



Grant County ESD Local Service Plan

2023-2024

Proudly serving Grant County!

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We Believe:

Grant County ESD implements policies, practices, procedures, and opportunities for marginalized youth, students, and families, such that every student has access to the right resources they need at the right moment in their education regardless of race, gender, sexual orientation, ethnicity, language nationality/immigration status, disability, family background, and family income.

To ensure a culture of inclusivity and acceptance we support these values in our schools, which were generated by students:

- Bullying or degrading comments are cheap; we are valuable.
- Respect for others shows self-respect.
- Staff is here to help. We use them wisely.
- Violence is not the Grant County way.
- We are good neighbors.
- Our community cares about us.
- We are here because we learn.

This is our call to action to ensure that all students will be accepted as their authentic selves, will be heard and valued, will belong and feel included, and will achieve high academic standards. Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture or any other identity. We as leaders participate in opportunities for our own intentional and structured conversations about equity, race, and racial justice. We reiterate and echo the voices of our students when we say:

- We are inclusive.
- We are connected and committed to each other.
- We are determined to lift every member of our school community.
- We serve.
- We are good neighbors.
- We are valuable.

Mission and Board of Directors

The mission of Grant County Education Service District (ESD) is to assist school districts and the State of Oregon in providing excellent and equitable educational opportunities and successful learning environments for all Grant County students. Grant ESD is dedicated to providing leadership in helping to achieve Oregon's education goals and working in partnership with schools and our community to enhance the healthy development of children and their families for today and tomorrow.

Board of Directors –

At large -

Katy Nelson
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John Day, OR 97845

At large -

Tracie Unterwegner
226 Franke Drive
John Day, OR 97845

Zone 1 – John Day/Canyon City

Megan Brandsma, Vice-Chair
27468 LaCosta Road
John Day, OR 97845

Zone 2 – Dayville

Shilo Fretwell, Chair
PO Box 331
Dayville, OR 97825

Zone 3 – Long Creek/Monument

Robert Cockrell
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Monument, OR 97864

Zone 4 – Prairie City

Becky Tatum
P.O. Box 381
Prairie City, OR 97869

At large – John Day/Canyon City

Chris Cronin
215 Franke Drive
John Day, OR 97845

Staff

Robert Waltenburg Superintendent/Director of Technology

Emma Winkelman Deputy Clerk/Business Manager

Carlyn Jo Sproul Accounting Specialist

Heidi Hallgarth..... Payroll Manager

Tara Young Accounting Specialist

Kristi Moore.....State Reporting Specialist/Synergy Support

Colton Osborne Technology Specialist

Kyle Pettyjohn Technology Specialist

Kelly Hoodenpyl Youth Transition Specialist

Ann Weymouth Prairie City Speech Assistant

Wendy Burrell Director of Student Services

Stephanie Cooper..... Special Education Specialist/SLPA

Mia Keliikuli Special Education Assistant/Counselor Candidate

Jennifer Reyes Counselor Candidate

Rhiannon Clingman Counselor

Shelley Myers Speech Language Pathologist

Jocelyn Smith..... Humbolt Speech Assistant

Mark Habliston..... SIA Liaison

Bonni Booth..... Every Day Matters Specialist

Goals

The goals of Grant Education Service District (Grant ESD) are to assist component school districts in meeting the requirements of state and federal law, to improve student learning, to enhance the quality of instruction provided to students, to provide professional development to component school district employees, to enable component school districts and the students who attend schools in those districts to have equitable access to resources, and to maximize operational and fiscal efficiencies for component school districts.

Grant ESD meets the challenge of its mission by providing services to its constituent districts. Serving about 880 students in a 4,500 square-mile geographically challenging area requires a commitment to education. The ESD provides four resolution services per ORS 334.175(2) – Special Education services (which include Speech/Language Impaired services), Technology services, Administrative and Support Services, and School Improvement services. While many large education service districts may offer a menu of services - the ability to “pick and choose” - component districts within Grant ESD have historically shunned this model in favor of a more cooperative consortium arrangement. This has historically allowed services to flow where most needed in times of change. The “give and take” of the structure allows districts to help build capacity where the remoteness of the population would otherwise deny service (or create a cost-prohibitive model). It is truly about providing an equitable public education to all students regardless of which district the student attends.

Approval Process

All services and facilities provided by Grant ESD must be approved annually by the Grant ESD Board of Directors as well as the component school district boards. The criteria for approval is two-thirds of the component districts with at least 50 percent of the students must vote in favor of the Local Service Plan (ORS 334.175 (5) (a) (b)).

Calendar of Approval

November 2022 - January 2023 – Resolution services determined with input from local districts. Budget set for resolution services.

January 24, 2023- Local Service Plan submitted to constituent district superintendents for review.

