Regular Board Session
Monday, February 9, 2026 6:00 PM Pacific

Banks Middle School Library
12850 NW Main Street
Banks, Or 97106

Ron Frame:	Present
Corissa Mazurkiewicz:	Present
William Moore:	Present
Leslee Sipp:	Present
Daniel Streblow:	Present

Present: 5.

1. Preliminaries
    - 1.1. Call to Order
    - 1.2. Flag Salute
    - 1.3. Roll Call
    - 1.4. Public Welcome/Recognition
    - 1.5. Approval of Agenda
    - 1.6. Banks High School Leadership
2. Recognitions
    - 2.1. Banks High School Staff
3. Audience Comment
4. Presentations/Reports
    - 4.1. OSBA Legislative Policy Committee Update
    - 4.2. Superintendent's Report
    - 4.3. Financial Update
5. Consent
    - 5.1. Approval of January 12th, 2026 Board Meeting Minutes
    - 5.2. Routine Personnel Matters
    - 5.3. NWESD Local Service Plan 2026-27
    - 5.4. Annual Open Slots for Interdistrict Transfers 2026-27
    - 5.5. 2026-27 Budget Calendar
6. Discussion Items
    - 6.1. 2026-27 Draft Calendar
7. Action Items
8. Closing
    - 8.1. Upcoming items
        - 8.1.1. February 16, 2026: President's Day - No School
        - 8.1.2. March 9, 2026: Next Board Meeting
        - 8.1.3. March 23-27, 2026: Spring Break - No School
    - 8.2. Board Comments
9. Adjourn

2026 Budget Talking Points

MESSAGE TO LEGISLATORS

- **It is clear that future state budget cycles will be very tight, but the Legislature has enough in reserves to get school districts through this biennium without cutting services to students.** That would give district leaders time to plan ahead and identify future reductions that can be made with the least impact to students.
    - If the State School Fund is roughly 27% of the General Fund, then our "share" of a $600 million General Fund shortfall is around $162 million. The Legislature could take this much from the Education Stability Fund and still end the biennium with over $1 billion in the fund.
- **Time to plan is critical. School district budgets don't turn on a dime.**
    - Districts work with a variety of vendors and often have multi-year contracts for goods and services. Those obligations don't change just because state funding is redirected.
    - When possible, it is better to handle reductions in force through attrition and early retirements rather than sudden layoffs.
- **The Legislature has already layered additional costs onto districts in the 2025-27 biennium.** For instance, in order to comply with the Education Accountability Act as written, a number of school districts will need to purchase new interim assessments, potentially facing early-termination fees under existing contracts.
- **Many districts are already seeing increased need to support students whose families are impacted by the recent federal policy changes.**
- **Districts need stability from the state now in order to make thoughtful plans for protecting the most critical services for students in the future.**

Background Context:

- Following the passage of HR 1, otherwise known as the "One Big Beautiful Bill Act," Oregon is facing a loss of state revenue and a loss of federal funding for programs such as Medicaid (a.k.a., the Oregon Health Plan) and the Supplemental Nutrition Assistance Program (SNAP). Additionally, the federal government is shifting a portion of administrative costs onto the states.
- The federal changes will roll out in phases, with the impact on Oregon growing over the 2025-27, 2027-29, and 2029-31 biennia. That means this biennium (2025-27) will be challenging financially, but it will be the easiest of the three.
- Unlike during a recession, we are not just waiting for the economy to improve. These are long-term changes that will impact Oregon's budget for the foreseeable future.
- Between federal changes and wildfire costs, the state is facing a roughly $600 million General Fund shortfall in the 2025-27 biennium. This number is an estimate and may evolve with each quarterly revenue forecast, the next of which will be released in February 2026.
- The State School Fund accounts for roughly 27% of General Fund spending.
- All state agencies have been asked to identify 2.5% and 5% potential cuts lists.
- There remains uncertainty about federal funding for education in Fiscal Year 2026, which could further exacerbate local districts' budget challenges.

Education Stability Fund Key Facts:

- The Education Stability Fund was established in the Oregon Constitution in 2002 as a reserve fund for public education.
- Each biennium, 18% of net lottery revenue is put into the Education Stability Fund. The balance of the fund cannot exceed 5% of the prior biennium's General Fund revenue. Once that cap is hit, excess funds go into the Oregon School Capital Matching Fund.
    - The Education Stability Fund is expected to hit the cap in the 2025-27 biennium, with a projected ending balance of $1.26 billion.
- The Legislature can access the fund with a 3/5 majority vote in the Senate and House if certain economic triggers are met or if the Governor declares an emergency.
    - The Education Stability Fund has been accessed 9 times since its creation, most recently in 2020 when the Legislature utilized $400 million to help schools get through the pandemic.

TALKING POINTS *for* SCHOOL BOARD MEMBERS
HB 4011 – CLASS SIZE BARGAINING

- As a school board member, my job is to be a good steward of the public dollars that fund our local schools. That means not only serving today's students to the best of my ability, but ensuring the long-term sustainability of our district for future students.
- Just as you as legislators have to make difficult choices about how to allocate limited funds between equally compelling issues, we have to do the same on a smaller scale at our districts. Right now, with the state's financial outlook, things feel tighter than they have in a very long time.
- Personnel costs are the largest expense in any district and those costs are primarily driven by three things: salary/benefit levels x number of staff x number of days in the contract.
- In order to have smaller classes, we would need more staff, which would increase costs not only right now, but over the long term as those positions would factor into future PERS costs. In order to spend more on staff, absent additional funding from the state, districts would need to find equivalent savings elsewhere — most likely via cuts to programming or to the number of days in the school year.
- If class size becomes a mandatory subject of bargaining for all schools, that raises the stakes of bargaining because staff could strike over it. This feels like it's setting us up for failure because we simply don't have the resources to make meaningful adjustments to class size district-wide.
- The Legislature wants districts to keep costs in check, but this gets harder and harder to do when legislation is passed that puts pressure on districts to agree to things in contracts that are not sustainable over the long term.

TIPS FOR ENGAGING WITH LEGISLATORS

- **Know whether your district has language in the contract related to class size and, if so, whether that was done under a permissive subject of bargaining or came after SB 580 and talk with your administrator to understand the impacts on your district's staffing and budget.**
- **Familiarize yourself with your districts' class sizes and teaching FTE *pages 26-53 of this report*. According to *2024-25 Statewide Report Card* (page 17), the average teacher salary is $81,657. Talk with your superintendent about what it would cost your district to reduce class sizes by even just 1-2 students.**
- **Understand your current budget outlook and any potential reductions your district might be facing.**

SUBJECTS OF BARGAINING CATEGORIES AND MEANINGS:

- **PROHIBITED** Proposals that may not be bargained (includes things that would require either party to violate the law).
- **PERMISSIVE** These subjects may be bargained, but management is not required to negotiate these proposals, and **employees may not strike over permissive subjects**.
- **MANDATORY** If there is a request to bargain over these subjects, management is obligated to do so, and **employees can strike over mandatory subjects**.

HISTORY OF PUBLIC EMPLOYEE BARGAINING IN OREGON:

- First allowed in 1963.
- Public Employee Collective Bargaining Act (PECBA) passed the Legislature in 1973.
- Original PECBA language was broad and there were multiple Employment Relations Board cases with conflicting rulings on whether class size should be interpreted as a mandatory or permissive subject of bargaining.
- PECBA was updated in 1995 via SB 750, and the Legislature clarified that the following are not mandatory subjects of bargaining for school districts: class size; the school or educational calendar; standards of performance or criteria for evaluation of teachers; the school curriculum; reasonable dress, grooming and at-work personal conduct requirements respecting smoking, gum chewing and similar matters of personal conduct; the standards and procedures for student discipline; the time between student classes; the selection, agendas and decisions of 21st Century Schools Councils.
- In 2021, the legislature adopted SB 580, making class size mandatory subject of bargaining, but limited in scope to Title I schools (roughly 44% of all schools in Oregon).
- OF NOTE: Oregon is one of just 13 states that allow teachers to strike.

February 2026

The purpose of this monthly report is to provide Board members with succinct updates on timely and relevant issues, as well as recurring information from committees and key district initiatives. Please feel free to send any requests for additional information directly to the Superintendent.

Superintendent's Evaluation

The Board must evaluate the Superintendent as a tool to strengthen the relationship between the board and superintendent, review past performance, communicate future expectations and goals, and to determine future professional development. During the February Work Session, you will be provided with evidence towards the Criteria (Strategic Plan) and Goals as well as materials needed to complete the evaluation. You will work with Ron to develop a collective evaluation to present at the March meeting.

Strategic Plan

Superintendent's Goals

Interdistrict Transfer Process (Key contact: Brian Sica)

The Board will hear the recommended numbers for Interdistrict Transfers during the regular meeting. The concept of interdistrict transfers had gained in public discourse over the past few years, seemingly in alignment with the school choice movement. The Board adopted updated Policy in 2019 and that Policy remains up to date. However, the District believes an updated and more formalized approach is necessary when considering students looking to exit BSD and enroll in an out of district school (excluding Virtual Charter Schools)

Updated Procedures for Interdistrict Transfers (Outgoing)

Materials Adoptions (Key Contact: Caitlin Everett)

Community Curriculum Advisory Committee: CCAC

The teacher science adoption teams made good progress on the science adoption this winter, narrowing down their list of options to the top two curriculum options for each level. The chosen options will be piloted in schools this February and Early March. Since those teams shared their top options with the CCAC, the committee members have been reviewing them and will spend their meetings between now and April

discussing their findings, as well as reviewing data from school level pilots.

Schools will pilot the following curricula in the months of February and March:

Elementary -Twig (by Imagine Learning) and Science Techbook (by Discovery)
Middle School - Twig (by Imagine Learning) and OpenSciEd
High School - OpenSciEd and Patterns High School Science for All

The CCAC also reviewed this email communication to families about the changes to the high school course sequence that would accompany the changes to curriculum at the high school level. This letter will be shared with the community soon after the Board Meeting. In the email, there is also a survey that families can use to provide their feedback on the two course sequence options.

Bond/Salvage (Key contact: Darla Waite-Larkin)

Per SHPO MOA

1. Preservation of original fixtures and artwork:
    a. BSD shall preserve the eight surface-mounted globe lights, along with their associated patinated copper stanchions, originally located in the school board conference room of the District Office. These fixtures will be repurposed as accent and reception lighting in prominent, high-traffic areas of the new school—such as lobbies, the library, and multi-story interior spaces.
2. BSD shall preserve the mural located in the school board conference room of the District Office:
    a. The mural, affixed to the wall in panels, will be carefully removed and relocated to the new library. In the event that any damage occurs to the mural or its panels during removal or relocation, the family of the original artists will be contacted to assist with its repair or replication.
3. BSD shall preserve the historic images and artwork currently displayed throughout the District Office and BHS:
    a. BSD will reinstall them in common areas of the new high school. Any items found to be damaged, including previous graduating class photos that were hanging in the hallways of the 1920 building, will be scanned and incorporated into other mitigation measures, including
4. A coffee table book featuring historic images of the District Office and subsequent BHS additions, yearbook photographs, artwork, curated narratives, newspaper articles, and other archival materials:
    a. BSD shall compile into a bound, printed volume of these artifacts. Copies will be retained in the BHS media center/library and in the administrative offices. Consulting parties and members of the public will be provided an opportunity to contribute to and comment on the development of the book.
5. Historic drawings, images, and other archival materials shall be made accessible to the community through a dedicated webpage on the BHS website.
    a. This webpage will host historical information and available archival content related to BHS. Consulting parties and members of the public will have the opportunity to contribute to and comment on the development of Stipulation C,

including the submission of archival materials, stories, or ideas for content. BSD will digitally curate tangible items as they are provided by consulting parties and the public, incorporating these contributions into Stipulation C.

6. A documentary on the history of BHS is being produced by BHS students.
    a. Upon completion, the documentary will be embedded on the BHS website.

Additional Considerations

- Gym floor - used for wall art or benches
- Bricks from original building - used for bench - add a plaque
- Gym beams - counter top or seating

Instructional Leadership (Key Contact: Darla Waite-Larkin)

The building principals, district instructional coach, and the Director of School Performance have participated in quarterly coaching sessions with our coach from the Center for Educational Leadership at the University of Washington. These sessions continue to strengthen our shared leadership practices, increase coherence across schools, and deepen our collective instructional focus across the district.

The ongoing focus of this work includes:

Sustaining Our Vision for Student Leadership:
Leaders are aligning school practices to ensure students have voice, ownership, and meaningful opportunities to demonstrate leadership in their learning.

Enhancing Instructional Coaching Practices:
Administrators and coaches are refining their approaches to observation, feedback, reflection, and goal-setting to support high-quality teaching and learning in every classroom.

Increasing Depth of Knowledge (DOK):
A key instructional priority has been increasing the depth of knowledge required of students during instruction. Leaders are focusing on task design, questioning strategies, and student discourse to ensure learning moves beyond surface-level understanding to higher levels of cognitive demand.

In addition to our internal work, administrators have engaged in learning walks in other districts, providing opportunities to observe effective instructional practices, calibrate expectations, and bring back concrete strategies to strengthen teaching and learning in our own schools.

Our administrative team has also maintained a strong commitment to frequent classroom observations. This consistent presence in classrooms reinforces our focus on high-quality instruction and meaningful feedback for educators.This collective effort reflects our district's strong commitment to instructional excellence and continuous improvement for both staff and students.

Attendance & Belonging (Key Contact: Darla Waite-Larkin)

Across all schools, teams are intentionally investing time and effort to strengthen each student's sense of belonging. Staff are implementing individualized interventions and supports designed to meet students where they are—academically, socially, and emotionally.

School teams meet regularly to celebrate attendance improvements and to identify students and families who may need additional support. These collaborative meetings ensure that every student is known, valued, and connected to caring adults in their school community.

An important component of this work has been the increased use of our district mental health specialist, made possible through the Rural Schools Grant in partnership with Washington County Mental Health. Schools are accessing this resource more frequently to provide timely mental health support, early intervention, and family outreach.

These combined efforts—targeted interventions, regular team collaboration, and expanded access to mental health services—are helping to create stronger, more inclusive school communities where every student feels seen, supported, and a true sense of belonging.

TSEL Key Contact (Leann Galian)

We offered our first round of breakout TSEL PLC sessions on 10/22/25. All teachers and staff participated in PD around one of the following topics:

- Behavior Management (led by Leann Gallien and Darla Waite-Larkin)
- De-escalation (led by Lara McCabe)
- Trauma Informed Care (led by Cory DelVillar)
- QPR Suicide Prevention (led by Nanuette Lundeen and Randy Rice)
- Youth Anxiety (led by Katie Roy)
- Collaborative Problem Solving (led by Caitlin Everett).

Our next breakout sessions are scheduled for December 10th and will focus on additional strategies that teachers/staff can implement in each of these areas. In the spring, teachers and staff will select another area of interest and participate in 2 additional breakout sessions. Finally, the Student Services Department leaders will be attending the national Innovative Schools Conference in December. We are eager to bring back new and exciting ideas around TSEL practices.

Virtual Schooling Options

Currently, Banks School District has a small variety of online offerings available to students and families. Our most comprehensive program is called EdOptions Academy, run by Edmentum. We are piloting higher enrollment in this program this year. This is a comprehensive K-12 program that offers our students access to Oregon accredited teachers and coursework. Students in grades K-5 have access to synchronous classroom meetings daily for each subject

area in addition to online coursework. Students in grades 6-12 have access to teachers and curriculum virtually, as well as live virtual support tutoring that is subject specific. This program is generally offered to students K-8 who are fully (or almost fully) online. For high school students, this program is generally offered to students who are enrolled in more than 4 online classes. Counselors and/or administrators at each building monitor student's online progress and check in with families via email or phone calls at least twice a month to offer support.

Additional Information can be found here.

100 GENERAL FUND | Revenue & Expense Summary
Fiscal Year 2025 - 2026
For the Period Ending January 31, 2026

REVENUES	Period 1 Actual Jul '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Actual Oct '25	Period 5 Actual Nov '25	Period 6 Actual Dec '25	Period 7 Actual Jan '26	Period 8 Projected Feb '26	Period 9 Projected Mar '26	Period 10 Projected Apr '26	Period 11 Projected May '26	Period 12 Projected Jun '26	Projected 2025-26 Totals	Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	Variance Budget vs. Projected	% of Budget
STATE SCHOOL FUND FORMULA:																	
Local Taxes	-	-	6,185	6,451	733,227	3,127,131	63,181	19,261	68,908	11,557	12,825	88,670	4,137,395	4,028,372	3,936,175	109,023	98%
County School Funds	-	-	4,775	-	-	-	3,429	1,547	1,766	5,431	-	3,081	20,028	35,000	8,203	(14,972)	23%
State School Fund	1,573,545	786,300	786,300	786,172	786,172	778,649	778,649	778,649	778,649	753,649	670,161	-	9,256,895	9,326,423	6,275,787	(69,528)	67%
Common School Fund	79,937	-	-	-	-	-	-	79,937	-	-	-	-	159,874	159,874	79,937	(0)	50%
State Managed Timber	-	-	-	-	105,539	-	-	-	150,000	-	250,000	150,000	655,539	750,000	105,539	(94,461)	14%
SSF Formula Total	**1,653,482**	**786,300**	**797,260**	**792,623**	**1,624,938**	**3,905,780**	**845,259**	**879,394**	**999,323**	**770,636**	**932,985**	**241,751**	**14,229,732**	**14,299,669**	**10,405,642**	**(69,937)**	**73%**
Local Sources (1000)	20,152	16,836	18,620	21,346	15,510	23,155	21,883	16,233	16,919	15,133	32,212	15,430	233,429	191,000	137,503	42,429	72%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Sources (3000)	-	-	-	-	-	-	-	8,240	8,240	8,240	8,240	8,240	41,198	98,875	-	(57,677)	0%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Revenue	**1,673,634**	**803,136**	**815,880**	**813,968**	**1,640,449**	**3,928,935**	**867,142**	**903,867**	**1,024,482**	**794,009**	**973,437**	**265,420**	**14,504,358**	**14,589,544**	**10,543,144**	**(85,186)**	**72%**
Beginning Fund Balance (5400)	1,943,283	-	-	-	-	-	-	-	-	-	-	-	1,943,283	1,607,729	1,943,283	335,554	121%
Total Monthly Revenues	**3,616,917**	**803,136**	**815,880**	**813,968**	**1,640,449**	**3,928,935**	**867,142**	**903,867**	**1,024,482**	**794,009**	**973,437**	**265,420**	**16,447,642**	**16,197,273**	**12,486,428**	**250,369**	**77%**
CUMULATIVE RESOURCES	**3,616,917**	**4,420,053**	**5,235,933**	**6,049,902**	**7,690,351**	**11,619,286**	**12,486,428**	**13,390,294**	**14,414,776**	**15,208,785**	**16,182,221**	**16,447,642**					
EXPENDITURES BY OBJECT																	
Salaries (100)	123,775	140,776	565,293	559,140	553,609	548,172	545,181	565,595	590,567	563,302	571,444	1,370,218	6,697,073	6,757,588	3,035,946	(60,515)	45%
Employee Benefits (200)	31,382	98,873	251,321	221,399	240,257	241,371	238,673	377,638	383,976	369,908	383,407	921,388	3,759,594	4,481,835	1,323,277	(722,241)	30%
Purchased Services (300)	44,115	179,842	221,730	135,813	333,754	187,731	404,942	186,192	238,222	219,629	308,768	342,972	2,803,711	2,558,200	1,507,928	245,511	59%
Supplies & Materials (400)	8,583	(940)	52,920	36,535	25,412	14,064	18,461	23,218	27,577	21,654	28,567	50,725	306,775	325,850	155,034	(19,075)	48%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Insurance/Other (600)	7,422	184,758	4,708	7,896	2,789	1,408	3,258	1,699	1,010	630	1,165	2,516	219,257	208,500	212,238	10,757	102%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300	560,300	-	-	0%
Total Operating Expenditures	**215,277**	**603,309**	**1,095,972**	**960,783**	**1,155,821**	**992,746**	**1,210,515**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**14,346,710**	**14,892,273**	**6,234,423**	**(545,563)**	**42%**
Contingency (810)	-	-	-	-	-	-	-	41,667	41,667	41,667	41,667	41,667	208,333	500,000	-	(291,667)	0%
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	67,083	67,083	67,083	67,083	67,083	335,417	805,000	-	(469,583)	0%
Total Monthly Expenditures	**215,277**	**603,309**	**1,095,972**	**960,783**	**1,155,821**	**992,746**	**1,210,515**	**1,263,091**	**1,350,102**	**1,284,657**	**1,474,755**	**3,283,432**	**14,890,460**	**16,197,273**	**6,234,423**	**(1,306,813)**	**38%**
CUMULATIVE EXPENDITURES	**215,277**	**818,586**	**1,914,558**	**2,875,341**	**4,031,162**	**5,023,908**	**6,234,423**	**7,497,514**	**8,847,616**	**10,132,273**	**11,607,028**	**14,890,460**					
Month-end Fund Balance	**3,401,640**	**3,601,468**	**3,321,375**	**3,174,561**	**3,659,188**	**6,595,378**	**6,252,005**	**5,892,780**	**5,567,160**	**5,076,512**	**4,575,193**	**1,557,182**			**6,252,005**	**1,557,182**	
EXPENDITURES BY FUNCTION																	
Instruction (1000)	(25,603)	20,343	571,902	561,293	597,747	552,934	665,732	699,137	715,826	674,047	740,774	2,024,472	7,798,605	8,321,414	2,944,348	(522,810)	35%
Support Services (2000)	240,880	582,966	524,070	399,490	558,075	439,812	544,782	455,204	525,527	501,077	552,576	663,347	5,987,805	6,010,559	3,290,074	(22,753)	55%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Uses (5000)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300	560,300	-	-	0%
Total Operating Expenditures	**215,277**	**603,309**	**1,095,972**	**960,783**	**1,155,821**	**992,746**	**1,210,515**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**14,346,710**	**14,892,273**	**6,234,423**	**(545,563)**	**42%**
Contingencies (6000)	-	-	-	-	-	-	-	41,667	41,667	41,667	41,667	41,667	208,333	500,000	-	(291,667)	0%
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	-	67,083	67,083	67,083	67,083	67,083	335,417	805,000	-	(469,583)	0%
Total Monthly Expenditures	**215,277**	**603,309**	**1,095,972**	**960,783**	**1,155,821**	**992,746**	**1,210,515**	**1,263,091**	**1,350,102**	**1,284,657**	**1,474,755**	**3,283,432**	**14,890,460**	**16,197,273**	**6,234,423**	**(1,306,813)**	**38%**
CUMULATIVE EXPENDITURES	**215,277**	**818,586**	**1,914,558**	**2,875,341**	**4,031,162**	**5,023,908**	**6,234,423**	**7,497,514**	**8,847,616**	**10,132,273**	**11,607,028**	**14,890,460**					
Month-end Fund Balance	**3,401,640**	**3,601,468**	**3,321,375**	**3,174,561**	**3,659,188**	**6,595,378**	**6,252,005**	**5,892,780**	**5,567,160**	**5,076,512**	**4,575,193**	**1,557,182**			**6,252,005**	**1,557,182**	

Regular Board Session
Monday, January 12, 2026 6:00 PM Pacific

Banks Middle School Library
12850 NW Main Street
Banks, Or 97106

Ron Frame:	Present
Corissa Mazurkiewicz:	Present
William Moore:	Present
Leslee Sipp:	Absent
Daniel Streblow:	Present

Present: 4, Absent: 1.

1. Preliminaries
   - 1.1. Call to Order
   - 1.2. Flag Salute
   - 1.3. Roll Call
   - 1.4. Public Welcome/Recognition
   - 1.5. Approval of Agenda
   - 1.6. Banks High School Leadership

     Olivia presented the ASB report which shared highlights of the recent drama production Clue. FAD is still working on the documentary on the old district office and plan to submit it to a film festival. Students are also broadcasting basketball games. FFA recently attended a leadership conference and Robotics is headed to a league tournament. Sports Updates were also shared. The Winter Formal will be held January 24th.
2. Recognitions
   - 2.1. School Board Appreciation Month

     This month is School Board Appreciation Month and we not only want to recognize our board members, but also highlight their work, specifically the 20 year Master Plan, the fiscally responsible budget, and the implementation of the cell phone ban. Each Board member received a personized wood sign, designed and created by the high school CIT students.
3. Audience Comment

   No public comment
4. Presentations/Reports
   - 4.1. Superintendent's Report

     The superintendent's evaluation is coming up and the timelines were shared. The evaluation will be based on the Strategic Plan, plus the goals discussed in October. The presentation showing progress against the goal criteria, as well as the results of the staff survey will be shared in February. Board members will meet to determine the evaluation score and will develop a statement to be shared. If the Board would like additional evidence of any goal, please reach out to Brian.

     The potential special session on January 27th is likely to be canceled. Dr. Sica will have more information later this week and will update the Board.

The design phase is over, so the Bond Steering Committee is now dissolved. If a Board member is interested in participating in either Bargaining or the Bond Management Team, send Brian, Ron and Corissa an email.

4.2. Bond Oversight Committee Report
The full report is in the agenda packet.

4.3. Financial Update
Business Manager, Jennifer Collins, shared a fiscal update. The remainder of our property taxes have been received. Enrollment has not fluctuated and expenses are where we estimated them to be. The 2024-25 Final Audit is done and will be presented in February. Currently preparing for the Food Service Review to start in February.

