

Integrated Guidance Application Template

Harney Rural Consortium

Needs Assessment Summary (500 words or less):

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)
2. **Additional requirement if applying with a sponsored charter:** Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

2025-2027

Beginning December of 2024, the Harney Region Consortium formed an advisory committee for the purpose of strengthening communication, collaboration and equity of resources and programs. The committee meets quarterly to discuss operating decisions and implementation of practices in regards to the Integrated Guidance program. One teacher from each of the seven districts as well as ESD SSA staff make up the Rural Schools Consortium Advisory Committee. During the February 18th advisory meeting, the 25-27 IG needs assessment process began. At this meeting, we looked at the five common metric data for the Harney ESD region, district easyCBM and attendance data, the REMS safety assessments completed at each school site, student focus group data as well as overall feedback from the 2024/25 rural school survey that was conducted. With this data in mind, overall strengths and weaknesses from each of the four common goal areas were discussed, along with overarching needs/priorities. During this meeting, focal student groups were identified along with a deeper understanding of what equity looks like in a local context for all students across the consortium. Based on this reviewed data, it was determined that outcomes and connected strategies in our current plan (23-25) would remain in place; with the addition of an SIA outcome and strategies encompassing enhanced school community and culture. Survey participants want the following to continue: activities enhancing peer connections, arts and physical education opportunities that bring about well-rounded education, educational and SEL events and field trips that deliver extended-learning. Bolstering identified needs within school safety and security is still seen as an ongoing need in the consortium. The added outcome and strategies to the current IG plan was necessary to meet priorities that surfaced around heightening communications among communities and schools, broadening opportunities for teacher professional development, recruitment/hiring practices to promote the hiring of rural school staff and literacy tutoring options for striving readers above third grade. The consortium also set a literacy outcome around supporting students in becoming proficient readers by the end of third grade, with strategies revolving around the five allowable use areas.

In March, each of the seven school district boards were presented with the gathered data as well as the needs assessment priorities identified by the students, teachers and community. Each individual board had the opportunity to weigh in on the proposed plan and provide any necessary feedback.

This process resulted in involving community members, parents, students, teachers and individual board members with the opportunity to identify the specific needs of each district as well as ensure that all students have equitable access for participating in extended learning opportunities/well-rounded educational activities, high quality electives and be afforded with a safe and secure learning environment. Communities and schools can refine their

communication practices and all students can have equitable access to literacy tutors regardless of their grade level. Teachers are encouraged to attend professional development to meet their individual teaching goals.

Equity Advanced (250 words or less per question) : outcome that will end predictable disparity in academic success and student well-being, creating rich and meaningful learning conditions where children, young people, their families and educators are seen

<i>Question</i>	<i>2025-2027</i>
<p>1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.</p>	<p>We applied the Oregon Equity Lens to aid in our planning and budgeting decisions, while disaggregating our data by student group and school site. While distance between schools and away from main towns (Crane and Burns) are the largest barrier for student access to activities and resources offered within the plan, we strive to come up with ways to involve all schools and students and allow for them to participate in events. We remove barriers for all schools and students to come to any and all events for students to create in-person peer connections. We remove these barriers by offering hotel rooms for our furthest school-South Harney(Fields). We also offer to pay mileage to transport all students to and from the events. If in-person attendance is not possible, we try to offer a Zoom connection. Our arts and P.E. activity providers travel out to <u>all</u> rural schools to provide the same engaging activities to all students. Also, a new outcome and strategies revolving around enhancing school community and capacity was created to secure support for students and families of all schools where support had previously been lacking. Hiring in rural areas can be very difficult, so this new outcome and strategies will allow schools the ability to enhance their outreach and recruitment for hiring. We have discussed supporting recruitment materials, enhancing current websites and assisting with creative outreach.</p>
<p>2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural,</p>	<p>Aside from the regular required Safe Schools online training, Harney ESD has utilized various funding sources in order to advance an equity lens throughout the seven schools in the Harney County Consortium. We have an onsite school counselor who is</p>

