



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

Board Meeting Agenda

Wednesday 05/15/2024 | 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
 - 1.3.1 Motion: ____; Second: ____; Unanimous: ____

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

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

3) **STUDENT BODY REPORT(S):** FBLA Team

4) **REPORTS:**

- 4.1 Grant Union Student Body: TBA
- 4.2 Financial Audit Report/Solutions CPS's/ "Rep" TBA/ *
- 4.3 Financial/Business Manager/ MJE *
 - 4.3.1 See: Board Meeting Packet – Addendum | Financial Report – April 2024
- 4.4 Current Enrollment | Average Daily Membership (ADM) Reporting) as of last day of previous month/ JM *
- 4.5 Current Staffing/JY/jm
 - 4.5.1 GU = 37
 - 4.5.2 HES = 41
 - 4.5.3 SES = 4
 - 4.5.4 HCCC = 8
 - 4.5.5 DO = 4
 - 4.5.6 Transportation = 6
 - 4.5.7 **TOTAL: 100**
- 4.6 Support for Students at GU/Jay Hummel & Team
- 4.7 Presentation of the Audit/Solutions CPA

Board of Directors:



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4.8 Administrator's Reports | Previous Month:

- 4.8.1 Principal, Jay Hummel | Vice Principal, Andy Lusco | GU *
- 4.8.2 SpEd Director, Shanna Northway | GU/HES *
- 4.8.3 Principal, Janine Attlesperger | Humbolt (HES)*
- 4.8.4 Principal, Janine Attlesperger | Tina McCormick, Head Teacher | Seneca (SES) *
- 4.8.5 Director, Trina Fell | Humbolt Child Care Center (HCCC) *

4.9 Superintendent's Report/ Superintendent Mark Witty

- 4.9.1 Early Learning Collaborative Update
- 4.9.2 Graduation | Expectation of board of Directors
- 4.9.3 State Testing
- 4.9.4 Greenhouse and Chicken Shed – Revitalization Grant update
- 4.9.5 SRO | COPS Grant
- 4.9.6 2024 OSBA Convention | November 7th – 9th
- 4.9.7 Stuber/Huron Education | Leadership Capacity Building/SP Implementation
- 4.9.8 District Golf Party 06/13 – 1:00PM | Board Invitation

4.10 Construction/Capitol Projects Update/MW

5) CONSENT AGENDA:

- 5.1 Recommend Approving 04/17/2024 Board Meeting Minutes
- 5.2 Recommend Accepting New Hires:
 - 5.2.1 Fred Fell, Interim Asst Baseball Coach
 - 5.2.2 Drew Lusco, JH/SH Social Studies/Math | GU
 - 5.2.3 Gary Vanderstelt, Transportation Coordinator | Transportation Team/District Office
- 5.3 Recommend Accepting Employment Role Transfer:
 - 5.3.1 Mandie McQuown, from Head JH Volleyball Coach → Asst HS Volleyball Coach
- 5.4 Recommend Accepting Employment Role Addition:
 - 5.4.1 Erin Hodge, Social Media Specialist | HES
 - 5.4.2 Elijah Humbird, Head Girls Basketball Coach | GU
- 5.5 Recommend Accepting Employment Resignations:
 - 5.5.1 Erin Beil, SpEd Secretary/Librarian | GU
 - 5.5.2 Marissa Smith, Assistant Volleyball Coach | GU
 - 5.5.3 Jessica Sodorff, Educational Assistant **and** JH Asst Volleyball Coach | GU
 - 5.5.4 Laney Ulrich, Head Teacher | SES
- 5.6 Approval Consent Agenda (Section: 4): Motion: ___; Second: ___; Unanimous: ___

6) NEW BUSINESS:

- 6.1 Approve Audit as Presented
 - 6.1.1 Motion: ___; Second: ___; Unanimous: ___
- 6.2 Corrective Action Plan based on audit findings/MJE
- 6.3 Approve Action Plan/Audit Resolution/MJE
 - 6.3.1 Motion: ___; Second: ___; Unanimous: ___

2 | 2024-0515 Board Meeting Agenda
Approval Pending/web-posting: 05/10/2024

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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- 6.4 APRIL 2024 POLICIES BATCH | READING: 1 of 2 (no action this meeting):
 - 6.4.1 OSBA Policy Update Guide | Vol. 69 No. 2 sch * | See: Board Meeting Packet – Addendum 1
 - 6.4.1.1 Required | See: Policies Packet Addendum | Required
- 6.5 MOU JDEA and GDS3 Articles IX and X
 - 6.5.1 Motion: ___; Second: ___; Unanimous: ___
- 6.6 2024/2025 School Year Calendar | GSD3
 - 6.6.1 Motion: ___; Second: ___; Unanimous: ___
- 6.7 Request to approve Construction Manager/General Contractor (CM/GC)/NG
 - 6.7.1 Motion: ___; Second: ___; Unanimous: ___
- 6.8 Request to approve Collective Bargaining Agreement (CBA) Agreement w/ BMFT (classified staff)
 - 6.8.1 See: Board Meeting Packet – Addendum | Collective Bargaining Agreement 2024 - 2028
 - 6.8.2 Motion: ___; Second: ___; Unanimous: ___

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

- 7.1.1 05/15 – Board Meeting | 7:00PM
- 7.1.2 05/20 – 2024/2025 Budget Committee Meeting | 6:00PM
- 7.1.3 06/08 – High School Graduation | Time: TBA
- 7.1.4 06/13 – Golfing party | 1:00PM
- 7.1.5 06/15 – GU 1964 HS Reunion (also invited: 1961 – 1963 and 1965 – 1967)
- 7.1.6 06/19 – Board Meeting | 7:00PM

8) BOARD REPORTS:

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

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

Grant School District No.3 does not discriminate in employment, educational programs and activities, on the basis of race, national origin, color, creed, religion, gender, gender identification, sexual orientation or associational preference, age, disability, veteran status. The District also affirms its commitment to providing equal opportunities and equal access to its facilities. For additional information or assistance contact the District office at: (541)575-1280 | 401 N Canyon City Blvd, Canyon City, OR 97820-6111. For telecommunications relay services for the deaf, hearing or speech impaired call 1(800)735-2900 – thank you!

9) TOTAL IN ATTENDANCE:

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

10) ADJOURNED: _____ PM

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/>

Grant School District No. 3

Board Meeting Supplements

Section 4:

Monthly Administration Reports



Grant Union Junior/Senior High School
April Board Report (Submitted May15)

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!

Strategic Goal #1: Recruit, train and retain staff, able to implement, adjust and achieve excellence!

- One teacher position remains open until filled, the full time, in-person, online position.
- Several coaching positions are open, Head Football, JH Volleyball, and Head Golf Coach.

Strategic Goal #2: Create a student focused environment where each student is known and prepared for success in life!

- Top down and bottom up. Mrs. Hunt has stayed intimately connected to all of our upperclass students that may be experiencing academic struggles. In addition, our "7th GradeSupport Initiative" has been expanded to include 8th and 9th grade.

Strategic Goal #3: Positive perceptions, community ownership and support for our district's facility improvements!

- The GU Commons project is coming along nicely and will be a great addition. We continue to include students in the design process.
- We currently looking in the community for contribution of picks and other mining artifacts as well as school/sports memorabilia to decorate this space for future generations of Prospectors.

District Foundational Values

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

- Final planning is underway for our Student Recognition Awards Assembly (May 29th, starting at 2:00). That same day we will be welcoming our in-coming 7th graders.

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



- We are continuing to improve our use of schoolmessenger, social media, and our rschools platform for communicating in real-time with the community.

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

- We are working on updating and standardizing the banners in the gym to reflect our athletic history accurately and equitably for all programs.

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

- GU's vision to provide each family, each student a personalized educational experience, continues to move forward. With the growth and combination of the "immediate" support for struggling students and our flexibly online offerings, parents and students are provided the options of time, location, and delivery mode.

May 2024



District Mission Statement

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

District Vision Statement

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

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

From: Shanna Northway, Special Programs Director

Strategic Goal #1: Recruit, train, and retain staff, able to implement, adjust and achieve excellence!

- The past 3 weeks our Humbolt SPED staff has been engaged in data collection training to better support our teaching staff with writing quarterly progress reports.
- Our Grant Union SPED staff has been participating in training revolving around ADHD and how we can best support students with this diagnosis.
- Another round of observations has been completed on our SPED teaching staff. This allows for feedback, improvement, and conversation around teaching strategies.
- We currently have two openings for SPED aides at Grant Union. The jobs are posted and we are working to recruit people into those positions.
- Andrea Combs attended a Transition Service conference to help us build a responsive and robust transition program for our special education students.

Strategic Goal #2: Create a student focused environment where each student is known and prepared for success in life!

- Our SPED team has created a shared document that allows us to document and track how we are connecting with all students in our district. We are making an intentional effort to reach out to students that we see might be struggling or need more support.
- Our department has held 14 IEP/Problem-Solving meetings over the past month to ensure that our students' needs are being met.

May 2024



- Our SPED staff actively participated in per-registration events both at Grant Union and Humbolt. Our Grant Union staff is working closely with Amy Hunt to give recommendations for schedules for all of the students in our program.

Strategic Goal #3: Positive perceptions, community ownership and support for our district's facility improvements!

- We have increased our communication with the parents in our department. We recently made individual phone calls to parents to discuss student progress and credit recovery opportunities over the summer.
- SPED staff at Humbolt and Grant Union are preparing for Extended School Year services and working with parents to create service schedules for our students over the summer.

District Wide Caseload/Staffing

| | |
|-------------------------------|----|
| Humbolt 504 | 3 |
| GU 504 | 13 |
| GU IEP | 45 |
| Humbolt IEP | 56 |
| Seneca IEP | 2 |
| Students in Evaluation | 3 |

| | |
|----------------------|----------|
| Admin | 1 FTE |
| Support Staff | .5 FTE |
| Certified | 5 FTE |
| Classified | 12.5 FTE |



May 2024 Board Report for Humbolt Elementary School

District Goals

- **Goal I: Recruit, train, and retain staff able to implement, adjust and achieve excellence!**
 - Hired Cook's Assistant to fill vacant position
 - Hired a new Social Media Specialist
 - Conducted two teacher interviews for Seneca, 2024-2025—working on reference checks for one and awaiting an acceptance from another
 - Scheduled two teacher interviews for Humbolt, 2024-2025
 - Scheduled one IA interview for Humbolt, immediate opening
 - Scheduled two Dean of Students interviews, 2024-2025
 - Trained Instructional Assistants on FlyLeaf Reading Series and Wilson Reading Systems
 - Ongoing training and support on behavior procedures and interventions for Instructional Assistants
 - Offered peer-observations to certified staff
 - Facilitated staff-to-student collaborative problem-solving meetings
 - Celebrated staff appreciation week
 - Newsletters are sent to staff weekly with training links on academic, SEL, and/or behavior training links
 - Certified and classified staff meetings are held regularly.
 - SBAC 5th grade Science scores improved from 17% passing to 39% passing! This surpasses the state average of 31%!
 - End of Year goals and evaluations are being scheduled.

- **Goal II: Create a student-focused environment where each student is known and prepared for success in life!**
 - Greeted each student by name every morning
 - Students were recognized for Academic Excellence and positive character. The character trait for the month of April was Perseverance.
 - Self-Manager badges, Jr. Self-Manager badges, PBIS rewards, Running Club prizes, 100 Book Club trophies, Americanism Essay Winners, and Roaring Springs Reading Awards were celebrated during Afternoon Assembly.
 - Self-Manager and Jr. Self-Managers earned privileges and participated in monthly celebrations.
 - Students participated in clubs: Mathlete, OBOB, Spanish, and Running.
 - Students participated in PTA sponsored art activities.
 - Each grade level is attending field trips to extend classroom learning.
 - 6th Grade is attending Outdoor School at Lake Creek Youth Camp

- **Goal III: Positive perceptions, community ownership, and support for our district's facility improvements!**
 - Celebrated student learning and recognition on Facebook and the website regularly.
 - Contributed to the Prospector Pride.
 - Families are invited to Afternoon Assemblies twice weekly.
 - Celebrated School Bus Driver Appreciation Day and implemented new bus conduct system
 - Kindergarten Gold Rush Party was a fun family event! 16 students registered for 2024-2025
 - Kindergarten Move Up was engaging and positive.
 - Scheduled Qualitative Family Interviews to gain insight into experiences and barriers.
 - We are continuing to move forward on grant-funded projects, including:

- HVAC units in lower building
- Library upgrades
- Greenhouse and Chicken House
- o Electronic Keylock System is working and will be fully operational soon!
- o Spring Open House is scheduled for May 22nd
- o Annual Fun Run is scheduled for May 23rd at GU

Recent/Upcoming Events

- o 5/6-5/10: Teacher Appreciation Week;
Math PT
- o 5/10: Student Council Mtg.; Staff Mtg.
- o 5/20-5/23: Scholastic Book Fair
- o 5th & 6th Grade Band/Choir Concert @
GU
- o 5/22: Open House
- o 5/23: Fun Run @ GU
- o 5/27: Memorial Day--No School
- o 5/29: 6th Grade Move-Up Day



District Mission Statement

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District Vision Statement

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

Strategic Goal #1: Recruit, train and retain staff, able to implement, adjust and achieve excellence!

- All students continue to increase their IXL scores
- April's students of the month announced on May 1st - Congratulations Blain Gravem and Wesley Ford!
- Third, fourth, and fifth graders began state testing - most students have finished

Strategic Goal #2: Create a student focused environment where each student is known and prepared for success in life!

- Students began the chick hatching process in early May

Strategic Goal #3: Positive perceptions, community ownership and support for our district's facility improvements!

- We continue to update information on Facebook regularly through our new social media manager Erin Hodge! Thank you, Erin!
- CTE collaboration with local ranchers
- New security door continues to provide a safe school for students and staff

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.