February 28, 2023 – Local Service Plan submitted to Grant Education Service District Board of Directors for approval.

February 2023– Local Service Plan submitted to constituent school district boards for approval.

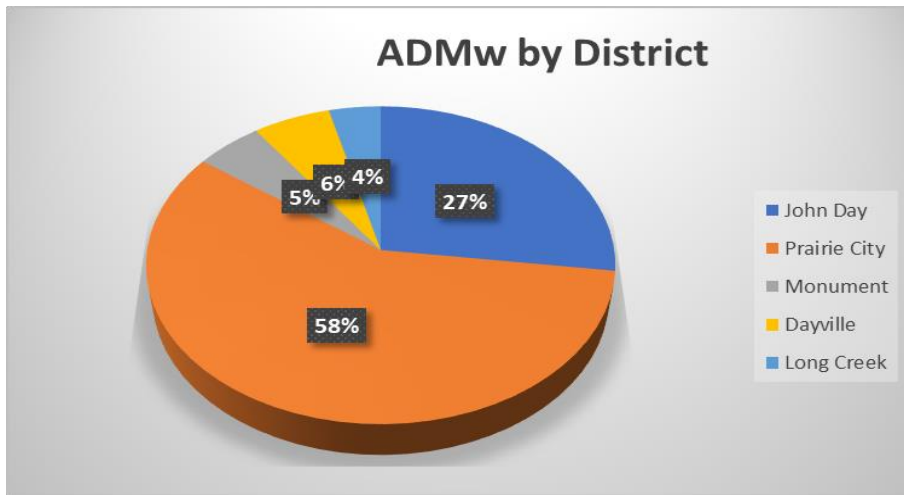
March 1, 2023 – Deadline for Local Service Plan approval by local districts.

June 2023 – Annual Performance Survey submitted to constituent districts.