A brief explanation of how the union receives budgeting information was shared.

5. Consent
motion to approve consent agenda. This motion, made by Daniel Streblow and seconded by William Moore, Carried.
Leslee Sipp: Absent, Ron Frame: Yea, Corissa Mazurkiewicz: Yea, William Moore: Yea, Daniel Streblow: Yea
Yea: 4, Nay: 0, Absent: 1

5.1. Approval of December 8, 2025 Regular Board Meeting Minutes

5.2. Approval of December 8, 2025 Board Work Session Meeting Minutes

5.3. Routine Personnel Matters

5.4. Accepting an anonymous donation of 2023 Nissan Frontier Pickup

6. Discussion Items

6.1. Summary of Washington County Legislative Summit
Dr. Sica and Chairman Frame shared a brief update on the recent Legislative (short) Session and the topics were shared.

7. Action Items

7.1. Building designation response
I make a motion to approve the District Opposition to the National Historical Registry as presented. This motion, made by Corissa Mazurkiewicz and seconded by William Moore, Carried.
Leslee Sipp: Absent, Ron Frame: Yea, Corissa Mazurkiewicz: Yea, William Moore: Yea, Daniel Streblow: Yea
Yea: 4, Nay: 0, Absent: 1
There are community members that have worked to designate the old district office on the historical registry. Records indicate that it does not qualify. As such, we have been advised to make an official statement with the unified decision. The Traditions & Innovations committee has worked hard to ensure the historical considerations are being made. The process of removal has already started. The full letter is attached.

8. Closing

8.1. Upcoming items

STEM night will be held on 1/15 at 5:00 pm in the BMS Library.

8.1.1. 1/19/26: Martin Luther King Day, No School

8.1.2. 1/23/26: End of Semester 1

8.1.3. 1/27/26: Potential Special Board Meeting (Virtual)

8.1.4. 2/9/26: February's Board Meetings

8.1.5. 2/16/26: President's Day, No School

8.2. Board Comments

Member Moore: Stated that things seem to be running smoothly and is grateful to the team working on the Bond Construction and planning.

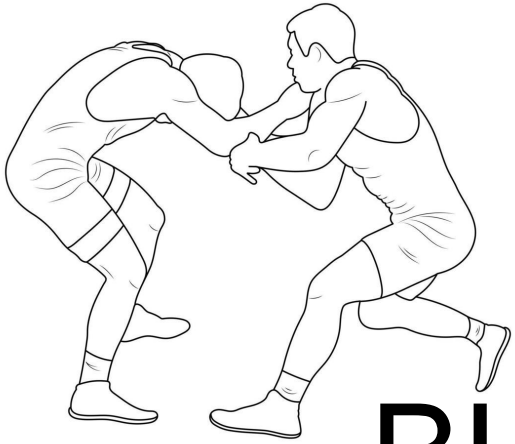
Member Streblow: Thankful for the Board gifts that Mr. Eggleston's class made, and encourages others to consider ordering items from them. Great to see the bond projects move forward and is appreciative of the Board's work as well.

Member Mazurkiewicz: Also grateful for the plaques as it highlights our talented students. Has heard positive feedback regarding the portables. Thanks to the anonymous donor for the vehicle. Acknowledges Martin Luther King Day and wants to share that the Board is committed to creating a safe space for all students.

Member Frame: Attended the recent production of Clue and thinks the students and Director did a wonderful job. Thanks to everyone for attending.

9. Adjourn

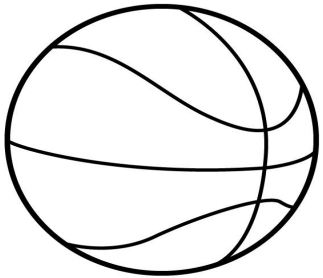
Meeting adjourned at 6:36.

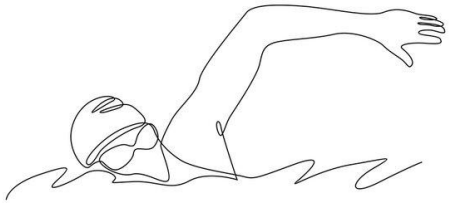




BHS as of 1/12/26

Presented by ASB





Clubs

Drama: Just had their cast party for their production of *Clue* that was in December

FAD:

FFA:

Robotics:

Sports

Wrestling:

Girls Basketball:

-Varsity:

-JV:

Boys Basketball:

-Varsity:

JV:

Swim:

Winter Formal

Tickets: $7 for 1 $12 for 2

Theme: Viva Las Vegas!

Location: Banks Elementary

Time: 7-10 pm

Date: January 24th



January 2026

The purpose of this monthly report is to provide Board members with concise updates on timely and relevant issues, as well as recurring information from committees and key district initiatives. Please feel free to send any requests for additional information directly to the Superintendent.

The Banks School District extends its sincere appreciation to the Banks School Board for your steady leadership and commitment to our students, families, and educators. Your willingness to listen, ask thoughtful questions, and make informed decisions has helped keep our schools focused on what matters most: providing a safe, supportive, and high-quality learning environment for every student.

We recognize the time, care, and responsibility that come with serving on the Board, often behind the scenes and with little public recognition. Thank you for your dedication to the long-term success of our schools and for the care you show to the Banks community as a whole.

The District would like to highlight several of your recent accomplishments:

- **Adoption and oversight of a 20-year Master Plan.** This plan reflects current realities while maintaining a forward-looking vision for the decades ahead. It will guide campus improvements as the Banks community continues to grow and thrive.
- **Adoption of a balanced and responsible budget** that thoughtfully allocates resources while maintaining contingencies to address uncertainties in public funding.
- **Timely adoption of Board policy** that incorporates community perspectives. Most recently, these policies supported the successful implementation of changes to Personal Electronic Device usage, helping keep students engaged in meaningful learning.

Superintendent’s Evaluation

The Board will present the Superintendent’s evaluation during the March meeting. An executive session will be held to allow time for detailed feedback and discussion. During the regular business meeting, the Board Chair will then read a prepared statement.

The Superintendent is evaluated based on established criteria and goals. The criteria align with the priorities of the Strategic Plan, and the goals were adopted by the Board in fall 2025.

To support the evaluation process, the Superintendent will report on the District’s progress toward these goals during the February Board meeting. This report will include both qualitative and

quantitative data, as well as results from a staff survey related to the Superintendent's performance.

Bond Update and Special Virtual Meeting

Early bidding has taken place for both the Auxiliary Gym and the High School Modernization projects. The timing of these bids did not align with regularly scheduled Board meetings, as bid analysis is still underway.

Board members are asked to hold January 27 on their calendars in the event that bid results require significant adjustments to project scope. Early indications suggest that bids are coming in close to expected budgets. Confirmation regarding the need for a special meeting will be provided by January 20.

Board Participation on Committees

In the fall, the Board discussed establishing a more formal process for Board participation on both Board and Superintendent committees. The following updates reflect changes to the Bond meeting structure and additional opportunities for involvement.

The Steering Committee has concluded its work with the completion of the Design Phase. The District thanks Directors Frimas and Moore for their service and participation. The District will continue weekly meetings with the Owner's Representative, Cornerstone Management Group, referred to as the Bond Management Team (BMT), and welcomes Board participation. Director Moore has offered to continue serving by transitioning from the Steering Committee to the BMT. One additional Board member is welcome to participate.

Additionally, the District will collaborate with the certified association to review both the language and financial parameters of the Collective Bargaining Agreement. Director Moore has offered to serve on this team, and there is an opportunity for one additional Board member to participate.

Committee updates will resume in February.

Bond Oversight Committee Report to the Banks School Board

Meeting #5 Summary – December 16, 2025

To: Banks School Board

From: Bond Oversight Committee

Date: December 17, 2025

Subject: BOC Meeting #5 Summary and Project Updates

Overview

The Bond Oversight Committee (BOC) met on December 16, 2025, to review updated program schedules, construction logistics, bond budget status, summer 2026 planning, and design updates for major bond-funded projects. The meeting focused on maintaining schedule confidence, fiscal accountability, and transparency as the District moves into demolition, bidding, and early construction phases.

Committee Role Reminder

The BOC is an independent citizens' committee that provides oversight and accountability to ensure bond funds are used as approved by voters. The committee monitors bond-funded projects and expenditures and reports progress to the Board, Superintendent, and community.

Key Discussion Items and Updates

1. Program Schedule & Logistics Update

• The Committee reviewed the integrated program schedule covering the High School project, auxiliary projects, and overall site logistics.
• Demolition activities are scheduled to begin during winter break, with phased separation of occupied school spaces to maintain student and staff safety.
• Early grading and underground utilities are planned for spring 2026 to maintain schedule momentum.
• A coordinated logistics plan is in place to manage construction access, traffic flow, and contractor staging.

2. District Office – SHPO and Salvage Plan

• The District has coordinated with the State Historic Preservation Office (SHPO) and executed a Memorandum of Agreement outlining required salvage and preservation actions.
• Salvage efforts include preservation and reuse of historic light fixtures, artwork, murals, wood beams, and other architectural elements.
• Select salvaged materials will be repurposed in the new facilities, while additional items will be made available to the community.

• A historical archive is planned, including digital documentation and potential student-produced materials.

3. Banks High School – Updated Plans & Renderings

• Updated design renderings were reviewed, reflecting progress toward the 50% construction document milestone.
• Design refinements include improved circulation, secure entry vestibules, library expansion, and enhanced student collaboration spaces.
• Restroom designs balance student privacy, supervision, and accessibility, incorporating both single-use and gender-specific facilities.
• Structural systems, materials, and energy-efficiency features were discussed, including a solar canopy option.

4. Bond Budget Update

• The Committee reviewed updated budget summaries tracking commitments, expenditures, and remaining contingencies.
• The High School project remains the largest cost driver and is currently within projected budget ranges.
• Bid results expected in January 2026 will further refine cost certainty and contingency levels.
• Overall bond program spending remains aligned with voter-approved purposes.

5. Summer 2026 Work Planning

• Elementary School boiler replacements are planned for Summer 2026 due to end-of-life conditions of existing units.
• The project has been awarded to Hermanson Mechanical, with Lochinvar boilers selected.
• Replacement of rooftop HVAC units at the elementary school is in planning, with bid documents in development.
• Additional maintenance and safety projects will be prioritized as bid results and contingencies are finalized.

Permitting & Upcoming Milestones

• Demolition permits for the District Office, barn, and associated structures have been approved.
• High School land use hearings are anticipated in early February 2026.
• Construction bidding and guaranteed maximum price (GMP) development are scheduled for January–February 2026.
• A formal groundbreaking ceremony is planned following early site work, rather than during demolition.

Next Steps

• Written report submitted to the Board (this document).
• Next BOC Meeting: Anticipated March 2026, following bid results and major permitting milestones.

- Continued monitoring of budget, schedule, and community impact.
- Optional BOC participation at upcoming land use hearings to support the project.

Respectfully submitted,
Bond Oversight Committee

100 GENERAL FUND | Revenue & Expense Summary
Fiscal Year 2025 - 2026
For the Period Ending December 31, 2025

REVENUES	Period 1 Actual Jul '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Actual Oct '25	Period 5 Actual Nov '25	Period 6 Actual Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected Mar '26	Period 10 Projected Apr '26	Period 11 Projected May '26	Period 12 Projected Jun '26	Projected 2025-26 Totals	Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	Variance Budget vs. Projected	% of Budget
STATE SCHOOL FUND FORMULA:																	
Local Taxes	-	-	6,185	6,451	733,227	3,127,131	51,494	19,261	68,908	11,557	12,825	88,670	4,125,708	4,028,372	3,872,994	97,336	96%
County School Funds	-	-	4,775	-	-	-	20,000	-	6,500	-	-	3,725	35,000	35,000	4,775	(0)	14%
State School Fund	1,573,545	786,300	786,300	786,172	786,172	778,649	742,260	742,260	679,035	638,893	670,161	338,580	9,308,327	9,326,423	5,497,138	(18,096)	59%
Common School Fund	79,937	-	-	-	-	-	79,937	-	-	-	-	-	159,874	159,874	79,937	(0)	50%
State Managed Timber	-	-	-	-	105,539	-	-	150,000	-	-	250,000	150,000	655,539	750,000	105,539	(94,461)	14%
SSF Formula Total	**1,653,482**	**786,300**	**797,260**	**792,623**	**1,624,938**	**3,905,780**	**893,692**	**911,521**	**754,443**	**650,450**	**932,985**	**580,975**	**14,284,449**	**14,299,669**	**9,560,383**	**(15,220)**	**67%**
Local Sources (1000)	20,152	16,836	18,620	21,346	15,510	23,155	19,503	16,233	16,919	15,133	32,212	15,430	231,049	191,000	115,619	40,049	61%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Sources (3000)	-	-	-	-	-	-	8,240	8,240	8,240	8,240	8,240	8,240	49,437	98,875	-	(49,438)	0%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Revenue	**1,673,634**	**803,136**	**815,880**	**813,968**	**1,640,449**	**3,928,935**	**921,434**	**935,993**	**779,602**	**673,822**	**973,437**	**604,644**	**14,564,935**	**14,589,544**	**9,676,002**	**(24,609)**	**66%**
Beginning Fund Balance (5400)	1,943,283	-	-	-	-	-	-	-	-	-	-	-	1,943,283	1,607,729	1,943,283	335,554	121%
Total Monthly Revenues	**3,616,917**	**803,136**	**815,880**	**813,968**	**1,640,449**	**3,928,935**	**921,434**	**935,993**	**779,602**	**673,822**	**973,437**	**604,644**	**16,508,218**	**16,197,273**	**11,619,286**	**310,945**	**72%**
CUMULATIVE RESOURCES	**3,616,917**	**4,420,053**	**5,235,933**	**6,049,902**	**7,690,351**	**11,619,286**	**12,540,719**	**13,476,713**	**14,256,315**	**14,930,137**	**15,903,574**	**16,508,218**					
EXPENDITURES BY OBJECT																	
Salaries (100)	123,775	140,776	565,293	559,140	553,609	548,172	567,592	565,595	590,567	563,302	571,444	1,370,218	6,719,484	6,757,588	2,490,765	(38,104)	37%
Employee Benefits (200)	31,382	98,873	251,321	221,399	239,665	239,454	371,294	377,638	383,976	369,908	383,407	921,388	3,889,706	4,481,835	1,082,095	(592,129)	24%
Purchased Services (300)	44,115	179,842	221,730	135,813	333,754	187,731	258,039	186,192	238,222	219,629	308,768	342,972	2,656,808	2,558,200	1,102,986	98,608	43%
Supplies & Materials (400)	8,583	(940)	52,920	36,535	25,412	14,064	18,941	23,218	27,577	21,654	28,567	50,725	307,254	325,850	136,573	(18,596)	42%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Insurance/Other (600)	7,422	184,758	4,708	7,896	2,789	1,408	1,093	1,699	1,010	630	1,165	2,516	217,092	208,500	208,980	8,592	100%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300	560,300	-	-	0%
Total Operating Expenditures	**215,277**	**603,309**	**1,095,972**	**960,783**	**1,155,229**	**990,829**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**14,350,645**	**14,892,273**	**5,021,399**	**(541,628)**	**34%**
Contingency (810)	-	-	-	-	-	-	41,667	41,667	41,667	41,667	41,667	41,667	250,000	500,000	-	(250,000)	0%
Unapprop. Ending Fund (820)	-	-	-	-	-	-	67,083	67,083	67,083	67,083	67,083	67,083	402,500	805,000	-	(402,500)	0%
Total Monthly Expenditures	**215,277**	**603,309**	**1,095,972**	**960,783**	**1,155,229**	**990,829**	**1,325,709**	**1,263,091**	**1,350,102**	**1,284,657**	**1,474,755**	**3,283,432**	**15,003,145**	**16,197,273**	**5,021,399**	**(1,194,128)**	**31%**
CUMULATIVE EXPENDITURES	**215,277**	**818,586**	**1,914,558**	**2,875,341**	**4,030,570**	**5,021,399**	**6,347,108**	**7,610,199**	**8,960,301**	**10,244,958**	**11,719,713**	**15,003,145**					
Month-end Fund Balance	**3,401,640**	**3,601,468**	**3,321,375**	**3,174,561**	**3,659,781**	**6,597,887**	**6,193,612**	**5,866,514**	**5,296,014**	**4,685,179**	**4,183,861**	**1,505,073**			**6,597,887**	**1,505,073**	
EXPENDITURES BY FUNCTION																	
Instruction (1000)	(25,603)	20,343	571,902	561,293	597,154	552,270	675,396	699,137	715,826	674,047	740,774	2,024,472	7,807,012	8,321,414	2,277,359	(514,402)	27%
Support Services (2000)	240,880	582,966	524,070	399,490	558,075	438,559	541,563	455,204	525,527	501,077	552,576	663,347	5,983,333	6,010,559	2,744,039	(27,226)	46%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Uses (5000)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300	560,300	-	-	0%
Total Operating Expenditures	**215,277**	**603,309**	**1,095,972**	**960,783**	**1,155,229**	**990,829**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**14,350,645**	**14,892,273**	**5,021,399**	**(541,628)**	**34%**
Contingencies (6000)	-	-	-	-	-	-	41,667	41,667	41,667	41,667	41,667	41,667	250,000	500,000	-	(250,000)	0%
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	67,083	67,083	67,083	67,083	67,083	67,083	402,500	805,000	-	(402,500)	0%
Total Monthly Expenditures	**215,277**	**603,309**	**1,095,972**	**960,783**	**1,155,229**	**990,829**	**1,325,709**	**1,263,091**	**1,350,102**	**1,284,657**	**1,474,755**	**3,283,432**	**15,003,145**	**16,197,273**	**5,021,399**	**(1,194,128)**	**31%**
CUMULATIVE EXPENDITURES	**215,277**	**818,586**	**1,914,558**	**2,875,341**	**4,030,570**	**5,021,399**	**6,347,108**	**7,610,199**	**8,960,301**	**10,244,958**	**11,719,713**	**15,003,145**					
Month-end Fund Balance	**3,401,640**	**3,601,468**	**3,321,375**	**3,174,561**	**3,659,781**	**6,597,887**	**6,193,612**	**5,866,514**	**5,296,014**	**4,685,179**	**4,183,861**	**1,505,073**			**6,597,887**	**1,505,073**	

Regular Board Session
Monday, December 8, 2025 6:00 PM Pacific

Banks Middle School Library
12850 NW Main Street
Banks, Or 97106

Ron Frame:	Present
Corissa Mazurkiewicz:	Present
William Moore:	Present
Leslee Sipp:	Present
Daniel Streblow:	Present

Present: 5.

1. Preliminaries
   - 1.1. Call to Order
   - 1.2. Flag Salute
   - 1.3. Roll Call
   - 1.4. Public Welcome/Recognition
   - 1.5. Approval of Agenda

     I make a motion to approve the December 8th, 2025 agenda as presented. This motion, made by Daniel Streblow and seconded by William Moore, Carried.
     Ron Frame: Yea, Corissa Mazurkiewicz: Yea, William Moore: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
     Yea: 5, Nay: 0
   - 1.6. Banks High School Leadership

     Elizabeth Hungtington, ASB Secretary, was present to share the current events of the high school. Fall Sports and Extracurricular updates were shared. Winter Formal is coming up as well as the winter spirit week.
2. Recognitions

   We want to recognize the district staff and the community this holiday season.
3. Audience Comment
4. Presentations/Reports
   - 4.1. Superintendent's Report

     Dr. Sica provided a brief update to the Board, including the details of the Traditions and Innovations committee planning. High Praise was given to Ms. Darla Waite Larkin for her work on this committee, and its commitment to honoring the history of the community and building.
   - 4.2. Financial Update

     Jennifer Collins, Business Manager, gave a brief update to the Board. Property taxes have been received.
5. Consent
   - 5.1. Approval of November 17, 2025 Regular Board Meeting Minutes
   - 5.2. Approval of November 17, 2025 Board Work Session Minutes
   - 5.3. Routine Personnel Matters
6. Discussion Items
   - 6.1. Student Investement Account Grant Agreement
7. Action Items

8. Closing
    8.1. Upcoming items
        8.1.1. 12/12/25-12/14/25: Drama Club presents "Clue"
        8.1.2. 12/17/25: Band & Choir Concert, 6 pm
        8.1.3. 12/22/25-1/2/26: Winter Break
        8.1.4. 1/7/26: Washington County Legislative Update
        8.1.5. 1/12/26: January Board Meetings
        8.1.6. 1/27/26: Potential Special Board Meeting (Virtual)
        8.1.7. 2/9/26: February Board meetings
    8.2. Board Comments

    Member Moore: Participating in the Steering committee and has been pleased to see that there are always robust conversations with great consideration.

    Member Streblow: Wishes everyone Happy Holidays.

    Member Sipp: Enjoyed the Light Parade and was happy to see all ages participating.

    Member Mazurkiewiecz: We are lucky to be in a community that supports each other. Agrees with Member Moore's statement regarding the construction phase being a positive experience and should be communicated to the public. Wishes everyone a happy holiday season.

    Chariman Frame: Recognizes the Banks Football team for a wonderful season.

9. Adjourn
    Adjourned at 6:21 pm

November School Update

Nov. Recap

- Student of the Quarter Assembly
- Halloween Competition Wrap Up
- Students who got above a 3 on any AP test got recognized
- Banksgiving
- The Banks Braves Makers Bazaar had over 1,000 dollars raised, with a constant flow of customers
- Trick or Treat for Kids to Eat raised 1,109 pounds of food for the Banks Food Bank





Fall Sports and Extracurriculars

- Robotics
  - Both teams are competing at league meet 2 on the 13th
- Theater
  - Performing CLUE on Dec. 12, 13, 14th
- Soccer
  - Girls made it to playoffs, Boys ended their season as well
- Cross Country
  - Girls placed first overall at state, boys placed fourth
- Volleyball
  - Made it to the first round of playoffs
- Football
  - Made it to the third round of playoffs
- FFA
  - Dec 9th - Gingerbread House Making Party
  - Dec 16th - Chapter Dinner @5:45pm & Chapter Meeting @6:30pm



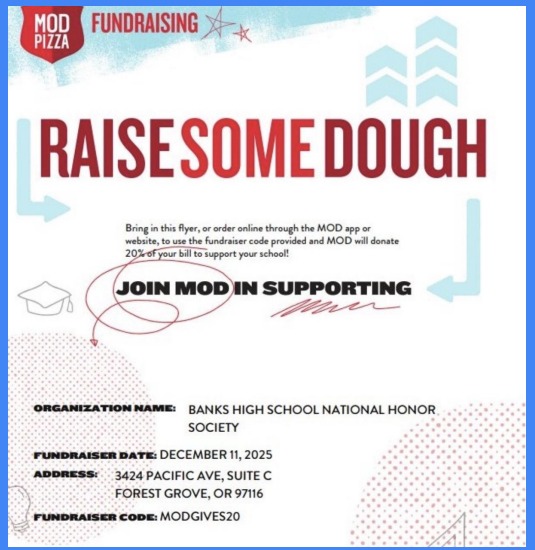
Girls and boys basketball, as well as wrestling have started their seasons as well.

Upcoming Events

- Leadership is planning winter formal
  - Possible theme of Viva Las Vegas, with Mr. Carey DJing as Elvis
- Winter Spirit Week:

- Monday - Candy cane (red and white)
- Tuesday - Whoville
- Wednesday - Holiday Lights (colored by grade)
- Thursday - Ugly Sweater
- Friday - Pajama Day

- Raise Some Dough (NHS fundraiser through MOD Pizza)
- School Assembly next week (likely on thursday)



December 2025

The purpose of this monthly report is to provide Board members with succinct updates on timely and relevant issues, as well as recurring information from committees and key district initiatives. Please feel free to send any requests for additional information directly to the Superintendent.

On Wednesday, November 19, Oregon's Legislative Revenue Office released the state's December Economic and Revenue Forecast.

The good news is that Net General Fund and Lottery resources are up $318.8 million from the September Forecast. The bad news is that they are still down $635.9 million since the Close of Session Forecast in June of this year.

While the news is about as good as K-12 advocates could have hoped for, it is still important to be vigilant and make a clear and convincing case to center the growing needs of students and protect all K-12 programs from cuts or reductions in the 2025-27 budget. There will be many other programs facing cuts, particularly in the Human Services sector, due to the passage of federal legislation (most notably Medicaid and SNAP), that the state will have to consider when weighing how to balance budgets, if and when to tap into reserve funds, etc.

It is also worth noting that the Legislature is forecasting other potential costs that have not been budgeted for (i.e. wildfire mitigation costs, HR 1 state implementation costs, keeping an ending balance for the state general fund, etc.).

And while there is one more Forecast that will be released on February 4, 2026, to inform Legislators during their short session, K-12 schools need to be prepared for the possibility of mid-year and/or mid-biennium reductions.

Additional information can be found at the links below:
Office of Economic Analysis Presentation to the Revenue Committee
Legislative Revenue Office Forecast Summary
Legislative Revenue Office Summary of Oregon Reserve Funds

Transformational Social and Emotional Learning

We offered our first round of breakout TSEL PLC sessions on 10/22/25. All teachers and staff participated in PD around one of the following topics:

- Behavior Management (led by Leann Gallien and Darla Waite-Larkin)
- De-escalation (led by Lara McCabe)
- Trauma Informed Care (led by Cory DelVillar)
- QPR Suicide Prevention (led by Nanuette Lundeen and Randy Rice)
- Youth Anxiety (led by Katie Roy)
- Collaborative Problem Solving (led by Caitlin Everett).