Humbolt Child Care Center

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

Phone: (541) 575-1280 Ext: 3155

Monthly Report | May 2024

Director Hired | Care Services Began:

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

Staff Report:

- Director (1) | Trina Fell
- Teachers (3) | Ashley & Cassi (Medical Leave) & Sophia (Part Time)
- Teacher's Assistants (4) | Brilynn, Bryanna, Emelie, Stacey (Part Time)
- **TOTAL: 8**

Enrollment:

- Breakdown of Children Enrolled
 - School Age: 2
 - Preschool: 6
 - Toddlers: 5
 - Infants: 8
 - **TOTAL: 21**

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

- Income: \$12,440.00
- Payroll: <\$21,388.17>
- Expenses: <\$1,134.24>
- **Bottom Line: <\$10,082.41>**

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 18th 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.

1 | HCCC Monthly Board Report – 04/2024
Mark W. Witty | Superintendent

Board of Directors:

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



May 2024

RE: Capital Project Action Items & Progress Update

ACTION ITEMS

The following action items need board review and approval:

| Project/Action Item | Motions Needed |
|--------------------------|---|
| GUHS HVAC CM/GC Contract | 1. Review and approve the CM/GC contract with CB Construction |

Action Item 1) Review and Approve the CM/GC agreement.

- CB Const, Inc. (La Grande, OR) was the only company to submit a proposal for the Grant Union HVAC project.
- We interviewed CB Const, Inc. on May 2nd and completed reference checks. A notice of intent to award the contract was issued on May 7th.
- The CM/GC contract is included for board approval.

Anticipated Schedule (subject to change):

- **Federal Grant:** We're applying for a federal HVAC grant this fall. If successful, it would likely delay construction to summer 2026 to meet grant requirements. This delay is worthwhile as the grant could provide over \$1.5 million in funding.
- **No Federal Grant:** If the grant is not received, we'll proceed with preconstruction activities through December, followed by an 11-week construction window next summer, as shown in the table below.

| Task from Proposal | Begin | End | Duration |
|--|-----------------|-----------------|----------------|
| PRE_CONSTRUCTION & EARLY PROCUREMENT | | | |
| 1. Site Assessment and Design Planning (Weeks 1-4) | 6/1/2024 | 7/1/2024 | 4 weeks |
| a. Conduct site surveys to understand existing infrastructure. b. Develop detailed design plans for the new HVAC and communication system. c. Obtain necessary permits approvals from local authorities. | | | |

| | | | |
|---|-------------------|-------------------|-----------------|
| 2. Equipment Procurement (Weeks 2-26) | 6/15/2024 | 11/23/2024 | 23 weeks |
| a. Identify suppliers and place orders for HVAC equipment and components. | | | |
| b. Monitor progress with suppliers to ensure timely delivery. | | | |
| 3. Construction Preparation (Weeks 25-27) | 11/16/2024 | 12/7/2024 | 3 weeks |
| a. Mobilize construction teams and equipment. | | | |
| b. Secure staging areas for construction materials. | | | |
| c. Plan work schedules in coordination with school activities. | | | |
| Pre-Construction Schedule | 6/1/2024 | 12/7/2024 | 27 weeks |

| ANTICIPATED MILESTONES FOR CONSTRUCTION | | | |
|---|------------------|------------------|-----------------|
| Construction Start Date | 6/8/2025 | | |
| 1. Exterior HVAC Work (Weeks 6-8) | 7/13/2025 | 8/3/2025 | 3 weeks |
| a. Demo existing HVAC equipment, wiring, and ductwork. | | | |
| b. Install exterior HVAC components such as condensers and ductwork. | | | |
| c. Coordinate work around weather conditions to minimize delays. | | | |
| 2. Interior HVAC Work (Weeks 8-9) | 7/26/2025 | 8/9/2025 | 2 weeks |
| a. Demo existing HVAC equipment, wiring, and ductwork. | | | |
| b. Install interior components, including air handlers and ductwork. | | | |
| c. Integrate the new system with the existing infrastructure. | | | |
| 3. Communications Wiring (Weeks 6-8) | 7/13/2025 | 8/3/2025 | 3 weeks |
| a. Demo existing components | | | |
| b. Install interior wiring components | | | |
| c. Integrate new system | | | |
| 4. Testing and Commissioning (Weeks 9-10) | 8/1/2025 | 8/15/2025 | 2 weeks |
| a. Test the system to ensure proper functionality and safety. | | | |
| b. Make any necessary adjustments and obtain final approvals. | | | |
| 5. Project Completion (Week 11) | 8/17/2025 | 8/24/2025 | 1 weeks |
| a. Clean up and restore all construction areas | | | |
| b. Conduct a final walkthrough and handover to the school administration. | | | |
| Construction Schedule | 6/8/2025 | 8/24/2025 | 11 weeks |

Capital Projects Review

The following provides general updates on other capital projects with significant progress.

- **Humbolt**
 - **Humbolt Greenhouse and Chicken Coop:** Conditional use permit notices sent; permits underway. Equipment ordered, site work and installation planned for this summer.
 - **Humbolt Playground Equipment:** Existing equipment demolition begins in July. New equipment arrives around 8/12/24, installation complete before school starts.
 - **Humbolt HVAC:** Project nearing completion. Millburn and SC Electric are planning on voltage conversion in July since power needs to be shut down for about a week. Project on schedule to be completed before school begins in the fall.

- **Grant Union**
 - **GU Window Replacement:** Windows ordered, installation this summer.
 - **GU Student Commons:** Framing, drywall, and painting are complete. Furniture and casework installation next. Awaiting Roundhouse Foundation grant decision for student artwork.

- **Other Active Projects:**
 - **GU PA System:** Installation scheduled for this summer.
 - **Building Access & Security:** New system installed, staff training in progress.
 - **District Maintenance Building:** Permitted and ready for construction this summer.
 - **Early Childcare Learning Center:** CIP/Congressionally Directed Spending request submitted, awaiting budget bill decision later this summer.

Grant School District No. 3

Board Meeting Supplements

Section 5:

Consent Agenda



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

Board Meeting Minutes

Wednesday 04/17/2024 | 7:00PM | Seneca Elementary School

ZOOM IN BY USING THE FOLLOWING ACCESS CREDENTIALS:

<https://us02web.zoom.us/j/2595245851?pwd=ZjFIZ2w2eDNPMMhoT1VtS0wvbk1Mz09>

Meeting ID: 259 524 5851 | Passcode: HelloGSD3

[* = supplement enclosed]

1) **PRELIMINARY BUSINESS:**

- 1.1 Call to order: 7:00PM
 - 1.1.1 Board Attendance: 6 of 7; AC/Zoom; ZB excused
- 1.2 Pledge of Allegiance
- 1.3 Agenda Review
 - 1.3.1 Motion: CL; Second: JT; Unanimous: 6:7

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

- 2.1 Public Forum: 0

3) **SENECA ELEMENTARY SCHOOL | Oregon Trail Event Presentation/Fourth and Fifth Graders**

- 3.1 Blaine James *
- 3.2 Noxi Long *
- 3.3 Avah Snapp *

4) **REPORTS:**

- 4.1 Grant Union Student Body: TBA
- 4.2 Financial/Business Manager/ MJE *
 - 4.2.1 See: Board Meeting Packet – Addendum | Financial Report – March 2024
- 4.3 Report: GU Registration Process including curriculum guide/ JH *
- 4.4 Current Enrollment | Average Daily Membership (ADM) Reporting) as of last day of previous month/ JM *
- 4.5 Current Staffing/JY/jm
 - 4.5.1 GU = 39
 - 4.5.2 HES = 40
 - 4.5.3 SES = 4
 - 4.5.4 HCCC = 8
- 4.6 Administrator’s Reports:
 - 4.6.1 Principal, Jay Hummel | Vice Principal, Andy Lusco | GU *
 - 4.6.2 SpEd Director, Shanna Northway | GU/HES *
 - 4.6.3 Principal, Janine Attlesperger | Humbolt (HES)*
 - 4.6.4 Principal, Janine Attlesperger | Tina McCormick, Head Teacher | Seneca (SES) *

1 | 2024-0417 Board Meeting Minutes
Approval Pending: 05/15/2024; web-posting: 05/16/2024

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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4.6.5 Director, Trina Fell | Humbolt Child Care Center (HCCC) *

4.7 Superintendent's Report/ Superintendent Mark Witty

4.7.1 Five Year Facility Plan/ **Developing a tracking spreadsheet to identify maintenance projects over a 5-year period.**

4.7.2 Staff Contract Negotiations Update/ **Very collegial**

4.7.3 Calendar Committee Update | Qualitative Survey/ **Working with Calendar Committee to develop a proposal based on specifics resulting from the survey given to parents, students and staff.**

4.7.4 Pre-school/Early Learning Update/**Shaun Reynolds, Ontario, OR, will be assisting us with finding grant dollars, and other financial resources for help build our Humbolt Child Care Center into an asset. He will also be assisting by analyzing our pre-school revenue and expenses, to give us feedback on how we can improve the bottom line without raising costs to families. Also working to get a minimum of 4 Pre School Promise slots, while hoping for 10.**

4.7.5 All Staff Appreciation | May 01, 2024 | Requesting (2) Board Members/deliver to schools/ **GU: CL/WB; HES: AC/KB; SES: JT/MW**

5) CONSENT AGENDA:

5.1 Recommend Approving 03/13/2024 Board Meeting Minutes

5.2 Recommend Approving 04/03/2024 (formerly 03/20) WS/SS Board Meeting Minutes

5.3 Recommend Accepting New Hires:

5.3.1 Brad Fuller, Bus Driver 2024/2025 | GSD3

5.3.2 Tonia Humbert, Career Coordinator 2024/2025 | GU

5.3.3 Tia Kastner, Cook's Helper 2024/2025 | GU/HES

5.4 Recommend Accepting Employment Role Transfer:

5.4.1 Anna Field, 7- Grade Math 2024/2025 | GU

5.4.2 Taysha Humbird, Instructional Assistant/Librarian 2024/2025 | HES

5.5 Recommend Accepting Employment Resignations:

5.5.1 Andrea Combs, Volleyball Coach **(from coaching ONLY)** | GU

5.5.2 Kailey Heiple, School Librarian | HES

5.5.3 JoAnn Humphrey, Instructional Assistant | HES

5.5.4 Levi Waterson, Assistant Girls Softball Coach | GU

5.5.5 Natalie Weaver, Nutrition Manager/Head Cook | GSD3

5.6 Approval Consent Agenda (Section: 4): Motion: **JT**; Second: **KB**; Unanimous: **6:7**

5.7 K-12 Science Adoption | Approval to Adopt | Second/Final Reading *

5.7.1 **PK-6/See document enclosed | TWIG as presented**

5.7.1.1 Motion: **AC**; Second: **JT**; Unanimous: **6:7**

5.7.2 **7-12/See Document enclosed | as presented**

5.7.2.1 Motion: **MTA**; Second: **CL**; Unanimous: **6:7**

6) NEW BUSINESS: 0

6.1 < NO TOPICS >

Board of Directors:



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

- 7) **FUTURE CALENDAR DATES | 2024 | ALL Meetings are held at District Office, unless otherwise specified:**
- 7.1.1 04/17 – Board Meeting | 7:00PM | *Seneca Elementary School Gymnasium*
 - 7.1.2 05/15 – Board Meeting | 7:00PM
 - 7.1.3 06/08 – High School Graduation | Time: TBA
 - 7.1.4 06/15 – GU 1964 HS Reunion (also invited: 1961 – 1963 and 1965 – 1967)
 - 7.1.5 06/19 – Board Meeting | 7:00PM

- 8) **BOARD REPORTS:**
- 8.1 **KB:** Echo all other comments/ calendar meeting good/ glad to see employees of the district that were also alumni/ I was an employee of SES/ Thank you to SES for the great hospitality tonight!
 - 8.2 **M.T. A:** Within consent agenda, sad to see Natalie Weaver and Levi Waterson leaving/ Thank you to SES for hospitality tonight!
 - 8.3 **AC:** Happy for the Nugget and praise to the Humbolt Elementary students headed to state for the Oregon Battle of the Books event!
 - 8.4 **CL:** Echo sentiments by MTA
 - 8.5 **ZB:** Not present
 - 8.6 **WB:** Union/Administration staff negotiations easy, candid, cordial conversations, awesome and easy to work with.
 - 8.7 **JT:** Echo sentiments of MTA/ Thank you to Natalie Weaver/ Thanks to Nugget, staff negotiations teams/ thanks SES food (provided by: Seneca PTA) and hospitality!

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

Grant School District No.3 does not discriminate in employment, educational programs and activities, on the basis of race, national origin, color, creed, religion, gender, gender identification, sexual orientation or associational preference, age, disability, veteran status. The District also affirms its commitment to providing equal opportunities and equal access to its facilities. For additional information or assistance contact the District office at: (541)575-1280 | 401 N Canyon City Blvd, Canyon City, OR 97820-6111. For telecommunications relay services for the deaf, hearing or speech impaired call 1(800)735-2900 – thank you!

- 9) **TOTAL IN ATTENDANCE:**
- 9.1 In Person: **17**
 - 9.2 Via Zoom: **11**

10) **ADJOURNED: 7:46PM**

Summary | Read Al:

The meeting began with a sound check and approval of the agenda, followed by a presentation on the Seneca Elementary School Oregon Trail presentation. The meeting also addressed various reports, including financial management, registration processes, and graduation requirements. Enrollment and staffing were discussed, with a focus on the current numbers and trends.

Long-term maintenance planning was emphasized, and updates were provided on staff negotiations and the calendar committee. The meeting also discussed the strategic pursuit of securing preschool promise slots and planning a staff appreciation event. The section concluded with the approval of the consent agenda and expressions of gratitude and acknowledgments from the Board of Directors.

Overall, the meeting reflected a sense of progress and collaboration in addressing various aspects of the educational environment.