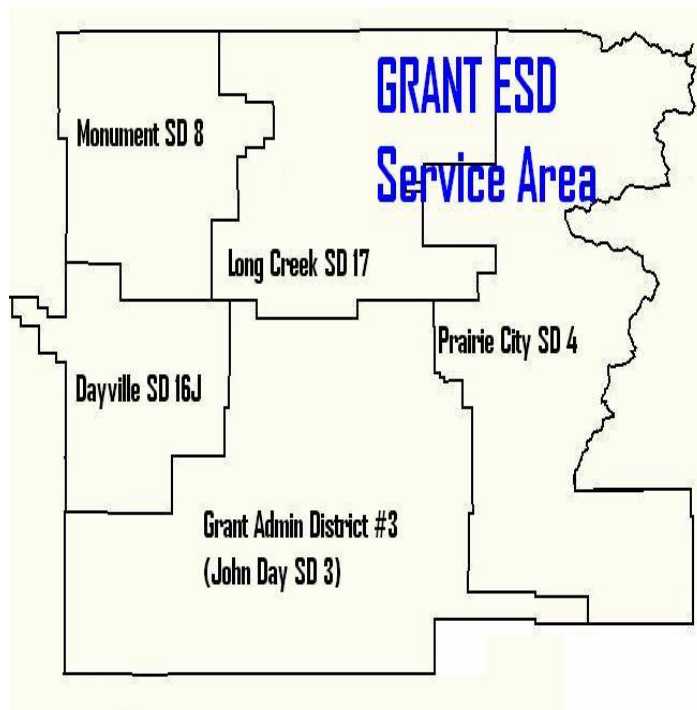
Amendment Procedure

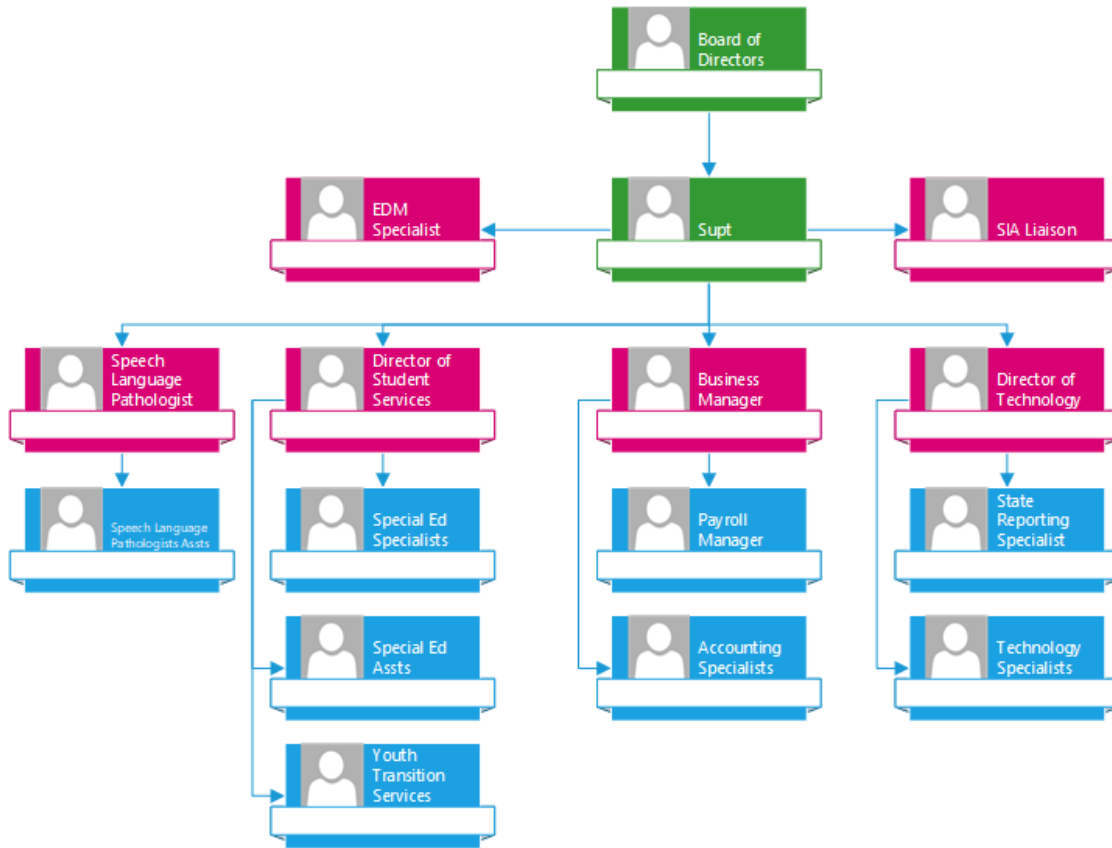
Amendments may be accomplished by resolution of constituent districts and approval of the Grant ESD Board of Directors using the same criteria as approving the Local Service Plan (ORS 334.175 (6)).

Grant ESD ADMw by District (November 2022)



Grant ESD Area/Organization





Expenditure Requirements

Oregon Revised Statute 334.177 requires that Grant ESD expends at least 90% of all local revenues as defined in ORS 327.019 for services approved by constituent districts through the resolution process. Oregon Revised Statute 327.019(8) says that Grant ESD local revenue that exceeds the total amount of revenue received through the ESD funding formula must be passed through to constituent districts, which will then lose State School Fund monies as offset.

Entrepreneurial Services

Grant ESD currently provides entrepreneurial services to public entities and non-component school districts per ORS 334.185 in the form of technology services. Grant ESD currently employs one journeyman Limited Energy electrician. The services are offered to public and government agencies so as not to compete with the private workforce. The services are offered on a cost recovery basis only to other government agencies. Grant ESD also provides, on a cost-recovery basis, business office functions for three school districts. These services include most business functions. Grant ESD provides cooperative purchasing and technical support for various public agencies within Grant County. These include county agencies and two city governments. It is not the intent of the ESD to directly compete for non-public clients with private businesses within the county. Service is only provided to other public agencies.

Grant-Funded Services –

Youth Transition Programs – Established in 1990, the Oregon Youth Transition Program (YTP) is a collaborative partnership between the office of Vocational Rehabilitation, Oregon Department of Education, and the University of Oregon. It is funded by Vocational Rehabilitation every two-years through intergovernmental agreements with local school districts and ESDs. The purpose of the YTP is to prepare students with disabilities for employment or

career related postsecondary education or training through the provision of a comprehensive array of pre-employment transition activities and supports. Grant County ESD currently holds the state contract to provide YTP services to eligible youth ages 14 – 21 in Grant County. We are currently serving approximately 25 youth across the county, working closely with VR to prepare these students for life after high school.

Every Day Matters – Grant County ESD currently provides a 0.5 FTE specialist to assist districts with attendance and school culture. There's a very strong correlation between good attendance and success in school. On the other hand, students who regularly miss school are also more likely to struggle in school. Missed days add up quickly: Just two days a month puts a child's success in jeopardy because students fall behind and disconnect. By third grade, it gets much more difficult to catch up. Students who regularly miss school can quickly feel hopeless, and returning becomes harder and harder. The reasons for chronic absenteeism are understandable but they must be addressed. Troubleshooting issues that are keeping a student away from school can make a difference immediately and for the long term. Students with solid attendance are much more likely to be successful during school and after graduation.