Our next breakout sessions are scheduled for December 10th and will focus on additional strategies that teachers/staff can implement in each of these areas. In the spring, teachers and staff will select another area of interest and participate in 2 additional breakout sessions. Finally, the Student Services Department leaders will be attending the national Innovative Schools Conference in December. We are eager to bring back new and exciting ideas around TSEL practices.

Community Curriculum Advisory Committee

The CCAC met in September to kick off our science adoption process. In that meeting, they reviewed the state standards, the rubric used to evaluate science curricula, and explored the shifts in science education towards a more inquiry based approach that is rooted in real world phenomena and connected to STEM careers. The list of approved science curricula is much longer than it was last year for the Health adoption, so our teacher teams have been busy this fall reviewing those options and selecting their top few choices. At the next CCAC meeting in December, they will start looking at the curriculum options that were chosen as the top few by the teacher teams so they can look at them in more depth. This will set us up to do a more intensive review of the top contenders this winter, including piloting materials in classrooms in February.

Per SHPO MOA

1. Preservation of original fixtures and artwork:
    a. BSD shall preserve the eight surface-mounted globe lights, along with their associated patinated copper stanchions, originally located in the school board conference room of the District Office. These fixtures will be repurposed as accent and reception lighting in prominent, high-traffic areas of the new school—such as lobbies, the library, and multi-story interior spaces.
2. BSD shall preserve the mural located in the school board conference room of the District Office:

    a. The mural, affixed to the wall in panels, will be carefully removed and relocated to the new library. In the event that any damage occurs to the mural or its panels during removal or relocation, the family of the original artists will be contacted to assist with its repair or replication.
3. BSD shall preserve the historic images and artwork currently displayed throughout the District Office and BHS:
    a. BSD will reinstall them in common areas of the new high school. Any items found to be damaged, including previous graduating class photos that were hanging in the hallways of the 1920 building, will be scanned and incorporated into other mitigation measures, including
4. A coffee table book featuring historic images of the District Office and subsequent BHS additions, yearbook photographs, artwork, curated narratives, newspaper articles, and other archival materials:
    a. BSD shall compile into a bound, printed volume of these artifacts. Copies will be retained in the BHS media center/library and in the administrative offices. Consulting parties and members of the public will be provided an opportunity to contribute to and comment on the development of the book.
5. Historic drawings, images, and other archival materials shall be made accessible to the community through a dedicated webpage on the BHS website.
    a. This webpage will host historical information and available archival content related to BHS. Consulting parties and members of the public will have the opportunity to contribute to and comment on the development of Stipulation C, including the submission of archival materials, stories, or ideas for content. BSD will digitally curate tangible items as they are provided by consulting parties and the public, incorporating these contributions into Stipulation C.
6. A documentary on the history of BHS is being produced by BHS students.
    a. Upon completion, the documentary will be embedded on the BHS website.

Additional Considerations

- Gym floor - used for wall art or benches
- Bricks from original building - used for bench - add a plaque
- Gym beams - counter top or seating

100 GENERAL FUND | Revenue & Expense Summary
Fiscal Year 2025 - 2026
For the Period Ending November 30, 2025

	Period 1 Actual Jul '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Actual Oct '25	Period 5 Actual Nov '25	Period 6 Projected Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected Mar '26	Period 10 Projected Apr '26	Period 11 Projected May '26	Period 12 Projected Jun '26	Projected 2025-26 Totals		Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	Variance Budget vs. Projected	% of Budget
REVENUES																		
STATE SCHOOL FUND FORMULA:																		
Local Taxes	-	-	6,185	6,451	733,227	3,036,696	51,494	19,261	68,908	11,557	12,825	88,670	4,035,274		4,028,372	12,636	6,902	0%
County School Funds	-	-	4,775	-	-	6,491	3,868	1,547	1,766	5,431	-	3,081	26,958		35,000	4,775	(8,042)	14%
State School Fund	1,573,545	786,300	786,300	786,172	786,172	763,083	763,083	763,083	763,083	763,083	763,083	-	9,296,987		9,326,423	3,932,317	(29,436)	42%
Common School Fund	79,937	-	-	-	-	-	79,937	-	-	-	-	-	159,874		159,874	79,937	(0)	50%
State Managed Timber	-	-	-	-	105,539	-	-	125,000	-	-	150,000	200,000	580,539		750,000	-	(169,461)	0%
SSF Formula Total	**1,653,482**	**786,300**	**797,260**	**792,623**	**1,624,938**	**3,806,270**	**898,382**	**908,891**	**833,757**	**780,070**	**925,908**	**291,751**	**14,099,632**		**14,299,669**	**4,029,665**	**(200,037)**	**28%**
Local Sources (1000)	20,152	16,836	18,620	21,346	15,510	19,265	19,503	16,233	16,919	15,133	32,212	15,430	227,158		191,000	76,954	36,158	40%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	
State Sources (3000)	-	-	-	-	-	8,240	8,240	8,240	8,240	8,240	8,240	8,240	57,677		98,875	-	(41,198)	0%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	
Total Operating Revenue	**1,673,634**	**803,136**	**815,880**	**813,968**	**1,640,449**	**3,833,774**	**926,124**	**933,364**	**858,916**	**803,443**	**966,359**	**315,420**	**14,384,467**		**14,589,544**	**4,106,618**	**(205,077)**	**28%**
Beginning Fund Balance (5400)	1,607,729	-	-	-	-	-	-	-	-	-	-	-	1,607,729		1,607,729	-	-	0%
Total Monthly Revenues	**3,281,363**	**803,136**	**815,880**	**813,968**	**1,640,449**	**3,833,774**	**926,124**	**933,364**	**858,916**	**803,443**	**966,359**	**315,420**	**15,992,196**		**16,197,273**	**4,106,618**	**(205,077)**	**25%**
CUMULATIVE RESOURCES	**3,281,363**	**4,084,499**	**4,900,379**	**5,714,347**	**7,354,796**	**11,188,571**	**12,114,695**	**13,048,058**	**13,906,974**	**14,710,417**	**15,676,776**	**15,992,196**						
EXPENDITURES BY OBJECT																		
Salaries (100)	123,775	140,776	565,293	559,140	553,609	565,862	567,592	565,595	590,567	563,302	571,444	1,370,218	6,737,174		6,757,588	1,388,984	(20,414)	21%
Employee Benefits (200)	31,382	98,873	251,321	221,399	239,665	379,701	371,294	377,638	383,976	369,908	383,407	921,388	4,029,952		4,481,835	602,976	(451,883)	13%
Purchased Services (300)	44,115	179,842	221,730	135,813	333,754	179,987	258,039	186,192	238,222	219,629	308,768	342,972	2,649,065		2,558,200	581,501	90,865	23%
Supplies & Materials (400)	8,583	(940)	52,920	36,535	25,412	16,163	18,941	23,218	27,577	21,654	28,567	50,725	309,353		325,850	97,097	(16,497)	30%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	
Insurance/Other (600)	7,422	184,758	4,708	7,896	2,789	2,120	1,093	1,699	1,010	630	1,165	2,516	217,804		208,500	204,784	9,304	98%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300		560,300	-	-	0%
Total Operating Expenditures	**215,277**	**603,309**	**1,095,972**	**960,783**	**1,155,229**	**1,143,833**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**14,503,649**		**14,892,273**	**2,875,341**	**(388,624)**	**19%**
Contingency (810)	-	-	-	-									-		500,000	-	(500,000)	0%
Unapprop. Ending Fund (820)	-	-	-	-									-		805,000	-	(805,000)	0%
Total Monthly Expenditures	**215,277**	**603,309**	**1,095,972**	**960,783**	**1,155,229**	**1,143,833**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**14,503,649**		**16,197,273**	**2,875,341**	**(1,693,624)**	**18%**
CUMULATIVE EXPENDITURES	**215,277**	**818,586**	**1,914,558**	**2,875,341**	**4,030,570**	**5,174,403**	**6,391,362**	**7,545,703**	**8,787,055**	**9,962,962**	**11,328,967**	**14,503,649**						
Month-end Fund Balance	**3,066,086**	**3,265,913**	**2,985,821**	**2,839,006**	**3,324,227**	**6,014,167**	**5,723,333**	**5,502,355**	**5,119,919**	**4,747,455**	**4,347,809**	**1,488,547**				**1,231,277**	**1,488,547**	
EXPENDITURES BY FUNCTION																		
Instruction (1000)	(25,603)	20,343	571,902	561,293	597,154	718,406	675,396	699,137	715,826	674,047	740,774	2,024,472	7,973,148		8,321,414	1,127,935	(348,267)	14%
Support Services (2000)	240,880	582,966	524,070	399,490	558,075	425,428	541,563	455,204	525,527	501,077	552,576	663,347	5,970,201		6,010,559	1,747,406	(40,357)	29%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	
Other Uses (5000)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300		560,300	-	-	0%
Total Operating Expenditures	**215,277**	**603,309**	**1,095,972**	**960,783**	**1,155,229**	**1,143,833**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**14,503,649**		**14,892,273**	**2,875,341**	**(388,624)**	**19%**
Contingencies (6000)	-	-	-	-									-		500,000	-	(500,000)	0%
Unapprop. Ending Fund (7000)	-	-	-	-									-		805,000	-	(805,000)	0%
Total Monthly Expenditures	**215,277**	**603,309**	**1,095,972**	**960,783**	**1,155,229**	**1,143,833**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**14,503,649**		**16,197,273**	**2,875,341**	**(1,693,624)**	**18%**
CUMULATIVE EXPENDITURES	**215,277**	**818,586**	**1,914,558**	**2,875,341**	**4,030,570**	**5,174,403**	**6,391,362**	**7,545,703**	**8,787,055**	**9,962,962**	**11,328,967**	**14,503,649**						
Month-end Fund Balance	**3,066,086**	**3,265,913**	**2,985,821**	**2,839,006**	**3,324,227**	**6,014,167**	**5,723,333**	**5,502,355**	**5,119,919**	**4,747,455**	**4,347,809**	**1,488,547**				**1,231,277**	**1,488,547**	

Regular Board Session
Monday, November 17, 2025 6:00 PM Pacific

Banks Middle School Library
12850 NW Main Street
Banks, Or 97106

Ron Frame:	Present
Corissa Mazurkiewicz:	Present
William Moore:	Absent
Leslee Sipp:	Present
Daniel Streblow:	Present

Present: 4, Absent: 1.

1. Preliminaries
   - 1.1. Call to Order
   - 1.2. Flag Salute
   - 1.3. Roll Call
   - 1.4. Public Welcome/Recognition
   - 1.5. Approval of Agenda

     I make a motion to approve the November 17th, 2025 agenda as presented. This motion, made by Leslee Sipp and seconded by Daniel Streblow, Carried.
     William Moore: Absent, Ron Frame: Yea, Corissa Mazurkiewicz: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
     Yea: 4, Nay: 0, Absent: 1
   - 1.6. Banks High School Leadership

     Olivia was present to share an update of the current HS events with the Board. The Drama Club will present "Clue" in December. The Multicultural club is a newly formed club and will hold a Thanksgiving potluck tomorrow. Sports updateswere also shared.

     Donations for the BanksGiving canned food drive can be made at any school. The Leadership class is working with MAKE A WISH with a goal of raising $5,000. Pep assemblies are happening every last Friday of the month through the end of school. Spring Spirit days are being planned as well as the Winter formal. The HS also has an attendance competition; this year the freshmen won.
2. Recognitions
   - 2.1. Custodial Workers Recognition

     We want to recognize our Sodexo custodial team for their hard work and for everything they do.
3. Audience Comment

   No audience comments at this time.
4. Presentations/Reports
   - 4.1. Superintendent's Report

     The full report is attached for review.
   - 4.2. Financial Update

Jennifer Collins shared a financial update with the Board. Our enrollment numbers have decreased slightly, which has been reported to ODE. Adjustments in funding will be made. Reconciliations and Payroll liabilities are up to date.

5. Consent

I make a motion to approve the Consent Agenda Items as presented. This motion, made by Daniel Streblow and seconded by Leslee Sipp, Carried.
William Moore: Absent, Ron Frame: Yea, Corissa Mazurkiewicz: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
Yea: 4, Nay: 0, Absent: 1

5.1. Approval of October 13th, 2025 Board Meeting Minutes

5.2. Approval of October 13th, 2025 Work Session Meeting Minutes

5.3. Routine Personnel Matters

5.4. SEL grant through Washington County

6. Discussion Items

6.1. None at this time

7. Action Items

7.1. Resolution of Support for City Of Banks

I make a motion to approve Resolution 2526-NOV1 for the Banks School District concurring with the inclusion of a public building project in the Banks Urban Renewal Plan. This motion, made by Corissa Mazurkiewicz and seconded by Daniel Streblow, Carried.
William Moore: Absent, Ron Frame: Yea, Corissa Mazurkiewicz: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
Yea: 4, Nay: 0, Absent: 1

7.2. OSBA Elections - Board of Director; Position 16, Washington County

I move that the Banks School Board nominates Tristan Irvin for the OSBA Board of Director position 16. This motion, made by Daniel Streblow and seconded by Corissa Mazurkiewicz, Carried.
William Moore: Absent, Ron Frame: Yea, Corissa Mazurkiewicz: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
Yea: 4, Nay: 0, Absent: 1

I move that the Banks School Board supports Tristan Irvin for the OSBA Board of Director position 16. This motion, made by Corissa Mazurkiewicz and seconded by Leslee Sipp, Carried.
William Moore: Absent, Ron Frame: Yea, Corissa Mazurkiewicz: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
Yea: 4, Nay: 0, Absent: 1

7.3. OSBA Elections - Board of Directors; Position 20, Washington County

I move that the Banks School Board nominates Nancy Thomas for the OSBA Board of Director position 20. This motion, made by Daniel Streblow and seconded by Corissa Mazurkiewicz, Carried.
William Moore: Absent, Ron Frame: Yea, Corissa Mazurkiewicz: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
Yea: 4, Nay: 0, Absent: 1

I move that the Banks School Board supports Nancy Thomas for the OSBA Board of Director position 20. This motion, made by Daniel Streblow and seconded by

Corissa Mazurkiewicz, Carried.
William Moore: Absent, Ron Frame: Yea, Corissa Mazurkiewicz: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
Yea: 4, Nay: 0, Absent: 1

7.4. OSBA Elections - Legislative Policy Committee, Position 15, Washington County
I move that the Banks School District nominates Melissa Potter for the OSBA Legislative Policy Committee position 15. This motion, made by Corissa Mazurkiewicz and seconded by Leslee Sipp, Carried.
William Moore: Absent, Ron Frame: Yea, Corissa Mazurkiewicz: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
Yea: 4, Nay: 0, Absent: 1
I move that the Banks School District supports Melissa Potter for the OSBA Legislative Policy Committee position 15. This motion, made by Corissa Mazurkiewicz and seconded by Leslee Sipp, Carried.
William Moore: Absent, Ron Frame: Yea, Corissa Mazurkiewicz: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
Yea: 4, Nay: 0, Absent: 1

7.5. OSBA Elections - Legislative Policy Committee; Position 16, Washington County

7.6. OSBA Elections - Legislative Committee Policy; Position 20, Washington County

8. Closing

8.1. Upcoming items

8.1.1. November 24-28: Fall Break

8.1.2. December 8: December Board meetings

8.1.3. December 12-14: Banks Drama Program presents "Clue"

8.1.4. December 17: BMS Band and Choir Concert

8.1.5. December 22-January 2: Winter Break

8.2. Board Comments
Member Streblow shared his appreciation for the bond updates as well as a congratulation to the sports teams for their success.

Member Sipp is excited for our new school and appreciates the attention to the history. Loves how the schools are working to keep the food banks full. Let Ms. Sipp know if anyone could use a Christmas basket.

Member Mazurkiwicz shared thanks to the staff. Glad to learn of the newly formed Multicultural Club at the high school. In an effort to best support our students and their families, Board members have signed and sent a letter to Attorney General Rayfield regarding ICE activity in our school community.

Chairman Frame highlighted the girls cross-country team for their enthusiasm and dedication to the team and their efforts. Also shared a reminder that the construction timelines, especially the first phase, take time. Also shared was the message that although there is a lot of hate going on in the world right now, there is also a lot to share and to learn from each other.

9. Adjourn
Adjourned at 6:36.

Presented by:
ASB

Banks High as of 11/17/25

AGENDA

01 Clubs

02 Sports

03 NHS

04 Make a wish

05 Assemblies/Pep Rallies/Winter Formal

06 Attendance

CLUBS

Drama has been working on putting on Clue the mystery board game. They are working hard on finishing up set production and making the show the best they can. All of the members are very excited to show the community what they an do!



Drama

Robotics had their first competition this past week and they didn't do as good as they were hoping, but are looking forward to improving for the next comp. Members proclaim that they are having fun and love the welcoming environment!



Robotics

Nothing to say right now.



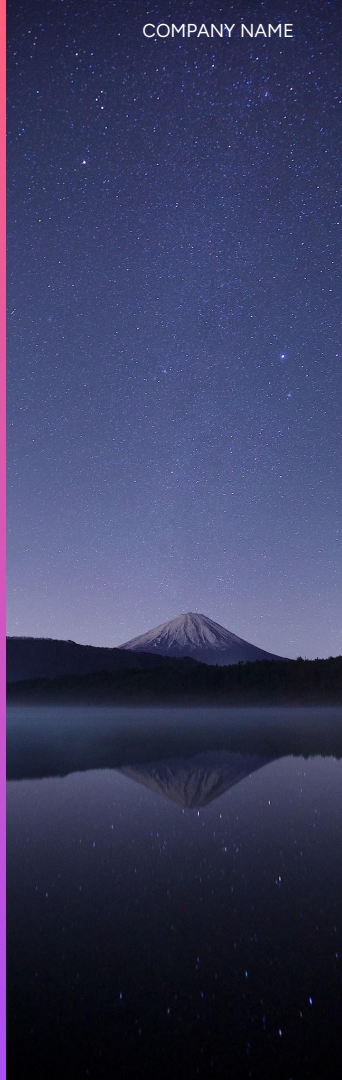
FFA

Sports:

As most of the fall sports are ending, there are some final games and meets that are happening.

- Football beat Cascade Christian in their latest game and are still in the playoffs.
- Girls cross country won their first ever state title and are state champions.
- Boys cross country got third in state at the state meet.

Winter sports are starting up and all athletes are excited to participate in wrestling and basketball.



NHS

NHS is doing a lot of stuff right now to help the community. The caring committee is hosting a food drive called BanksGiving. This is a canned food drive for the food bank so that families that spend all of their money on Thanksgiving food, can have a fallback if necessary. And since food stamps have been stopped for the time being, more people need a place to get food. We will be posting about this drive later this week and it ends on the 21st. The fundraising committee is talking with multiple food places to do a fundraiser like the chick fil a one last year.





Make A Wish

This year, the leadership class is working with Make A Wish to help a child in our community get a wish granted. They are planning assemblies and competitions that started in late October and will go into March. This is a class competition (like always :)). There are jars in the main office for each class to see who will raise the most money. Our goal is $5000. Senior Cash Mendola has been working with the Make A Wish people for a while now and he has made it one of his main projects in leadership If any of you guys want to know more, please feel free to ask him more about it.

Assemblies

As of right now, there are pep rallies and assemblies planned for avery last Friday of the month until school runs out. These assemblies include: a fun game planned by leadership, student of the quarter, and athlete of the month.

Spirit Days

To help gain traction for these monthly assemblies, Cheyenne Morrison has planned a spirit day for the same days. This month, we are doing a flannel day where everyone wears their best flannel.

Winter Formal

The seniors are underway with planning winter formal, which will be held on January 24th, 2026. There isn't much to say about it, except that they are trying to pin down the venue on school property, pick a dj, and have a couple themes to pick from.

Theme Ideas:
Viva Las Vegas!
Meet Me At Midnight

Attendance Comeptition

Freshmen

Sophomores

Juniors

Seniors

Superintendent's Report — November 2025

Purpose

This monthly report provides the Board with concise updates on timely issues, standing initiatives, and committee work. Please reach out directly if additional detail is needed.

All Students Belong

The Banks School District is committed to ensuring that every student and every family feels welcome and safe on our campuses. Students have the right to access their education without fear and without barriers such as food insecurity.

This is a moral and ethical obligation—and also a legal one. The Fourteenth Amendment, the Civil Rights Act of 1964, United States Supreme Court precedent (Plyler v. Doe), current U.S. Department of Education guidance, Oregon law, and Banks School District policy affirm these protections and rights.

While we cannot control outside decisions that may threaten these rights, we can ensure that students and families experience belonging here. We do this by providing resources, connecting families to community organizations, and delivering on our commitment that every student is Happy and Proud of their experience in Banks.

Community Resource Link

Transformational Social and Emotional Learning (TSEL)

On October 22, all certified and classified staff participated in our first round of breakout TSEL PLC sessions. Staff selected from the following topics:

- Behavior Management (Leann Gallien & Darla Waite-Larkin)
- De-escalation (Lara McCabe)
- Trauma-Informed Care (Cory DelVillar)
- QPR Suicide Prevention (Nanuette Lundeen & Randy Rice)
- Youth Anxiety (Katie Roy)
- Collaborative Problem Solving (Caitlin Everett)

Our next session is scheduled for December 10 and will deepen practice in each focus area. In spring, staff will select a second area of interest and participate in two additional sessions.

Leaders from the Student Services Department will attend the national Innovative Schools Conference in December and will bring back additional strategies.

Community Curriculum Advisory Committee (CCAC)

The CCAC began its science curriculum adoption process in September. The committee reviewed state standards, evaluation rubrics, and explored the shift toward inquiry-based, real-world science instruction connected to STEM career pathways.

Teacher teams are currently reviewing approved curriculum options and will identify top choices this fall. The December CCAC meeting will include deeper examination of those finalist programs. Winter will include classroom piloting, with a goal of selecting a program this spring.

Traditional and Innovations Team (Per SHPO MOA)

Historic preservation and mitigation measures include:

1. Original fixtures and artwork: Preserve and repurpose eight globe light fixtures and copper stanchions in prominent new spaces.
2. Historic mural relocation: The mural from the District Office board room will be removed and installed in the new library. If damage occurs, the original artists' family will be contacted to assist in repair or replication.
3. Historic images and class photographs: Images and artwork from the District Office and BHS will be reinstalled in the new school. Damaged items will be scanned and preserved digitally.
4. Coffee table book: BSD will compile historic photos, yearbook materials, artwork, and archival documents into a bound book. Copies will be available in the library and District Office.
5. Historic website: BSD will create a webpage to host archival items and collect community submissions.
6. Student documentary: BHS students are producing a documentary on the history of the school, which will be posted on the BHS website.

