher - Business/Computers	Probationary year 3
Grant Union	TEAGUE, MARCUS	Teacher - Spanish	contract year 1
Humbolt	APOSTOL, BREANNA	Teacher - Kindergarten	contract year 1
Humbolt	Ashley, Andrea E	Teacher - Grades 4	contract year 1
Humbolt	HANSEN, KRISTAL	Teacher - Grades 3	contract year 1
Humbolt	Sullivan, Carrie E	Teacher - Grade 1	contract year 1

### Contracted Staff

Grant Union/H	James, Levana	Teacher - Music District Wide
Grant Union	Collier, Judith	Teacher - Art/Crafts
Grant Union	Combs, Andrea	Teacher - Special Education
Grant Union	Dougharity-Spencer, Cindy	Teacher - Social Studies
Grant Union	HUMBIRD, Elijah Z	Teacher - Language Arts
Grant Union	Miller, Jason	Teacher - Weights/Automotives
Grant Union	Smith, Sonna	Teacher - Science
Grant Union	Suchorski, Jessica M	Teacher - Science
Humbolt	Field, Anna	Teacher - Grade 5
Humbolt	Houpt, Vanessa	Teacher - Grade 1
Humbolt	Hunt, Amy	Title One Coordinator
Humbolt	Judd, Marci	Behavioral Interventionist/QPR Suicide Prevention Coord
Humbolt	LaFramboise, Kelli	Teacher - Grade 5
Humbolt	McCormick, Tina	Teacher
Humbolt	Miller, Mikayla E	Teacher - Grade 2
Humbolt	Miller, Robyn	Teacher - Grades 3
Humbolt	Raschio, Sena	Teacher - Kindergarten
Humbolt	Sharp, Douglas	Teacher - Physical Education





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# 2024/2025 Budget Calendar



March 2024: .....	Budget Managers receive budget reports/workpapers
April 2024: .....	Budget request submissions received
April 2024: .....	Administrative budgetary needs meeting
May 13, 2024: .....	Publish First Notice of Budget Meeting
May 20, 2024: .....	First Budget Committee Meeting
June 05, 2024: .....	Deadline for approval of budget by Budget Committee
June 10, 2024: .....	Publish Notice of Budget Hearing and Financial Summary
June 19, 2024: .....	Public Hearing – Regular June Board Meeting
June 19, 2024: .....	Adopt Budget, Make Appropriations, Declare Levy
July 15, 2024: .....	Deadline to certify the tax rate to the County Assessor
July 15, 2024: .....	Deadline to submit budget to Oregon Department of Education (ODE)

**Special Note:** Budget meeting notices and documents are available at the District Office or on the District’s website at: <https://www.grantschooldistrict.org/financial>. As meeting times are set, they will be published here, followed by each Public Notice broadcast.



**Join us virtually / Zoom:** [ZOOM IN BY USING THE FOLLOWING ACCESS CREDENTIALS:](https://us02web.zoom.us/j/2595245851?pwd=ZjFIZ2w2eDNPMmhoT1VtS0wvbk1MZz09)  
<https://us02web.zoom.us/j/2595245851?pwd=ZjFIZ2w2eDNPMmhoT1VtS0wvbk1MZz09>  
Meeting ID: 259 524 5851 | Passcode: HelloGSD3

*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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Phone: (541) 575-1280 • FAX: (541) 575-3614

***Grant School District No. 3  
Board of Directors  
Superintendent's Evaluation***

DATE: March 13, 2024  
TO: Mark Witty, Superintendent  
Grant School District #3 Board of Directors  
FROM: Will Blood, Chair and Amy Charette, Vice-Chair  
RE: 2023/2024 Superintendent Evaluation

This document serves as the evaluation of Superintendent Mark Witty for the 2023/2024 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 four primary areas: Leadership, Human Resources/Staff Management, Board Relations, and Goal Statement 1. There were additional areas that some board members scored, and others did not. Two performance areas, Goal Statement 2 and Goal Statement 3 were not adequately defined for this evaluation, therefore will not be addressed.

Performance standards are indicated below by numerical ranking, 0 through 4. Superintendent Witty's average score from all board members in each of the four 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 11, 2024, 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 four 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.

1/8



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## 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:*

- Steps made this year for strategic planning and the changes with communication through several avenues have been a good improvement to the District leadership.
- He has worked with staff on many fronts, made his expectations clear, has engaged, parents, the community, and other stakeholders in many facets as he works to improve our district.
- Superintendent Witty is an experienced and well respected educator throughout the state, and his leadership is shining at Grant School District #3.
- Leadership in any entity is exposed to criticism: ethical or otherwise. My experiences with Mr. Witty are all consistent. He is very professional with the unusual ability to communicate honestly, compassionately, and thoroughly.
- Mark has done an outstanding job getting our district back on track. Very strong leader with excellent people skills, great organizational capacity, and a hard worker.
- I appreciate the work he has done with our strategic planning. He has involved the community and made them feel as part of the process. I am excited to strengthen our relationships with the community.
- He is a worker, but not a worker for Mr. Witty, but a worker for the district.