State Reporting Assistance – The Oregon Department of Education has granted a one-time disbursement from the Governor's ARPA discretionary funds to support districts with fewer than 1,600 ADMw for administrative burdens. The hope is that the money becomes permanent through the state's general fund. The responsibilities include support for districts using the Synergy Student Information Systems, assisting districts in all areas of State Reporting using the Synergy SIS, ensuring quality control on SIS data by establishing and managing processes, systems, and communications that result in improved data integrity and accuracy, and providing yearly system maintenance that includes assisting districts in setting up the next school year.

School Safety and Prevention System – Section 36 of the Student Success Act, and Senate Bill 52, also known as Adi's Act, call for the creation of a School Safety and Prevention System (SSPS) to support the health and well-being of Oregon students and school communities. The System is designed to provide school districts with a multi-tiered system of supports ranging from curriculum-based universal prevention programs, to safety-based crisis interventions. These offerings include suicide prevention services, behavioral safety assessments, access to the SafeOregon Tip Line, and positive school culture and climate support that includes programs to prevent bullying, cyberbullying, harassment, and intimidation, and to promote mental health and well-being in school districts statewide. Grant County ESD has received funds from ODE to support the creation of this system within Grant County, but these are still considered one-time funds.

Core Services – Programs for Children with Special Needs

The demand for special education services across the county is growing at a much faster rate than anticipated and we are trying to be responsive by increasing these services. We are always looking to the future in these resolutions and so we are attempting to “grow our own” specialists. In the past we have successfully “grown our own” SLP when none were available. As we see our specialists begin to retire, we are looking to make sure that we have personnel in place to cover these gaps. We currently are supporting one SLP candidate, as well as “growing” our own autism specialist and two school counselors/behavior specialists.

Grant County Education Service District assists local school districts in providing Special Education services for students. The service will include Special Education instructors, one Speech Pathologist, coordination of OT and PT professionals, highly qualified paraprofessionals, and licensed specialist assistants. Program responsibility, however, ultimately rests with the component districts outside the staffing limits provided within the budget of this service and funding constraints. The services may include, depending on individual needs, testing, referral, coordination with other agencies for services, staffing, professional development opportunities, and consultation,

as well as System Program Review and Improvement for the Oregon Department of Education. ESD staff also assist districts with EI/ECSE screenings and evaluations.

Grant ESD will assist local districts by providing diagnostic services in speech and language, initial hearing screening for students residing in the county, and provide therapy services for speech and language handicapped students in Grant County schools within the limits of one speech therapist and paraprofessional personnel. As costs for special education have grown, so too has the resolution for this core service.

Grant ESD has also added another service to this area – school counseling. Prairie City has contracted with Grant ESD to provide 1.0 FTE mental health counselor to Prairie City. Two additional school counselors will be contracted with the other districts next year as they complete licensure requirements.

Core Services – Technology Services

In the past, Grant ESD has employed two half-time employees and one full-time employee for an FTE of 2.0. We have added to the technology supports offered by Grant ESD. We have increased the technology staff to 2.8 FTE. These individuals are responsible for supporting the network, the devices, the infrastructure and some of the key programs such as iVisions and Synergy. Also driving costs is the number of devices supported by Grant ESD. In this time of post-COVID, we would have anticipated numbers of individual devices to stabilize or even decrease, but that is not the case. As of this year, the tech department has deployed over 800 Chromebooks, supported over 250 laptops, maintained over 300 lab computers, and protected over 200 desktops. Currently, the staff are maintaining around 1,500 total devices. With the introduction of so many Chrome devices, we are actually seeing a slight decrease in lab computer numbers to around 200 computers.

Grant County ESD also provides internet access to all schools within the county free of charge. Currently, Grant County ESD purchases a fiber connection to both Prairie City and Dayville Schools. This allows the ESD to leverage network topology and security across the county without purchasing redundant firewalls, endpoint protection, and protective layers. Because of our partnership with the Grant County Digital Coalition, the ESD was able to install fiber to Grant Union Jr./Sr. High School, the John Day District Office, and Humbolt Elementary. Plans are currently in place for a 20-year, 1 Gbps connection to Seneca, Long Creek and Monument free of charge from these locations back to the ESD. This will allow all schools in the county to be fiber-connected to the internet.

Core Services – Administrative and Support Services

Grant ESD provides core administrative and support services in many areas including administrative services, home schooling, and truancy. While we have never used any of our General Services Grant in the past to cover these services, more and more time is being demanded to provide these services. We are seeing a larger number of home school interactions and testing sessions, as well as an increased number of truancy issues. Another growing area is in substitute teacher registration, testing and licensure. Currently, Grant County only has 23 licensed substitutes (both restricted and permanent subs) for the county. Not all subs are available to all districts and not all are available every weekday.