Additional Considerations

- Repurpose gym floor as wall art or seating
- Use bricks from original building for a commemorative bench with plaque
- Consider gym beams for countertop or seating features

100 GENERAL FUND | Revenue & Expense Summary
Fiscal Year 2025 - 2026
For the Period Ending October 31, 2025

REVENUES	Period 1 Actual Jul '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Actual Oct '25	Period 5 Projected Nov '25	Period 6 Projected Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected Mar '26	Period 10 Projected Apr '26	Period 11 Projected May '26	Period 12 Projected Jun '26	Projected 2025-26 Totals	Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	Variance Budget vs. Projected	% of Budget
STATE SCHOOL FUND FORMULA:																	
Local Taxes	-	-	6,185	6,451	2,553,072	1,211,851	51,494	19,261	68,908	16,557	12,825	88,670	4,035,274	4,028,372	12,636	6,902	0%
County School Funds	-	-	4,775	-	6,491	-	3,868	1,547	1,766	5,431	-	3,081	26,958	35,000	4,775	(8,042)	14%
State School Fund	1,573,545	786,300	786,300	786,172	763,083	763,083	763,083	763,083	763,083	763,083	763,083	-	9,273,898	9,326,423	3,932,317	(52,525)	42%
Common School Fund	79,937	-	-	-	15,711	12,258	12,724	16,481	11,640	10,952	11,488	5,804	176,995	159,874	79,937	17,121	50%
State Managed Timber	-	-	-	-	125,000	-	-	125,000	-	-	150,000	200,000	600,000	750,000	-	(150,000)	0%
SSF Formula Total	**1,653,482**	**786,300**	**797,260**	**792,623**	**3,463,357**	**1,987,192**	**831,169**	**925,372**	**845,397**	**796,023**	**937,396**	**297,555**	**14,113,125**	**14,299,669**	**4,029,665**	**(186,544)**	**28%**
Local Sources (1000)	20,152	16,836	18,616	21,346	10,652	19,265	19,503	16,233	16,919	15,133	32,212	15,430	222,295	191,000	76,950	31,295	40%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Sources (3000)	-	-	-	-	8,240	8,240	8,240	8,240	8,240	8,240	8,240	8,240	65,917	98,875	-	(32,958)	0%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Revenue	**1,673,634**	**803,136**	**815,876**	**813,968**	**3,482,249**	**2,014,696**	**858,911**	**949,845**	**870,556**	**819,395**	**977,847**	**321,224**	**14,401,337**	**14,589,544**	**4,106,614**	**(188,207)**	**28%**
Beginning Fund Balance (5400)	1,607,729	-	-	-	-	-	-	-	-	-	-	-	1,607,729	1,607,729	-	-	0%
Total Monthly Revenues	**3,281,363**	**803,136**	**815,876**	**813,968**	**3,482,249**	**2,014,696**	**858,911**	**949,845**	**870,556**	**819,395**	**977,847**	**321,224**	**16,009,066**	**16,197,273**	**4,106,614**	**(188,207)**	**25%**
CUMULATIVE RESOURCES	**3,281,363**	**4,084,499**	**4,900,375**	**5,714,343**	**9,196,592**	**11,211,288**	**12,070,200**	**13,020,044**	**13,890,600**	**14,709,995**	**15,687,842**	**16,009,066**					
EXPENDITURES BY OBJECT																	
Salaries (100)	123,775	140,776	565,293	559,140	563,991	565,862	567,592	565,595	590,567	563,302	571,444	1,370,218	6,747,556	6,757,588	1,388,984	(10,032)	21%
Employee Benefits (200)	31,382	98,873	241,624	239,689	371,614	379,701	371,294	377,638	383,976	369,908	383,407	921,388	4,170,494	4,481,835	611,568	(311,341)	14%
Purchased Services (300)	44,115	179,842	221,730	134,813	285,973	179,987	258,039	186,192	238,222	219,629	308,768	342,972	2,600,284	2,558,200	580,501	42,084	23%
Supplies & Materials (400)	8,583	(940)	52,920	36,535	22,300	16,163	18,941	23,218	27,577	21,654	28,567	50,725	306,242	325,850	97,097	(19,608)	30%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Insurance/Other (600)	7,422	184,758	4,548	7,715	4,293	2,120	1,093	1,699	1,010	630	1,165	2,516	218,968	208,500	204,443	10,468	98%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300	560,300	-	-	0%
Total Operating Expenditures	**215,277**	**603,309**	**1,086,116**	**977,892**	**1,248,172**	**1,143,833**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**14,603,845**	**14,892,273**	**2,882,593**	**(288,428)**	**19%**
Contingency (810)	-	-	-	-									-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (820)	-	-	-	-									-	805,000	-	(805,000)	0%
Total Monthly Expenditures	**215,277**	**603,309**	**1,086,116**	**977,892**	**1,248,172**	**1,143,833**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**14,603,845**	**16,197,273**	**2,882,593**	**(1,593,428)**	**18%**
CUMULATIVE EXPENDITURES	**215,277**	**818,586**	**1,904,701**	**2,882,593**	**4,130,765**	**5,274,599**	**6,491,558**	**7,645,899**	**8,887,251**	**10,063,158**	**11,429,163**	**14,603,845**					
Month-end Fund Balance	**3,066,086**	**3,265,913**	**2,995,674**	**2,831,750**	**5,065,827**	**5,936,690**	**5,578,642**	**5,374,145**	**5,003,349**	**4,646,837**	**4,258,679**	**1,405,222**			**1,224,021**	**1,405,222**	
EXPENDITURES BY FUNCTION																	
Instruction (1000)	(25,603)	20,343	563,160	574,038	669,667	718,406	675,396	699,137	715,826	674,047	740,774	2,024,472	8,049,663	8,321,414	1,131,937	(271,752)	14%
Support Services (2000)	240,880	582,966	522,956	403,854	578,505	425,428	541,563	455,204	525,527	501,077	552,576	663,347	5,993,882	6,010,559	1,750,656	(16,677)	29%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Uses (5000)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300	560,300	-	-	0%
Total Operating Expenditures	**215,277**	**603,309**	**1,086,116**	**977,892**	**1,248,172**	**1,143,833**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**14,603,845**	**14,892,273**	**2,882,593**	**(288,428)**	**19%**
Contingencies (6000)	-	-	-	-									-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (7000)	-	-	-	-									-	805,000	-	(805,000)	0%
Total Monthly Expenditures	**215,277**	**603,309**	**1,086,116**	**977,892**	**1,248,172**	**1,143,833**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**14,603,845**	**16,197,273**	**2,882,593**	**(1,593,428)**	**18%**
CUMULATIVE EXPENDITURES	**215,277**	**818,586**	**1,904,701**	**2,882,593**	**4,130,765**	**5,274,599**	**6,491,558**	**7,645,899**	**8,887,251**	**10,063,158**	**11,429,163**	**14,603,845**					
Month-end Fund Balance	**3,066,086**	**3,265,913**	**2,995,674**	**2,831,750**	**5,065,827**	**5,936,690**	**5,578,642**	**5,374,145**	**5,003,349**	**4,646,837**	**4,258,679**	**1,405,222**			**1,224,021**	**1,405,222**	

Regular Board Session
Monday, October 13, 2025 6:00 PM Pacific

Banks Middle School Library
12850 NW Main Street
Banks, OR 97106

Ron Frame:	Present
Corissa Mazurkiewicz:	Present
William Moore:	Present
Leslee Sipp:	Present
Daniel Streblow:	Present

Present: 5.

1. Preliminaries
    - 1.1. Call to Order
    - 1.2. Flag Salute
    - 1.3. Roll Call
    - 1.4. Public Welcome/Recognition
    - 1.5. Approval of Agenda

      I make a motion to approve the October 13th, 2025 agenda as presented. This motion, made by Daniel Streblow and seconded by Leslee Sipp, Carried.
      Ron Frame: Yea, Corissa Mazurkiewicz: Yea, William Moore: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
      Yea: 5, Nay: 0
    - 1.6. Banks High School Leadership

      Olivia, BHS Leadership Representative, shared an update on the High School teams, current and upcoming events. Shared that Homecoming spirit week went well with a great dance and a football victory. A Financial Aid night and PSAT testing is coming up.
2. Recognitions
    - 2.1. Banks Elementary School Staff

      The District recognizes Banks Elementary School for its tremendous growth in math and literacy assessment. Scores for all students have increased. We are very proud of the work being done by staff and Administration.
3. Audience Comment
4. Presentations/Reports
    - 4.1. Joint Session with Banks City Council
        - 4.1.1. Superintendent's Report

          Dr. Sica explained the purpose and intent of the joint session with the City Council.

          The adopted 20-year plan for the district campus was shared yet is not indicative of the work to be done specifically with the Bond. The current challenge is the budget, and we are not sure how significant the impact of the upcoming changes will be. Less tax revenue will be collected than in the past as well as what was projected, resulting in less funding for the district, and we will need to advocate to our legislature.

Additional updates included:
Bond work is going well. Secure vestibules at the elementary and middle schools have been completed. Construction plans are being finalized, and a groundbreaking ceremony will likely take place around March.
Free lunch for all students is provided by Federal funding and is not necessarily stable. We are unsure how long we will be able to provide this benefit.
The traffic "bottle-neck" issue on Trellis Way will not be addressed with the current Bond.

4.1.2. City Manager Report

Jolynn Baker, City Manager shared the types, process and timelines of planning and permit applications through the City, as well as the next steps for the district. The City has other large projects, including a subdivision, roundabout and potential intersection. The upcoming building of homes and the Construction Excise tax should be considered for the District's budgeting. The City is experiencing budget concerns similar to the District's.

Member of council, Pete Edison, shared the explanation of the Urban Renewal District. The Urban Renewal district has been in Banks since 2017. The potential reconfiguration of the urban renewal district will include a portion of the District's property.

Other notable information:
The Auxiliary Gym timeline was shared. Progress should be evident around March of 2026.
Chairman Frame reminded the members of the maintenance needs and expenses related to new buildings.
Mayor Kirk shared the City's desire to maintain collaboration and partnership with the district.
Some discussion of traffic concerns with development and a potential footbridge.
Some discussion of partnering with the District in regards to a performing arts building.

5. Consent

I make a motion to approve the Consent Agenda Items as presented. This motion, made by Daniel Streblow and seconded by Leslee Sipp, Carried.
Ron Frame: Yea, Corissa Mazurkiewicz: Yea, William Moore: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
Yea: 5, Nay: 0

5.1. Approval of September 8th, 2025 Regular Board Meeting Minutes

Reviewed the upcming events.

5.2. Approval of September 8th, 2025 Board Work Session Meeting Minutes

5.3. Second Reading of Proposed Policies JGD, JEA, JEA AR, JFCEB, JFCEB AR, BCF, DBEA, IF, IGBAB/JO, JO/IGBAB, JO/IGBAB AR, JOA, LBEA
5.4. Bond Oversight Committee Report
5.5. Superintendent Goals and Evaluation Criteria
5.6. Routine Personnel Matters
5.7. Approval of Campus Security position
5.8. Board Agreements

6. Discussion Items - None at this time
7. Action Items - None at this time.
8. Closing
   8.1. Upcoming items
      8.1.1. November 5th & 6th: Fall Conferences
      8.1.2. Nov 6th, 7th & 8th: OSBA's 79th Annual Convention
      8.1.3. November 17th: Next Board Meeting
      8.1.4. November 24th-28th: Fall Break, Schools Closed
      8.1.5. December 8th: December's Board meeting
   8.2. Board Comments

   Member Moore: Pleased to hear the progress on the goals. Appreciates the work being done by the staff.

   Member Streblow: It's refreshing to see the plans to move forward and is grateful for the Administration's presence and presentations at tonight's meeting. Thanked the City Council members for being present s well and is happy for the engagement.

   Member Mazurkiewicz: Recognizes Indigenous People's Day today. Grateful for the Council members' attendance tonight.

   Member Sipp: Appreciates the City Council for attending tonight and glad to be working together. Loves the test scores and what the schools are doing.

   Member Frame: Happy to hear the progress the schools are making. Recently attended OSBA
9. Adjourn

Banks High as of 10/13

Presented by ASB

Sports

Volleyball: 1st in league and 14th in state

Girls Soccer: 3rd in league and 15th in state

Boys Soccer: 4th in league and 20th in state

Football: 1st in league and 2nd in state

Cross Country: Did good in meet on October 10th. Next week they have the Bigfoot Meet where they feel pretty confident with and districts the next week.

Clubs/Organizations

Robotics: Nothing new

Drama: Auditions happened in late September and the cast list is put up in front of Mrs. Hatcher’s room. The play is going to happen in early December.

FFA: FFA Showdown is tomorrow at 5:30 pm. This is the big recruitment of the year where new members get to try out all of the events.

NHS: NHS had their first 2 meetings and are starting the Banksgiving fundraiser competition with the middle school and elementary school.

FAD: Will be there at the open house for the old high school filming the documentary.

HOCO

Homecoming week went off without a hitch this year. The HOCO court was crowned on Monday October 6th and the queen was crowned at the football game on Friday October 10th. Banks won the game 42-7. Congratulations to the Banks 2025 HOCO Queen, Adelaide Wilson!





HOCO pt.2

This year the class of 2026 has won HOCO for the third year in a row. The ranking are listed below:

Ranking:

1st-Seniors

2nd-Freshmen

3rd-Juniors

4th-Sophomores

HOCO pt.3





Spirit days:

Monday: Touch of class

Tuesday: Tacky Tourist Tuesday

Wednesday: ‘Murica Day

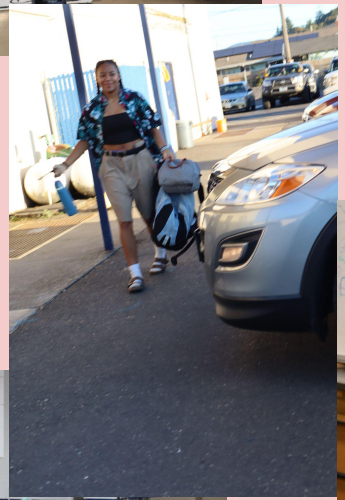
Thursday: Theme day (Freshmen:Medieval, Sophomores: Prehistoric, Juniors: Futuristic, Seniors: Roarin’ 20s, and Staff: 80s)

Friday: Blue and Gold Day












MathLab
Financial



Upcoming Events

Financial Aid Night is Wednesday, October 15th at 6:30 pm.

The PSAT is sometime later this month and is voluntary for all Juniors.

Multiple volunteer opportunities have come up and a good amount of BHS students are giving back to the community.







See you next time!

If you have any questions, I will try my best to answer them.



Superintendent's Monthly Report

October 2025

The purpose of this monthly report is to provide Board members with succinct updates on timely and relevant issues, as well as recurring information from committees and key district initiatives. Please feel free to send any requests for additional information directly to the Superintendent.

Banks School District Report Card

During the October work session, the Board will hear updates from each school regarding their goals and actions for the current school year. Following those presentations, the Superintendent will share district goals. These goals are directly aligned to our strategic plan and informed by a wide range of data sources—including student, staff, and community voice, as well as classroom and standardized measures.

We believe these "scorecards" and action plans demonstrate the broad and meaningful impact our schools have on students and the community. They also serve as a clear measure of accountability to our strategic plan and our commitment that every person in our community feels **Happy and Proud** of their experience with our school district.

Accountability and State Report Card

Another important accountability tool is the Oregon State Report Card. These report cards track student success using several measures, including the Oregon Statewide Assessment System (OSAS), high school credits earned, and regular attendance. (Note: "Regular attendance" is defined as attending more than 90% of school days—no more than one absence per month.)

Highlights include:

- **Elementary School Literacy:** Continued growth on OSAS exams, with "All Students" receiving a rating of 4 out of 5 for growth.
- **Elementary School Math:** Highest possible state rating, with all students and all subgroups earning 5 out of 5 for growth.
- **Middle School Attendance:** Regular attenders increased by more than 15% compared to two years ago.
- **High School Achievement:** A Level 4 in 9th-grade on-track and a Level 5 in four-year graduation rates.

Continuous Growth

While we are proud of these accomplishments, we recognize that our academic results still fall short of what we believe our students can achieve. Our staff and administration are committed to refining leadership and instructional practices to help every student reach their fullest potential.

Community Engagement and State Exam Participation

A continued area of focus is aligned to our strategic goal of **Engaging Our Community.** Participation rates on state exams remain among the lowest in the state, with each school and subgroup currently rated "Level 1." This is a complex issue in Oregon. By law, schools must send annual letters informing families of their right to opt out of state exams without penalty. However, in state reporting, students who opt out are counted the same as those who do not meet proficiency.

Moving forward, we will work with our community to:

- Elevate the value of state exams.
- Communicate their importance and relevance.
- Frame them as tools to measure districtwide effectiveness.

Our partnership with families and the community is essential as we continue to celebrate successes, face challenges honestly, and pursue the shared goal of ensuring all students thrive.

OSBA Regional Fall Meeting

Recently, Directors Sipp and Frame joined Superintendent Sica in a meeting with representatives from surrounding school districts, to hear a legislative update from the Oregon School Boards Association. Our conversation centered heavily on the looming fiscal pressures and legislative constraints in Salem — and how they might force very difficult choices for K-12 education in the coming biennium. Below is an outline of their key talking points.

Legislative Landscape & Constraints

- This year's short legislative session is expected to be tight and highly constrained. The abbreviated timeline means fewer bills will move forward, and the opportunities for substantial new education legislation are limited.
- At present, there are no major K-12-specific bills on the radar..

- The session will likely focus on smaller, essential technical fixes or adjustments, rather than sweeping reforms.
- Nevertheless, the pressure is intense to respond to the state's revenue picture and to consider cost containment measures.

Oregon's Revenue Shortfall & Its Implications

- Oregon's rolling conformity to the federal tax code means that federal tax cuts automatically reduce Oregon's income tax revenues. The Legislative Revenue Office currently projects an $888 million shortfall over the 2025–27 biennium.
- The state has already set aside a modest buffer in the new budget — a $472 million cushion — but forecasts now suggest a $373 million deficit remains once the federal impacts fully take hold.
- Oregon has lost around 25,000 jobs over the past year, with impacts concentrated in sectors like manufacturing, trade, construction, and professional services.
- Reductions in federal support for SNAP and Medicaid are expected to ripple into school systems — reducing school nutrition reimbursements, health-related supports, and placing additional demand on districts to fill gaps.

K-12's Share & Risk of Cuts

- Historically, K-12 is the largest allocation from Oregon's general fund. Currently, it accounts for roughly 27% of the general fund.
- That share has declined about 15% over the past two decades in its proportionate share of state resources. (In other words, although absolute dollars have increased, K-12's slice of the overall budget pie has shrunk.)
- The Oregon School Boards Association (OSBA) has issued warnings about the risk of under-funding at "lower than current service level" budgets in the 2027–29 cycle.
- In recent years, the legislature passed a record $11.36 billion in State School Fund allocations for 2025–27. That represents a necessary baseline just to maintain operations, but many argue it does not provide sufficient margin for growth or new initiatives.

Reserves, Tradeoffs & Strategic Imperatives

- The state does maintain reserves (e.g., Rainy Day Fund, Education Stability Fund) that could help smooth shortfalls or reduce the need for mid-biennium cuts.
- Still, those reserves are not infinite, and tapping them too aggressively risks leaving the state vulnerable to further downturns.

Cell Phone Policy

The Board will be considering our Policy in the consent agenda of the regular session.

Governor Kotek's Executive Order 25-09, issued July 2, 2025, requires all public schools to adopt policies prohibiting student use of personal electronic devices (cell phones, smartwatches, smart glasses, etc.) during school hours.

Policies must specify:

- Where devices are stored
- Consequences for use during the day
- Allowable exceptions

Policies must also be made publicly available.

The District will present draft policy and AR documents to the Board during the September work session. Adoption is scheduled for the October Board Meeting.

OSAA Reclassification

The OSAA Classification and Districting Committee for the 2026–2030 cycle continues to meet, deliberate, and take public feedback. The most recent proposals are linked below. Mr. Pence, who serves on the committee, will provide an update at the November Board work session. Please let Molly know if you have any specific questions.

~~View OSAA Committee Update (September 11, 2025)~~

View OSAA Committee Update (Released October 9, 2025)

Student Success Committee (SSC)

The SSC is working on the following in the month of October:

1. Multicultural Clubs – BMS has had its first few meetings and are off to a strong start with student participation and enthusiasm. Their club meets weekly during lunch. BHS's Multicultural club is starting this week
2. Data review - the team will start looking at student data next week to analyze trends and connect it to student experience. In the next few meetings, they will review and summarize disaggregated data on attendance and qualitative focus group data.

3. Bias response tools - the SSC also continues to work on our tools for responding to bias. We have already refined a lesson on understanding the impacts of hate speech related to race, and next they are working on one related to immigration.

Instruction Materials Adoption - DWL 9/29

Science Instructional Materials Review

This year, the district is reviewing science instructional materials as part of our curriculum cycle. High-quality science materials are critical to providing students with engaging, hands-on learning that prepares them for future opportunities. Because instructional materials represent a significant budget investment, we are approaching this process thoughtfully, with a students-first philosophy guiding all decisions.

To ensure broad input, we are engaging our Community Curriculum Advisory Committee alongside our district science teachers. Their collaboration will help us identify resources that best support rigorous standards, reflect our community's values, and promote meaningful learning for every student.

The Community Curriculum Advisory Committee held their first meeting in September. Ms. Everett provided the committee with an overview of the science standards and facilitated a thoughtful discussion, helping lay the foundation for more informed and engaging work ahead.

Instructional Leadership

We are excited to welcome an Instructional Leadership Coach who will support administrators and teachers. This role focuses on collaboration, coaching, and targeted support, with the goal of strengthening teaching practices and improving student learning outcomes. This investment reflects our ongoing commitment to continuous improvement and high-quality instruction for every student.

Instructional coaching support has included work with individual teachers, grade-level teams, and the instructional cabinet. Coaching is focused on supporting instruction with high-leverage tools and moving towards on-the-fly coaching where teachers and leaders are given feedback in the moment.

Attendance and Engagement - The district attendance team is working diligently to streamline practices and ensure continuity across schools, always keeping students and families at the center of this work. A new **Attendance Manual** is in

development to guide supportive, student- and family-centered approaches to attendance challenges.

Last year, the district saw meaningful improvement in attendance rates, and our goal is to continue building on that progress. Our priority is not only to increase regular attendance, but also to create conditions where students feel happy, connected, and proud to be at school. The attendance team has been reviewing practices, gathering input, and identifying ways to strengthen consistency, while maintaining a focus on care and support.

Transformational Social and Emotional Learning (TSEL) - We are proud of the tailored professional learning opportunities we are providing for our staff this year. As part of our TSEL (Transformative Social Emotional Learning) work, staff will select professional learning topics that best align with their individual interests and needs. This responsive approach was designed based on feedback collected after the first year of training, with the goal of increasing voice, choice, and relevance for all participants.

By making professional learning more engaging and personalized, we aim to strengthen both staff capacity and student outcomes. Session options this year include:

- Behavior Management
- De-escalation Strategies
- Trauma-Informed Care
- Youth Anxiety
- Collaborative Problem Solving
- QPR (suicide prevention)

We believe this model not only demonstrates our commitment to staff growth, but also ensures that the strategies learned directly support the well-being and success of our students.

Tradition and Innovation Committee -

Honoring Our Past, Building Our Future

The District Traditions and Innovations Committee—made up of staff, students, a member of the historical society, alumni, parents, administrators, and our district architect—recently met to review items that could be salvaged from the Banks Union High School brick building.

The committee has created a long list of meaningful pieces to preserve, including original lighting, wood flooring, handrails, the bannister, mural, class photos, and more. The purpose of this work is to find creative, lasting ways to use these materials for storytelling and honoring our history, while also celebrating the exciting future of our schools.

Stay tuned—more information will be shared as plans develop.

Regular Board Session
Monday, September 8, 2025 6:00 PM Pacific

Banks Middle School Cafeteria
12850 NW Main Street
Banks, Or 97106

Ron Frame:	Present
Corissa Mazurkiewicz:	Present
William Moore:	Present
Leslee Sipp:	Present
Daniel Streblow:	Present

Present: 5.

1. Preliminaries
   - 1.1. Call to Order
   - 1.2. Flag Salute
   - 1.3. Roll Call
   - 1.4. Public Welcome/Recognition
   - 1.5. Approval of Agenda

     I make a motion to approve the September 8th, 2025 agenda as presented. This motion, made by Leslee Sipp and seconded by Daniel Streblow, Carried.
     Ron Frame: Yea, Corissa Mazurkiewicz: Yea, William Moore: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
     Yea: 5, Nay: 0
   - 1.6. Banks High School Leadership

     Leadership representative presented information on current events at the high school, including the upcoming Homecoming events in October, current team stats and club events. She also shared student perspective on the new cell phone policy.
2. Recognitions
   - 2.1. Girl's Track Team

     Dr. Sica recognized the Girl's Cross Country team and coaches for their success last Spring. The team qualified 18 girls for the state meet, more than ever in the past. They placed Second, missing first place by one point. We are proud of the countless hours and commitment by the students and coaches.
3. Audience Comment

   No public comments were submitted.
4. Presentations/Reports
   - 4.1. Superintendent's Report

     Dr. Sica shared the September Superintendent's report, highlighting the financial situation as it relates to the current budget forecast. Banks School District is the largest employer in the Banks School District, by far. As such, any financial strain to the district is significant to the community.

     The Banks City Council will be present next month for a joint session. If there is information that you think may be relevant, please pass along to Brian and Molly.

OSAA - Every 4 years a classification committee comes together to review classifications. We are currently 3A, but our enrollment has increased since dropping to 3A, and we may move to the 4A league. OSAA has shared proposals and a formal survey will be sent to coaches. We need to obtain more feedback to determine which is the best placement. Scheduling and transportation in the current league has been difficult to schedule historically.

4.2. Financial Update

No major changes to report. Grant allocations will start to come in soon. Timber revenue is offset by the State School fund and is slightly higher than forecasted. However, the increase will be offset by a decrease in state school funding. Title I funding also came in slightly higher but is a one-year temporary increase.

Mr. Pence shared that the district is working on applying for Perkins grant funds for CTE programs.

5. Consent

I make a motion to approve the Consent Agenda Items as presented. This motion, made by Daniel Streblow and seconded by Corissa Mazurkiewicz, Carried.
Ron Frame: Yea, Corissa Mazurkiewicz: Yea, William Moore: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
Yea: 5, Nay: 0

5.1. Approval of Work Session Board Minutes

5.2. Approval of Regular Board Meeting Minutes

5.3. Routine Personnel Matters

6. Discussion Items

6.1. OSBA Policy Updates JGD, JEA, JEA AR, JFCEB, JFCEB AR, BCF, DBEA, IF, IGBAB/JO, JO/IGBAB, JO/IGBAB AR, JOA, LBEA

The Board reviewed the first reading of the necessary proposed policy updates required by OSBA due to recent legislative changes. If additional changes

Also reviewed the proposed changes to the District's suspension policy. KL complaint processs.

7. Action Items

8. Closing

8.1. Upcoming items

8.1.1. September 9th: BMS Back To School Night

8.1.2. September 12th; Kelly Field 365 Public Launch at the Varsity FB game.

8.1.3. September 16th; Bond Oversight Committee

8.1.4. October 13th; Next Board Meeting, collaboration with City Council.

8.1.5. November 17th; November's Board meeting (rescheduled)

8.2. Board Comments

Member Moore; Pleased with the work being done in the district and for the direction the district is heading.
Member Streblow: Looking forward to the upcoming presentations on the BES school report card. Glad to hear the updates and have students back.
Member Sipp: excited about Olivia's presence and her updates. Excited for what's

to come.
Member Mazurkieweicz; Happy to see the presence of the track team and grateful for the work the teachers and Admin are doing.
Chairman Frame; No comment at this time.