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/>

Oregon Trail Journal by Blaine James

April 2, 1854

Today we left Independence, Missouri, and we are heading to Oregon City. I am very sad because I had to leave my best friend behind and my school too. When we got on the road though I started to feel better. As I was walking on the side of the road I was picking flowers for my mom. We traveled like 5 miles when I heard a scream. We stopped and the people who screamed saw a rattlesnake. When everyone was not looking, one person got bit.

July 2, 1854

We finally got to Nebraska! We saw a stampede of bison. Thankfully no one got hurt. My mom said that there would be 100 more miles till we get to Fort Kearny. I feel like it will take forever. On the way to Fort Kearny we saw a lot of wolves and they attacked the oxen.

October 2, 1854

We have finally made it to Oregon! We were met by family that had already moved here. I knew Oregon would be different because my grandma sent us letters telling us about it, but I wasn't expecting everything to be so green. I'm looking forward to settling here.

Oregon Trail Journal by Noxi Long

Thursday, April 13, 1845. We set off on the Oregon trail today. We are leaving from Fort Kearny, Nebraska. Ma isn't too happy, but pa and I think it will be an exciting opportunity. I'm a little afraid because I have never moved before but I don't think it will be too bad. My brother doesn't really have an opinion. He just does whatever pa says. I'm sad to be leaving all of my friends. I hope that they will join us in a few years. I hope I'll meet a few new friends on the trail.

Sunday, July 10, 1845. We are about halfway to Oregon. We are at Fort Laramie, Wyoming. A few things have happened. A little girl died from cholera two weeks ago. One of the wagons fell off of a cliff when we were passing through the mountains. We got really scared when a stampede happened. Luckily, they didn't run over the camp and most of us are safe. One toddler ran out into the stampede. Her dad tried to save her but they both ended up dead. It's sad that it happened but I know that things like this happen.

Tuesday, October 20, 1845. We just got to Oregon and it is so very beautiful. The trip here was hard and tiring and lots of people died but it was worth it. It was so green and bright. I don't know why I was scared. My brother got sick after two months on the trail but he survived. I love our new home in Oregon.

Oregon Trail Journal by Avah Snapp

May 6, Spring 1845 - me and my family set out on the journey to Oregon. It took a long time packing everything but we did it. Then we set off about 12:00, we left from Fort Kearny, Kansas and we're taking the Old Oregon Trail. We are all sad to leave our house behind. Especially me because I spent all of my 10 years in that house. My mom said not to worry because we will get a new and better house in Oregon.

July 23, Summer 1845 - 12 miles today. We're about half way to Oregon. Tonight we made a corral with our wagons. My dad said to pack buffalo chips for the fire. I'm sad about my friends because some of them have died, like Lily Isaac. She was my friend from home. She died because of water hemlock. She was making a salad for her family but when she tasted it she was paralyzed. Minutes later she wouldn't say anything. The day after that we were saying goodbye to her grave and on the trail again. I was so sad because we didn't even do a prayer. Her parents were crushed, they didn't want to keep going but they had to. My other friend was Suzie. She died from drowning when we crossed our first river. Three wagons fell but the rest made it.

October 15, 1845- we traveled about 16 miles today and we made it to Oregon! It took a long time but we finally made it. It's so much greener here in Oregon than home. Our oxen almost gave up on the last few days but they pushed through it like all of us who made it. Lily's parents split off to California to look for gold but a lot of wagons kept their journey to Oregon. Our new house is so much bigger than our house back home. We started filling our house with all of our things we packed. I'm so happy we went to Oregon.

Pre-Registration Nights

Grant Union Parents and Students

Monday the 22nd - Next year's 9th and 10th graders.

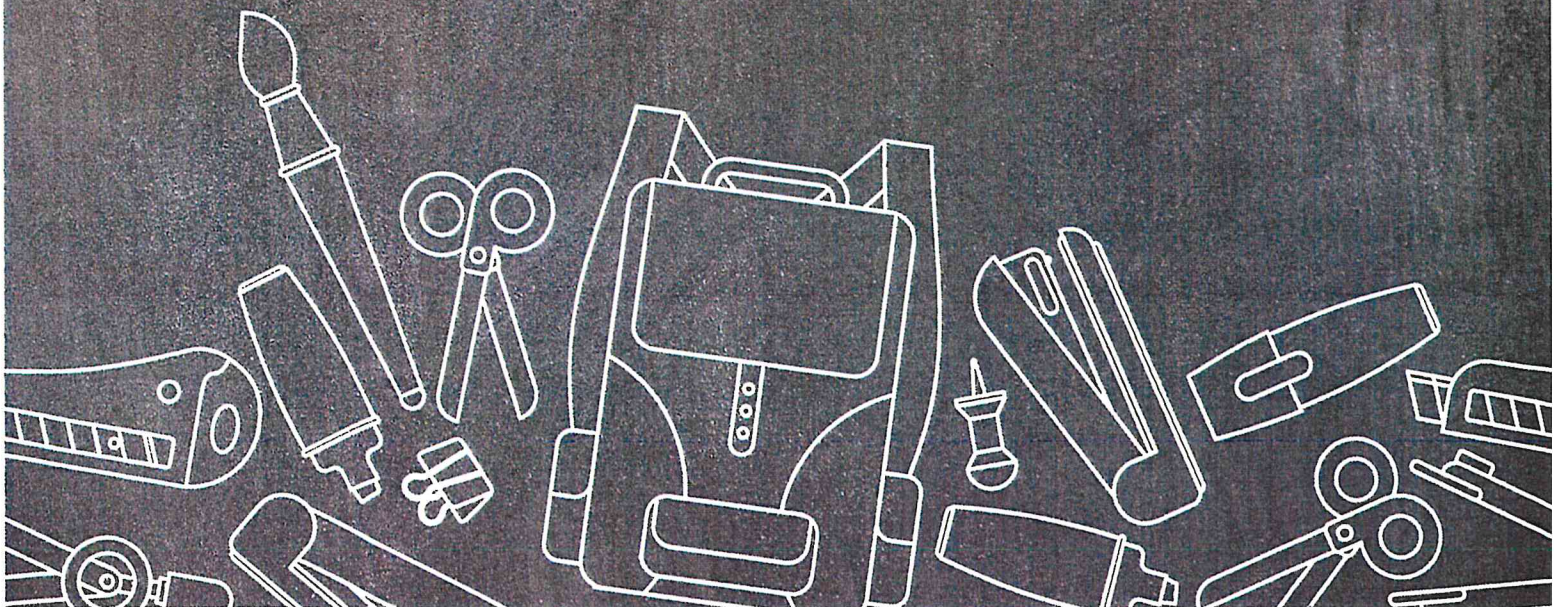
Tuesday the 23rd - Next year's 7th and 8th graders.

Wednesday the 24th - Next year's 11th and 12th graders.

It's really important we know what classes you want.

*If you have a conflict with the night we have planned for your child, attend the night that works best for you.

*If you can not attend any of the evenings, please call the school (541-575-1799), and make an appointment.



Grant Union Jr/Sr High School

Where Your Future Begins!



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Mission Statement:

Our Prospector Promise:

A place for *every student* to feel supported,
achieve *success*, and learn *respect*.

Vision Statement:

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

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.

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

District Goals:

Goal I: Recruit, train, and retain staff able to implement, adjust and achieve excellence!

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

Goal III: Positive perceptions, community ownership, and support for our district's facility improvement.

Educational Pathways

The goal of Grant Union Junior/Senior High School is to prepare our students for their future. We want to offer all of our students the opportunity to plan, grow, and succeed in the future that they choose. We are proud to offer different pathways that help individualize a student's high school experience and prepare them for the future that they choose. Whether you are planning to go to college, enter a technical school, or apply for a job it is important to build your path to fit your goals. Grant Union is excited to offer our students a variety of pathways to earn their high school diploma. We currently have three options; In-Person, Hybrid, and Online.

In-Person

This is the traditional model of classes, daily in-person learning. Our teachers provide a hands-on engaging educational experience. Grant Union offers a wide variety of classes in our building to meet the needs and interests of our students. Our courses are listed in the course catalog.

Online

The online model consists of classes that are offered through an online platform. Students are able to access high school level and college level courses. Students can work on their coursework independently or come to school to an online support teacher to get assistance with coursework.

Hybrid

The hybrid model consists of a mix of online classes and in-person classes.

Graduation Requirements

A student must earn a minimum of 24 credits in order to graduate from high school. Half of a credit is earned each semester. A credit is earned for each one-year course meeting for one class period that is completed with a passing grade.

The following courses must be included in these credits according to ODE :

| Subject Areas | Requirements | Notes (See subject area pages for more information) |
|--|---|---|
| <u>Language Arts</u> | 4 credits | The graduation requirement for "English Language Arts" was revised to "Language Arts" with the passage of <u>Access to Linguistic Inclusion</u> in 2021 |
| <u>Mathematics</u> | 3 credits | Must be Algebra I and above Courses aligned to the adopted Algebra, Geometry, and Data Reasoning standards meet this requirement |
| <u>Science</u> | 3 credits | Must include Scientific Inquiry and Lab Experiences as outlined in the standards Lab experiences can take place outside of school, in field-based experiences |
| <u>Social Sciences</u> | 3 credits | Must include at least 0.5 credit from Civics and inclusive instruction in Tribal History/ Shared History, Holocaust/ Genocide, and Ethnic Studies, starting with students graduating in 2026 |
| <u>Health</u> | 1 credit | |
| <u>Physical Education</u> | 1 credit | |
| <u>World Languages</u> <u>Arts</u> <u>Career and Technical Education</u> | 3 credits | Credits may come from any of these content areas |
| Personal Financial Education | 0.5 credits | This requirement begins in January 2027. |
| Higher Education and Career Path Skills | 0.5 credits | This requirement begins in January 2027. |
| Electives | 5 credits *6 credits for 2025 and 2026 | Beginning in 2027, 5 credits of electives are required. |
| Total | 24 Credits | |

<https://www.oregon.gov/ode/students-and-family/OregonDiploma/Pages/default.aspx>

Grade Point Average

| Mark | Normal | Weighted |
|------|--------|----------|
| A | 4.00 | 5.00 |
| B | 3.00 | 4.00 |
| C | 2.00 | 3.00 |
| D | 1.00 | 2.00 |

*These are used for GPA calculations.

Class Rank

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 in Class Rank.

Valedictorian and Salutatorian

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. To be eligible for Valedictorian and Salutatorian a student must be enrolled full-time at GU for their entire senior year. Early graduates will be eligible for Valedictorian and Salutatorian in the year they qualify for a diploma.

Preparing for the Future

Admission to a college, community college, or trade/technical school is generally selective and on a competitive basis to meet enrollment quotas. The following factors are weighed carefully in determining each candidate's qualification for admission: high school achievement, measured academic aptitude, effective participation in extracurricular activities, travel, community service, initiative, and responsibility as well as other academic experiences that might reflect personal

maturity. Evidence of constructive contributions to home, school, and community life are also taken into consideration.

Our district has set a goal for every student to have a student success plan in place. This will include a tracking system for extracurricular activities, community service, any awards they receive, clubs that they participate in, and any sports they participate in.

How Best to Earn Scholarships

1. Become a well-rounded student. Be as actively involved in academic, extracurricular, and service-oriented activities as possible.
2. Beginning your freshman year, keep a log or resume of all your awards, activities, and community service hours.
3. Prepare a one-page essay that outlines your educational and career goals

Honors Classes

At Grant Union honors classes are more academically challenging; students who enroll in honors typically receive more academic recognition and use this to help them secure scholarships and entrance to their target college. Regular high school classes, also called on-level standard, or college prep courses, suit the needs of the average, typical high school student. Regular high school classes meet state requirements for learning and are taught at a difficulty level that is suitable for college-bound students.

From a historical perspective, honors coursework implied demanding coursework at an accelerated pace with a greater degree of independence. At Grant Union, honors classes are open at an accelerated pace with a greater degree of independence and requires a higher level of interaction with materials. Requiring students to not only accelerate through the material but apply, analyze, synthesize and evaluate those materials at a higher level. At Grant Union, honors classes are open to all students: however, students must meet with the teacher before enrolling in an honors class.

*Honors class standards and content may vary greatly depending on the teacher and the content area.

Key Characteristics of Grant Union Honors Classes:

- Students in honors classes are expected to put in extra effort, such as additional studying preparation, and may be required to present/perform to a third party.
- Some classes may require honors students to participate in additional projects like science fairs, art exhibitions, or history events
- Some honors classes may culminate in an industry-recognized certification or micro-credential

HONORS DIPLOMA

August 25, 2023

High-achieving students may want to consider pursuing our Honors Diploma. The Honors program can be very influential with college admissions and scholarship committees. Sophomores and incoming freshmen interested in this option should meet with the counselor.

Required

Must have a cumulative, unweighted GPA of 3.25 or above

The Valedictorian/Salutatorian must be Honor Grads

Must take 9 credits from the honors list

Senior Project requires 20 additional hours outside normal class time.

Four extra-curricular activities

Must take at least 1 course from 4 of the 7 disciplines

CLASSIFICATIONS FOR HONORS

- All honor classes will present a culminating project with a third-party adjudicator.
- Earning credit in a college-level course of 100 or above (English 105 Pre-College Level)
- Students will be expected to complete additional coursework beyond the normal course.
- Each presentation or project must go through an approval process before the onset of the project

Grant Union High School Honors Diploma Honors list:

All 100-level and above college courses, this excludes virtual high school courses.