A service that Grant ESD now offers to districts is fingerprinting. While this was previously done at a local business, the business recently stopped providing this service. Currently, the ESD is averaging between 30 and 35 sessions per month. The service is time-intensive and we currently have three employees able to fingerprint clients. Other admin services include, but are not limited to, services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035. Grant ESD provides Attendance/Truancy services to the component districts within Grant County. This service involves contacting the affected families and informing them of the laws regarding compulsory attendance. The

ESD also assists districts in notification of concerned agencies – County Juvenile Department, local law enforcement agencies, and Department of Human Services (Services to Children and Families). This duty is shared between the Superintendent and the Every Day Matters Specialist.

Core Services – SIA Liaison/Technical Assistance/School Improvement

Grant ESD provides a 1.0 FTE to support districts with their SIA work, SIS implementation, professional development support and curriculum needs. The SSA-funded SIA Liaison/Curriculum Specialist works with districts to analyze data, review best practices, and plan implementation strategies for improving student achievement. The hope this year was that this position would coordinate and provide content workshops for school staff, as well as facilitate opportunities for mentoring and/or content area cohorts within and between component districts. However, the majority of this positions responsibilities this year have been around assisting districts with design, creation and submission of the Integrated Guidance plans required by ODE for funding in six separate initiatives. The initiatives are: Continuous Improvement Planning, Early Intervention Indicators System, Student Investment Account, High School Success, Career Technical Education, and Every Day Matters. A huge amount of time has been spent with each district gathering community, staff, and student data to drive the Integrated Guidance decisions.

As we move forward into next year, this position will begin to incorporate more professional development opportunities based on data analysis and best practices, and these will be offered both within the schools and at the ESD.

Comprehensive Support Plan – Grant County ESD

Please describe how your ESD is strategizing and approaching integration of the six programs at ESD level. How has the ESD designed staff positions and teams, set goals, and envisioned work plans towards integration and alignment of the work to support the six programs? Because of the size and nature of our relationships with component districts, integration is organic. We do not have the capacity to "silo" this work, but rather weave it across all work within our world. The SIA integration was probably the most autonomous across the region. However, this work now lends itself nicely to supporting all initiatives within our districts. We see this position as a backbone supporting all district work based on engagement, equity and improvement, not just the six initiatives called out by the integration work, but rather all work within schools. Every aspect of the SIA Technical Assistance liaison role from supporting engagement strategies to deciphering budgets can translate to all six programs.

Grant ESD is in a hiring frenzy - at least for us. We have been able to add a 1.0 FTE SIA TA Liaison. He has been on board since August 5 and is working hard with component districts on all initiatives and community engagement. At this point in the process, engagement of focal groups is paramount. As we all are very aware, the data gathered will drive budget decisions, plan tweaks, and long-range goals for our districts as they build/braid/continue initiatives to cover needs within each district. We have also signed a 0.5 FTE EDM Specialist who began November 1. Her role is to assist districts in outreach and communication for meeting regular attendance goals for students. She is uniquely positioned in the county for outreach. Her other 0.5 FTE position is that of SNAP-ED Coordinator for the OSU Extension office here in the county. She already has made inroads into our most vulnerable populations and can leverage relationships to support regular attendance strategies with families and districts.

The GEER funding is going to be fantastic in that we have hired a State Reporting Specialist whose duties will include supporting our small, frontier districts with the cumbersome and overly-burdensome state and federal reporting requirements. This position walks hand-in-hand with our SIA Liaison/Integrated Guidance Liaison for data supports as well as reporting. In our region, the ESD performs all supports for technology. These supports are integral to the success of the six initiatives, even though tech support is often overlooked as a key factor to success in programming. Lack of a technology infrastructure vision - everything from bandwidth delivery to internet safety to physical devices - can undermine any goal a district may be looking to achieve. First and foremost, the responsibility of technology vision is to keep students and staff safe - period. That uniquely

positions our ESD to support our districts as they move forward with integration because we do provide all services for our districts. The vision has always been to leverage the power of the five rural and frontier districts collectively in resources, time and effort, to ensure that all five are on an equal footing for all things tech. While districts may make decisions regarding individual tech purchases and integrations, the building of capacity within the county only comes from the shared vision of all five and the ESD.

Grant County ESD is excited to be moving forward with these new opportunities. We are at a point in time when we can truly support districts moving forward to best educate students, support families, and lift communities. While each district is unique and independent (sometimes fiercely independent), the ability to assist them in these six areas is a wonderful opportunity.

Describe how your ESD supports equity work across the districts, eligible charter schools, and programs in your region. Grant ESD supports the districts in identifying and seeking input from all focal groups within our county as we move forward with community engagement. While our demographics may not appear to indicate a very diverse group of students (81% white, 5% mixed race, 9% Hispanic, 0.82% Asian, 1.1% African American, 1.5% Alaskan/Native American, and 0.22% Hawaiian/Pacific Islander = 81% white, 19% BIPOC), we work extremely hard to meet every student's needs. Our specialists serve students where they are at academically, socially, and culturally within each district. We encourage each district to do the same and lead by example with our service personnel.