9. Adjourn

Superintendent’s Monthly Report

September 2025

The purpose of this monthly report is to provide Board members with succinct updates on timely and relevant issues, as well as recurring information from committees and key district initiatives. Please feel free to send any requests for additional information directly to the Superintendent.

Oregon Revenue Forecast

On August 27, the Chief State Economist’s Office issued the first revenue forecast of the new biennium. The forecast shows an approximate $900 million shortfall in state revenue. (Figures vary slightly depending on reporting source, as some focus on different revenue streams. Our partners emphasize those that most directly impact education.)

The shortfall is attributed to changes in federal tax code and increased unemployment. Because Oregon’s income taxes are tied to federal returns (we are one of only five states with this structure), taxable income starts after federal deductions. Combined with a 5% unemployment rate, income tax revenue is reduced.

Economists also warn of possible reductions in Medicaid and in federal education programs such as IDEA and Title I. While concerning, the Legislature’s significant reserves—some of which are dedicated to education—help mitigate immediate risk.

We are preparing contingencies but do not recommend major changes at this time. Updates will continue as the situation evolves.

Cell Phone Policy Committee

Governor Kotek’s Executive Order 25-09, issued July 2, 2025, requires all public schools to adopt policies prohibiting student use of personal electronic devices (cell phones, smartwatches, smart glasses, etc.) during school hours.

Policies must specify:

- Where devices are stored
- Consequences for use during the day

- Allowable exceptions

Policies must also be made publicly available.

The District will present draft policy and AR documents to the Board during the September work session. Adoption is scheduled for the October Board Meeting.

OSAA Reclassification

The OSAA Classification and Districting Committee for the 2026–2030 cycle held its first public meeting on August 25, 2025, in Wilsonville. They released an initial draft of potential changes, and while Banks is affected, the process is still in the early stages. Many adjustments are likely before finalization.

Mr. Pence, who serves on the committee, will provide an update at the October Board work session.

View OSAA Committee Update

Student Success Committee (SSC)

The SSC is beginning the year with two important initiatives:

1. Multicultural Clubs – Establishing clubs at BHS and BMS to foster belonging, build community, and celebrate student diversity. Advisors are in place and planning is underway.

2. Bias Response Curriculum – Reviewing lessons addressing hate speech and bias incidents to improve both their quality and their scope. For example, this week's review focuses on the lesson used when students engage in racial slurs.

Later this year, SSC will review disaggregated outcome data and focus group feedback to identify bright spots and areas for improvement to share with staff and the community.

Curriculum Adoption Committees

Each year, districts review curriculum in one content area based on the ODE rotation schedule. In Banks, this process includes two collaborative teams:

- Staff Curriculum Team – Conducts pilots, evaluates instructional strategies, and reviews content-specific techniques.
- Community Curriculum Committee – Reviews staff recommendations, asks questions, and helps connect the work with the broader community.

This cycle we anticipate reviewing Science or Social Science, depending on budget considerations. Board members are welcome to participate in these committees.

Instructional Leadership

We are excited to welcome an Instructional Leadership Coach who will support administrators and teachers. This role focuses on collaboration, coaching, and targeted support, with the goal of strengthening teaching practices and improving student learning outcomes. This investment reflects our ongoing commitment to continuous improvement and high-quality instruction for every student.

Attendance and Engagement

The district is developing a new Attendance Manual to guide supportive, student- and family-centered approaches to attendance challenges. Last year, we saw meaningful improvement in attendance rates, and we aim to build on that progress. Our goal is not only to increase regular attendance, but also to ensure students feel happy, connected, and proud to be at school.

Transformational Social and Emotional Learning (TSEL)

This year, staff will choose professional learning topics that align with their interests and needs as part of our TSEL work. This approach responds directly to staff feedback after year one of training and is designed to increase voice, choice, and relevance. By making professional learning more engaging, we aim to strengthen both staff capacity and student outcomes.

Science Curriculum Adoption

As part of the curriculum cycle, the Community Curriculum Advisory Committee will work alongside school staff to review science materials. This process will consider alignment to state standards, instructional quality, and relevance for our students. The collaboration will ensure our science program remains rigorous, engaging, and supportive of student success.

October Joint Work Session with Banks City Council

The Banks City Council will join the Banks School Board for a collaborative worksession on October 13, 2025. Both the District Superintendent and the City Manager will present reports with questions and discussion to follow. Please consider any specific requests for information ahead of time and send those to Molly Herbst by September 29,2025

100 GENERAL FUND | Revenue & Expense Summary
Fiscal Year 2025-26
For the Period Ending July 31, 2025

REVENUES	Period 1 Actual Jul '25	Period 2 Actual Aug '25	Period 3 Projected Sept '25	Period 4 Projected Oct '25	Period 5 Projected Nov '25	Period 6 Projected Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected Mar '26	Period 10 Projected Apr '26	Period 11 Projected May '26	Period 12 Projected Jun '26	Projected 2025-26 Totals	Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	Variance Budget vs. Projected	% of Budget
STATE SCHOOL FUND FORMULA:																	
Local Taxes	-	-	8,890	4,564	921,596	2,852,876	30,735	18,701	71,835	11,883	10,698	96,594	4,028,372	4,028,372	-	(0)	
County School Funds	-	-	-	-	17,500	-	-	-	-	-	17,500	-	35,000	35,000	-	-	0%
State School Fund	1,573,545	786,300	786,300	786,300	786,300	786,300	786,300	786,300	786,300	786,300	786,300	-	7,076,700	9,326,423	2,359,845	(2,249,723)	25%
Common School Fund	79,937	-	-	-	-	-	79,937	-	-	-	-	-	79,937	159,874	79,937	(79,937)	50%
State Managed Timber	-	-	-	-	187,500	-	-	187,500	-	-	187,500	187,500	750,000	750,000	-	-	
SSF Formula Total	**1,653,482**	**786,300**	**795,190**	**790,864**	**1,912,896**	**3,639,176**	**896,972**	**992,501**	**858,135**	**798,183**	**1,001,998**	**284,094**	**11,970,009**	**14,299,669**	**2,439,782**	**(2,329,660)**	**17%**
Local Sources (1000)	20,152	16,836	17,035	15,389	13,655	25,111	24,545	1,976	19,279	20,629	21,931	22,893	182,443	191,000	36,988	(8,557)	19%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Sources (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	98,875	-	(98,875)	
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Revenue	**1,673,634**	**803,136**	**812,225**	**806,253**	**1,926,551**	**3,664,287**	**921,517**	**994,477**	**877,414**	**818,812**	**1,023,929**	**306,987**	**12,152,452**	**14,589,544**	**2,476,770**	**(2,437,092)**	**17%**
Beginning Fund Balance (5400)	1,607,729	-	-	-	-	-	-	-	-	-	-	-	1,607,729	1,607,729	-	-	0%
Total Monthly Revenues	**3,281,363**	**803,136**	**812,225**	**806,253**	**1,926,551**	**3,664,287**	**921,517**	**994,477**	**877,414**	**818,812**	**1,023,929**	**306,987**	**13,760,181**	**16,197,273**	**2,476,770**	**(2,437,092)**	**15%**
CUMULATIVE RESOURCES	**3,281,363**	**4,084,499**	**4,896,724**	**5,702,977**	**7,629,528**	**11,293,815**	**12,215,332**	**13,209,809**	**14,087,223**	**14,906,035**	**15,929,964**	**16,236,951**					
EXPENDITURES BY OBJECT																	
Salaries (100)	123,775	140,776	596,092	582,346	577,577	574,784	573,068	575,455	569,963	530,462	573,558	1,433,954	6,587,258	6,757,588	264,552	(170,330)	4%
Employee Benefits (200)	70,426	86,349	367,775	328,473	364,207	358,743	318,807	359,227	359,843	287,002	366,973	904,017	4,015,068	4,481,835	156,775	(466,767)	3%
Purchased Services (300)	45,497	209,532	90,198	126,199	361,294	260,190	239,380	192,088	159,588	204,911	266,120	421,716	2,321,684	2,558,200	255,029	(236,516)	10%
Supplies & Materials (400)	8,583	15,365	55,559	26,550	32,442	9,806	17,536	36,635	28,783	24,928	18,563	28,174	278,976	325,850	23,947	(46,874)	7%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Insurance/Other (600)	7,422	184,537	2,541	3,716	2,627	763	1,139	1,402	4,205	1,463	1,137	3,489	22,482	208,500	191,960	(186,018)	92%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	-	-	560,300	560,300	560,300	-	-	0%
Total Operating Expenditures	**255,703**	**636,560**	**1,112,165**	**1,067,283**	**1,338,147**	**1,204,286**	**1,149,930**	**1,164,807**	**1,122,383**	**1,048,766**	**1,226,351**	**3,351,650**	**13,785,768**	**14,892,273**	**892,263**	**(1,106,505)**	**6%**
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	-	-	805,000	-	(805,000)	0%
Total Monthly Expenditures	**255,703**	**636,560**	**1,112,165**	**1,067,283**	**1,338,147**	**1,204,286**	**1,149,930**	**1,164,807**	**1,122,383**	**1,048,766**	**1,226,351**	**3,351,650**	**13,785,768**	**16,197,273**	**892,263**	**(2,411,505)**	**6%**
CUMULATIVE EXPENDITURES	**255,703**	**892,263**	**2,004,429**	**3,071,712**	**4,409,859**	**5,614,144**	**6,764,075**	**7,928,881**	**9,051,264**	**10,100,030**	**11,326,381**	**14,678,031**					
Month-end Fund Balance	**3,025,660**	**3,192,236**	**2,892,295**	**2,631,265**	**3,219,669**	**5,679,670**	**5,451,257**	**5,280,927**	**5,035,959**	**4,806,005**	**4,603,583**	**1,558,920**			**1,584,507**	**(25,587)**	
EXPENDITURES BY FUNCTION																	
Instruction (1000)	1,368	25,681	682,100	668,859	682,820	745,474	650,404	680,291	666,543	564,664	739,702	1,989,408	8,070,264	8,321,414	27,049	(251,150)	0%
Support Services (2000)	254,335	610,880	416,648	406,247	675,144	472,350	512,430	489,061	465,467	495,667	531,105	838,387	5,302,506	6,010,559	865,215	(708,053)	14%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Uses (5000)	-	-	-	-	-	-	-	-	-	-	-	560,300	560,300	560,300	-	-	
Total Operating Expenditures	**255,703**	**636,560**	**1,098,748**	**1,075,107**	**1,357,964**	**1,217,824**	**1,162,834**	**1,169,351**	**1,132,010**	**1,060,331**	**1,270,807**	**3,388,095**	**13,933,070**	**14,892,273**	**892,263**	**(959,203)**	**6%**
Contingencies (6000)	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	-	-	-	-	-	-	-	805,000	-	(805,000)	0%
Total Monthly Expenditures	**255,703**	**636,560**	**1,098,748**	**1,075,107**	**1,357,964**	**1,217,824**	**1,162,834**	**1,169,351**	**1,132,010**	**1,060,331**	**1,270,807**	**3,388,095**	**13,933,070**	**16,197,273**	**892,263**	**(2,264,203)**	**6%**
CUMULATIVE EXPENDITURES	**255,703**	**892,263**	**1,991,011**	**3,066,118**	**4,424,082**	**5,641,905**	**6,804,739**	**7,974,091**	**9,106,101**	**10,166,432**	**11,437,239**	**14,825,333**					
Month-end Fund Balance	**3,025,660**	**3,192,236**	**2,905,713**	**2,636,859**	**3,205,446**	**5,651,909**	**5,410,593**	**5,235,718**	**4,981,122**	**4,739,603**	**4,492,725**	**1,411,618**			**1,584,507**	**(25,587)**	

Budget Management Analytics formerly 5Cast Plus

Board Work Session
Monday, August 18, 2025 4:00 PM Pacific

Banks Middle School Library
12850 NW Main Street
Banks, OR 97106

Ron Frame:	Present
Corissa Mazurkiewicz:	Present
William Moore:	Absent
Leslee Sipp:	Present
Daniel Streblow:	Present

Present: 4, Absent: 1.

1. Preliminaries
   - 1.1. Call to Order
   - 1.2. Roll Call
   - 1.3. Approval of Agenda
2. Discussion Items

Dr. Sica shared a "year at a glance" calendar for Board meeting agenda and other Board related items, as well as upcoming events within the community.

Regarding the November meeting, we will need to move the board meeting. The district had previously made an adjustment to the November calendar. Due to the long weekend and adjusted calendar we will need to reschedule. November 17th will work well for the Board members.

Dr. Sica reviewed an addendum to the Board agreements as it relates to communication with the public. The addendum is a result of the discussions with the Board Retreat. Media inquiries go to the Superintendent. The board should give feedback to Dr. Sica, prior to first reading or action to approve. The addendum will be added to the proposed agreements and will be shared at the next meeting.

- 2.1. Board Agreements; Board Communication
- 2.2. Bond Update
  - 2.2.1. Summer Projects, Timeline, current HS Design, Budget Review.

John Abel w/Cornerstone Management was present to give a Bond Update. Over the summer, work include boiler updates, multiple abatement projects, purchased and delivered modular classrooms, permitting, vestibule work. Next steps include purchasing additional modulars, packing, prepping, permitting, bidding and the beginning stages of demolition. Board members were also given a timeline of upcoming projects, a description of the land use process and timeline, as well as the project budget update.

Updates on the Auxilary gym and Beaver Creek Culver projects. The full

presentation is attached to this agenda.

Some discussion of utilizing pieces of the demolition such as wood flooring, etc.

Mark with BRIC Architecture presented to the Board information on the Design schedule, HS addition and Aux gym. The updated Site Concept plan was reviewed by the Board and members asked clarifying questions as needed. Some discussion about the placement of the Aux gym doors and potential safety issues. Shared information regarding the Wilkes house and the access that it would allow, as well as the plan for the parking lot. Further discussion regarding traffic flow and parking placement. Discussion of "in-kind" donations and how they affect the budget.

Mark also reviewed the overall floor plans for each building. Noted that access at the District Office (to HS) needs a secure door added. Reviewed the renderings of each building; both exteriors and interiors. Minor discussions about the older oak tree and the possibility of salvaging it, the mural that is currently having in the old district office. Mark will reach out to the board with further information about XXXX in th Auxilary Gym.
Also reviewed the next steps in the planning process; Also reviewed the next steps in the planning process.

The Board provided feedback about the overall design.

3. Adjourn
   Adjourned @ 5:51 pm.

The Board values transparency and recognizes its role as a representative of the community. Board members will make an effort to understand the perspectives of their constituents and help clarify misunderstandings when appropriate.

If a community member's concern requires a detailed or extended response, Board members should refer them to the Superintendent. When communicating publicly, Board members should clarify that they are speaking as individuals, not on behalf of the Board.

When a collective Board response is necessary, the Superintendent and Board Chair will collaborate on the message. All media inquiries should be directed to the Superintendent and copied to the Board Chair.

Banks School District,
Attn: Brian Sica

P&C Construction
Parker Verhaeghe,
Preconstruction Manager

RE: Construction Material Cost Planning – New Addition Project

Dear Banks School District Team,

As we move forward with planning for your new high school addition, I wanted to share some context on the current construction material market, how national tariff changes are impacting pricing, and most importantly what we've done and continue to do to mitigate those impacts for your project.

We've been tracking increases in tariffs on critical construction materials like steel, aluminum, copper, and lumber. These changes are affecting project pricing across Oregon and are expected to carry through 2027. While the broader market remains challenging, we've taken meaningful steps to insulate your project from unnecessary cost and risk. We've also built on strategies developed during the COVID-era escalation and supply chain challenges, many of which remain relevant today.

We appreciate the trust the District has placed in us to manage this project responsibly. Please know that we are actively protecting the project at every stage from early design decisions through final buyout and construction. We'll keep you informed as we navigate the market together and continue working toward a successful, on-budget project.

What We've Already Done

Very early in design, we worked closely with BRIC Architecture to make smart, tariff-conscious decisions. Not only do these items consider specific material costs, they also account for overall project schedule, product availability, and potential material shortages/lead time issues.

We selected tilt-up concrete construction as the primary structural system, reducing reliance on structural steel, which is now subject to one of the largest import tariffs. Although steel rebar is subject to tariffs, we will work with the engineer to introduce fiber reinforcement, reduce rebar, and optimize concrete psi strength. This method will also be considered for the slab on grade and slab on deck.

We opted for a hybrid structural system, combining locally produced wood joists and selective structural steel, which gives us flexibility and helps reduce overall risk. We also selected a thin topping slab over plywood for the slab on deck, in lieu of a traditional heavier slab on metal deck.

Instead of metal siding, we selected a local brick veneer and fiber cement panels, materials with domestic supply chains and more predictable pricing.

Built up roofing was selected over TPO. TPO has a larger risk to tariffs.

We also pivoted from exterior sheet metal accents to domestic fiber cement, further reducing our reliance on volatile imported materials.

What We're Doing Now

We're continuing to evaluate options that maintain design intent while balancing budget and long-term value.

We are considering aluminum electrical conductors instead of copper to avoid newly enacted tariffs.

We're including a bid alternate (and other) for wood stud partition framing in non-structural areas in lieu of metal stud to provide cost flexibility for bid day pricing.

In the library, we moved away from a costly custom wood ceiling and are now incorporating a high-quality acoustical ceiling system with accent features—offering a great look while staying budget-conscious.

As we finalize finishes, we're working closely with suppliers to source cost-effective, durable, and domestically available products. For example, many flooring products are subject to tariffs. Where possible, we're using polished concrete flooring, which avoids those tariffs and offers long-term durability.

As design development stage completes early fall, we will further estimate specific cost risks for specific materials and equipment. As the design becomes more quantifiable, and systems are better defined we can further detail out costs than is currently estimated at the 1st schematic design phase. Meaning, rather than a 5% general tariff contingency, we can break down specific materials and carry specific dollar values for larger risk materials.

What We're Preparing to Do

Looking ahead, we're ready to take the following steps to stay ahead of continued price volatility.

Early procurement packages: We will identify long-lead or high-risk materials and lock in pricing early to avoid further escalation.

Continued value engineering: We will continue to provide value engineering options to reduce overall risk and protect project contingencies, without compromising design goals.

Multiple source manufacturers: As equipment and materials are selected by engineers and architects, we'll research which manufacturers are less subject to tariffs, and include multiple manufacturers for bidding.

Strategic material storage: For items that may still carry escalation clauses, we will explore off-site storage to secure pricing and availability.

Bid form language: We're including clear language in our bid forms requiring subcontractors to define how long their pricing is valid—this transparency helps us manage risk during the bid and buyout process.

Ongoing budget protection: While we're laser-focused on managing budget during the estimating and GMP phase, we'll also continue that diligence after GMP to protect contingency dollars and ensure tariffs don't have avoidable impacts to the project.

END OF MEMO

Banks School District

School Board Design Update

August 18th, 2025

BR|IC

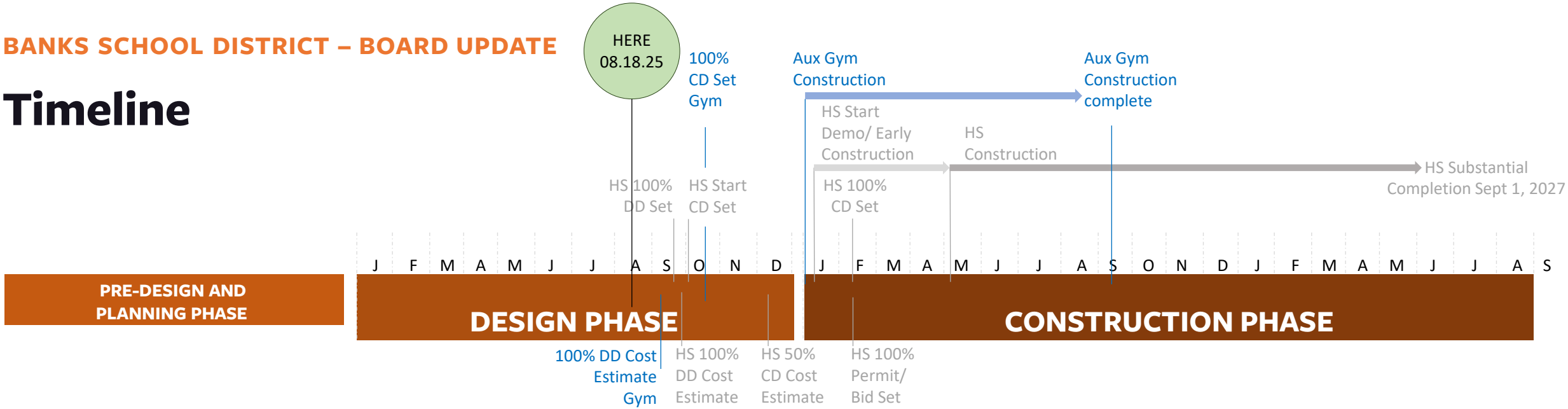
Agenda

Design Schedule

Banks HS Addition – Design Update

Discussion / Next Steps

Timeline



August 2024 – December 2024 *completed*

January 2025 – January 2026

January 2026 – August 2027

	Science Prep Room			1	300	300
	Chemical Storage			1	100	100
	General Science Storage			1	150	150
	Marketing / Graphic Design Classroom		1	1	1200	1,200
	Extended Learning Areas			2	500	1,000
Specialized Programs						
	Life Skills Classroom *(not counted as teaching station; only serves 3-4 students on average)*			1	1200	1,200
	ADA Accessible Restroom with Changing Table			1	100	100
2D and 3D Art						
	2D/3D Art Classroom (Existing room would be part of demolition)		1	1	1900	1,900
	Kiln Room			1	150	150
	Art Supply / Storage Room			1	200	200
	Project Storage			1	200	200
Library Media Center						
	Library Media Center (Existing space would be part of demolition)			1	2250	2,250
	Office / Workroom			1	200	200
	Textbook Storage			1	200	200
	Enclosed individual study rooms			2	50	100
	Enclosed collabortion rooms			1	150	150
School Administration						
	Entry / Reception / Lobby / Waiting Area			1	500	500





Site Plan Concept

Site Concept

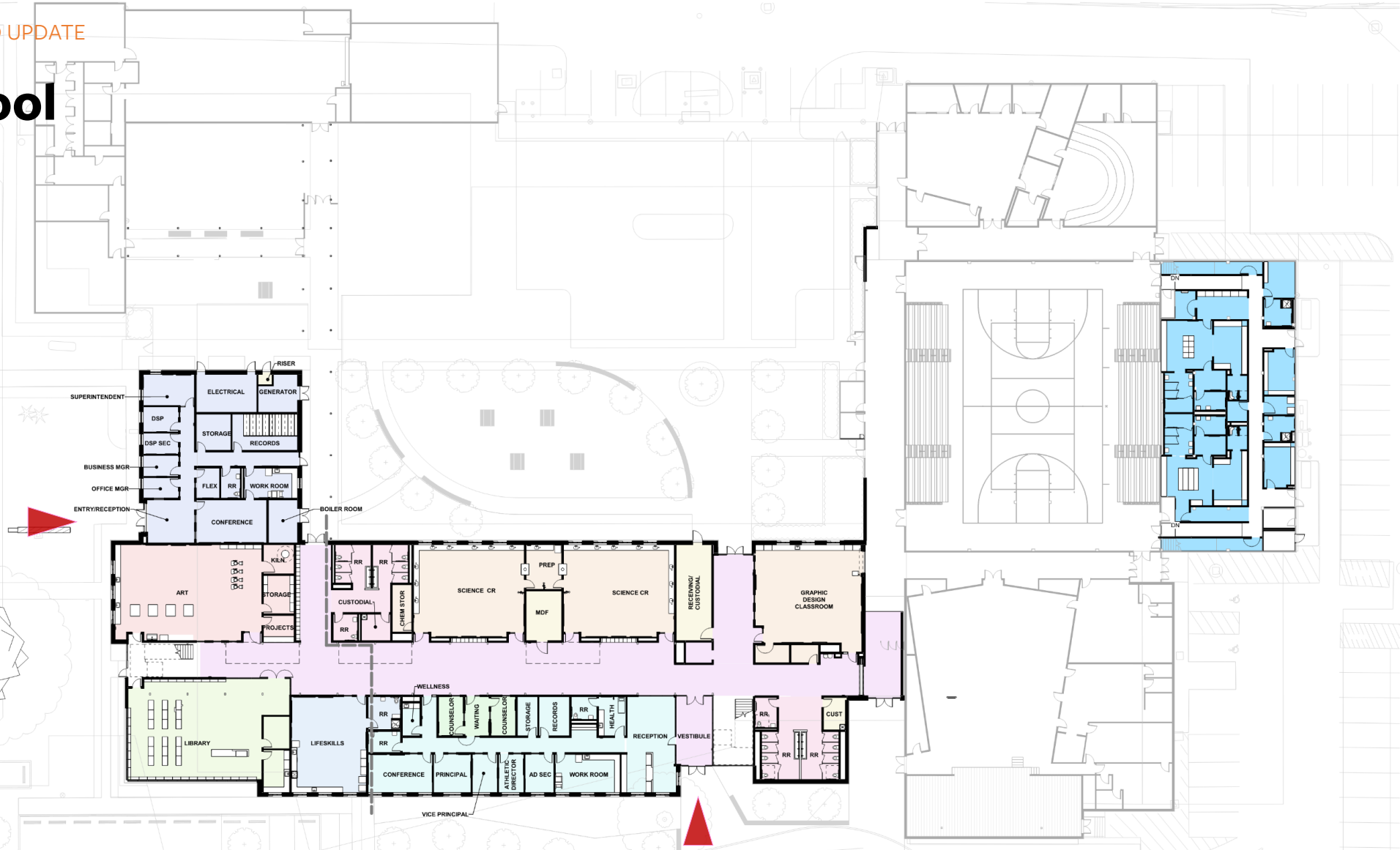
- **Bus loading area**
- **Parking/ Drop-off**
  - East parking adjacent to Aux Gym drive isle and parking stalls width increased
  - Visitor parking
  - 183 parking stalls
- **Building Entry Points**
  - High School
  - District Office
- **Pedestrian access throughout campus**
- **NW Wilkes Access**
  - Provides 2 separate parking zones with out vehicle/ pedistrian crossing between East and West parking