<p>social, emotional, and/or academic needs of students, including those of focal students?</p>	<p>providing professional development in the areas of trauma-informed instruction, social and emotional support, bullying, harassment and intimidation, cyberbullying, and suicide prevention and intervention. The superintendent distributes a Monday Morning Thoughts brief bimonthly and the counselor often includes a “SEL one-pager”.</p> <p>The counselor works with students in the consortium in multiple ways; both in-person, and virtually including individually, small group, whole school and through the MooZoom platform. This work also includes working with seventh and eighth grade students on transitioning from their K-8 school to high school. Most of the students will attend Crane Union High School, one of the few remaining boarding high schools. Professional development for teachers includes CPI Trauma Informed training, Adi’s Act suicide prevention and intervention training, differentiation of lesson design and delivery, intensive reading instruction with a strong focus on the neuroscience of reading, math, science, physical education, technology and special education. We are focused on designing a consortium Multi-tiered System of Support (MTSS) model with a strong Response to Intervention (RTI) plan.</p> <p>Within this next biennium, the consortium plans to utilize Early Literacy funds to purchase PD and coaching around improving Amplify & HMH core instruction.</p>
<p>3. What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?</p>	<p>As of the writing of this plan, as in the past, these seven one-room school districts have not had students who are experiencing homelessness. In the event that this were to happen, our Behavioral/SEL Interventionist would get involved and work with the necessary agencies to provide support. There is a community wide resource brochure and teachers and staff have been trained in McKinney-Vento Homeless requirements and signs of homelessness and resources available to mitigate the impact on learning. When new students enroll they complete a housing questionnaire. The Interventionist assists in creating a bridge among agencies, the school and home.</p>

Well-Rounded Education (250 words or less per question) : mental and behavioral health, safety, and well-being are not separated from academic opportunity and achievement, how academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning, including opportunities to earn postsecondary credit while in high school, pedagogy and practices.

<i>Question</i>	<i>2025-2027</i>
<p>1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework.</p>	<p>Family and community partnerships have expanded with some schools within the consortium beginning to offer pre-k learning with a major focus being on early literacy and family engagement. A handful of schools within the consortium use SIA dollars to purchase Rosetta Stone software for students to study a second language, which expands oral language and literacy development. Beginning with the 25-27 biennium, the consortium is changing their literacy student growth measure from easyCBM to mCLASS DIBELS 8, which proves to be a more reliable and valid measure, providing a more comprehensive assessment of reading skills. During the 24-25 school year, the consortium expanded their high-dosage tutoring offerings by applying a third model for tutoring. This model consists of a tutor housed at and supported by the ESD to provide a hybrid model of literacy tutoring to students in need within two of the rural schools. This literacy tutor meets with students in-person twice a week and online the other two days a week. Benchmark and progress monitoring with DIBELS 8 is maintained for students within this tutoring model. Teachers throughout the consortium have a broader choice in literacy professional development to improve both core and supplemental curriculum practices. Pedagogy around differentiation has taken to technology development by subscribing to resources such as Diffit for Teachers and MagicSchool for Educators. These resources supply teachers with quick, standards-aligned differentiation for all students.</p>

<p>2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. <i>No narrative response required. A Smartsheet link will be provided.</i></p>	<p><input checked="" type="checkbox"/> <i>No narrative response required. A Smartsheet link will be provided.</i></p>
<p>3. <i>How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?</i></p>	<p>To ensure that curriculum design and the adopted curriculum for all content areas—both core or basal and supplemental—consist of a clearly stated scope and sequence of K-8 learning objectives aligned to all state and national standards, we implement a comprehensive and collaborative approach.</p> <p>This includes rural teacher meetings to preview, discuss, and select state-approved curriculums. These meetings provide an opportunity for teachers to engage with available curriculum options and ensure that selections are aligned with required standards and student needs.</p> <p>We are providing curriculum mapping opportunities where teachers and content area specialists can work together to outline the scope and sequence of content across grade levels, ensuring vertical and horizontal alignment. This mapping ensures that learning objectives build logically from one grade to the next and align to both state and national standards. Priority is being given to creating units that are interdisciplinary and include “bundling of standards”.</p> <p>We are providing professional development from curriculum providers, which equips educators with the tools and understanding necessary to implement the curriculum</p>