Language Arts: English IA Students participating in honor credit will have all of the same workload as the rest of the class. In addition, students will write, draft, and revise a narrative set in the past, with a complex theme developed over the course of the narrative. Students will need to conduct research about the time period they have chosen and develop their story based on their chosen theme. All honor students are expected to demonstrate academic excellence in *all* work they turn in, *English IIA students* will be required to take and pass an English Language Proficiency Exam by the end of the 3rd quarter. *American/British Literature A students* will have to create, draft, and revise an Opinion Piece on an approved subject—research will be involved along with thoughtful, critical analysis of the subject; this paper will be presented. *Literature of a Genre students* will collaboratively build a short story, of a minimum of 10 pages, for presentation to a publisher. Publishers include, but are not limited to: Oregon Quarterly, Portland Review, Oregon East, etc.

Social Studies: **Economics with senior project** either a Service-Oriented Strand Students choosing this strand will devote a minimum of 20 hours toward a community service project. Self-Development Strand Students choosing this strand will spend a minimum of 20 hours working to develop a new skill and demonstrate it; to construct or to create something they have never had the skill-base or knowledge to do before. **Modern World History** with a research/ interview project. **Government** with Semester-long capstone research project.

Mathematics: Algebra II, Pre-Calculus, and Calculus

Science: Biology I with a research project and presentation, Advanced Biology II or III w/college credit, Physics w/research project, or college credit, Chemistry I w/research project and presentation, or college credit, and Advanced Chemistry II, Anatomy w/college credit or research project and presentation.

Foreign Language: Spanish III A with a research project and presentation.

Fine Arts: Band and Choir with two years of Honors level courses to include two outside adjudicated events per year with a practice requirement as stated in the syllabus and full participation in class performances. Visual Arts: Advanced Art placement and students are required to participate in a minimum of 2 juried shows or competitions beyond the local exhibitions. Possible shows would include but are not limited to the following: EOU Eastern Oregon Regional High School Exhibition, Oregon Region 3 Congressional Art Competition, Scholastic Art Competition, Oregon Junior Duck Stamp Competition, etc.

Industrial/Technical/Vocational:

AUTOMOTIVE CTE: Students who complete Autos I, II, and Advanced Autos with an A will be eligible for one honors Credit.

Agriculture CTE: Students who complete at least three years of Ag and meet the minimum requirements for the State FFA degree, which are as follows:

1. Have received the Chapter FFA Degree
2. Have been an active FFA member for at least 2 years (24 months) at the time of receiving the State FFA Degree.
3. While in high school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agriculture education at or above the ninth-grade level, which includes a supervised agricultural experience.
4. Have earned and productively invested at least \$1,500 or unpaid placement hours, times a factor of 3.56, plus actual dollars earned and productively invested must be equal to or greater than the number of 1,500. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree. A minimum of 500 hours must be worked in the last two years, regardless of the type of SAE project.
5. Demonstrate leadership ability by:
 - Performing 10 procedures of parliamentary law.
 - Giving a six-minute speech on a topic relating to agriculture or FFA.
 - Serving as an officer, committee chairperson, or participating member of a chapter committee.
6. Have a satisfactory scholastic record as certified by the local agricultural education instructor and the principal or superintendent. Must have an accumulative GPA of 2.0 as of December 31st of the year applying. GPA is based on the last term/semester completed.
7. Have participated in the planning and completion of the chapter's program of activities.

8. Have participated in a total of 30 activities with at least five FFA activities above the chapter level. Chapter meetings do not count. Example: The same activity completed for 3 years, counts as 3 activities.
9. Have participated in a minimum of 10 school and/or community activities. Example: The same activity completed for 3 years, counts as three activities.
10. Completed at least 25 hours of community service in a minimum of two different activities. All hours are cumulative, i.e. – the 10 hours used to obtain the Chapter Degree can be used towards the State Degree. The community service hours must be in addition to the hours spent on paid or unpaid SAE projects. The hours cannot serve a dual purpose in fulfilling both community service and SAE requirements.

Business/Computers CTE: Students participating in a Business Honors Diploma will meet a requirement of three years in a business class and receive an A in those classes. Students will also be a member of FBLA and compete at the regional level. The regional FBLA competition is one time per school year. Students are also encouraged to make it to the state level of competition and hold an officer position within FBLA.

Required

Must have a cumulative unweighted GPA of 3.25 or above

Must take at least 1 course from 4 of the 7 disciplines

Must take 9 credits from the honors list

The Valedictorian/Salutatorian must be an Honor Grad

Four extra-curricular activities

College Classes

Taking a college-level course in high school is a big commitment. College courses are more difficult and often require more work than regular honors courses. You will be responsible for asking for help when needed and communicating with college instructors. Students are able to take no more than 36 quarter college credits each school year; these credits will be paid for by Grant Union. However, 36 college credits is a full-time college student. Most students take a combination of high school classes and college courses. Together these can not add up to more than full-time enrollment at Grant Union.

Students will need to complete the Grant Union Dual Credit/ College Course student contract. This contract ensures the student has committed to this higher-level class and that the school has records of what the student is taking and from where. Any student who wants to take 2 or more college courses must meet with the administration before enrollment to discuss:

1. Workload, we want to ensure that the student is not overwhelmed by the number of courses they are taking or the workload that is associated with those classes.
2. Cost, the district will pay for 36 quarter college credits per year, as long as it does not exceed the maximum enrollment hours. Courses must be taken during the school day and during the normal school year. Summer college courses will not be paid for by the district.

| College and High School Classes | |
|--|-------------------------------------|
| Grant Union | College classes |
| 7 | 0 |
| 6 | 1 class or up to 12 quarter credits |
| 5 | 2 class or up to 24 quarter credits |

Any student who wants to take 2 or more college courses must meet with the administration before enrollment

Dual Credit Courses

What are they?

These courses are sufficiently similar to a college class to be accredited through a college/university to earn a postsecondary credit. The class is taught by a qualified high school teacher acting as a proxy faculty member for the college or university. Students receive both college credit on their college transcript and high school credit for these courses. Dual credit classes grading policies are left to the discretion of the teacher. In most circumstances, Grant Union will pay for these classes.

CTE Classes

(Career Technical Education)

Career and Technical Education (CTE) embraces education, passion, and curiosity to fuel the future for Oregon students. CTE programs use 21st century technology to support students in acquiring technical skills, professional practices, and academic knowledge critical for career success in high-wage, in-demand careers. Grant Union Jr/Sr High school has CTE courses in Business, Automotives, and Agriculture. We are working on building class options in Wood/Construction and Health Occupations.

Business/Computers CTE:

Through a project based learning approach, our business program aims to provide students with a foundational understanding of business principles and practices. This includes coursework in introductory business, computer applications, entrepreneurship, social media marketing, digital design, sports and entertainment marketing, and business communications. The program combines classroom instruction with hands-on learning experiences, such as simulated business

projects, to help students develop practical skills and prepare for careers in business. In Pro Printing, our student lead print shop designs and customizes t-shirts, posters, and buttons. FBLA is an integral part of this program. This club meets weekly and competes at regional, state, and national levels.

The Grant Union Business CTE program has the vision of adapting to the evolving needs of the business world and equipping students with the skills and knowledge necessary for success in a rapidly changing global economy. This vision includes increasing the hands-on experiences students have such as more offerings of simulations, new equipment in the Makerspace, and more interaction with current business leaders in our community and throughout the industry. Students will have the ability to get their digital marketing certification.

Health Science

Through hands on learning approach Health Science introduces students to different healthcare occupation opportunities through computer-based teaching followed by supervised hands on skills labs performed by the students. Health concepts build on each other to get to a skill-based lesson that ties learning concepts together. As the students begin putting together learning concepts the goal then becomes to advance that knowledge into job shadows at their specific level of interest within the community.

To continue to expand the learning of students who are certain of their career path we then transition that students from broad healthcare learning of 18 different healthcare occupations to more specialized in their field. These classes would be sports medicine, medical terminology, dental assistant, medical assistant, etc. Students can graduate from High School with multiple electives that are directly related to their area of interest.

Agriculture

For students to get the full experience of an Agricultural Science and Technology program it is vital that they are involved in three integral parts; classroom learning, SAE, and FFA. Based on their interests and career goals, students should choose their SAE and FFA activities with guidance from their parents and AST instructors. The AST program is a year-round educational concept.

All students involved in the Ag science and technology program will be required to participate in classroom instruction, FFA, as well as have an SAE project.

Need Descriptions

Automotive

Wood/Construction

Early Graduation

A student who wishes to graduate from high school in less time than the ordinary grade 9-12 sequence of semesters must request permission from the school administration to complete the graduation requirements on an altered schedule. The student and his/her parents will consult with the high school guidance personnel to develop a graduation plan. Their intention to accomplish this plan will be stated in writing to the principal.

Add/Drop Classes

For all In-Person, Hybrid, and Online

For the first semester there is a **two week** add/drop period once classes start for schedule changes. This includes changing from in-person to online or online to in-person. For the second semester, course changes must occur prior to the first day of classes. To avoid receiving a failing grade for not meeting these timelines students must successfully enroll in another class. Consequences for not meeting these timelines will result in a Drop F. Any and all exceptions to this policy must have administrative approval.

College Classes

The college Add/Drop and Withdraw policy is dependent on the college that you are taking classes through. Students need to make sure they are familiar with the policy of the school they are taking courses through.

Clubs and Activities

Students are encouraged to participate in school activities as Grant Union offers many clubs and sports programs. When participating in these activities, all school rules apply including dress code, code of conduct, and transportation. Many of these activities happen in our community, and it is important to always represent Grant Union with the highest of honor. Home school students are welcome to participate in sports. Home school students who are taking one or more classes at Grant Union may fully participate in Grant Union activities. They may participate in activities; however, they may not represent the school on courts or committees.

Frequently Asked Questions

1. If I am struggling with a class at school, who do I speak with?

- a. In-Person- If you are in person and struggling with classes, your first step to getting the help you need is to communicate with your teacher. For class content, teachers are the best resource to get you the assistance that you need. If you are still struggling after communicating with your teacher then you should come to the school career coordinator.
- b. Online classes- If you are struggling with a class that is on an online platform such as Edmentum, then you will need to talk to the online teacher or advisor. If you are working from home independently, please call or email. If you are struggling with a Google classroom class that has a teacher proctoring the class, you need to email that teacher. In that email, you may cc Grant Union's online teacher.
- c. College Classes- If you are struggling with a college class, you need to email your professor. Even if you think it is something small, if you don't understand or are struggling with an assignment, email the professor. At this time you might schedule a virtual meeting with them, so you can talk over the problem and receive the assistance that you need.

In all cases, there is help available! Please follow the first step outlined above. If you are still struggling to seek out a trusted adult at the school (Career Coordinator, administration, favorite teacher, etc...) and they will help you get on track. Please do not avoid finding help.

2. What if I want to form a new club?

If a student wants to form a new club they definitely can go through that process. This process begins by going to the office and requesting a "Creating a New Club/Proposal" form. This form includes the steps required to start a new club. One of the most important steps is finding a potential sponsor. This sponsor will be an adult who is willing to supervise and work with the new club.

3. Can I take college classes in the Spring term?

You can take college classes spring term; however, if you are a senior those classes will not finish until after graduation.

4. Can I take classes over the summer?

We offer credit recover classes over the summer. There are times that students struggle during the school year and need to make up a credit or partial credit that was lost during the year. Students will be contacted and offered the opportunity to earn credits back.

5. Can I take college classes or summer classes to get ahead?

At this time Grant Union will not be offering summer classes to moved ahead in your course work.

If you would like to take college course on your own that is definitely an option but it will not be put on your high school transcript and it will not be paid for by the school district.

6. What is National Honor Society? How do I qualify for it?

Course Catalog

English Language and Literature

311 ENGLISH 7 (01035)

Required: one year

Prerequisite: None

Grade: 7

English 7 covers areas of literature, grammar, vocabulary, spelling, and writing. Students will study a wide variety of literary types, including poetry, drama, short stories, and nonfiction. They also practice writing and speaking for different purposes and audiences, and engage in a general study of the English language. English 7 is specifically designed to develop students' critical thinking and communication skills.

310 ENGLISH 8 (01036)

Required: one year

Prerequisite: English 7

Grade: 8

The focus of English 8 is to build on students' knowledge and help them blossom as thoughtful readers and clear, effective writers. Students learn how to read critically, analyze texts, and cite evidence to support claims. Students sharpen their vocabulary, grammar, and listening skills throughout the course. Students also routinely write responses to texts they have read, and students are exposed to many forms of text, reading skills, vocabulary, writing techniques, and grammatical concepts. Students will be guided to further develop their critical thinking and analytical skills.

301 ENGLISH I (01001)

303 HONORS ENGLISH I (01001)

Required: one year

Prerequisite Honors: Teacher Meeting

Grade: 9

The focus of English 1 is developing students' skills in reading, writing, speaking, and listening. Students will participate in a diverse range of writing activities, assignments, and projects to strengthen their communication skills and develop confidence in their voice as writers. The course is designed to expose students to many forms of text, reading skills, vocabulary, writing techniques, and grammatical concepts. We will work together to develop the ability to understand texts and think abstractly about concepts.

304 ENGLISH II (01002)

305 HONORS ENGLISH II (01002)

Required: one year

Prerequisite: Honors English I teacher recommendation + summer reading assignment

Grade: 10

This course is designed to instruct the student in the basics of composition, speech, and literature. Composition will focus on grammar, vocabulary, and spelling as well as sentence, paragraph, and essay construction of materials and informative and persuasive techniques. The literature will cover all types including poetry, short stories, novels, and drama with emphasis on comprehension. Informative and impromptu speeches are also covered.

317 BRITISH LITERATURE (01052)

320 HONORS BRITISH LITERATURE (01052)

Required: one year

Prerequisite: Honors English I/II teacher recommendation + summer reading assignment

Grades: 11/12

English/Literature (juniors and seniors) courses are designed for juniors and/or seniors and emphasizes comprehension, discernment, and critical-thinking skills in the reading of texts and literature. These courses introduce and explore more advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments are required as an additional method to develop and improve critical thinking and analytic skills.