Floor Plans

Banks High School

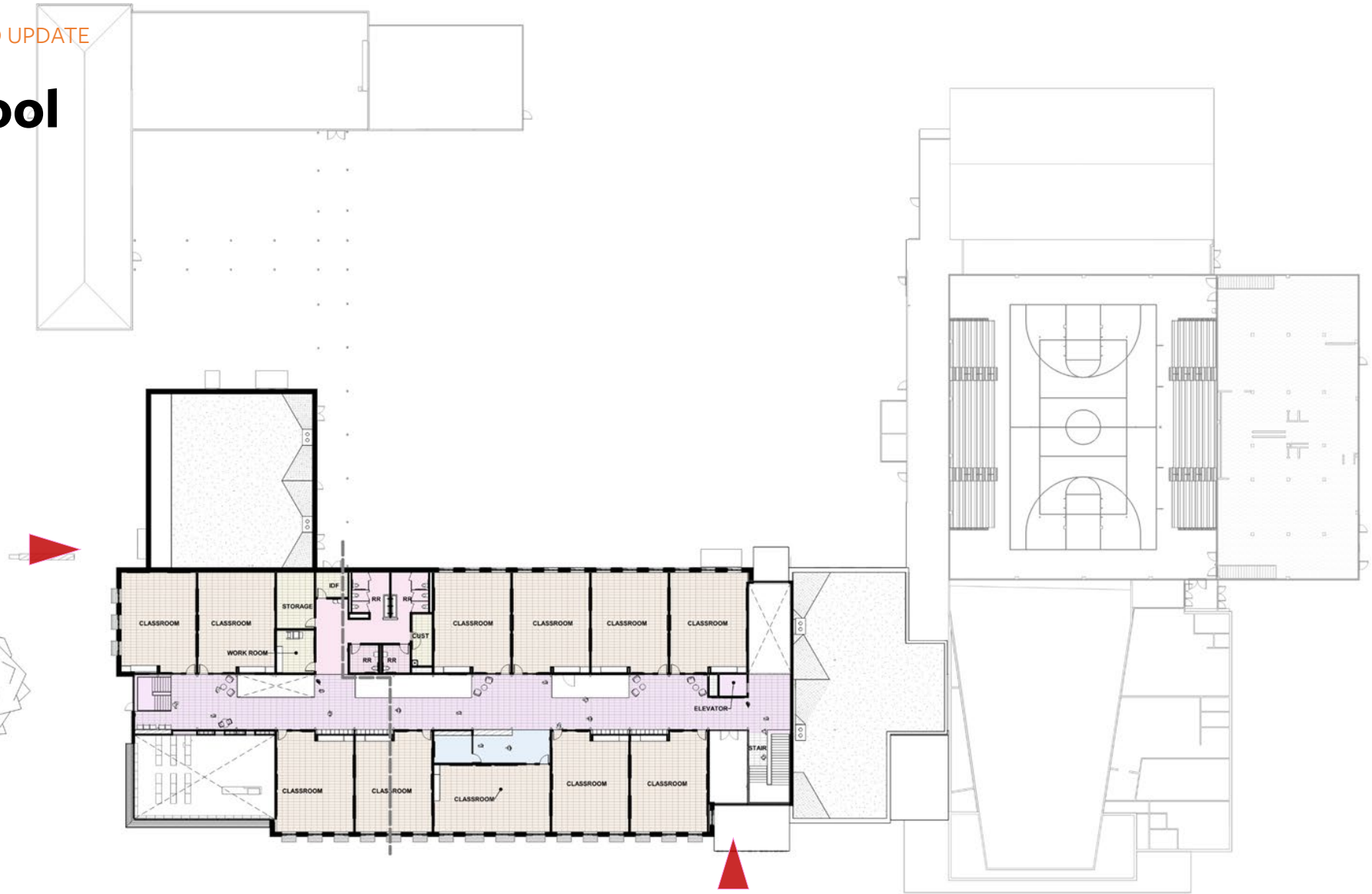
- A new **prominent main entry Library**.
- **Elective / special classrooms will be on Level 1** and all the **general classrooms will be on Level 2.**
- Large **main hallway will be a shared community space** linking all parts of the school.
- **Separate entry into district office** so visitors to District Office do not enter main HS area.
- **Exterior gathering spaces** should be simple and easily maintained.



Overall Floor Plan – Level 1

Banks High School

- A new **prominent main entry Library**.
- **Elective / special classrooms will be on Level 1** and all the **general classrooms will be on Level 2.**
- Large **main hallway will be a shared community space** linking all parts of the school.
- **Separate entry into district office** so visitors to District Office do not enter main HS area.
- **Exterior gathering spaces** should be simple and easily maintained.



Overall Floor Plan – Level 2

HS Building Character

View of Classroom Wing and New Main Entry



View of Main Entry L1



View of Main Entry L2



View of Main Entry L2



View of Classroom Wing and New Main Entry



View towards Library



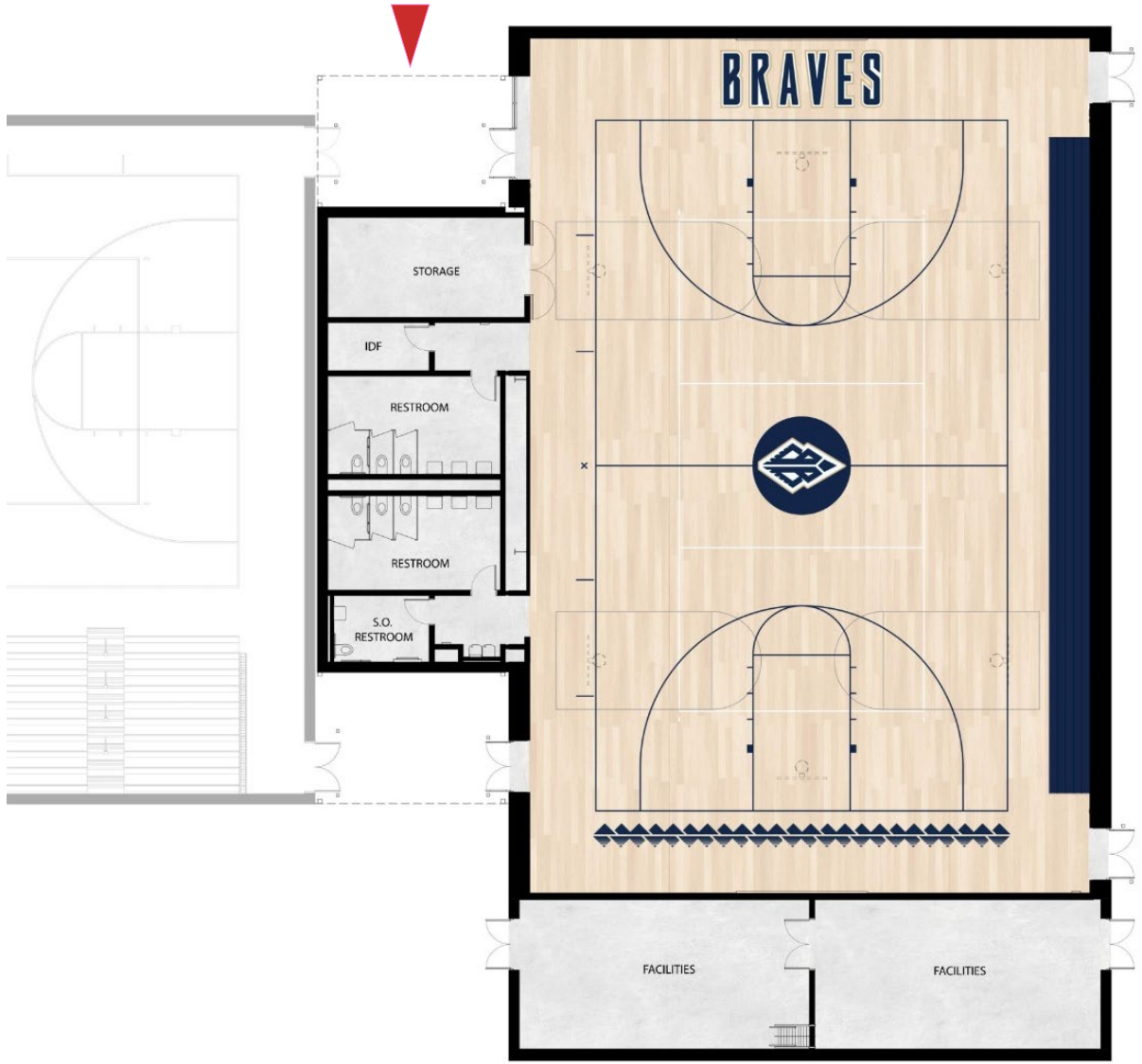
View towards District Office Entry



Auxiliary Gymnasium

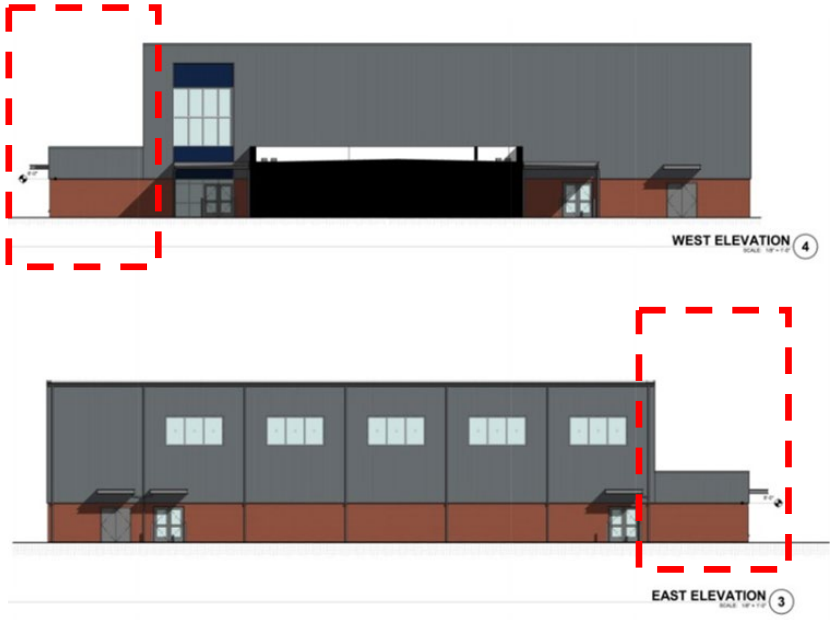
Banks Auxiliary Gym





Overall Floor Plan – **Base Bid**

Banks Auxiliary Gym





Overall Floor Plan – Alternate locker rooms

View of Auxiliary Gym: Main Entry



View of Auxiliary Gym: SW View



Next Steps –

- **June – August**
  - Summer construction projects
- **September**
  - Design committee meeting – TBD
  - Bond oversight meeting – September 16th 6:00pm
  - Innovation Tradition meeting - TBD
- **October**
  - Staff Meeting – TBD
  - Board meeting – October 13th
  - Community design committee update – October 16th



BOND PROJECT UPDATES

1. SUMMER PROJECT UPDATES
2. OVERALL TIMELINE REVIEW
3. BANKS HS BUDGET UPDATE
4. AUX GYM BUDGET UPDATE
5. BANKS HS CULVERT UPDATE
6. BANKS HS DESIGN UPDATE (BRIC)
7. AUX GYM DESIGN UPDATE (BRIC)

BOND PROJECT UPDATES

1. BANKS HIGH SCHOOL SUMMER 2025 PROJECTS

- Gym / Cafeteria Boiler Replacement – *Installed, startup in process*
- Hazardous Materials Abatement - *Work completed at Gym mezzanine, South HS wing to prep for demo*
- Delivered Modular Classroom buildings - *Permits in process, work to continue through fall with late fall move-in*
- Fiber Line and Underground Electrical run for BHS and Modular Classrooms
- *Move of Administration to temp office area completed*
- Banks ES Vestibule – *Work in process, scheduled to complete by start of school*
- Banks MS Vestibule – *Work in process, scheduled to complete by start of school*

- *Next steps: Purchase connex boxes for storage as we prep for move out of more spaces*

BOND PROJECT UPDATES

2. BOND PROJECTS TIMELINE UPDATES

BANKS HS

- DD Design Complete 9/12/25
- DD Estimate Due 10/6/25
- Land Use Process Oct – Dec 2025
- CD Design Complete 2/13/2026
- Start Demo / Early Construction Work Jan 2026
- Portables Permitting Fall 2025
- Portables Reach for Move In Holiday Break 2025

BOND PROJECT UPDATES

2. BOND PROJECTS TIMELINE UPDATES

AUXILIARY GYM

- DD Estimate In Review Process
- Land Use Process Fall 2025
- CD Design Complete Oct 2025
- Start Early Grading (permit dependent) Late Fall 2025
- Working with Five Star Builders on Early Building Order
- Construction Jan 2026 – Sept 2026

BOND PROJECT UPDATES

3. BANKS HIGH SCHOOL BUDGET UPDATE

Schematic Design Reconciliation		
Description		Amount
Original Budget	$	37,671,850
Building SD Estimate	$	38,162,675
Site SD Estimate	$	3,924,908
Building Value Engineering	$	(2,422,583)
Target Value Engineering	$	(236,000)
Site Value Engineering	$	(753,007)
Square Footage/ Design Modifications	$	(1,004,282)
Updated SD Estimate	$	37,671,711
Overall Delta	$	(139)

BOND PROJECT UPDATES

4. AUXILIARY GYM BUDGET UPDATE

Schematic Design Reconciliation		
Description		Amount
Original Budget	$	5,337,700
Building / Site SD Estimate	$	5,272,903
Alternate – Facilities Office/Storage/HVAC mez.	$	410,555
Building Value Engineering	$	(150,740)
Updated SD Estimate	$	5,532,718
Budget Transfer / Bidding Contingency	$	(195,018)
Overall Delta	$	-

CORNERSTONE MANAGEMENT GROUP

BOND PROJECT UPDATES

5. BANKS CREEK CULVER REPAIRS UPDATE

- Five Star Builders Survey Complete
- Site Mtgs with Consultants, and Agencies
- Working on Proposal for Design & Permitting
- Temp Safety Measures by Five Star Builders
- Schedule:
    - Design & Permitting Fall 2025 / Spring 2026
    - Culvert Repairs Summer 2026

BANKS BRAVES

Board Work Session
Monday, August 18, 2025 4:00 PM Pacific

Banks Middle School Library
12850 NW Main Street
Banks, OR 97106

Ron Frame:	Present
Corissa Mazurkiewicz:	Present
William Moore:	Absent
Leslee Sipp:	Present
Daniel Streblow:	Present

Present: 4, Absent: 1.

1. Preliminaries
   - 1.1. Call to Order
   - 1.2. Roll Call
   - 1.3. Approval of Agenda
2. Discussion Items

Dr. Sica shared a "year at a glance" calendar for Board meeting agenda and other Board related items, as well as upcoming events within the community.

Regarding the November meeting, we will need to move the board meeting. The district had previously made an adjustment to the November calendar. Due to the long weekend and adjusted calendar we will need to reschedule. November 17th will work well for the Board members.

Dr. Sica reviewed an addendum to the Board agreements as it relates to communication with the public. The addendum is a result of the discussions with the Board Retreat. Media inquiries go to the Superintendent. The board should give feedback to Dr. Sica, prior to first reading or action to approve. The addendum will be added to the proposed agreements and will be shared at the next meeting.

- 2.1. Board Agreements; Board Communication
- 2.2. Bond Update
  - 2.2.1. Summer Projects, Timeline, current HS Design, Budget Review.

John Abel w/Cornerstone Management was present to give a Bond Update. Over the summer, work include boiler updates, multiple abatement projects, purchased and delivered modular classrooms, permitting, vestibule work. Next steps include purchasing additional modulars, packing, prepping, permitting, bidding and the beginning stages of demolition. Board members were also given a timeline of upcoming projects, a description of the land use process and timeline, as well as the project budget update.

Updates on the Auxilary gym and Beaver Creek Culver projects. The full

presentation is attached to this agenda.

Some discussion of utilizing pieces of the demolition such as wood flooring, etc.

Mark with BRIC Architecture presented to the Board information on the Design schedule, HS addition and Aux gym. The updated Site Concept plan was reviewed by the Board and members asked clarifying questions as needed. Some discussion about the placement of the Aux gym doors and potential safety issues. Shared information regarding the Wilkes house and the access that it would allow, as well as the plan for the parking lot. Further discussion regarding traffic flow and parking placement. Discussion of "in-kind" donations and how they affect the budget.

Mark also reviewed the overall floor plans for each building. Noted that access at the District Office (to HS) needs a secure door added. Reviewed the renderings of each building; both exteriors and interiors. Minor discussions about the older oak tree and the possibility of salvaging it, the mural that is currently having in the old district office. Mark will reach out to the board with further information about XXXX in th Auxilary Gym.
Also reviewed the next steps in the planning process; Also reviewed the next steps in the planning process.

The Board provided feedback about the overall design.

3. Adjourn
   Adjourned @ 5:51 pm.

The Board values transparency and recognizes its role as a representative of the community. Board members will make an effort to understand the perspectives of their constituents and help clarify misunderstandings when appropriate.

If a community member's concern requires a detailed or extended response, Board members should refer them to the Superintendent. When communicating publicly, Board members should clarify that they are speaking as individuals, not on behalf of the Board.

When a collective Board response is necessary, the Superintendent and Board Chair will collaborate on the message. All media inquiries should be directed to the Superintendent and copied to the Board Chair.

Banks School District,
Attn: Brian Sica

P&C Construction
Parker Verhaeghe,
Preconstruction Manager

RE: Construction Material Cost Planning – New Addition Project

Dear Banks School District Team,

As we move forward with planning for your new high school addition, I wanted to share some context on the current construction material market, how national tariff changes are impacting pricing, and most importantly what we've done and continue to do to mitigate those impacts for your project.

We've been tracking increases in tariffs on critical construction materials like steel, aluminum, copper, and lumber. These changes are affecting project pricing across Oregon and are expected to carry through 2027. While the broader market remains challenging, we've taken meaningful steps to insulate your project from unnecessary cost and risk. We've also built on strategies developed during the COVID-era escalation and supply chain challenges, many of which remain relevant today.

We appreciate the trust the District has placed in us to manage this project responsibly. Please know that we are actively protecting the project at every stage from early design decisions through final buyout and construction. We'll keep you informed as we navigate the market together and continue working toward a successful, on-budget project.

What We've Already Done

Very early in design, we worked closely with BRIC Architecture to make smart, tariff-conscious decisions. Not only do these items consider specific material costs, they also account for overall project schedule, product availability, and potential material shortages/lead time issues.

We selected tilt-up concrete construction as the primary structural system, reducing reliance on structural steel, which is now subject to one of the largest import tariffs. Although steel rebar is subject to tariffs, we will work with the engineer to introduce fiber reinforcement, reduce rebar, and optimize concrete psi strength. This method will also be considered for the slab on grade and slab on deck.

We opted for a hybrid structural system, combining locally produced wood joists and selective structural steel, which gives us flexibility and helps reduce overall risk. We also selected a thin topping slab over plywood for the slab on deck, in lieu of a traditional heavier slab on metal deck.

Instead of metal siding, we selected a local brick veneer and fiber cement panels, materials with domestic supply chains and more predictable pricing.

Built up roofing was selected over TPO. TPO has a larger risk to tariffs.

We also pivoted from exterior sheet metal accents to domestic fiber cement, further reducing our reliance on volatile imported materials.

What We're Doing Now

We're continuing to evaluate options that maintain design intent while balancing budget and long-term value.

We are considering aluminum electrical conductors instead of copper to avoid newly enacted tariffs.

We're including a bid alternate (and other) for wood stud partition framing in non-structural areas in lieu of metal stud to provide cost flexibility for bid day pricing.

In the library, we moved away from a costly custom wood ceiling and are now incorporating a high-quality acoustical ceiling system with accent features—offering a great look while staying budget-conscious.

As we finalize finishes, we're working closely with suppliers to source cost-effective, durable, and domestically available products. For example, many flooring products are subject to tariffs. Where possible, we're using polished concrete flooring, which avoids those tariffs and offers long-term durability.

As design development stage completes early fall, we will further estimate specific cost risks for specific materials and equipment. As the design becomes more quantifiable, and systems are better defined we can further detail out costs than is currently estimated at the 1st schematic design phase. Meaning, rather than a 5% general tariff contingency, we can break down specific materials and carry specific dollar values for larger risk materials.

What We're Preparing to Do

Looking ahead, we're ready to take the following steps to stay ahead of continued price volatility.

Early procurement packages: We will identify long-lead or high-risk materials and lock in pricing early to avoid further escalation.

Continued value engineering: We will continue to provide value engineering options to reduce overall risk and protect project contingencies, without compromising design goals.

Multiple source manufacturers: As equipment and materials are selected by engineers and architects, we'll research which manufacturers are less subject to tariffs, and include multiple manufacturers for bidding.

Strategic material storage: For items that may still carry escalation clauses, we will explore off-site storage to secure pricing and availability.

Bid form language: We're including clear language in our bid forms requiring subcontractors to define how long their pricing is valid—this transparency helps us manage risk during the bid and buyout process.

Ongoing budget protection: While we're laser-focused on managing budget during the estimating and GMP phase, we'll also continue that diligence after GMP to protect contingency dollars and ensure tariffs don't have avoidable impacts to the project.