	<p>with fidelity. This PD is often tailored to address both content and instructional strategies specific to the adopted materials.</p> <p>Finally, we foster a culture of continuous improvement and shared learning through peer collaboration opportunities, where teachers come together to share best practices, discuss implementation challenges, and learn from one another's experiences. This collaborative approach not only strengthens curriculum alignment but also supports consistent and high-quality instruction across the district.</p>
<p>4. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.</p>	<p>Teachers are evaluated yearly by a certified administrator that has been hired through the ESD. These observations are conducted on an ongoing basis, beginning with goal setting in the fall to establish clear instructional priorities aligned with school and district expectations. These goals serve as a foundation for both formal and informal observations carried out throughout the school year. Collaboration occurs to discuss the effectiveness of classroom instruction, ensuring it is well-rounded, intentional, engaging, and challenging for all students. Informal walkthroughs provide real-time insights into daily instruction and student engagement, while formal evaluations offer more structured feedback. This continuous cycle of observation, reflection, and feedback supports professional growth and helps maintain a consistent focus on high-quality teaching and learning.</p>
<p>5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?</p>	<p>Due to low populations and small class sizes, teachers in rural schools naturally have deeper connections with their students and families. They know their students and parents/family members not just on a professional level, but on a personal level as a community member. In most cases, this is beneficial with building trusting relationships which foster communication both in and out of school. These relationships ensure there is a direct and open line of communication about concerns parents/families and even community members may have.</p> <p>Our community survey was written in both English and Spanish languages, welcoming and accommodating persons who speak either of those languages. Those taking part in the survey also had the choice of three different ways for returning the completed surveys: return to the school, send by mail to Harney ESD</p>

	<p>or complete online via Google survey. All schools have anti-bullying programs in place; often facilitated by our school counselor. Posters are in all buildings and staff receive training and updated materials during the Fall Rural Teacher Inservice Days and through SafeSchools videos. School board policies are in place to address bullying, harassment and intimidation and teachers are supported in effectively implementing these policies.</p>
<p>6. How do you ensure students have access to strong school library programs?</p>	<p>All of our schools have well maintained libraries with current materials that are purchased through the use of SRSA funds and a State Library Revitalization Grant. The ESD provides support and oversight of library programs by contracting with a local retired school librarian who supports teachers in the effective use of the Library, including how books are shelved and arranged and how to track materials checked out. Teachers can check out books through the SAGE County Library system and the ESD facilitates that.</p>
<p>7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?</p>	<p>We monitor the effectiveness of interventions for students experiencing depression, anxiety, stress, and dysregulation through a combination of qualitative and quantitative methods:</p> <ol style="list-style-type: none"> 1. Teacher, Counselor, and Staff Observations: Regular check-ins and structured observation protocols allow staff to track changes in student behavior, engagement, and emotional regulation. These observations are documented and reviewed to assess progress and make adjustments as needed. 2. Student Self-Reporting: Students are encouraged to reflect on their own well-being through journaling or individual sessions with counselors. These self-reports help us gauge how students perceive the impact of the interventions and whether they feel supported. 3. Collaborative Reviews: Regular meetings involving teachers, counselors, and other support staff are held to review each student's progress and refine interventions based on data and observed needs.
<p>8. How do you identify and support the</p>	<p>We are fortunate to have small schools with the ability to focus on support for all</p>