British Literature courses may provide a survey of British literature or may focus on a selected timeframe of England's history. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the selected works and as they understand how the literature reflects the society of the time. Oral discussion is an integral part of literature courses, and written compositions are often required.

318 AMERICAN LITERATURE (01052)

321 HONORS AMERICAN LITERATURE (01052)

Required: ELECTIVE

Prerequisite: Honors English I/II and Teacher recommendation +

Grade: 11/12

American Literature emphasizes comprehension, analysis, and synthesis in reading and writing about works by British and American authors. Students will comprehend, analyze, and synthesize a variety of texts, expand vocabulary, analyze rhetorical situations in which writing was produced, and write appropriately and effectively based on the rhetorical situation. We will do several novel units as well as read short stories, poems, plays, and informational texts.

Honor Students

Students participating in honor credit will have the same workload as the rest of the class. In addition, students will have to create, draft, and revise an Opinion Piece on an approved subject—research will be involved along with thoughtful, critical analysis of the subject. This paper will be presented. Honor students are expected to demonstrate academic excellence in *all* work they turn in.

325 LITERATURE TO GENRE (0000)

Required: ELECTIVE

This course has the same aim as general literature courses (to improve students' language arts and critical-thinking skills) with a specific focus on short stories and films. By the end of this course, students will be able to determine the underlying assumptions and values within a text and film. Additionally, they will also examine the structure, techniques, and intentions of short stories and film. An emphasis on oral discussion will be applied. Additionally, written texts will be prioritized.

Honor Students

Students participating in honor credit will have the same workload as the rest of the class. In addition, students will collaboratively build a short story, of a minimum of 10 pages, for presentation to a publisher. Publishers include, but are not limited to, The Masters Review, Portland Review, Oregon East, etc.

Mathematics

200 MATH 7 (02037)

Selective one year

Prerequisite: elementary math skills/placement

Grades: 7

Math 7 is structured to continue concepts from 6th grade and to transition into the secondary system. Basic math operations are essential, as well as an emphasis on student responsibility and common core state standards. Pace is set to try to cover as many concepts as possible to prepare for algebraic thinking. Opportunities for performance tasks will be given. Students will learn concepts to be successful in Pre-algebra the following year.

201 Pre-Algebra (02051)

Selective one year

Prerequisite: Math 7 or TAG/Staff Placement

Grades: 7, 8

Pre-Algebra courses increase students' foundational mathematics skills and prepare them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.

215 GEOMETRY (02072)

Selective one year

Prerequisite: Pre-Algebra

Grades: all 9th graders

Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

203 ALGEBRA I (02052)

Selective one year

Prerequisite: pre-algebra, or by test placement

Grades: 9, 10, 11, 12

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first-degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

203-1 APPLIED ALGEBRA (02055)

Selective: one year

Prerequisite: Algebra I and Geometry

Transition Algebra courses review and extend algebra and geometry concepts for students who have already taken Algebra I and Geometry. Transition Algebra courses include a review of such topics as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first-degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios.

209 ALGEBRA II (02056)

Elective one year

Prerequisite: Geometry or Consent

Grades: 10, 11, 12

Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher-degree equations; and operations with rational and irrational exponents.

211 PRE-CALCULUS (02110)

Elective one year

Prerequisite: Algebra II

Grade: 11, 12

Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Mathematic Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses, and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

212 CALCULUS (02121)

Elective one year

Prerequisite: Pre-Calc. and Consent

Grade: 12

Calculus courses include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of pre-calculus topics (some combination of trigonometry, elementary functions, analytic geometry, and mathematic analysis).

795 MATH LAB SE (02039)

Grades: 7-12

The math instruction provided in this class will be dependent on the student's Individual Education Program, (IEP). The students that are in this class will receive instruction in a small group setting. Students will be graded based on progress toward their individual IEP goals and objectives.

Mathematics—General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Mathematics, early childhood education through grade 8).]

Life and Physical Sciences**104 SCIENCE 7 (03237)**

Selective one year

Prerequisite: None

Grade: 7

Science (grade 7) courses build on previous years of scientific inquiry and typically include subject matter from several strands of science, including earth sciences, physical sciences, and life or environmental

sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 7.

105 SCIENCE 8 (03238)

Selective one year

Prerequisite: None

Grade: 8

Science (grade 8) courses focus on earth and space science but include subject matter from several strands of science, including physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 8.

102 PHYSICAL SCIENCE (03159)

Selective one year

Grade: 9

Physical Science courses involve study of the structures and states of matter. Typically (but not always) offered as introductory survey courses, they may include such topics as forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions.

106 BIOLOGY (03051)

106A HONORS BIOLOGY Research project required for Honors

Selective one year

Prerequisite: Physical Science or consent

Grade: 9, 10, 11

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy. In order to receive honors credit, the student must participate in the science fair as well as complete additional assignments as designated by the instructor.

110 HONORS BIOLOGY II/III (03052)

Elective one year

Prerequisite: Biology

Grades: 11, 12

College credit is required for Honors EOU (Bio 101, 102, 103, 104).

An advanced course in Biology for those particularly interested in the field or who are college-bound. Course content alternates from year to year and may be repeated for credit. One year emphasizes botany, zoology, animal anatomy and physiology, and ecology. The emphasis in the alternate year is on cell biology, biochemistry, genetics, evolution, classification, and microbiology. Students complete a number of inquiry labs that involve library research, experimental design, data collection and presentation, and analysis and interpretation. An in-depth research project is required. This course is reading intensive and may be taken for college credit through

111 CHEMISTRY I (03101)

111A HONORS CHEMISTRY

Elective one year

Prerequisite: Phys. Sci., Taking/ have taken Algebra II

Grades: 11, 12

REQUIRED FOR HONORS: College Credit Available Through EOU CHEM 101 or Research Project

Chemistry is the study of the composition, properties, and behavior of matter. Equivalent to a college Chem 101, the course includes an in-depth study of atomic theory, bonding, and chemical reactions, stoichiometry, kinetic theory, solutions, energy, and acid/base theory. Students will use knowledge and skills in experimental design, library research, data presentations, and analysis to complete various lab projects.

112 HONORS CHEMISTRY II

Elective one year

Prerequisite: General Chemistry

Grades: 11, 12

REQUIRED FOR HONORS: College Credit Available Through EOU CHEM 102 or Research Project

Chemistry is the study of the composition, properties, and behavior of matter. Equivalent to a college Chem 102, the course includes an in-depth study of atomic theory, bonding and chemical reactions, stoichiometry, kinetic theory, solutions, energy, and acid/base theory. Students will use knowledge and skills in experimental design, library research, data presentations, and analysis to complete various lab projects. Lab Components will be required.

115 APPLIED SCIENCE (03201)

Selective one year

Grades: 11/12

The specific content of Integrated Science courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use appropriate aspects from each specialty to investigate applications of the theme.

113 PHYSICS (03151)

113A HONORS PHYSICS RESEARCH PROJECT REQUIRED

Elective one year

Prerequisite: Taking/ have taken Pre-Calculus

Grade: 11, 12

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

120 HUMAN ANATOMY (03053)

120A HONORS HUMAN ANATOMY RESEARCH PROJECT REQUIRED

Elective one year

Prerequisite: Biology or Life Science

Grade: 11, 12

Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

Social Sciences and History

WORLD HISTORY 7 (04437)

Required one year

Prerequisite: NONE

Grade: 7

7th Grade World History Global Studies is a study of world regions, cultures, and global issues that will help students develop research, writing, and analytical skills. The purpose of Global Studies is to give students an understanding and appreciation of major geographic and cultural areas of the world and the issues and challenges that unite and divide them. The essential social sciences concepts and skills in this course provide a foundation for continuing study in social sciences. The areas of study will include Europe, Latin America, the Middle East, Africa, and Asia. In each area, an emphasis will be placed on regional characteristics, challenges, and cultural heritage. Students will be expected to understand global interdependence as it relates to culture, resource management, conflict, and human rights. Moreover, students will explore the relationship between diverse cultures and the world in which they live. Students will read, write, discuss, analyze, and take positions on multiple topics to frame and defend arguments. Students will use a variety of print and non-print sources to analyze and suggest solutions to real-world problems and to analyze environmental and societal issues. Students will develop critical thinking, writing skills, and perspectives to better understand the world around them.

US HISTORY 8 (04438)

Required one year

Grade: 8

8th-grade US History is designed to increase student knowledge of American history and culture. The course has several units of study from the roots of American History through Reconstruction.

Unit 1- Origins through 1750

Unit 2- Revolution, Constitution, and War of 1812

Unit 3- Causes of Civil War, Westward Expansion 1816-1850

Unit 4- Civil War and Reconstruction

401 MODERN WORLD HISTORY (04053)

Required one year

Prerequisite: None

Grade: 9, 10

Modern World History exposes students to significant events in human history. Students will study world history from the Enlightenment and Revolution to the present day including Ethnic studies, Geonocide and the Holocaust . The cause-and-effect aspects of history and the relationship of the past to the present are emphasized in this course. Students will develop critical thinking skills and analyze primary sources in investigating history from multiple perspectives. Students will complete document-based questions/ essays (DBQ), participate in simulations, and present information to their peers in formal presentations.

404 U.S HISTORY (04103)

Required one year

Prerequisite: None

Grade: 10, 11

Modern U.S. History courses examine the history of the United States from the Civil War or Reconstruction era (some courses begin at a later period) through the present time. These courses typically include a historical review of political, military, scientific, and social developments.

412 GOVERNMENT (04151)

Required one semester

Grade: 12

U.S. Government/ Civics—Comprehensive courses provide an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.

406 ECONOMICS (04151)

Required one semester

Grade: 12

This course is designed to provide students with an understanding of how a society organizes its limited resources to satisfy unlimited wants, Globalization, the Stock Market, Contemporary Economics, and Personal Finance.

Fine and Performing Arts

550 CHOIR/VOCAL ENSEMBLE (05111)

Elective one year

Prerequisite: Consent of instructor

Grade: 7, 8, 9, 10, 11, 12

Vocal Ensemble courses help students develop vocal techniques and refine their ability to sing parts in small ensembles (e.g., madrigal, barber shop, gospel). Course goals may include helping students develop their solo singing ability and emphasize one or several ensemble literature styles. These ensembles may include both instrumental and vocal music.

551 HS BAND -SYMPHONIC BAND (05101)

Elective one year

Prerequisite: Consent of instructor

Grade: 8, 9, 10, 11, 12

General Band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety of concert band literature styles. These courses may emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern).

552 MS BAND CONCERT BAND (05102)

Elective one year

Prerequisite: Consent of instructor

Grade: 7, 8

Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances.

554 ART 7 & 8 (05187)

Elective 1 year

Prerequisite: None

Grades: 7

Art (grade 7) These courses provide students with activities that foster creative expression, develop problem solving skills through artistic endeavor, and appreciation of the work of artists and craftspeople. Activities may include projects that enable students to develop skills, increase their artistic vocabulary, express themselves, make connections to other content areas, develop their own aesthetic, and strengthen their problem solving abilities. Projects typically involve drawing, painting, sculpture, clay, fused glass, weaving or macrame, paper crafts, etc.

556 ART I (05154)

Elective 1 year

Prerequisite: None

Grades: 9, 10, 11, 12

Visual Art— The students will have the opportunity to explore several art forms including drawing, painting, clay, fused glass, etc. while creating individual works of art. Initial courses emphasize learning and applying the vocabulary of art and design. Students will learn skills in problem solving and trusting the creative process, using their imagination to visually communicate. Course covers the art vocabulary,

materials, mediums, and processes of different art forms.. Art courses encourage students to refine their skills through the creative process while also developing their own artistic styles.

553 ART II (05155)

Elective 1 year

Prerequisite: Art I

Grades: 10, 11, 12

Visual Arts— More skill development for drawing, painting, printmaking, fused glass, clay, fiber arts, other sculptural mediums, etc.

These courses provide a foundation in using a variety of art mediums and techniques. These courses typically include applying the elements and principles of art and design. Art courses encourage students to refine their skills through the creative process while also developing their own artistic styles. It is a place to relax and be creative. Courses may also include the study of Art History topics such as major artists, art movements, and styles.

555 Adv. Art and/or Independent Art

Elective 1 year or semester

Prerequisite: Art II or instructor permission

Grades 10,11,12

Visual Arts- Continue skill development in various mediums and techniques. Chances to work with new materials not covered in previous classes or more advanced processes in chosen art forms. It is a place to relax and be creative. Courses may also include the study of Art History topics such as major artists, art movements, and styles.

319 Drama

Elective 1 year

Learn stage craft whether portraying characters on stage or working in the background to make the productions perfect. All skill levels and abilities are welcomed to participate in this class and plays.

Physical Health and Safety Education

504 MS PE (08037) (08038)

Required one year

Prerequisite: None

Grades: 7, 8

Physical Education (grade 7) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. A BOARD APPROVED unit on Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) is covered. Specific content depends upon state standards for grade 7.

501 HS PE (08001)

Required one year

Prerequisite: None

Grades: 9, 10, 11, 12

P.E. is a movement-based class where students will have the opportunity to participate and learn about various team and individual sports. Students will be taught skills progression for various sports. Students will learn basic fitness principles and activities that will encourage lifelong wellness habits. Fitness testing will be incorporated in this class to help students set goals, and measure improvement. Most days a dynamic warm-up/fitness activity will be done to help improve fitness.

503 LIFETIME ACTIVITIES (08004)

Elective one year

Grade: 7-12

Lifetime Activities consists of activities that students can do on their own and can continue to do throughout their lives, either individually, or with a partner/small group. During this course, students will have the opportunity to participate in several activities that are 2-week units. Students will also have the opportunity to go on 2 field trips (listed below). If you have questions or concerns about the field trips, please contact me via email.

508 HEALTH (08051)

Required one year

Prerequisite: None

Grade: 10

This course will cover a wide range of subjects of importance in today's society including a discussion of personal, physical, and mental well being. The main topics in the course are nutrition, eating disorders, body function and system, pollution; mental health, first aid and safety, CPR training, dental health, drug, alcohol, and tobacco abuse, and STD (HIV/AIDS) education.