END OF MEMO

Banks School District

School Board Design Update

August 18th, 2025

BR|IC

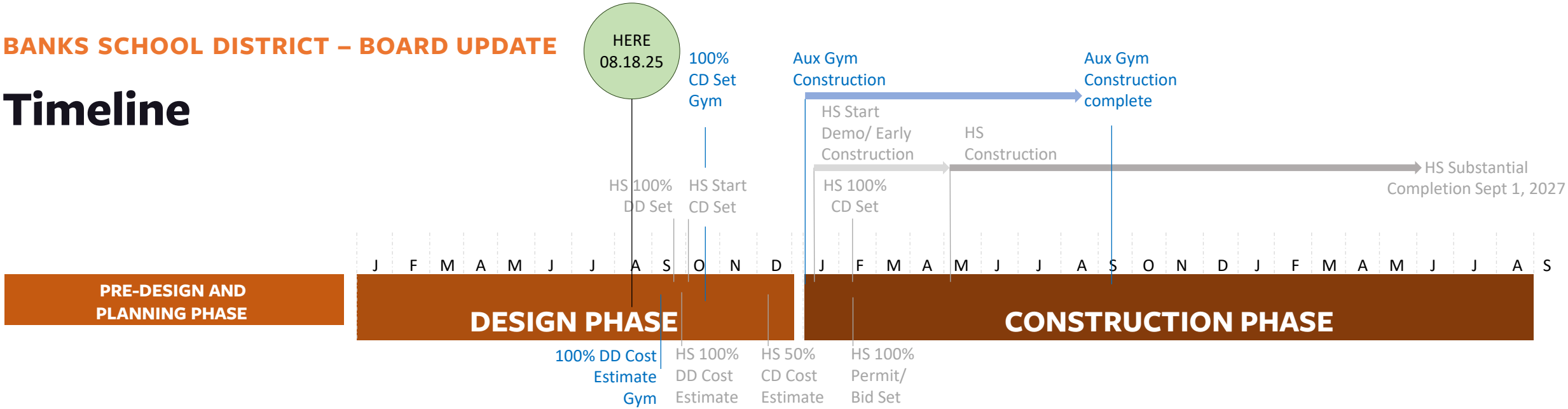
Agenda

Design Schedule

Banks HS Addition – Design Update

Discussion / Next Steps

Timeline



August 2024 – December 2024 *completed*

January 2025 – January 2026

January 2026 – August 2027

	Science Prep Room			1	300	300
	Chemical Storage			1	100	100
	General Science Storage			1	150	150
	Marketing / Graphic Design Classroom		1	1	1200	1,200
	Extended Learning Areas			2	500	1,000
Specialized Programs						
	Life Skills Classroom *(not counted as teaching station; only serves 3-4 students on average)*			1	1200	1,200
	ADA Accessible Restroom with Changing Table			1	100	100
2D and 3D Art						
	2D/3D Art Classroom (Existing room would be part of demolition)		1	1	1900	1,900
	Kiln Room			1	150	150
	Art Supply / Storage Room			1	200	200
	Project Storage			1	200	200
Library Media Center						
	Library Media Center (Existing space would be part of demolition)			1	2250	2,250
	Office / Workroom			1	200	200
	Textbook Storage			1	200	200
	Enclosed individual study rooms			2	50	100
	Enclosed collabortion rooms			1	150	150
School Administration						
	Entry / Reception / Lobby / Waiting Area			1	500	500





Site Plan Concept

Site Concept

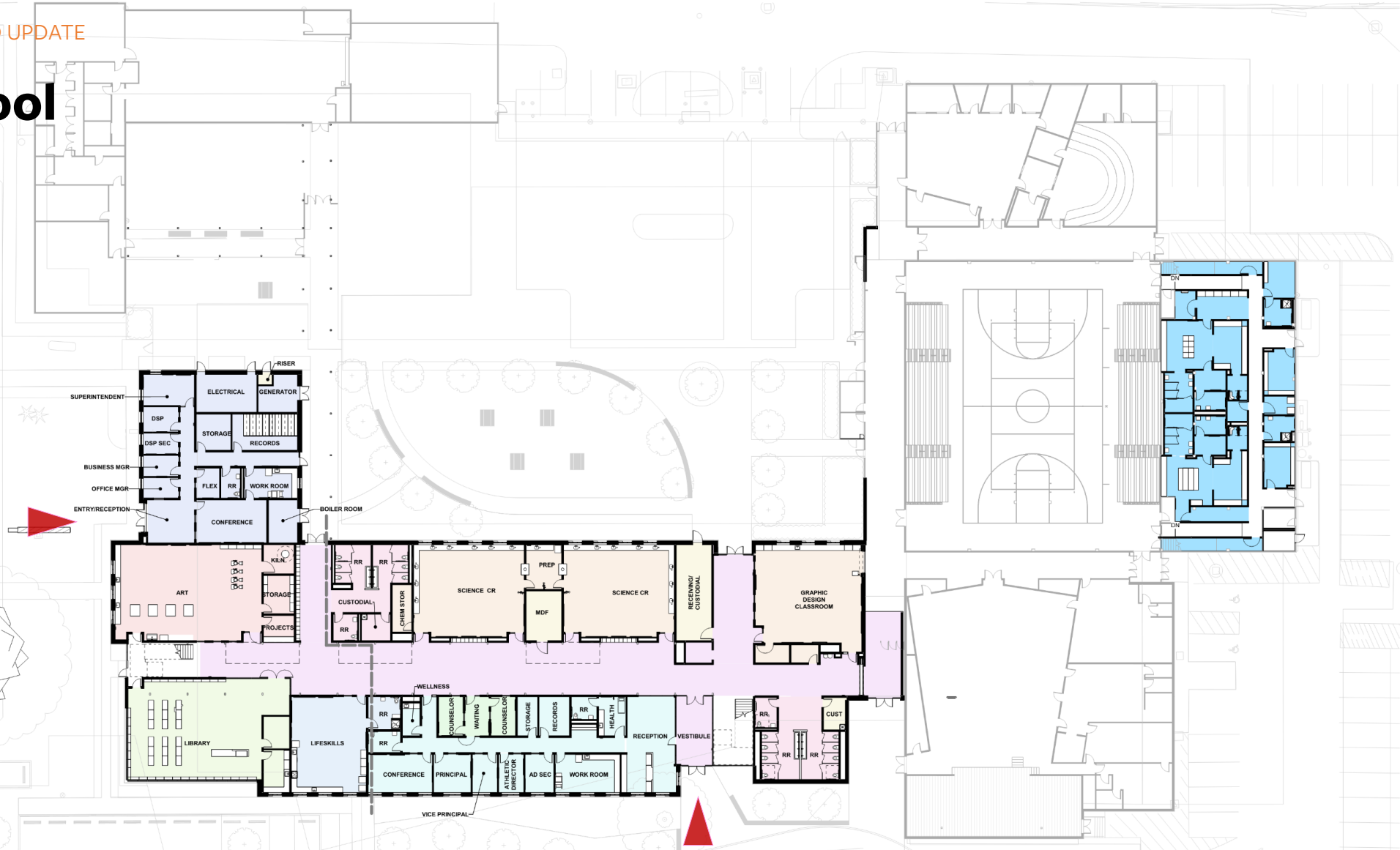
- **Bus loading area**
- **Parking/ Drop-off**
  - East parking adjacent to Aux Gym drive isle and parking stalls width increased
  - Visitor parking
  - 183 parking stalls
- **Building Entry Points**
  - High School
  - District Office
- **Pedestrian access throughout campus**
- **NW Wilkes Access**
  - Provides 2 separate parking zones with out vehicle/ pedistrian crossing between East and West parking



Floor Plans

Banks High School

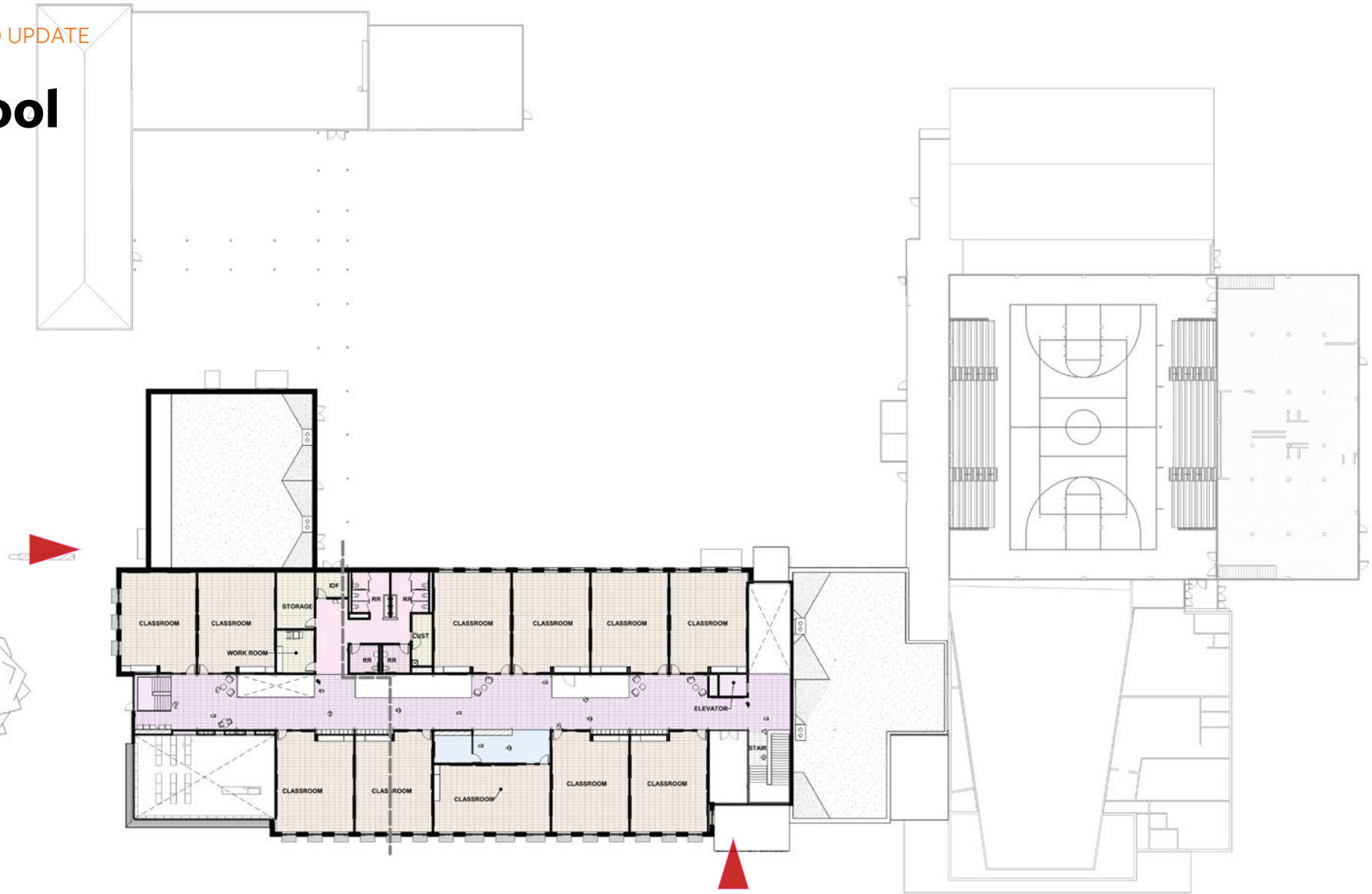
- A new **prominent main entry Library**.
- **Elective / special classrooms will be on Level 1** and all the **general classrooms will be on Level 2.**
- Large **main hallway will be a shared community space** linking all parts of the school.
- **Separate entry into district office** so visitors to District Office do not enter main HS area.
- **Exterior gathering spaces** should be simple and easily maintained.



Overall Floor Plan – Level 1

Banks High School

- A new **prominent main entry Library**.
- **Elective / special classrooms will be on Level 1** and all the **general classrooms will be on Level 2.**
- Large **main hallway will be a shared community space** linking all parts of the school.
- **Separate entry into district office** so visitors to District Office do not enter main HS area.
- **Exterior gathering spaces** should be simple and easily maintained.



Overall Floor Plan – Level 2

HS Building Character

View of Classroom Wing and New Main Entry



View of Main Entry L1



View of Main Entry L2



View of Main Entry L2



View of Classroom Wing and New Main Entry



View towards Library



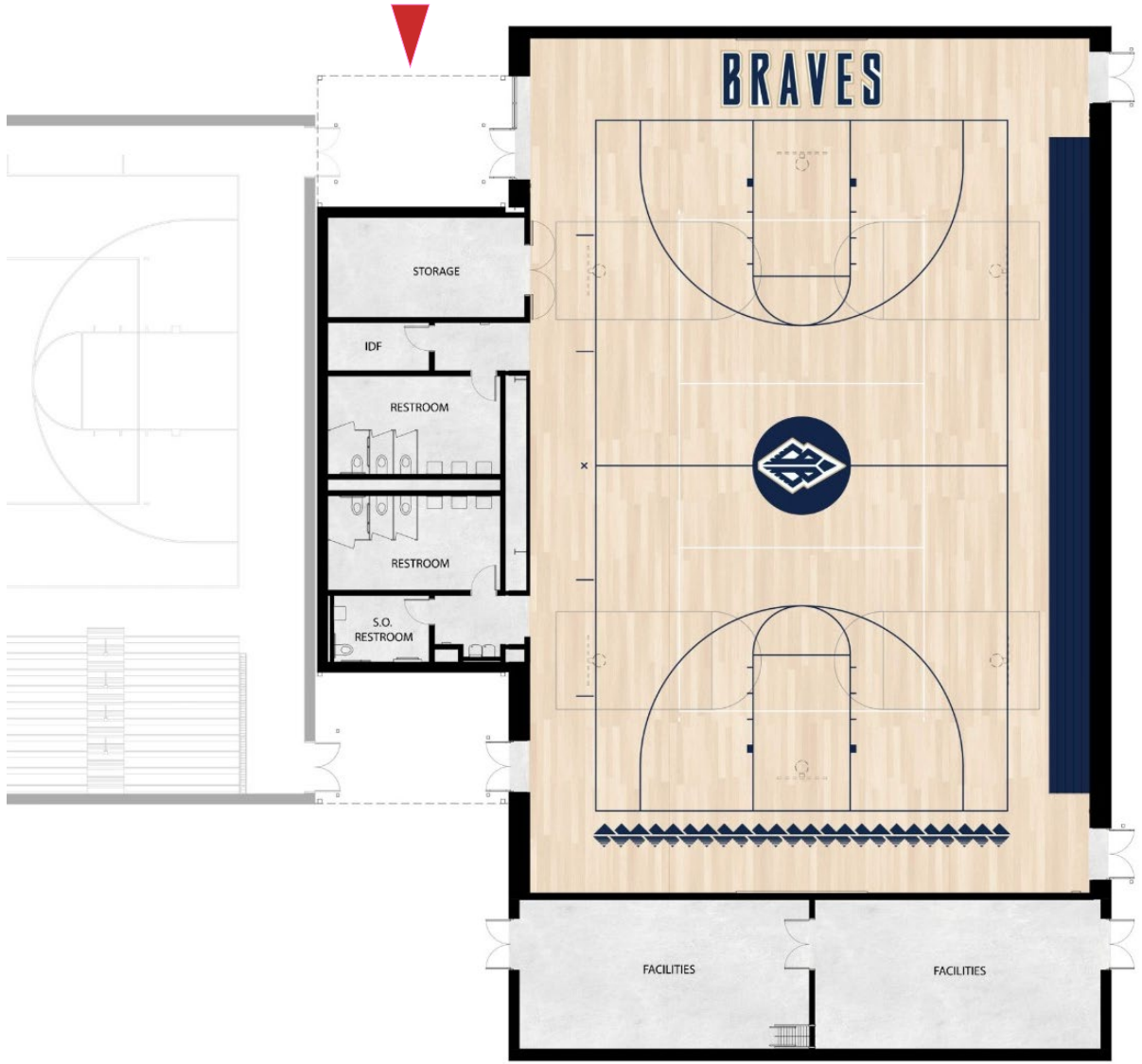
View towards District Office Entry



Auxiliary Gymnasium

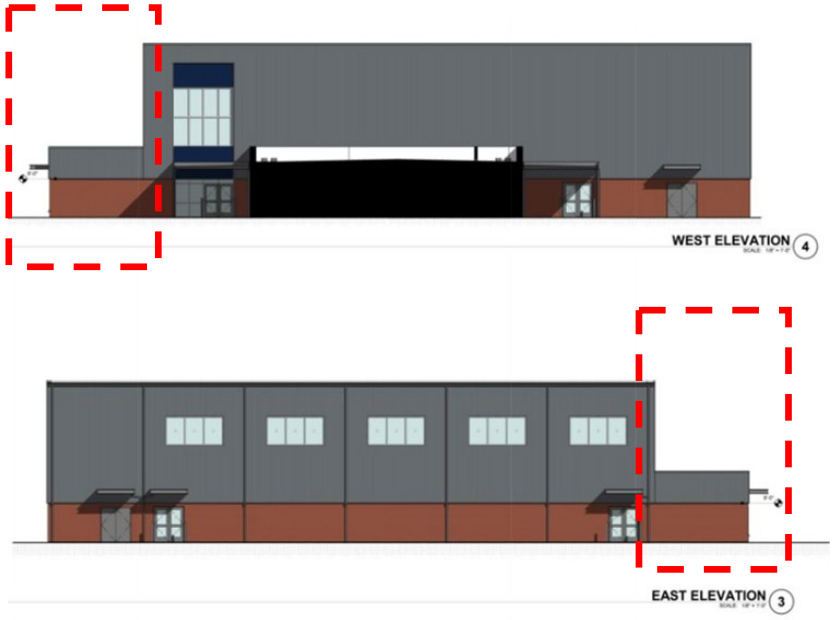
Banks Auxiliary Gym





Overall Floor Plan – **Base Bid**

Banks Auxiliary Gym





Overall Floor Plan – Alternate locker rooms

View of Auxiliary Gym: Main Entry



View of Auxiliary Gym: SW View



Next Steps –

- **June – August**
  - Summer construction projects
- **September**
  - Design committee meeting – TBD
  - Bond oversight meeting – September 16th 6:00pm
  - Innovation Tradition meeting - TBD
- **October**
  - Staff Meeting – TBD
  - Board meeting – October 13th
  - Community design committee update – October 16th



BOND PROJECT UPDATES

1. SUMMER PROJECT UPDATES
2. OVERALL TIMELINE REVIEW
3. BANKS HS BUDGET UPDATE
4. AUX GYM BUDGET UPDATE
5. BANKS HS CULVERT UPDATE
6. BANKS HS DESIGN UPDATE (BRIC)
7. AUX GYM DESIGN UPDATE (BRIC)

BOND PROJECT UPDATES

1. BANKS HIGH SCHOOL SUMMER 2025 PROJECTS

- Gym / Cafeteria Boiler Replacement – *Installed, startup in process*
- Hazardous Materials Abatement - *Work completed at Gym mezzanine, South HS wing to prep for demo*
- Delivered Modular Classroom buildings - *Permits in process, work to continue through fall with late fall move-in*
- Fiber Line and Underground Electrical run for BHS and Modular Classrooms
- *Move of Administration to temp office area completed*
- Banks ES Vestibule – *Work in process, scheduled to complete by start of school*
- Banks MS Vestibule – *Work in process, scheduled to complete by start of school*

- *Next steps: Purchase connex boxes for storage as we prep for move out of more spaces*

BOND PROJECT UPDATES

2. BOND PROJECTS TIMELINE UPDATES

BANKS HS

- DD Design Complete 9/12/25
- DD Estimate Due 10/6/25
- Land Use Process Oct – Dec 2025
- CD Design Complete 2/13/2026
- Start Demo / Early Construction Work Jan 2026
- Portables Permitting Fall 2025
- Portables Reach for Move In Holiday Break 2025

BOND PROJECT UPDATES

2. BOND PROJECTS TIMELINE UPDATES

AUXILIARY GYM

- DD Estimate In Review Process
- Land Use Process Fall 2025
- CD Design Complete Oct 2025
- Start Early Grading (permit dependent) Late Fall 2025
- Working with Five Star Builders on Early Building Order
- Construction Jan 2026 – Sept 2026

BOND PROJECT UPDATES

3. BANKS HIGH SCHOOL BUDGET UPDATE

Schematic Design Reconciliation		
Description		Amount
Original Budget	$	37,671,850
Building SD Estimate	$	38,162,675
Site SD Estimate	$	3,924,908
Building Value Engineering	$	(2,422,583)
Target Value Engineering	$	(236,000)
Site Value Engineering	$	(753,007)
Square Footage/ Design Modifications	$	(1,004,282)
Updated SD Estimate	$	37,671,711
Overall Delta	$	(139)

BOND PROJECT UPDATES

4. AUXILIARY GYM BUDGET UPDATE

Schematic Design Reconciliation		
Description		Amount
Original Budget	$	5,337,700
Building / Site SD Estimate	$	5,272,903
Alternate – Facilities Office/Storage/HVAC mez.	$	410,555
Building Value Engineering	$	(150,740)
Updated SD Estimate	$	5,532,718
Budget Transfer / Bidding Contingency	$	(195,018)
Overall Delta	$	-

CORNERSTONE MANAGEMENT GROUP

BOND PROJECT UPDATES

5. BANKS CREEK CULVER REPAIRS UPDATE

- Five Star Builders Survey Complete
- Site Mtgs with Consultants, and Agencies
- Working on Proposal for Design & Permitting
- Temp Safety Measures by Five Star Builders
- Schedule:
    - Design & Permitting Fall 2025 / Spring 2026
    - Culvert Repairs Summer 2026

BANKS BRAVES

~~Resident Student~~ Denial for Virtual Public Charter School ~~Attendance~~ Student Enrollment

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will, semiannually (by October 1 and April 1), calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the ~~established~~ calculated percentage is more than three percent, the district will not approve ~~additional~~ a student's enrollment to such a virtual public charter school.

A parent must give notice to the district in which the parent/guardian resides of their intent to enroll their student in a virtual public charter school ~~not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.~~ If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision~~ If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice[1] within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;

2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculations at the time the intent to enroll was received by the district;

~~3. The right to appeal the decision to the State Board of Education;~~

4. A list of two or more other online options available to the student; and

5. A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, t~~T~~he district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;

[1] If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

DRAFT

2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;

3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;

4. The number of home-schooled students ~~who reside~~ residing in the district and who have registered with ~~the~~ an educational service district; and

5. The number of students ~~who reside~~ residing in the district enrolled in private schools located within the ~~school~~ district.

A parent may appeal ~~a decision of a~~ the district's ~~to not approve a~~ denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):
ORS 332.107
ORS 338.125
OAR 581-026-0305
OAR 581-026-0310

DRAFT

Banks School District No. 13

Code: **JOA**
Adopted: 9/11/95; 7/10/00; 5/13/02; 6/9/03; 6/8/09
Revised/Readopted: 12/11/17, 9/8/25

Directory Information

"Directory information" means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information may be released to the public through appropriate procedures and includes:

1. Student's name;
2. ~~Student's address;~~
3. ~~Student's telephone listing;~~
4. ~~Student's electronic address;~~
5. Student's photograph;
6. ~~Date and place of birth;~~
7. Major field of study;
8. Participation in officially recognized ~~sports and~~ activities and sports;
9. Weight and height of ~~athletic team~~ members of athletic teams;
10. Dates of attendance;
11. ~~Grade level;~~
12. ~~Degrees, honors or~~ Degrees and awards received;
13. ~~Most recent previous school or program attended.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law upon request, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

DRAFT

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 180.805
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-021-0220 - 021-0430
OAR 581-022

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1427 (~~2017~~2024).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2017~~2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~2024).
Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (~~2017~~2024).

~~R9/28/178/25~~ | SL

DRAFT

Banks School District No. 13

Code: **JO/IGBAB-AR**
Adopted: 4/13/98; 7/10/00; 5/13/02
Revised/Readopted: 5/12/08, 9/8/25

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

   (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
   (2) Made, maintained or used only in connection with treatment of the student; and
   (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

a. Name and address of educational agency or institution;
b. Full legal name of the student;
c. Student birth date ~~and place of birth~~;
d. Name of parents/guardians;

DRAFT

e. Date of entry into the school;
f. Name of school previously attended;
g. Courses of study and marks received;
h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
i. Credits earned;
j. Attendance; and
k. Date of withdrawal from school; ~~and~~
l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

1. Confidentiality of Student Records

a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

a. Inspect and review the student's education records;
b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
e. Obtain a copy of the district policy with regard to student education records.

DRAFT

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

a. Within a reasonable period of time and without unnecessary delay;
b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing[1];
c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

a. Provide a written, dated request to inspect a student's education record; and
b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

[1] Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

DRAFT

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

DRAFT

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;

c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(1) Determine eligibility for the aid;
(2) Determine the amount of the aid;
(3) Determine the conditions for the aid; or
(4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

(1) Develop, validate or administer predictive tests;
(2) Administer student aid programs; or
(3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

(1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
(2) Limits the organization to using the personally identifiable information only for the purpose of the study;
(3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
(4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

DRAFT

(1) Designates the individual or entity as an authorized representative;
(2) Specifies the personally identifiable information being disclosed;
(3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
(4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
(5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
(6) Identifies the time period in which the personally identifiable information must be destroyed; and
(7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.

c. The disclosure is to accrediting organizations to carry out their accrediting functions;
d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

   In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

DRAFT

j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
l. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

a. The party or parties who have requested or received personally identifiable information from the education records; and
b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

a. The parent(s) or an eligible student;
b. The school official or assistants who are responsible for the custody of the records;
c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

2. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

DRAFT

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

a. The principal or designee;
b. A member chosen by the eligible student or student's parent(s); and
c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

DRAFT

a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

a. Amend the record accordingly; and
b. Inform the eligible student or the student's parent(s) of the amendment in writing.

2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

a. The student's permanent records, for one year;
b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

DRAFT

Disclosure Statement
Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.
>
> State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.
>
> Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

PHR~~6/06/13~~8/25 | ~~PH~~SL

DRAFT

Banks School District No. 13

Code: **JO/IGBAB-AR**
Adopted: 4/13/98; 7/10/00; 5/13/02
Revised/Readopted: 5/12/08, 9/8/25

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

   (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
   (2) Made, maintained or used only in connection with treatment of the student; and
   (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

a. Name and address of educational agency or institution;
b. Full legal name of the student;
c. Student birth date ~~and place of birth~~;
d. Name of parents/guardians;

DRAFT

e. Date of entry into the school;
f. Name of school previously attended;
g. Courses of study and marks received;
h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
i. Credits earned;
j. Attendance; and
k. Date of withdrawal from school; ~~and~~
l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

1. Confidentiality of Student Records

a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

a. Inspect and review the student's education records;
b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
e. Obtain a copy of the district policy with regard to student education records.

DRAFT

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

a. Within a reasonable period of time and without unnecessary delay;
b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing[1];
c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

a. Provide a written, dated request to inspect a student's education record; and
b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

[1] Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

DRAFT

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

DRAFT

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;

c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(1) Determine eligibility for the aid;
(2) Determine the amount of the aid;
(3) Determine the conditions for the aid; or
(4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

(1) Develop, validate or administer predictive tests;
(2) Administer student aid programs; or
(3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

(1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
(2) Limits the organization to using the personally identifiable information only for the purpose of the study;
(3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
(4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

DRAFT

(1) Designates the individual or entity as an authorized representative;
(2) Specifies the personally identifiable information being disclosed;
(3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
(4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
(5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
(6) Identifies the time period in which the personally identifiable information must be destroyed; and
(7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.

c. The disclosure is to accrediting organizations to carry out their accrediting functions;
d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

   In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

DRAFT

j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
l. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

a. The party or parties who have requested or received personally identifiable information from the education records; and
b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

a. The parent(s) or an eligible student;
b. The school official or assistants who are responsible for the custody of the records;
c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

2. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

DRAFT

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

a. The principal or designee;
b. A member chosen by the eligible student or student's parent(s); and
c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

DRAFT

a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

a. Amend the record accordingly; and
b. Inform the eligible student or the student's parent(s) of the amendment in writing.