<p>academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?</p>	<p>students beginning with identifying their current academic level and then designing and implementing appropriate instruction. Because of the small numbers of students in these schools, instruction happens at their level as well as exposure and education at their grade level. Instruction at their academic level happens for both students struggling to meet standards and for those that are exceeding standards. We have systems of support in place in the content areas of reading and mathematics. Students are assessed formally with diagnostic assessments at the beginning of the school year, helping teachers identify skill strengths and deficits and effectively plan for instruction. All students are tested using EasyCBM for both reading and mathematics. For the 2025/26 school year all schools will use mCLASS through Amplify for Reading and iReady for Math. Professional development will be provided for all staff and the ESD has a reading specialist and a math interventionist that will be assisting. For students who are advancing during their middle school years in mathematics a virtual algebra group will be created by the math interventionist with participation encouraged for students in 7th and 8th grade who are meeting and exceeding grade level standards. Beginning in the fall of 2025 a Multi-tiered System of Support (MTSS) will be created with all teachers being trained in fidelity to the CORE reading program for Tier 1 and intervention programs for Tier 2. The ESD Reading Specialist will work closely with teachers who have identified struggling readers, given assessment data gathered, and assist in formulating an intervention plan and a formalized process for responding to the intervention (RTI).</p>
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Engaged Community (250 words or less per question) : who was engaged, how were they engaged, artifacts, where on the spectrum	
<i>Question</i>	<i>2025-2027</i>
<p>1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were</p>	<p>We continue to listen to feedback from teachers, students, families and community members when presenting plans during community events and board meetings. During quarterly Consortium Advisory meetings we are discussing methods for improvement of engagement strategies. Feedback from surveys has indicated that electronic reader boards at each of the schools may be a tool to help. Additionally,</p>

<p>experienced?</p>	<p>several more of the schools are creating and publishing newsletters, following the lead of South Harney School (Fields) who have successfully done this for over a decade. Barriers continue to be rural and remote access to the internet and families not seeing this as a priority.</p>
<p>3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)</p>	<p>Every September, Harney ESD sets up a booth at the Harney County Fair where visitors have an opportunity to fill out a survey providing feedback about the educational priorities/plans for the district which they reside in. The data from this HC Fair survey is aggregated by district and given to each district leader to use and share as they desire. The consortium also developed their own survey specific to their current IG plan to share with students, staff, families and community members of each district. This survey gave specific feedback on the effectiveness of the current plan and if any changes need to be made for the next biennium. In January & February, the Integrated Guidance Coordinator also traveled to each of the seven districts within the consortium to hold student focus group meetings as a whole group by school. As a result, all students, including focal students were asked a series of four questions, which allowed them the opportunity to express their needs, concerns or overall satisfaction/dissatisfaction with their learning environment and the implementation practices of the current IG plan.</p>
<p>4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)</p>	<p>Consortium staff were engaged by having access to the 25-27 Harney Rural Schools Consortium Community Input Questionnaire. All staff were emailed the survey questionnaire, which gave them an opportunity to provide feedback on the current IG plan practices as well as give input and suggestions for adding to or enhancing the current plan. Teachers of each school were sent district and consortium data prior to the February 18th advisory committee to review and discuss with other staff to gather local input to bring to the advisory meeting. During the February 18th advisory meeting, the representative teachers and Harney ESD SSA staff took part in a roundtable discussion of the data and priorities that came out of the data. This discussion propelled the overall assessment of needs and analysis of the effectiveness of the current integrated plan as well as bringing in the needs and plan implementation related to Early Literacy.</p>

<p>Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.</p>	<p>What we have learned by looking holistically at the Community Engagement feedback is that all participants - students, parents, teachers and the community - are pleased with the supplemental enrichment offerings that we have been able to provide for all schools. They are pleased and would like to see opportunities for peer connections and collaboration to continue. This has been very influential in a student feeling a sense of “well-being” when leaving the K-8 school and going to Crane Union High School. This input has been used as we plan for and calendar of events, academic activities, peer connection opportunities and community events for the future.</p>
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Strengthened Systems and Capacity (250 words or less per question) : whole system success, shared responsibility and accountability