Describe how your ESD is strategizing and supporting the work to address the root causes of chronic absenteeism and to increase student and family engagement across the districts, eligible charter schools, and programs in your region. How this work is integrated with the other aligned programs? Grant ESD has hired a 0.5 FTE Every Day Matters Specialist who will be starting November 1. Her role is to assist districts in outreach and communication for meeting regular attendance goals for students. She is uniquely positioned in the county for outreach. Her other 0.5 FTE position is that of SNAP-ED Coordinator for the OSU Extension office here in the county. She already has made inroads into our most vulnerable populations and can leverage relationships to support regular attendance strategies with families and districts. We will be building upon work done by the remaining administrator with Jessica Sprick five years ago while working on attendance and truancy through our regional partner, Columbia Gorge ESD. The EDM Specialist will work closely with the State Reporting Specialist and Integrated Guidance Liaison to use data sets in determining needs. We also provide weekly attendance snapshots to the superintendents from their SIS instances to keep them abreast of students who may be slipping. We also see the EDM Specialist as a supporter of all High School Success initiatives within the county.

While still in its infancy, we envision the EDM Specialist also walking alongside the School Prevention and Safety Specialist. We have just been notified officially of this grant stream and are moving forward with planning and strategies to leverage all student/family-focused interventionists against these indicators.

Grant ESD also maintains many community partnerships with organizations such as Families First, Community Counseling Solutions (mental health provider), the Local Community Health Partnership, and IMESD's EI/ECSE programs. These relationships assist us in identifying needs and meeting families/students where they are at a point in time. Our staff is also deeply immersed in the communities which we serve as coaches, referees, city council members, library foundation members, hunter education instructors, and other volunteer positions. We are not an island within our county, but rather an integral part of the daily life of our student, families, and neighbors.

Describe how you're planning to support small and rural schools (required for under 1650 ADMw and up to 2000 ADMw) in your region with GEER funding. How are you planning to reduce administrative burden and/or be responsive to your small and rural schools? Grant County ESD has created a job description for a State Reporting Specialist and hired this position. This individual walks alongside districts in meeting ODE’s onerous demands for data, as well as assisting districts in federal reporting requirements. The demands of the separate 108 initiatives and 50-plus reports are often overwhelming for all five districts, who have no dedicated individual to verify, validate, and submit data in exchange for grants and funding. When we recently discussed this position at the monthly Grant County superintendent meeting, the reaction was overwhelmingly positive. We will use GEER funding for this 1.0 FTE.

Describe your partnership with your CTE Regional Coordinator(s). Jerry Peacock is our lone CTE Regional Coordinator. He is present at every one of our superintendent meetings and works closely (along with his assistant) with our SIA Liaison/Integrated Guidance Liaison. Mark and Jerry have a great relationship and are able to work together to assist districts in moving forward with leveraging all of the available High School Success strategies, SIA objectives and CTE initiatives that are out in our county. CTE/HSS/SIA should be the poster child for what blending and braiding looks like as we move forward with initiatives.