Career Related learning activities using the CIS program are explored and a job shadow requirement is outlined.

511 WEIGHTS/CONDITIONING (08009)

Elective one year

Grade: 9-12

This class is designed to improve the student's strength, speed, endurance and flexibility. Proper techniques and personal goals are established. Personal programs will be tailored to fit your individual needs. Core lifts such as bench press, squat and power clean will be emphasized in this class. Circuit training will be incorporated on a weekly basis. Plyometric, speed, and agility training will be utilized, along with abdominal and aerobic workouts. Safety is key when participating in weights.

Computer and Information Sciences; Communication and Audio/Visual Technology; Business/Marketing

Business/Marketing; Computer and Information Sciences

662/663 COMPUTER SKILLS 8 - Keyboarding (12005) and Word Processing (12006)

One year total suggested. Semester courses.

Grade: 8

This semester-long course will give an overview of Computer Applications, including current terminology, introduction to computer hardware, software applications, and procedures. Students will learn and develop basic skills in these subject areas; Google Classroom, Google Applications (Docs, Sheets, Slides), Microsoft Office Suites (Word, Excel, Publisher, PowerPoint), Internet safety, Computer Basics, E-mail, and Keyboarding. Students will develop skills needed to fully integrate the computer as a tool in all areas of academic and personal life, be a critical thinker and problem solver, possess the skills necessary to be a leader and work collaboratively as a team member.

Using computer applications, students will have the opportunity to design and print t-shirts, create and print designs using 3-D printers, and design and print posters. Students will learn to foster innovation through hands-on experimentation. Students will have the opportunity to be creative and apply personalized learning strategies to make changes to existing concepts or develop their own ideas and products.

557 YEARBOOK (11104)

Elective one year

Prerequisite: Consent of instructor

Grade: 9, 10, 11, 12

In this class students will learn the basics of graphic design, photography, and copywriting. Students will be required to meet the following expectations for this course. Students will work as a team to do their best to ensure that the yearbook is done at the highest quality possible. Students will need to be invested in their respective jobs that will be assigned to them. Students will be required to attend and take photos for at least four events throughout the year. These events will be outside of regular school hours. Students will participate in fundraising which consists of selling Yearbook ads to local businesses.

657 INTRO TO BUSINESS ()

Prerequisite: none

Grade: 9, 10, 11, 12

This is an introductory course giving a complete overview of Business. Students will develop a basic understanding of business in our economy. This course will cover a variety of business topics throughout the semester. Students will demonstrate their understanding of business through class presentations, notes, worksheets, individual and group projects, individual and group presentations, research, videos, activities, and assessments.

Students will learn and develop skills in the following subjects: Business and Economic Basics, Business Organization, Entrepreneurship, Marketing, Advertising, Personal Finance Basics, Communication Skills, Leadership Skills, Ethics.

Students will help run GU Pro Printing where they will take orders for t-shirts, posters, stickers, bumper stickers and more. Using computer applications, students will have the opportunity to design and print t-shirts, create and print designs using 3-D printers, and design and print posters. Students will learn to foster innovation through hands-on experimentation. Students will have the

opportunity to be creative and apply personalized learning strategies to make changes to existing concepts or develop their own ideas and products.

SPORTS AND ENTERTAINMENT MARKETING

Prerequisite: Intro to Business

Grades: 10, 11, 12

Students will cover a broad area of marketing basics while diving deep into sports and entertainment marketing skills, and explore the newest trends in the marketing world. We will cover basic concepts and also apply a simulation project where students will actually prepare a sports and entertainment marketing plan. Each student will develop leadership and problem solving skills, understand the importance of making ethical decisions, develop public speaking and presentation skills, proper social and business etiquette, analyze possible solutions to specific business problems, develop business and leadership skills, and develop an increased understanding of the business world.

Students will learn and develop skills in these subject areas Sports and Entertainment Marketing Introduction, Functions of Marketing in Sports and Entertainment Industry, Digital and Social Marketing in Sports and Entertainment Industry, Events, Sponsors, & Fans (event triangle), Profit, Economics, Pricing, Revenue & Risks, The Marketing & Promotion Plan. Students will design and develop GU gear to help promote school pride and spirit. Using computer applications, students will have the opportunity to design and print t-shirts, posters, mugs, bumper stickers, and stickers. Students will learn to foster innovation through hands-on experimentation. Students will have the opportunity to be creative and apply personalized learning strategies to make changes to existing concepts or develop their own ideas and products.

663 BUSINESS COMMUNICATIONS (11153)

Elective one year

Grades: 10, 11, 12

Prerequisite: Intro To Business

This course will give you an overview of Business Communications. You will develop skills that are expected of professionals in any workplace. These skills will help you effectively communicate and interact with others, no matter which job or career path you choose. This course will cover a variety of different business communication topics.

Students will demonstrate their understanding of Business Communications through class presentations, infographics, videos notes, worksheets, groups, individual projects, presentations, research activities, and assessments.

MEDIA/CODING

Grades: 7

CS Explorations 1 is an introductory computer science course based in the Scratch programming language. This class will empower students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. In this

course, students will learn foundational concepts and skills of computer science and programming. Students will explore these concepts using computers both to solve problems and to express themselves. Students will build, remix, and share their animations, games, stories, music, and art in an engaging and collaborative environment.

By the end of this course, students will be able to create a variety of computer programs in Scratch that include animations and games, apply fundamental computer science concepts to their programs, and evaluate their peers' programs using collaborative skills.

831 OFFICE AIDE (12004)

Elective one year

Prerequisite: Consent of instructor

Grade: 11, 12

Office Services courses introduce students to and help them refine their clerical and office assistant skills. Course content typically covers filing, telephone, and keyboarding skills; reprographic machinery and procedures; communications skills; and so on.

Hospitality and Tourism

808 CULINARY SERVICES/Cafeteria Aide (16098)

Elective: one year

Grades: 9, 10, 11, 12

Prerequisite: Students will be accepted into these classes through an interview process and Cafeteria Supervisor selection. Students not having a Food Handlers license will be expected to have one in 30 days.

Class description: These classes are held in the cafeteria; students will assist with all food preparation and related tasks necessary to prepare the district lunch and breakfast every day.

Restaurant, Food, and Beverage Services—Workplace Experience courses provide work experience in fields related to restaurant, food, and beverage services. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

Manufacturing

647 A WOOD SHOP (13054)

Grades: 9-12

Wood Processing/Production courses allow students to study the physical and chemical properties of woods and composites made from woods and to use these materials to construct usable products according to industry standards. These courses enable students to experience the process of translating an idea into a finished product, with instruction in planning, designing, selecting materials, and using tools and machines. This course may be retaken for credit.

647 F METAL FABRICATIONS 8 (13202)

Elective one year

Prerequisite: Safety exams and instructor placement dependent upon skill

Grade: 8

Metalworking courses introduce students to the physical and chemical properties of various metals and the tools and equipment used to manipulate metal and form it into products. Students will develop planning, layout, and measurement skills; gain experience in cutting, bending, forging, casting, and/or welding metal; complete projects according to blueprints or other specifications; and may also learn how to polish and finish metals. Correct use of metalworking tools and equipment is stressed.

Transportation, Distribution, and Logistics

7779 Autos I - Introduction To Autos

Autos I will cover basic hand tool and power tool use, Small engine theory and repair, and assistance with various projects throughout the year. Knowledge and experience will be delivered through hands-on experience, online modules and classroom activities. The second semester will begin to introduce the basics of Automotive Maintenance and Light Repair.

7780 Autos II - Automotive Systems

Autos II continues from where Autos I left off. A more indepth dive into Automotive Maintenance and Light repair. Students will need to use technology and tools to diagnose and repair basic problems. Students will also perform maintenance on various vehicles throughout the year. Autos II students will be main contributors on our Shop Projects. Autos I is a prerequisite.

7781 Autos III - Advanced Autos

Students in Autos III Will finish all of the systems in Automotive Maintenance and Light repair. Students will be challenged to perform more complex repairs on vehicles. Students will also have an opportunity to take the lead on school projects and have small projects of their own. Pre approval is required. Autos II is a prerequisite.

7782 Autos Metal Fabrication

Students taking Autos Metal Fabrication will learn to cut, shape, and weld sheet metal, bend and notch pipe, and how to apply these skills to the automotive industry. Students will use MIG, TIG, Plasma, CNC, OxyAcetylene, power tools, metal machines and various hand tools. Completing Welding I and welding skills are a prerequisite.

Agriculture, Food, and Natural Resources

For students to get the full experience of an Agricultural Science and Technology program it is vital that they are involved in three integral parts; classroom learning, SAE, and FFA. Based on their interests and career goals, students should choose their SAE and FFA activities with guidance from their parents and AST instructor. The AST program is a year round educational concept.

All students involved in the Ag science and technology program will be required to participate in classroom instruction, FFA, as well as have an SAE project.

641 AGRICULTURE I (18001)

Elective one year

Prerequisite: None

Grades: 9, 10

Introduction to Agriculture and Natural Resources courses survey a wide array of topics within the agricultural industry, exposing students to the many and varied types of agriculture and career opportunities and those in related fields. These courses serve to introduce students to the agricultural field, providing them an opportunity to identify an area for continued study or to determine that their interest lies elsewhere. These courses often focus on developing communication skills, scientific research, types of business ownership, business principles, and leadership skills.

642 AGRICULTURE II (18002)

Elective one year

Prerequisite: Ag I, or Instructor approval

Grades: 10, 11, 12

Agriculture—Comprehensive courses cover a wide range of agricultural topics, including plant and animal science, production, and processing; agricultural mechanics; food production for global populations; construction and repair of farm structures; business operations and management; and the careers available in the agricultural industry. These courses may also include topics such as chemical and soil science, ecology, agricultural marketing, and veterinary science.

643 AGRICULTURE III (18003)

Elective one year

Prerequisite: Ag. I, Ag. II

Grades: 11, 12

Agriculture and Natural Resources—Comprehensive courses may cover a wide range of topics concerning agriculture and natural resources, including plant and animal science, production, and processing; environmental science and conservation; ecology; agricultural mechanics; agricultural construction; food production for a growing global population, business operations and management; and the careers available in the agricultural/natural resources industry. These courses may also include topics such as chemical and soil science, forestry, agricultural marketing, and veterinary science.

645 AGRICULTURE LEADERSHIP (18203)

Elective one year

Prerequisite: Instructor approval

Grades: 10, 11, 12

Agricultural Leadership courses help students develop leadership skills with a focus on opportunities in the food, fiber, and natural resources industries. Topics may include but are not limited to human relationships and effective communication, decision making and problem-solving, leadership qualities and styles, and ensuring successful completion of group activities.

647 B METAL FABRICATIONS (18404)

Grades: 9-12

Agricultural Metal Fabrication Technology courses provide students with the skills and knowledge that are specifically applicable to the tools and equipment used in the industry. In learning to apply basic technical knowledge and skills (engines, power, welding, and structures, among others), students may

explore a broad range of topics, including the operation, mechanics, and care of tools, technology and machines; the construction and repair of structures integral to agricultural operations; an introduction or review of electricity and power; and safety procedures.

Human Services

823 Humbolt TA (19199)

Elective one year

Grades: 11, 12

Education—Workplace Experience courses provide students with work experience in fields related to education. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

Miscellaneous

411 LEADERSHIP (22101)

Elective one year

Prerequisite: Elected to ASB office or advisor approval

Grade: 7, 8, 9, 10, 11,12

Leadership courses are designed to strengthen students' personal and group leadership skills. Typically intended for students involved in extracurricular activities (especially as officers of organizations or student governing bodies), these courses may cover such topics as public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics.

407 CAREERS (22151)

One semester course

Prerequisite: None

Grade: 11

Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills. Personal Finance will be incorporated throughout the year and career related learning activities will be incorporated to meet the senior project activities. In addition, students will complete their Career Information Systems folders and participate in career related jobs assessments.

797 PRE-ETS I, II, III (22251)

Grades: 7-12

As placed by case manager

Community living courses place a special emphasis on the student's relationship to the surrounding community. Instruction varies with the students and their needs; however, these courses provide the skills

necessary for independent functioning within the surrounding environment. Course topics may also include available community resources and how to access them, emergency skills, and independent living strategies. This class focuses on the individualized learning plan for the student (IEP).

332 ACADEMIC MOMENTUM (22206)

Elective one-year

Grades: 9-12

Study Hall courses provide students with the opportunity and time to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom.

988 PEER TUTOR (22054)

Elective one year

Prerequisite: Consent

Grades: 11, 12

Tutoring Practicum courses provide students with the opportunity to offer tutorial assistance to their peers or to younger students. After an initial training period during which students learn how to work with other students and how to make use of the available resources (e.g., staff, written material, audiovisual aids, and so on), students engage in tutoring and assisting others who need or request help.

851 WORK STUDY (22998)

Prerequisite: Consent

Grades: 11, 12

Miscellaneous—Workplace Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

789-793 ENRICHMENT LAB (22005)

Grades: 7-12

Placed by the recommendation of case manager or career coordinator

This course is designed to assist students with Individualized Education Plans (IEPs) with organizational and time management skills, as well as individual IEP goals. Students will also use time in enrichment lab to complete classwork/homework from other classes. Students will learn to multitask and to stay current on their work load. Students will be graded based on work ethic, effort, and actual work completed. Tutorial courses provide students with the assistance they need to successfully complete their coursework. Students may receive help in one or several subjects.

798 LEARNING LAB (22252)

Grades: 7-12

Placed by the recommendation of case manager

This course is designed to assist students with Individualized Education Plans (IEPs) with organizational and time management skills, as well as individual IEP goals. Students will also use time in enrichment

lab to complete classwork/homework from other classes. Students will learn to multitask and to stay current on their work load. Students will be graded based on work ethic, effort, and actual work completed. Communication Instruction courses are typically individualized according to each student's condition and needs. Increasing the student's communication skills—oral expression, listening comprehension, reading, and writing—is emphasized; communication techniques in several areas (Educational, social, and vocational) are often explored.