2 | 2023/2024 Superintendent Evaluation

#### 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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## ***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:***

- SOP's and evaluation process were lacking when Mark started. He has made significant improvements to bring those up to standard.
- Superintendent Witty recognized we have critical positions that need filled and is doing everything he can to make those happen. Superintendent Witty demands excellence from his staff, but he supports his staff in being able to achieve the excellence he seeks, whether it be through support in professional development or addressing things directly with a staff member.
- I appreciate that he is working to create staff performance evaluation systems.
- Best of all, he doesn't do this work alone, but includes his entire staff, the community, parents, and students in this endeavor.

## ***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:***

- I have appreciated the improved communication and knowledge that he brings.
- Board communication is a priority for Superintendent Witty, and it is very much appreciated.
- Mark reaches out and includes us on decisions. He is a skilled communicator and facilitates participation.



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**Goal Statement 1:** Develop process to create the District Vision, Mission and Strategic Goals.

***Board feedback/comments:***

- Superintendent Witty spearheaded the Strategic Planning Committee, and the development of our vision, mission, and strategic goals have progressed nicely as a result.
- The road is long, and there is still work to be done, but time and again, Superintendent Witty has expressed his desire to make GSD3 a better place for students, staff, and the community. A job extremely well done.
- I think this process we are engaged in is excellent.

**Goal Statement 2:** TBD through Strategic Planning Process.

***NOT RATED***

**Goal Statement 3:** TBD through Strategic Planning Process.

***NOT RATED***



# *Superintendent's Self Evaluation*

## *Mark W Witty 2023-24*

### **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.

Our team has spent significant time engaging with the community, staff and student body through multiple touch points including: Parent Nights this Fall, executing the process to develop a GSD Strategic Plan, 10 engagement activities with selected members of the community to inform the strategic plan, and multiple individual conversations with staff and patrons. I have reached out to state leadership in COSA State Legislators and OSBA to provide opportunities for board members and the superintendent to advocate for educational policies. The team is producing the "Prospector Pride" to share the good story of GSD and we have doubled the number of times we are utilizing KJDY's Coffee Time. We continue to purchase proactive ads on KJDY.

Our team is creating forums to discuss more collaboration with various entities within our community including Blue Mountain Hospital, Confederation Tribes of Warm Springs and the early learning group within Grant County, Painted Sky, etc. These are a few of the areas GSD could create more opportunities for our students.

I am supporting building leadership to develop a more responsive approach to serving our students and their families. This includes social media, print media, phone calls and identifying issues and working to solve them. A prime example is working with the current 7th grade students by radically shifting resources to give on time direct support. This process is creating a high level of staff collaboration to develop real time solutions to assist individual students.

I am working collaboratively with our admin team and the project management team to plan and execute multiple remodel and construction projects.

We are taking advantage of multiple grants that come available to support our mission. This includes Technical Assistance Program for Seismic (\$25,000), a \$2.5 million dollar seismic grant for the Old Gym section north portion of GU, Senator Merkley's office to potentially apply for a grant to support early learning both from a staffing and capital construction standpoint. Our team applied for and received a \$200,000 CTE revitalization grant for a greenhouse and chicken shed located at Humbolt. Grants remain a critical focus to advance the goals of the District.

The District will be implementing a budget process that includes numerous points of education and feedback which will build a better understanding of the budget throughout our District from staff to budget committee.

Our teams are identifying barriers which are causing issues to get to the best possible outcome for students. This is an ongoing process. Once identified, we will work together to alleviate the barriers or remove them all together.

Our team is positioning Seneca to maximize the potential to rebrand and be a viable part of GSD#3 both educationally and financially.

I set realistic expectations for staff while providing the necessary support in training, investment and personal guidance to achieve the expected outcomes.

## ***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.

This is a critical area of focus with the goal of creating the capacity within our system to function effectively and competently.

Critical hires this cycle include the Business management position and GU JR/SR High School Principal. I am executing a process that will allow our team to identify the best candidate for the positions.

Our Admin team is moving forward on identifying Standard Operating Procedures (SOP's) that have gone by the wayside that are critical in order to operate effectively. Once identified, the team will create critical SOP's so that we can build an institutional knowledge bank of job duty protocols and procedures for staff members.

The team is effectively identifying and updating board policy that needs to be processed regularly with the Board of Directors.

Our team is working with PACE, SD insurance, to identify areas where we might recoup monies that were expended in the past year due to incompetence.

We are implementing consistent training both from a pedagogical standpoint and required by policy and state law.

Evaluations are in place to improve our staffs capacity and to identify those that may be misplaced in their current role.

We are holding staff to professional standards throughout our system.

Building systems to respond effectively to the daily work and solving identified issues at the lowest possible



level.

### ***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.

Supported the board in creating a board to board to superintendent agreement which will be reviewed annually.

Working to create opportunities for the board to participate in critical hires, committee work and our strategic planning team.

Working to create 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:*** Develop process to create the District Vision, Mission and Strategic Goals.

I have worked with the Board of Directors to identify the process to create the District's Vision, Mission and Strategic Goals including a process to identify the facilitator for GSD#3. The Strategic Vision will identify our goals for the next 3 years.

***Goal Statement 2:*** TBD

***The Superintendent's performance for this standard is.....:***

***Goal Statement 3: TBD***

*The Superintendent's performance for this standard is.....:*