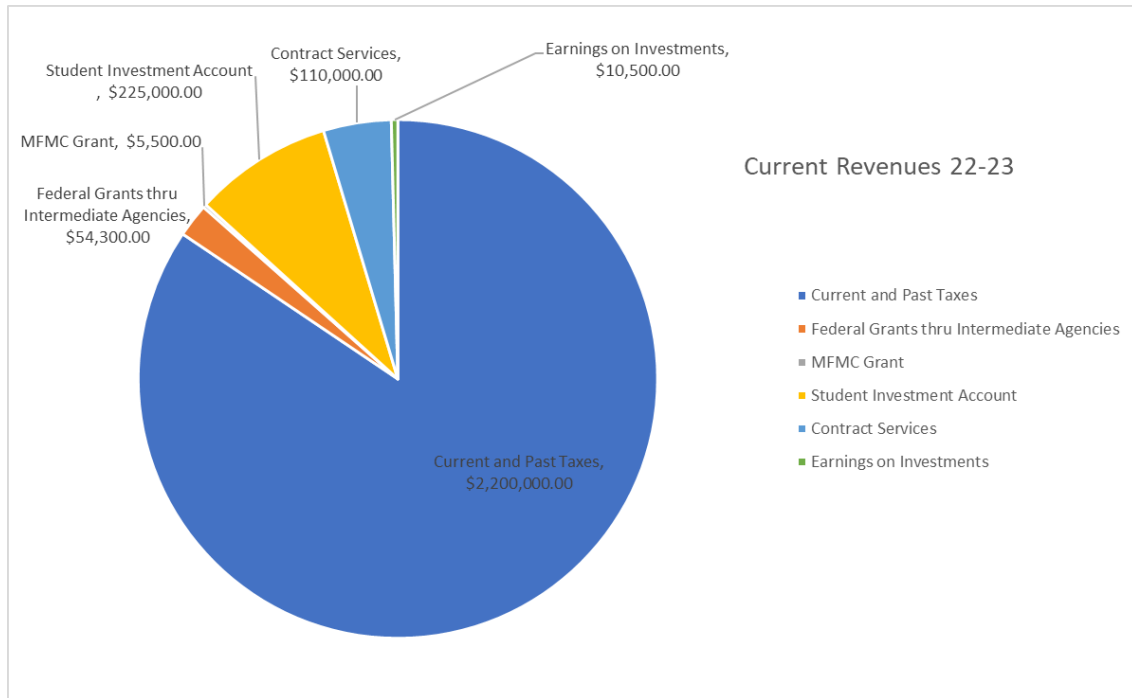
Strategies and Outcomes

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome 1	Increase academic achievement for all focal groups across the county.	x	x	x	x	x
Outcome 2	Grant County districts will cultivate an inclusive environment that integrates community, parental, and student on-going engagement to provide an exceptional educational experience.	x	x	x	x	x
Outcome 3	Grant ESD will assist districts in providing a well-rounded education, including content-specific professional development for staff, additional curriculum discovery and evaluation to create opportunities for students, as well as supports for staff working in the early learning arena.	x	x	x	x	x
Outcome 4						
Outcome 5						
Strategy 1	Leverage the Grant ESD SIA Liaison to assist Districts in planning and implementing the Integrated Guidance for ODE					
Strategy 2	Leverage the Every Day Matters Specialist to assist Districts to improve accountability data - regular attenders, 9th grade on-track, on-time graduation					
Strategy 3	Hire a state reporting specialist to assist Districts in the demands of ODE and federal programs reporting and come alongside the Integrated Guidance Specialist as a data specialist					
Strategy 4	Continue to support Districts in implementing appropriate technology strategies including infrastructure, security, and implementation for improving outcomes for all students regardless of access/ability.					
Strategy 5	Leverage diverse funding sources and streams against one another to create a pool of resources to assist districts in reaching their individual outcomes and supporting their individual strategies.					