<i>Question</i>	<i>2025-2027</i>
<p>1. What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?</p>	<p>The Eastern Oregon Regional Educators Network (EOREN) continues to be instrumental in the recruitment and onboarding of rural one-room teachers. They have facilitated systems and strategies for a “Grow Your Own” model that allow people who know and understand the complexities of living in a highly remote and rural setting and teaching alone in a school with students in multiple grade levels K-8. Because we believe and support the “Grow Your Own” model we are representative of our student focal groups, mainly children from ranching families. This has been an effective program as we have a teacher recently hired for one of our schools that is a “grow your own” graduate! We have worked collaboratively with EOREN in expanding onboarding and retention of our teachers. The state’s definition of a new teacher is less than 2 years of teaching. We know that a teacher who is “brand new” to rural, remote, one-room teaching needs support, regardless of how tenured they are. We work collaboratively with them to support all teachers. EOREN has provided grant funds for ESD staff to enrich our teacher retention through recognition programs. Harney ESD also attends job fairs to recruit educators from out of the area. We value the recruitment of educators that are grounded in evidence-based practices for meeting the needs</p>

	<p>of students in all of our focal groups.</p> <p>Harney ESD has also structured layers of assistance for each of our rural, two-room schools by contributing ongoing support for Social Emotional Learning/behavioral intervention for staff and students. This in itself, helps with staff retention, as it provides a direct link for teachers to get students and themselves the help they need to overcome any behavioral obstacles, which is crucial in a rural school with no administrator physically present.</p>
<p>2. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.</p>	<p>Discipline practices at these one-room schools are minimal. Given the small class size and the longevity of the student population, expectations are clear and students adhere to these high standards. Students are not removed from the classroom. When discipline is needed it is dealt with within the classroom in a respectful manner that allows for collaborative problem-solving.</p> <p>Teachers have been trained in collaborative problem solving techniques along with trauma informed practices and they effectively use these strategies. This is evidenced by the lack of any student numbers reported to ODE in regards to discipline, suspensions and expulsions. While the “n” prohibits ODE from publishing numbers, we have not had to report any advanced discipline referrals, suspensions or expulsions.</p> <p>Harney ESD provides a Behavioral Interventionist who offers in-person, individual support to students and staff as well as collaborative training opportunities.</p>
<p>6. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections</p>	<p>The various SIA consortium events/projects throughout the year have career connected learning opportunities embedded within. The Science Discovery Day has people from different jobs within the field of science present aspects about their career. Students learn how to design with 3D printers, which opens up the world of software and design. Leathercraft projects are done, which exposes kids to the trade of working and building with leather. The SIA coordinator also sets up events such as Market Day and Invention Convention that contain career connected learning within the classroom leading up to the event. The SIA Coordinator tries to collaborate with GO STEM to provide various activities/events throughout the year for all schools.</p>

to education plans and profiles.

Early Literacy Inventory and Prioritization : For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

Question

2025-2027

1 Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.*

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

- General Fund*
- Student Investment Account (SIA)*
- State School Fund (SSF)*
- Title I*
- Title II*
- Title III*
- Title IV*
- Other*

3. If other please describe

NOT APPLICABLE for floor funded school districts.

4. Please do your best to mark which of

- Hiring*

<p>the following categories best describe how you are using your matching funds? (check all that apply)</p>	<p> <input type="checkbox"/> <i>Purchasing Curricula & Materials</i> <input type="checkbox"/> <i>High-dosage Tutoring</i> <input type="checkbox"/> <i>Extended Learning Programs</i> <input type="checkbox"/> <i>Professional Development & Coaching</i> <input checked="" type="checkbox"/> <i>Other Purposes</i> <i>5. If other please describe</i> <i>NOT APPLICABLE for floor funded school districts.</i> </p>
<p>*Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades*</p>	
<p>6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:</p>	<p> <input type="checkbox"/> <i>Have the lowest rates of proficiency in literacy of elementary schools in the district;</i> <input type="checkbox"/> <i>identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;</i> <input type="checkbox"/> <i>have literacy proficiency rates that have not recovered to pre-pandemic levels;</i> <input checked="" type="checkbox"/> <i>have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.</i> <input type="checkbox"/> <i>N/A if you have only one elementary school</i> </p>
<p>7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)</p>	<p> Diamond- 40% Double O- 13% Drewsey- 7% Fields- 17% Frenchglen- 7% Pine Creek- 3% Suntex- 13% </p>

Feedback: How can ODE support your continuous improvement process?