340 7TH GRADE SUCCESS (22003)

Grade: 7

Study Skills courses prepare students for success in high school and/or for postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing.

861 INDEPENDENT CONTRACTS

Prerequisite: Consent by career coordinator

Credit is earned by online course grades only (college courses, Edgenuity)

Grades: 11, 12

This program is designed for those, who for whatever reason, need to make up a course or for those who wish to take a course by correspondence for either high school or college credit that is not in the regular curricular offering.

Foreign Language and Literature

750 SPANISH I (24052)

Elective one year

Grade: 9, 10, 11, 12

Designed to introduce students to Spanish language and culture, Spanish I courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. They introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

752 SPANISH II (20453)

Elective one year

Prerequisite: Consent/Spanish I

Grade: 10, 11, 12

Spanish II courses build upon skills developed in Spanish I, preparing students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. Spanish II courses introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

753-02 SPANISH III (24054)

Elective one year

Prerequisite: Consent/Spanish II

Grade: 11, 12

Spanish III courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a variety of topics, including connections to other subject areas. These courses expand students' knowledge of relationships among the products, practices, and perspectives of Spanish-speaking countries and cultures.

753-02 SPANISH IV (24055)

Elective one year

Prerequisite: Consent/Spanish III

Grade: 12

Spanish IV courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a variety of topics, including connections to other subject areas. Spanish IV courses promote students' understanding of the relationships among the products, practices, and perspectives of Spanish-speaking countries and cultures. Dual credit options are available from Eastern Oregon University.

Health Careers

150 Health CTE

Anatomy and Physiology

Whether you plan on pursuing a career in health sciences or simply looking to gain an understanding of how the human body works, you'll first need to understand the relationship between anatomy and physiology. Learn how to read your body's story through understanding cell structure and their processes, and discover the functions and purposes of the skeletal, muscular, nervous, and cardiovascular systems, as well as diseases that affect those systems.

Dental Assistant

Learn how becoming a Dental Assistant can offer you a rewarding career as well as job security. Start with learning the different roles within a dentist's office, organizations to get involved with, and basic head, neck, and dental anatomy. Learn what it takes to embark on a career sure to provide personal and professional fulfillment.

Medical Assistant

It takes a strong team to offer top-notch patient care, and each team member plays an integral role. Are you a team player interested in coordinating patient care? Then a career as a medical assistant may be right for you! In this course, you will acquire medical terminology, investigate anatomy and physiology, learn keys to professionalism in an office setting, and explore office roles while building a professional portfolio. Let's learn what it takes to fill the important shoes of a medical assistant today!

160 Medical Terminology (14154)

Learning the language is essential for careers in health science. Join word parts to form medical terms, associations within body systems, and better communicate with colleagues and patients. Build your proficiency and confidence with this course and prepare yourself for a career in health sciences.

Sports Medicine (14062)

What do you think of when you hear the phrase "sports medicine professional"? Believe it or not, the term encompasses a much larger range of career options than jobs typically associated with this field. Explore some of the most popular career pathways, day-to-day responsibilities, emergency care for athletes, and legal obligations. Discover what nutrition, healthy lifestyle, and fitness truly mean, and dive into anatomy, human biomechanics, and exercise modalities. Learn how to get started in this exciting field.

Emergency Medical Responder

Have you ever wondered what happens after making a 911 call? Get a realistic look into the day-to-day, fast-paced life of an EMR and how their roles and responsibilities fit into the larger picture with Emergency Medical Services. Discover how to conduct a patient assessment when you arrive on a scene and assess and treat various medical emergencies. If you've ever dreamt of being on the front lines, providing quality care to save someone's life, then explore the exciting career as an Emergency Medical Responder.

Nursing Assistant

If you ever wanted a career that is centered around the care of others and that directly impacts the most vulnerable populations, then it's time to explore what it means to be a Nursing Assistant. This role can be the first step on your nursing career ladder or into other healthcare positions.

Learn career options, ethical and legal responsibilities, anatomy and physiology, patient care, and safety. Discover what it takes to start your journey into this highly needed field.

Medical Lab Assisting

Getting to the root of medical issues and uncovering ailments is the core of the medical field. Are you drawn to the idea of being part of a team who helps identify diseases and health-related issues? Then the role of a medical lab assistant may be for you! In this course, you will learn what it takes to become a skilled medical lab assistant including understanding medical ethics, communicating with patients, performing blood draws and managing specimens, lab safety, and potential career paths! Grab your lab coat and latex gloves, and let's draw some new knowledge to help others!

Grant School District No. 3

PLEASE SIGN IN

BOARD MEETING

District Office Board Room*

DATE: 04/17/2024 TIME: 7:00 AM

* Seneca Elementary - Seneca, Oregon

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

(3- Minute Limit)

NAME (please print)

TOWN REPRESENTING

| | | |
|--------------------------|----------------------------|-----------------|
| <input type="checkbox"/> | <u>Bobbie Gilmore</u> | <u>Seneca</u> |
| <input type="checkbox"/> | <u>Janine Atthesperger</u> | <u>John Day</u> |
| <input type="checkbox"/> | <u>Shanna Natnway</u> | <u>John Day</u> |
| <input type="checkbox"/> | <u>Jessica Moore</u> | <u>Seneca</u> |
| <input type="checkbox"/> | <u>Cori Anderson</u> | <u>Izee</u> |
| <input type="checkbox"/> | <u>Justin Davis</u> | <u>JD/BME</u> |
| <input type="checkbox"/> | <u>Kristin Long</u> | <u>Seneca</u> |
| <input type="checkbox"/> | <u>Darla Long</u> | <u>Seneca</u> |
| <input type="checkbox"/> | <u>Skip Ryder</u> | <u>Seneca</u> |
| <input type="checkbox"/> | <u>Tina McCormick</u> | <u>Seneca</u> |

Grant School District No. 3

PLEASE SIGN IN

BOARD MEETING

District Office Board Room *

DATE: 04/17/2024 TIME: 7:00 pm

* Seneca Elementary School - Seneca, OR

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

(3-Minute Limit)

NAME (please print)

TOWN REPRESENTING

- 3 Students gave Oregon Trail project oral presentations/ displayed were 7 wagon trail models designed/created by our Seneca students.
- Photos taken/ posted on Facebook!
- Students: _____

1) Blaine James Seneca, OR

2) Noxi Long Seneca, OR

3) Avah Snapp Seneca, OR

Plus 3-4 parents were also in attendance



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: Fred Fell

POSITION: Interim Assistant Baseball Coach

*FIRST DAY OF WORK: 4/15/24 WORK HOURS PER DAY: 2

APPLICATIONS RECEIVED: 1 # PERSONS INTERVIEWED: 1

EXPERIENCE: Multiple years of assistant coach

EDUCATION: _____

NAMES OF REFERENCES CHECKED: RC Huerta

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

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Andy Lusco

RC Huerta

NAMES OF ALL PERSONS INTERVIEWED:

Fred Fell

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: AJ McQuown

REASON FOR LEAVING: RETIRED RESIGNED TERMINATED NEW POSITION

DATE OF NOTICE OF POSITION: 4/15/24 DATE APPLICATIONS CLOSED: 4/15/24

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

LANE: B STEP/YEARS: 2 SALARY: _____ (select one) Hourly

Contract issued Annually


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

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


SIGNATURE OF SUPERVISOR

5/2/24
DATE FORM COMPLETED


SIGNATURE OF SUPERINTENDENT

5/2/24
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: Drew Lusco

POSITION: JH/HS Social Studies and Math

*FIRST DAY OF WORK: _____ WORK HOURS PER DAY: _____

APPLICATIONS RECEIVED: 4 # PERSONS INTERVIEWED: 4

EXPERIENCE: None

EDUCATION: Bachelors

NAMES OF REFERENCES CHECKED: Jones, Yielding, and Howard

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

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Matt Jones, Jay Hummel Cindy Dougharity

Andrea Combs Elijah Humbird

NAMES OF ALL PERSONS INTERVIEWED:

Robert Hunt Jeff Wilcox (twice)

Anna Fields Drew Lusco (twice)

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Fairless/Bigsby

REASON FOR LEAVING: RETIRED RESIGNED TERMINATED NEW POSITION

DATE OF NOTICE OF POSITION: 03/01/2024 DATE APPLICATIONS CLOSED: 04/25/2024

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

LANE: BS/BA STEP/YEARS: 0 SALARY: \$44,757 (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.*

Jay W. Hummel Digitally signed by Jay W. Hummel
Date: 2024.04.25 13:38:03 -07'00'

SIGNATURE OF SUPERVISOR

04/25/2024

DATE FORM COMPLETED


SIGNATURE OF SUPERINTENDENT

4/29/2024
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

Role transfer

APPLICANT SELECTED: Mandie McQuown

POSITION: Assistant HS Volleyball Coach

*FIRST DAY OF WORK: 8/1/24 WORK HOURS PER DAY: 2

APPLICATIONS RECEIVED: 1 # PERSONS INTERVIEWED: 1

EXPERIENCE: 10 yrs of Volleyball Coaching- Assistant

EDUCATION: Ass. of Medical Records

NAMES OF REFERENCES CHECKED: Mariah Moulton, Andrea Combs, Shanna Northway

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

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Mariah Moulton

Andy Lusco

NAMES OF ALL PERSONS INTERVIEWED:

Mandie McQuown

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Andrea Combs

REASON FOR LEAVING: RETIRED RESIGNED TERMINATED NEW POSITION

DATE OF NOTICE OF POSITION: 4/8/24 DATE APPLICATIONS CLOSED: 4/24/24

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

LANE: B STEP/YEARS: 5 SALARY: _____ (select one) Hourly
 Annually
 Season

Contract issued

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

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

SIGNATURE OF SUPERVISOR

4/24/24
DATE FORM COMPLETED

SIGNATURE OF SUPERINTENDENT

5/8/2027 ✓
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

Additional Role

APPLICANT SELECTED: Erin Hodge

POSITION: Social Media Specialist

*FIRST DAY OF WORK: 4/25/24 WORK HOURS PER DAY: _____

APPLICATIONS RECEIVED: 3 # PERSONS INTERVIEWED: 3

EXPERIENCE: Teacher

EDUCATION: College

NAMES OF REFERENCES CHECKED: Janine Attlesperger

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

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Mark Witty

Janet Myers

Janine Attlesperger

Andy Lusco

NAMES OF ALL PERSONS INTERVIEWED:

Erin Hodge

Kalli Wilson

Taysha Humbird

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: New position

REASON FOR LEAVING: RETIRED RESIGNED TERMINATED NEW POSITION

DATE OF NOTICE OF POSITION: 2/27/24 DATE APPLICATIONS CLOSED: 4/24/24

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

LANE: _____ STEP/YEARS: _____ SALARY: _____ (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
SIGNATURE OF SUPERVISOR

4/25/2024
DATE FORM COMPLETED

Mark Witty
SIGNATURE OF SUPERINTENDENT

4/25/24
DATE ✓



GRANT SCHOOL DISTRICT #3

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

Additional Role

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Elijah Humbird

POSITION: Head Girls Basketball

*FIRST DAY OF WORK: 11/12/24 WORK HOURS PER DAY: 2

APPLICATIONS RECEIVED: 1 # PERSONS INTERVIEWED: 1

EXPERIENCE: 4 years assistant football, 2 years assistant wrestling

EDUCATION: Certified Teacher

NAMES OF REFERENCES CHECKED: Sonna Smith, Jason Miller

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

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Shanna Northway Mandie McQuown

Amy Hunt Andy Lusco

NAMES OF ALL PERSONS INTERVIEWED:

Elijah Humbird

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Jason Miller

REASON FOR LEAVING: RETIRED RESIGNED TERMINATED NEW POSITION

DATE OF NOTICE OF POSITION: 3/7/24 DATE APPLICATIONS CLOSED: 4/30/24

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

LANE: A STEP/YEARS: 0 SALARY: 4896.79 (select one) Hourly
 Annually
 Season

Contract issued

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

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

SIGNATURE OF SUPERVISOR

4/30/24
DATE FORM COMPLETED

SIGNATURE OF SUPERINTENDENT

5/2/24
DATE

Date: 4/29/2024

Dear Grant School District #3,

Please accept this letter as formal notification of my resignation from my position as Special Education Secretary/Librarian at Grant Union Jr/Sr High School. I have made the difficult decision to resign from my position, effective June 21st, 2024.

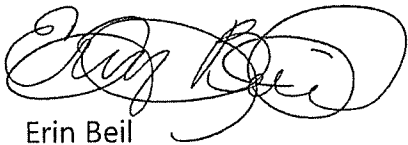
I am grateful for the opportunities I have been given during my time at Grant Union. Working with the students, parents, teachers, and administrators has been a rewarding experience that I will always cherish. I have learned a great deal and grown both personally and professionally during my 9 years spent here.

I want to express my gratitude to the Special Education team for their support and collaboration. Their dedication to improving the lives of students with diverse needs is truly commendable, and I have been honored to work alongside them.

I will do everything possible to ensure a smooth transition before my departure. I am available to assist with training my replacement and to complete any outstanding tasks or projects.

Thank you again for the opportunity to be a part of the Grant Union Jr/Sr High School. We are truly a community. I wish the school, staff, and students continued success in the future.

Sincerely,



Erin Beil





Andy Lusco <luscoa@grantesd.org>

JH volleyball

1 message

Mandie McQuown <mcquownm@grantesd.org>
To: Andy Lusco <luscoa@grantesd.org>

Wed, Apr 24, 2024 at 4:40 PM

To whom it may concern,

I am writing this letter to let you know that I am resigning from the head coach of junior high volleyball. I have applied for the assistant coach at the high school level. Thank you for the years coaching at the junior high level.