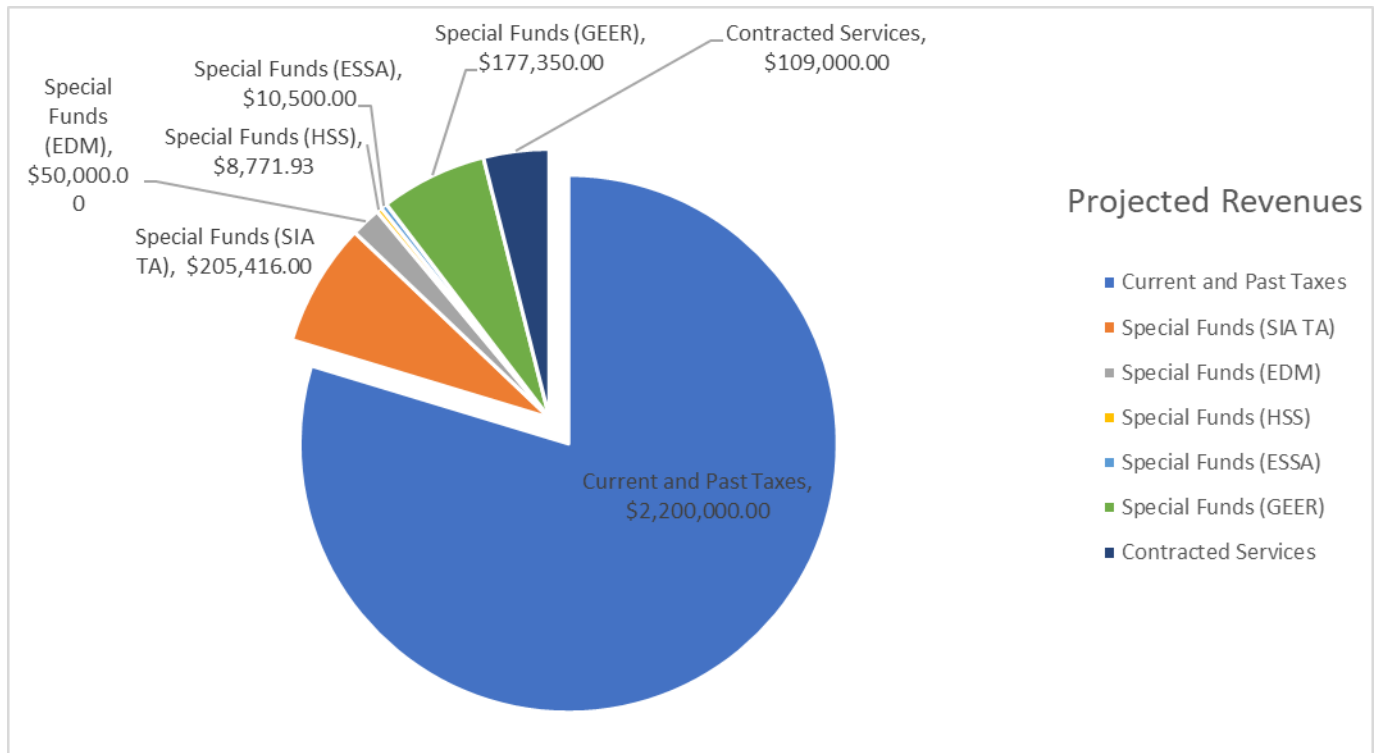
Performance Measures

The services provided by Grant ESD as outlined in this Local Service Plan to component districts are required by HB 3184 to be evaluated by component districts. The ESD will submit a list of services provided under the Local Service Plan to each district with a request for honest evaluation of the delivery and quality of these services. A summary of this performance will be provided to the ESD Board of Directors, each component district superintendent, and each component district board.

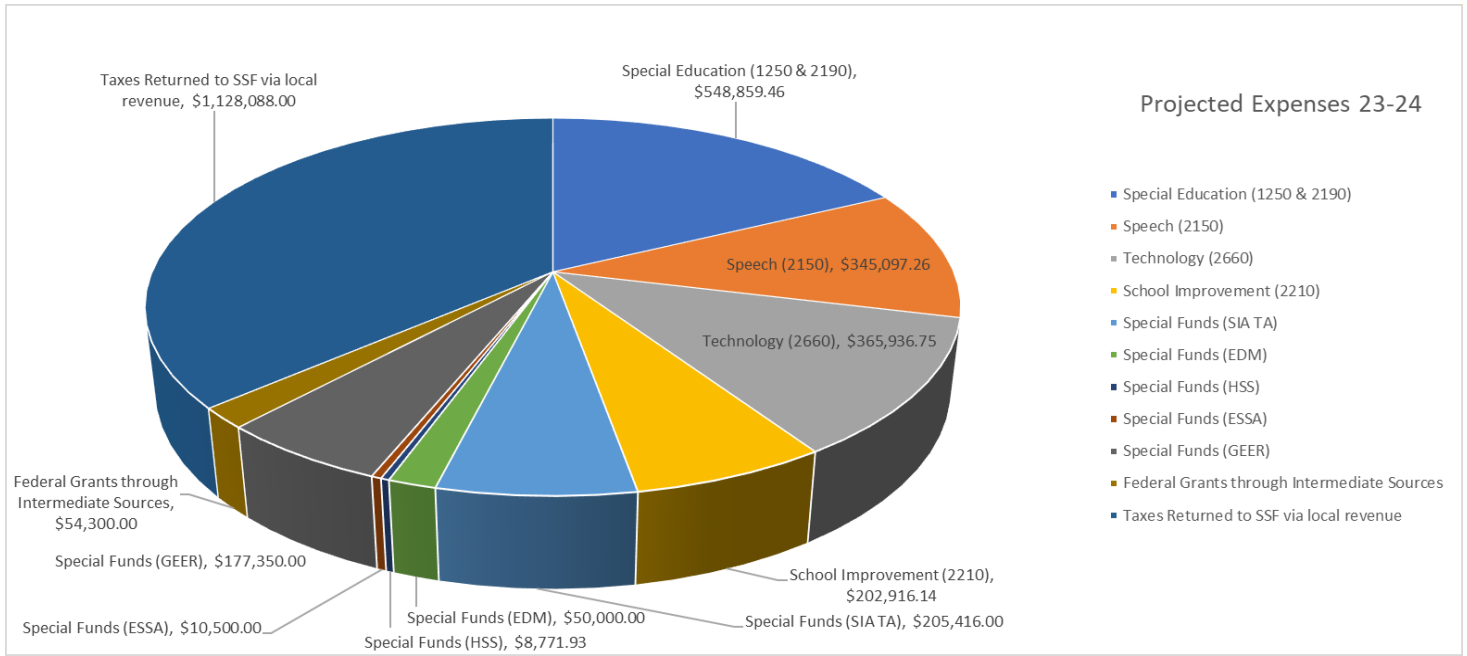
Current Revenues 2022-2023



Projected Revenues 2023-2024



Projected Expenses 2023-2024



Acceptance and Signatures *(on file at Grant ESD)*

District Board Chairperson

Date

District Superintendent

Date

ESD Board Chairperson

Date

ESD Superintendent

Date