2025-2027

Plan Summary: Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Additional requirement if applying with a sponsored charter: Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan.

(Additional 250 words or less)

2025-2027

Harney Region Consortium is made up of seven small, frontier-rural K-8 schools with Harney ESD serving as the fiscal agent. Harney ESD is located in Burns, Oregon while each of the seven K-8 districts are located within rural, agricultural, unincorporated communities within Harney County and also many miles from the main town of Burns. Harney County has 10,226 square miles, the largest county in Oregon and the 10th largest in the United States, but with a total population of 7,575 people. The nearest Walmart is 135 miles from Burns and even farther for most of our frontier rural schools. The list below is a picture of the distance from each school in respective miles to Burns as well as the current student population:

-Double O SD #28- 33 miles (16 miles of dirt road), 5 students

-Suntex SD # 10 (Riley, Oregon)- 39 miles, 5 students

-Pine Creek SD #5- 41 miles, 2 students

-Drewsey SD #13- 45 miles, 4 students

-Diamond SD #7- 54 miles, 14 students

-Frenchglen SD #16- 61 miles, 2 students

-South Harney SD #33 (Fields, Oregon)- 120 miles (22 miles from Nevada state line), 7 students.

All of these small rural schools are very remote and have limited access to almost everything except open land and cattle. In fact, cattle outnumber people 14 to 1! These small schools are so vital to the education of the children that live within the individual districts/communities, as distance is definitely a barrier for families, as it would be impossible to send students to either of the larger schools (Crane or Burns) located within Harney County. Internet access is also a confinement in regards to making online education almost, if not impossible. Nearly 20% of rural school families do not have access to the internet, as it is either not available or is very costly. This continues to be an issue even with the availability of StarLink. Parents do not see this as a fiscal burden that they want to incur.

Each of these frontier rural schools are the “hub” of the community. Access to anything beyond the school is at least an hour away. Parents, staff, students and the community strive to find a way for students to not only get a standard education, but to also be exposed to learning opportunities they may not otherwise get from where they live. This is a little bit of a challenge when some students only have siblings as their classmates. Harney Region Consortium has hired support staff for rural schools, including a reading specialist, math interventionist/technology support and reading trained tutor, along with an SIA Student Engagement and Technical Advisor. These staff members have come up with innovative ways to engage all students online or in person in various learning activities such as field trips, classroom activities, book clubs, school dances and much more- all of which are opportunities these students wouldn't otherwise get. And just the socialization piece alone is beneficial, as they crave interaction with others and are able to form relationships with peers they will eventually attend high school with at Crane High School. In addition to the extended learning opportunities, the consortium contracts with a physical education trainer and a dietician and purchases equipment to carry out various sports education activities alongside health/nutrition education and activities. The consortium will continue to address safety needs identified in the REMS assessments. With the use of Early Literacy funds, districts are able to provide up-to-date curriculum, materials, PD, high-dosage tutoring and extended learning opportunities that encompass the latest Science of Reading research and best practices for literacy instruction.

Assurances

- You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
- You have taken into consideration the Quality Education Commission (QEC).
- Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable). NA
- Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process. NA

- Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.NA
- Each of the SSA plans were reviewed as part of your strategic planning.
- You have reviewed your early literacy programs to identify areas of alignment with Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant’s work will align with the definitions included in the Early Literacy Success Initiative.
- Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
- You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
- You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
- You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
- You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
- If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.
- You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data