Thank you,
Mandie McQuown

Get Outlook for iOS

A handwritten checkmark in the bottom right corner of the page.

Marissa Smith
PO Box 268
Canyon City OR, 97820

April 16, 2024

Grant Union JR/SR High School
911 S Canyon Blvd
John Day OR, 97845

Dear Grant School District 3,

Please accept this letter as my formal resignation from my position as assistant high school volleyball coach. I appreciate the opportunity the district has given me to coach our youth and be a part of a great athletic program at Grant Union Jr/Sr High School.

I have chosen to resign from my position due to other personal commitments and responsibilities that I have in my life at this time. The connections and memories made throughout the last year with both players and coaches as an assistant volleyball coach at Grant Union will be cherished.

Sincerely,



Marissa Smith

✓

Date: Thu, Apr 18, 2024 at 9:16 AM

To:

Shanna Northway <northways@grantesd.org>

Andrea Combs <combsa@grantesd.org>

Jay Hummel <hummelj@grantesd.org>

Andy Lusco <luscoa@grantesd.org>

Mark Witty <markwitty@grantesd.org>

Subject: Letter of resignation

To whom it may concern,

I am sending this as my letter of resignation. My last day will be May 2nd 2024. As I have enjoyed my job at Grant Union and appreciate all I have learned, it has become mentally and physically exhausting and not a good fit for me anymore. I feel like I am overwhelmed, and frustrated to the point that the students and people I work with are not getting the best of me and that isn't fair to anyone. My main reason for leaving though is it is affecting my family in a way that I have nothing left for them when I am home and it's time to think about what is best for me and my family as a whole. I will make sure to put the contacts I have for the life skills program together for future use and that the greenhouse is organized and ready to open so it can be an easy transition and successful for whoever takes it over for the rest of the school year. Thank you again to everyone that has helped and supported me in the position I had here.

Sincerely,

Jessica Sodorff

Jessica Sodorff <sodorffj@grantesd.org>

1/2
✓



Andy Lusco <luscoa@granted.org>

Jr high volleyball

1 message

Jessica Sodorff <sodorffj@granted.org>
To: luscoa@granted.org

Wed, Apr 24, 2024 at 4:36 PM

This is my resignation letter for Jr high volleyball assistant coach.

Thank you,
Jessica Sodorff

2/2 ✓

From: Laney Ulrich <laneyjohnston11@gmail.com>

Date: Sun, Apr 21, 2024 at 9:13 PM

Subject: Laney Ulrich letter

To: <markwitty@grantesd.org>

Dear Grant Co School District,

Thank you so much for offering me the position of head teacher at Seneca School. I am honored and grateful that you considered me for this opportunity.

After careful consideration, I have decided to respectfully decline the offer. This might have been one of the hard decisions in my life. This job was a teaching job that aligned with everything that I believe in and have worked towards in my teaching career. I was impressed and very excited about your district's mission and values in regard to Seneca school, but my husband has been offered a job that meet our family needs and desires and we have decided to do what's best for us at this time.

I want to express my sincere gratitude for the time and effort you and your team invested in the hiring process. I had a positive experience learning more about your school and ideas, and I appreciate the professionalism and support you provided throughout the process.

Please know that I hold your community in high regard and we didn't take this decision lightly. Every member of this community has done nothing but been amazing and beyond helpful in helping us be a part of the community and making sure we were taken care of. If there is anything I can do to support you in the future, please do not hesitate to reach out.

Thank you again for the opportunity, and I wish you all the best.

Sincerely,

Laney Ulrich



Grant School District No. 3

Board Meeting Supplements

Section 6: **New Business**



401 N Canyon City Blvd | Canyon City, OR, 97820-6111
Phone: (541) 575-1280 | FAX: (541) 575-361

May 15, 2024

Recap of Corrective Actions implemented in 2023-24 by Grant School District No. 3

The deficiencies are discussed below with the Action Plan listed for each.

Segregation of Duties – Material Weakness

Auditor statement of issue - Our evaluation of the district's internal control structure disclosed that the district does not have adequate segregation of duties. Accounting duties for main transaction cycles were concentrated on one individual which results in incompatible functions to provide proper segregation of duties.

Corrective Action taken – Segregation of duties have been improved through some slight changes in processes. The Business Manager now reviews all requisitions verifying account coding, procurement compliance, and budget availability prior to purchase order creation. In addition, all requisitions have documentation attached electronically that are viewed to verify data entry prior to approval.

General Ledger Maintenance and Reconciliation – Material Weakness

Auditor statement of issue - Audit procedures identified multiple material and pervasive errors related to the transactional processing of expenditures, revenues, and other major transactional cycles. Material adjustment was required to correct year-end balances across nearly every major account balance during audit field work. Normal procedures in place for yearend cut-off, including reconciliation of cash accounts, reconciliation of accounts receivable, reconciliation of accounts payable, inventory counts, and reconciliation of capital assets did not occur or were significantly delayed.

Corrective Action taken – Bank reconciliations will be completed prior to the monthly board report preparation. In addition, the board has been receiving monthly budget reports as well as check register reports. The Business Office will be adding a third monthly report that compiles the cash flow details of the General Fund and compares the current monthly data to the same month in the prior year as well as the cash position. The closure of fiscal year 2022-23 was very involved and time consuming, but moving forward reconciliations will be done timely.

Processing of Payroll – Material Weakness

Auditor statement of issue - Testing of the district's payroll during the 2023 fiscal year identified several material errors. Incorrectly processed and documented employee draws were made, multiple instances of employees paid wages outside of the approved and

Board of Directors:

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

Website: <https://www.grantschooldistrict.org/>

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documented employment contracts, and multiple other issues related to the accrual and payment of employee wages, taxes, and benefits were noted. Further investigation into the district's processing of payroll identified several instances where the controls within the payroll software utilized by the district were circumvented or went unused. No reconciliations of wages, taxes, or benefits occurred during the fiscal year and significant errors were identified as a result.

Corrective Action taken – When the district transitioned payroll to Grant ESD in May 2023 the district to reviewed every payroll transaction that occurred within the year to ensure wages and taxes are appropriately recorded and included in quarterly reports. In addition, an extensive reconciliation of PERS was completed and corrections made for 2023 by Grant ESD. Additional or improved processes include external contract issuance, detailed Personnel Selection Forms with placement information and position control. During fiscal year 2023-24, absolutely no manual or draw checks have been written as the process can lead to the issues described by the auditors. Lastly, experienced payroll professionals have been preparing payroll since May 2023 and the preparation process has been expanded to include two persons verifying each and every timesheets, position set up, and extra duty contract set up.

Control Environment and Management Oversight

Auditor statement of issue - The Board of Director's response to inappropriately processed transactions, management override of internal control, instances of noncompliance and other indications of incompetence from key members of management were insufficient. Continued lack of oversight and incompetence during the transactional processing resulted in pervasive material errors during the audit. Audit testing identified several instances where controls that were in place and effective during the 2022 fiscal year were no longer being implemented during the 2023 fiscal year or where past procedures and policies were overridden or ignored. These controls included, but were not limited to, the review of monthly financial reports, superintendent review and approval over purchase orders, back up documentation to support recorded expenditure transactions, as well as many others.

Corrective Action taken – The board has been receiving monthly reporting from the Business Office in their normal board packet. In addition, an in-depth board work session was held to review prior results and address questions within the budget. The board members have been vocal about asking questions in the public meetings and now are aware of the information that they should be receiving monthly. This includes General Fund budget reports, monthly check registers, and GU ASB activity report.

Student Body Cash Activity

Auditor statement of issue - Student body activity, including the reconciliation of bank statements and the processing and recording of expenditure and revenue transactions occurs outside of the general ledger software used by the district administration. During testing, it was identified that there was little to no administrative involvement in the student body financial activity and errors were identified as a result.

Corrective Action taken – With the help of a 3rd party contractor, bank reconciliations of the GU student body account have been completed. The completed reconciliation reports are then

approved by GU administration. In addition, a report has been created of the activity that will be provided to the school board. During this process, activity headings were refined and moving forward the administration at GU, the District Office, and the school board will be reviewing the reports monthly. Additional reports may be added in the future.

Oregon Local Budget Law Compliance

Auditor statement of issue – The district has several violations of Oregon Local Budget Law.

Corrective Action taken – The current Business Office has years of experience in compliance with Oregon Local Budget Laws. The Budget Committee meeting upcoming has already been published per state law.

Public Procurement Requirements

Auditor statement of issue – The district must maintain documentation to support compliance with procurement requirements and follow procurement law requirements.

Corrective Action taken – The current Business Office has years of experience in compliance with public procurement laws.



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

MEMORANDUM OF UNDERSTANDING
between
Grant School District #3
and
John Day Education Association

In the pursuit of enhanced collaboration to effectively address the requirements of all parties involved, the undersigned Grant School District #3 (referred to as the “District”) and the John Day Education Association (referred to as the “Union”) mutually commit to the following terms for the duration of the 2024-25 academic year, commencing on August 1, 2024, and concluding on June 30, 2025.

- a. Article IX. A. is revised as follows: Teachers work year, to be assigned by the district, shall be 188 working days. The 188 work days shall include the following paid holidays:

Labor Day
Veteran’s Day
Thanksgiving
Christmas Day
New Years’ Day
Martin Luther King, Jr. Day
President’s Day
Memorial Day

- b. Article X. A. is revised as follows: Regular building hours for teachers shall be 7:30 am to 4:00 pm inclusive of a duty-free lunch period of no less than thirty (30) consecutive minutes.
Student Days: 149 days at a rate of 8.5 hours per day
Teacher Only Fridays: 6 Fridays at a rate of 7 hours per day
Friday Work Days: 19 Fridays at a rate of 7 hours per day. (GU Student Contact Time: 9:00 am to 12:00 pm.
Inservice Days: 6 days at a rate of 8 hours per day.
Vacation (including Christmas): 8 days at a rate of 8 hours per day.

2. In agreeing to this Memorandum of Understanding the District and the Union will not be bound by this agreement in future years beyond the 2024-2025 academic calendar year.
3. The parties agree that all provisions of the collective bargaining agreement not modified by this Memorandum of Understanding will remain in full force and effect.

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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For the District:

Will Blood, Board Chairperson

Date

For the Union:

Cindy Dougharty-Spencer, JDEA

Date

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GRANT SCHOOL DISTRICT 3

2024-2025 DRAFT (5.02.24) #1

| August 2024 | | | | |
|-------------|----|----|----|----|
| M | T | W | T | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

13-15 New Teacher Orientation & Training
 19-22 Teacher Inservice
 26 First Day of School
 (4 Student Days, 4 Teacher Only Days)

| September 2024 | | | | |
|----------------|----|----|----|----|
| M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

2 Labor Day
 (16 Student Days, 3 Friday Work Days, 1 Holiday)

| October 2024 | | | | |
|--------------|----|----|----|----|
| M | T | W | T | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

3 NO School Elementary Students
 3-4 Parent/Teacher Conferences ALL Schools
 11 State In-Service
 24 End of 1st Quarter (35 days)
 25 Teacher Grading Day
 (19 Student Days, 3 Teacher Only Days, 1 Friday Work Day)

| November 2024 | | | | |
|---------------|----|----|----|----|
| M | T | W | T | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

11 Veterans Day Observed
 15 Student Friday School Day
 11/27-12/1 Thanksgiving Break
 (14 Student Days, 1 Friday School Day, 2 Friday Work Days, 2 Holidays)

| December 2024 | | | | |
|---------------|----|----|----|----|
| M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

12/20-1/5 Christmas Break
 25 Christmas Day
 (12 Student Days, 2 Friday Work Days, 1 Holiday)

| January 2025 | | | | |
|--------------|----|----|----|----|
| M | T | W | T | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

1 New Year's Day Observed
 6 School resumes
 16 End of 2nd Quarter (38 Days)
 17 Grading Day
 20 Martin Luther King Jr. Day Observed
 (15 Student, 1 Teacher Only, 2 Friday Work Days, 2 Holidays)

| February 2025 | | | | |
|---------------|----|----|----|----|
| M | T | W | T | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

17 Presidents' Day Observed
 21 Student Friday School Day
 (16 Student Days, 1 Friday School Day, 2 Friday Work Days, 1 Holiday)

| March 2025 | | | | |
|------------|----|----|----|-----|
| M | T | W | T | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14* |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

*14 Possible makeup day for school closure
 21-30 Spring Break
 (13 Student Days, 2 Friday Work Days)

| April 2025 | | | | |
|------------|----|----|----|-----|
| M | T | W | T | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25* |
| 28 | 29 | 30 | | |

3 End of 3rd Quarter (39 days)
 4 Grading Day
 10 NO School Elementary Students
 10-11 Parent/Teacher Conferences ALL Schools
 *25 Possible makeup day for school closure
 (18 Student, 2 Teacher Only, 1 Friday Work Day)

| May 2025 | | | | |
|----------|----|----|----|----|
| M | T | W | T | F |
| | | | 1 | 2* |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

*2 Possible makeup day for school closure
 26 Memorial Day Observed
 (16 Student, 3 Friday Work Days, 1 Holiday)

| June 2025 | | | | |
|-----------|----|----|----|----|
| M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

7 Graduation
 10 Last day of school (37 days)
 12 Half Day for Staff
 19 Juneteenth Observed (12 mo.)
 (6 Student, 2 Teacher Only, 1 Friday Work Day, 1 Holiday)

| July 2025 | | | | |
|-----------|----|----|----|----|
| M | T | W | T | F |
| | 1 | 2 | 3 | 4 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

4 4th of July Observed (12 mo.)

| | |
|---------|----------|
| Student | Holidays |
| 149 | 6 |

| | |
|--------------|------------------|
| Teacher Only | Friday Work Days |
| 12 | 19 |

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