2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

a. The student's permanent records, for one year;
b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

DRAFT

Disclosure Statement
Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.
>
> State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.
>
> Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

PHR~~6/06/13~~8/25 | ~~PH~~SL

DRAFT

Banks School District No. 13

Code: **JO/IGBAB-AR**
Adopted: 4/13/98; 7/10/00; 5/13/02
Revised/Readopted: 5/12/08, 9/8/25

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

   (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
   (2) Made, maintained or used only in connection with treatment of the student; and
   (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

a. Name and address of educational agency or institution;
b. Full legal name of the student;
c. Student birth date ~~and place of birth~~;
d. Name of parents/guardians;

DRAFT

e. Date of entry into the school;
f. Name of school previously attended;
g. Courses of study and marks received;
h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
i. Credits earned;
j. Attendance; and
k. Date of withdrawal from school; ~~and~~
l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

1. Confidentiality of Student Records

a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

a. Inspect and review the student's education records;
b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
e. Obtain a copy of the district policy with regard to student education records.

DRAFT

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

a. Within a reasonable period of time and without unnecessary delay;
b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing[1];
c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

a. Provide a written, dated request to inspect a student's education record; and
b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

[1] Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

DRAFT

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

DRAFT

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;

c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(1) Determine eligibility for the aid;
(2) Determine the amount of the aid;
(3) Determine the conditions for the aid; or
(4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

(1) Develop, validate or administer predictive tests;
(2) Administer student aid programs; or
(3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

(1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
(2) Limits the organization to using the personally identifiable information only for the purpose of the study;
(3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
(4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

DRAFT

(1) Designates the individual or entity as an authorized representative;
(2) Specifies the personally identifiable information being disclosed;
(3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
(4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
(5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
(6) Identifies the time period in which the personally identifiable information must be destroyed; and
(7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.

c. The disclosure is to accrediting organizations to carry out their accrediting functions;
d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

   In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

DRAFT

j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
l. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

a. The party or parties who have requested or received personally identifiable information from the education records; and
b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

a. The parent(s) or an eligible student;
b. The school official or assistants who are responsible for the custody of the records;
c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

2. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

DRAFT

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

a. The principal or designee;
b. A member chosen by the eligible student or student's parent(s); and
c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

DRAFT

a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

a. Amend the record accordingly; and
b. Inform the eligible student or the student's parent(s) of the amendment in writing.

2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

a. The student's permanent records, for one year;
b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

DRAFT

Disclosure Statement
Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.
>
> State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.
>
> Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

PHR~~6/06/13~~8/25 | ~~PH~~SL

DRAFT

District Curriculum ~~Development~~

~~The Board deems it essential that the district continually develop and modify its curriculum to meet the changing needs and diversity of our citizenry and to assure the full, rounded and continuing development ofthe individual student.~~

The Board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum and to advise the Board on needed curriculum changes.

~~While the Board retains its full rights and responsibilities for the determination of the curriculum, it authorizes the administration to set up a procedure to evaluate and review curriculum. The procedure will be on a regular basis and any major modifications to the curriculum will be subject to Board review.~~

The Board or a committee or administrator responsible for making a decision for regarding the use of, textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.075(1)
ORS 336.035
ORS 336.067
ORS 337.260
ORS 659.850
OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2000
OAR 581-022-2030
OAR 581-022-2250
OAR 581-022-2300
OAR 581-022-2305
OAR 581-022-2310
OAR 581-022-2315

Senate Bill 1098 (2025)

DRAFT

Banks School District 13

Code: **DBEA**
Adopted: 7/10/00, 9/8/25

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. Terms of the appointed members will be three years each with appointments made so that, as nearly as possible, the terms of one-third of the members expire each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee. The Board will establish appropriate timelines and procedures for appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.

2. Background Information: Budget committee members will be provided with data for the ensuing year, such as the Board's educational plan, and other pertinent material bearing on the preparation of a school budget.

Meetings of the Budget Committee

The budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget committee shall announce the time and place for all such meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs. ~~However, educational policy decisions are the responsibility of the Board, not the budget committee.~~

DRAFT

Final Action

The budget committee will approve an estimated budget document for submission to the Board.

END OF POLICY

Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.

Legal Reference(s):

ORS 174.130
0 RS 192.610 - 1 92.710

ORS 294.305 - 294.565

Cross Reference(s):

DBG - Budget Hearing

DRAFT

Banks School District 13

Code: **BCF**
Adopted: 7/10/00, 9/8/25

Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for citizen involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance. The Board shall have no permanent or standing advisory committees other than those required by statute.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall be considered open meetings. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chairman.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. ~~Appointment of staff members, when appropriate, will be made by the superintendent.~~ When requested and approved by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;

2. The resources the Board will provide;

3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive committee report(s).

Except as specifically provided by the Board, citizen advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chairman, but normally such Board members will function as ex-officio members of the committees.

DRAFT

~~The Board's responsibility cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the Board for action and must be recognized as advisory in nature~~.

END OF POLICY

Legal Reference(s):

ORS 192.610
ORS 192.630
ORS 294.336
ORS 329.704
ORS 332.107

"Attorney General's Public Records and Meetings Manual" pp. 90-92 (1999)

DRAFT

END OF POLICY

Legal Reference(s):

ORS 192.610
ORS 192.630
ORS 294.336
ORS 329.704
ORS 332.107

"Attorney General's Public Records and Meetings Manual" pp. 90-92 (1999)

DRAFT

Banks School District No. 13

Code: **JEA**

Adopted: 10/10/94; 7/10/00/ 3/14/16; 7/10/17; 12/11/17; 1/13/20; 6/10/24; **9/8/25**

Compulsory Attendance

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having ~~legal~~ control of a child, who is five years of age who ~~have~~ send enrolled the child ~~attend~~ to school in a public school, are required to send the child to school and maintain the child in regular attendance during the school term.

Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to send the child to school and maintain the child in regular attendance during the entire school term. Persons having ~~legal~~ control of a student, who is five years of age and ~~has~~ who have enrolled the child in a public school, are required to ~~have~~ send the student ~~attend~~ to school attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. A citation for violation of ORS 339.035 may be issued.

~~The district will develop procedures for issuing a citation.~~

A parent who is not supervising their student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public, full-time schools:

1. ~~Students~~ Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.

2. ~~Students~~ Children Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.

3. ~~Students~~ Children who have received a high school diploma or a modified diploma.

4. ~~Students~~ Children being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.

5. ~~Students~~ Children being educated in the home by a parent or legal guardian, or private teacher:

    a. When a student is taught or is withdrawn from a public school to be taught by a parent, legal guardian or private teacher, the parent, legal guardian or teacher must notify the Northwest Regional Education Service District (ESD) in writing within 10 days of such occurrence. In

DRAFT

addition, when a home schooled student moves to a new ESD, the parent, legal guardian or private teacher shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD ~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, the school districts of home-schooled students who are registered with the ESD and reside in their district;

~~b. Each student being taught as described above shall be examined no later than August 15, following grades 3, 5, 8 and 10:~~

~~(1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew from a public school;~~
~~(2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;~~
~~(3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.~~

~~c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;~~
~~d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;~~
~~e. The person administering the examination shall score the examination and report the results to the parent or guardian. Upon request of the ESD superintendent, the parent or guardian shall submit the results of the examination to the ESD;~~
~~f. All costs for the test instrument, administration and scoring are the responsibility of the parent or guardian;~~
~~g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.~~

b. Each child being taught as described above shall be examined no later than August 15, following grades 3, 5, 8 and 10:
   (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew from public school;
   (2) If the child never attended public or private school, the first examination shall be administered prior to the end of grade 3.

b. Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029;
c. Examinations shall be from the list of approved examinations from the State Board of Education;
d. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
e. The person administering the examination shall score the examination and report the results to the parent or guardian. Upon request of the ESD superintendent, the parent or guardian shall submit the results of the examination to the ESD;
f. All costs for the test instrument, administration and scoring are the responsibility of the parent or guardian;

DRAFT

g. In the event the ESD superintendent finds that the child is not showing satisfactory educational progress, the ESD superintendent shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.

7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.

8. Students excluded from attendance as provided by law.

9. Students who are eligible military children[1] are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

[1] "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

Compulsory Attendance – JEA 2-3

10. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.

11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

ORS 153.018

ORS 163.577

ORS 339.010 - 339.095

ORS 339.139

ORS 339.990

~~**ORS 807.065**~~

~~**ORS 807.066**~~

OAR 581-021-0026

DRAFT

OAR 581-021-0029

OAR 581-021-0076

OAR 581-021-0077

DRAFT

Banks School District 13

Code: **JEA-AR**
Revised/Reviewed: 10/10/04; 7/10/00; 10/12/15, 6/10/24; 9/8/25

Compulsory Attendance Notices and Citations

Appropriate notices on student absences or irregular attendance may be issued by the district in accordance with law. A citation may be issued by the superintendent or designee for noncompliance of ORS 339.035[1] in accordance with ORS 339.095.

1. Attendance Supervisor

The attendance supervisor shall:

a. Determine whether a parent or guardian has either failed to enroll his/her student or to maintain the student in regular attendance at a public school. Regular attendance shall mean attendance which does not include more than eight unexcused one-half day absences or the equivalent thereof, in any four-week period in which school is in session;

b. Provide written compulsory attendance noncompliance notification to the parent or guardian within 24 hours notification ~~of verification~~ of the violation from the proper authority. If the student is an adjudicated youth ~~offender~~ on parole or probation, at the same time notice is given to the parent or other person, the attendance supervisor shall notify the student's parole or probation officer of the student's absence;

c. Serve the notification personally or by certified mail. The notification will be written in the home language of the parent or guardian of the student;

d. Ensure that notification includes a statement requiring the student to appear at the public school on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;

e. Ensure that the notification states that the parent or guardian has the right to request an evaluation to determine if the child should have an individualized education program (IEP) or Section 504 plan or right to request a review of their child's current IEP or 504 plan;

f. Provide a copy of the notice ~~and pertinent attendance records~~ to the superintendent or designee at the time notice is given to the parent or guardian;

g. ~~Notify the superintendent within three days of knowledge that the parent or guardian receiving the notification has not complied with the notice.~~ The attendance supervisor, within three days of knowledge of noncompliance by the parent or guardian, shall notify the Superintendent.

DRAFT

2. Superintendent or Designee

If after review of a student's record, a citation in violation of ORS 339.035 appears warranted, prior to issuing the citation, the superintendent or designee shall provide written notification to the parent or guardian of the student and the student. The notice will be written in the native language of the parent or guardian. The notice will be delivered personally or by certified mail and will state that:

a. The student is required to attend regularly, a full-time school during the school year;

b. A citation for violation of ORS 339.035 may be issued by the superintendent or designee;

c. The parent or guardian has the right to request an evaluation to determine if the student should have an IEP or 504 plan, if the student does not have one, or a review of the student's current IEP or 504 plan;

d. The parent or guardian and student are required to attend a scheduled conference with the superintendent or designee. The date, time and place of conference will be specified in the notice.

If an evaluation or review as described in item c. above has been requested, this conference will be scheduled after its completion.

3. Conference

The superintendent or designee may conduct a conference with the parent or guardian and student. Auxiliary aids and services will be provided upon advance request. The superintendent or designee may:

e. Review Oregon's attendance law and the student's attendance record;

f. Determine the reasons for the noncompliance;

g. Develop a plan for student attendance improvement (i.e., contract, etc.);

h. Inform the parent and student of other available resources in the district and community, if available;

i. Discuss the potential consequences for continued attendance noncompliance, including the potential for the issuance of a citation, if applicable.

DRAFT

Banks School District
12950 NW Main St.
Banks, OR 97106
Phone: 503-324-8591

******** ATTENDANCE SUPERVISOR'S NONENROLLMENT NOTICE ********

Date
Parent(s)/Guardian
Address

Dear ,
(Parent/Guardian)

A determination has been made that your student, (Student's Name) , is not exempted from compulsory attendance in school, under provisions of ORS 339.030 and is not currently enrolled in school.

In accordance with Oregon law, you are hereby notified that you must enroll your student at [school name] no later than the next school day following receipt of this notice and maintain your student in regular attendance for the remainder of the school year.

Please be advised that failure to comply with Oregon's compulsory attendance law is a Class C violation and may result in a compulsory attendance citation and complaint issued by the superintendent and a fine by a court.

You may request an evaluation to determine if your student should have an individualized education program (IEP), or Section 504 plan ("504 plan"), or request a review of your student's current IEP or 504 plan.

If you have questions, please contact (Principal) at (School Number).

Sincerely,

Principal

cc: Principal/Superintendent

DRAFT

Compulsory Attendance Notices and Citations -
Banks School District
12950 NW Main St.
Banks, OR 97106
Phone: 503-324-8591

******** ATTENDANCE SUPERVISOR'S IRREGULAR ATTENDANCE NOTICE ********

Date
Parent(s)/Guardian
Address

Dear (Parent/Guardian),

After review of attendance records, your child (name) is not maintaining regular attendance at a public school as required by ORS 339.065. "Regular attendance" is defined by Oregon law as attendance which does not include more than eight unexcused one-half day absences or the equivalent thereof in any four-week period school is in session. According to attendance records, your child has had [ ] unexcused absences from school on the following dates: [ ].

Please send your child to school no later than the next school day following receipt of this notice and maintain your child in regular attendance for the remainder of the school year.

You may request an evaluation to determine if your child should have an individualized education program (IEP) or Section 504 plan ("504 plan") or request a review of your child's current IEP or 504 plan. If you request an evaluation for, or a review of a current IEP or 504 plan, a conference will be held after such evaluation or review has been completed.

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Northwest Regional ESD.

If you have questions, please contact (Principal's Name) at (Principal's Number).

DRAFT

Sincerely,

Principal

cc: Superintendent

DRAFT

Banks School District
12950 NW Main St.
Banks, OR 97106
Phone: 503-324-8591

**** SUPERINTENDENT'S NOTICE OF COMPULSORY ATTENDANCE NONCOMPLIANCE ****

Date
Parent(s)/Guardian
Address

Dear ,
(Parent/Guardian)

According to district records, you were notified by the district's attendance supervisor on [date] that your student, [name], has [failed to enroll in school] [failed to maintain regular school attendance] as required by Oregon ~~compulsory attendance~~ laws.

Your student was required to appear in school no later than the next school day following your receipt of that notice and to maintain regular attendance for the remainder of the school year. District records indicate your student continues to be absent from a public school.

~~The superintendent or designee may issue a citation for your continued violation of Oregon's compulsory attendance law.~~

A student is required to regularly attend a full-time school. Failure to send the student to school and to maintain the student in regular attendance is a Class C violation. A citation for such compulsory attendance violations may result in a court fine.

You [did not request an evaluation of your student's individualized education program (IEP) or a review of your student's current IEP.] [requested an evaluation to determine if your student should have an individualized education program (IEP).] [[requested a review of an existing IEP for your student] and the requested evaluation or review was completed on [date].]

~~In accordance with law~~, Y~~y~~ou and your student are ~~required~~ requested to attend a conference with [designated school official] on [date] at [time] to discuss:

~~1. Oregon's compulsory attendance law and your student's attendance record;~~
~~2. The reasons for your noncompliance;~~
~~3~~. 1. The development of a plan for improvement;
4. Resources available to help your student be successful in school, referrals to other agencies as may be needed and such alternative education information as may be required by law;
5. Any questions you may have concerning ~~the potential consequences for continued noncompliance with Oregon's compulsory attendance law, as set forth above and as provided in Board student conduct and truancy policies.~~

District programs and resources to help your child attend regularly.

~~Failure to attend this conference or failure to send your student to school and to maintain your student in regular school attendance following this conference will result in the issuance of a citation to you, as provided by law.~~

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Northwest Regional ESD.

If you have questions, please contact the building Principal.

Sincerely,

Superintendent

HR~~5.24~~4/4/24 | ~~PH~~ LF

DRAFT

Banks School District No. 13

Code: **JGD**

Adopted: 10/12/15,
9/8/25

Suspension

The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of Board policies, administrative regulations or school rules;

2. Willful conduct which materially and substantially disrupts the rights of others to an education;

3. Willful conduct which endangers the student, other students or staff members;

4. Willful conduct which damages or injures district property.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Student/Parent Handbook* made available by the district.

Each suspension will include a statement of the reasons for suspension, the length of the suspension, ~~and~~ a plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents of suspended students. The district may require a student to attend school during nonschool hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent or participate in activities directed or sponsored by the district.

~~Suspensions may be appealed to the Board.~~ Appeals may follow KL-AR (Formal Complaint Process) END OF POLICY

Legal Reference(s):

ORS 339.240
ORS 339.250
OAR 581-021-0050 to -0075

Code: JFCEB
Reviewed: 9/8/25

Personal Electronic Devices

Student use of a personal electronic device is prohibited from the initial entrance to a school building until the end of regular instructional hours, except as provided below. Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel.

Except as otherwise provided in this policy, "personal electronic device" means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school's network infrastructure.[1] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student's individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);[2]

2. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [10] school days.[3]

Personal electronic devices may be kept by students in lockers, backpacks, or stored on the student's person, but may not be used during regular instructional hours. Storage requirements may vary by school and will be outlined in the student code of conduct.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include [verbal reminders, parental involvement, detention, a change

DRAFT

[1] [ODE's guidance, *Fostering Student Learning, Well-Being, and Belonging* provides "This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities."]

[2] If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

[3] JFCEB-AR must be submitted to the building administrator.

to storage requirements, etc. [4]]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.[5]

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed in accordance with KL-AR (1) – Public Complaint Procedure

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

END OF POLICY

Legal Reference(s):

DRAFT

[4] {Correction may include requiring a student to store their device in a school storage space instead of in the backpack.}

[5] For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

ORS 332.107 ORS 336.840

Oregon Executive Order 25-09

DRAFT

Banks School District No. 13

Code: JFCEB-AR
Revised/Reviewed: 9/8/25

Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the principal or designee.

Name of student: _____ Grade: _____

School: _____

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- □ In compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- □ Accommodate the individual circumstances of the student;
- □ Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

_____

_____

_____

Duration for requested exemption: _____[1]

Signed: _____ Date: _____

Parent or guardian name: _____

Parent or guardian phone: _____ Email: _____

_____

For Completion by School Administration

Request: □ Granted Expiration of exemption: _____

_____

[1] The maximum duration of an exemption is [one year] [the end of the current school year] [the end of the student's enrollment at this school].

DRAFT

□ Denied Reason for denial: _____

□ More information needed. Please submit by [date] for reconsideration.

_____

_____

Signed: _____ Date: _____

School administration will consult with a school nurse and counselors when appropriate. School administration decisions will be issued and communicated to the parent or guardian within 10 school days of receipt and can be appealed in accordance with KL-AR(1) – Public Complaint Procedure

Guidelines for exemption consideration:

1. Exemptions will only be approved for legitimate needs of students and their families, not mere convenience;

2. Exemptions will be consistently granted in a non-discriminatory manner;

3. Exemptions will be limited to address the specific need, with limitations communicated to the student regarding other possession and use;

4. Exemptions will only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;

5. Exemptions will be communicated to necessary staff in a way that protects student privacy;

6. Exemptions will minimize disruption to other students, staff and the educational environment.

DRAFT

SUMMARY OF OSBA POLICY UPDATES (Proposed 9.8.25)

JFCEB, JFCEB AR: PERSONAL ELECTRONIC DEVICES

Summary

Governor Kotek issued Executive Order No. 25-09 (EO) on July 2, 2025. The EO requires school districts to adopt a policy prohibiting student use of personal electronic devices during instructional time. The policy must be adopted by October 31, 2025, with full implementation required by January 1, 2026. OSBA anticipates the Oregon State Board of Education to adopt administrative rules aligning with the EO in the next several months.

Policy Update - August 2025

Page 7 of 9

Existing Oregon law, ORS 336.840, also requires policy language regarding student use and possession of personal electronic devices by students.

Although full implementation is not required until January 1, 2026, districts may decide to implement at the beginning of the school year in order to avoid changing practice during the middle of the year. Districts can adopt this policy early, but should be aware of the possibility that a subsequent policy update may be necessary due to the adoption of rules or other changes.

Any previous versions of sample policy JFCEB – Personal Electronic Devices and Social Media**and sample administrative regulation, JFCEB-AR - Personal Electronic Devices and Social Media adopted are recommended to be deleted in lieu of the new sample policy, JFCEB

BCF & DBEA: EDUCATIONAL EQUITY ADVISORY COMMITTEES

Summary

In 2021, the Oregon Legislature passed SB 731, requiring school districts to create educational equity advisory committees (EEAC). This requirement went into effect in 2021 for districts with more than 10,000 students and was delayed until September 15, 2025 for districts with fewer than 10,000 students. Based on the experience of larger districts, the Oregon Legislature passed HB 2453 (2025), which removes some of the requirements of the EEAC, allowing them to function as a superintendent committee instead of a board committee.

OSBA previously added language about EEACs to Board policy BCF – Advisory Committees to the Board. Because EEACs no longer report to the Board, OSBA is recommending this language be deleted. OSBA has created a new optional policy, CEA – Educational Equity Advisory Committee for districts that want policy language outlining EEAC requirements. Many of the smaller districts have not added policy language about EEACs as the requirement does not go into effect until September 15, 2025 (the district may not need to delete anything).

Additionally, one member of the EEAC will serve on the district's budget committee. This does not create a new position on the budget committee, rather, a member of the EEAC will fill a vacancy on the budget committee when it becomes available. Language can be added to Board policy DBEA – Budget Committee.

IF; CHOOSING INSTRUCTIONAL MATERIALS AND SCHOOL OR CLASSROOM LIBRARY MATERIALS

Summary
The changes include new provisions of law from Senate Bill 1098 (2025) governing persons responsible for the selection or retention of library materials, and also governing persons responsible for the use of, or refuse to approve the use of, textbooks and other instructional materials on American history and government. New provisions require compliance with nondiscrimination practices under ORS 659.850 and ensuring compliance with ORS 337.260, i.e., a person may not prohibit the use of, or refuse to approve the use of, textbooks or other instructional materials on the basis that the textbooks or materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1). The law identifies individuals or groups who are: Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.
The law does not prohibit the district from choosing to apply these provisions to other textbooks and instructional materials.

IGBAB/JO, JO/IGBAB, JO/IGBAB AR, JOA,; STUDENT RECORDS
Summary
The State Board of Education recently made changes to the rules regarding directory information and student permanent records (OAR 581-021-0220). This update reflects these changes. OSBA will be doing a more comprehensive review of policies related to student records and releasing additional updates in the future.

LBEA; Summary
The State Board of Education adopted changes to OAR 581-026-0305 and -0310 on the process for parents to provide notice about enrolling their student in a virtual public charter school and a district's response. The changes are reflected in policy LBEA – Denial for Virtual Public Charter School Student Enrollment.

JEA, JEA AR; These are District Policy updates made to better align with current legislation.

Board Work Session
Monday, September 8, 2025 4:00 PM Pacific

Banks Middle School Cafeteria
12850 NW Main Street
Banks, Or 97106

Ron Frame:	Present
Corissa Mazurkiewicz:	Present
William Moore:	Present
Leslee Sipp:	Present
Daniel Streblow:	Present

Present: 5.

1. Preliminaries

1.1. Call to Order

1.2. Roll Call

1.3. Approval of Agenda

I make a motion to approve the September 8th, 2025 agenda as presented. This motion, made by Corissa Mazurkiewicz and seconded by Daniel Streblow, Carried.
Ron Frame: Yea, Corissa Mazurkiewicz: Yea, William Moore: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
Yea: 5, Nay: 0

2. Discussion Items

2.1. SEL Connection

Vice Chairman Mazurkiwiecz led a social emotional activity. Three signature practices are Warm Welcome, Engaging Lesson and Optimistic Closure. Board members shared their "weather check in", a way to describe and check in on their state of well-being, their thoughts on the pros and cons of the new cell phone policy, as well as what each member is looking forward to this coming school year.

2.2. Cell Phone Policy, JFCEB, JFCEB AR

Dr. Sica shared the proposed cell phone policy JFCEB & JFCEB AR, a required update due to recent legislative changes. The community and staff were surveyed, and a committee was formed. Using the OSBA sample policy, the committee made slight changes to the sample policy in an effort to best reflect the District's practices. Dr. Sica shared the details of the policy as well as why the changes to the sample policy were made. Board members asked questions and shared feedback. District Administration shared that, so far, the new expectations are going well at their schools.

The policy will be added as an action item on the October Board meeting agenda. Board and committee members should share any potential changes with Dr. Sica asap.

2.3. Board Agreements

2.3.1. Communication
As a follow-up to the Summer Board Retreat, Dr. Sica reviewed the Board Communication portion of the Board Agreements.

2.3.2. Committee representation
Additionally, Dr. Sica discussed the formal nature of district committees. To avoid a quorum, only 2 Board members can participate on the same committee. If there are more than 2 that would like to participate, a voting process will take place. Proposed a rotation of Board members on committees. Board members will be non-voting members of most committees, and should also report back to the Board with committee updates. The committees will be included in the general Appointments & Designations that typically happen in June/July for the following school year. Board members must participate in the Budget Committee. Follow-up is needed for clarification of the Board's participation in contract negotiations.

The district will share a list of current committees noted with the Board members. If a Board member would like to participate, please let Ron, Corrisa and/or Dr. Sica know.

2.4. Bond Update

2.4.1. Auxiliary Gym
John Able with Cornerstone Management was present to give the Board an update on the Auxiliary Gym which included redesigns based on feedback received. John reviewed the details and clarified the recent changes. The full presentation is attached to the agenda. Board members asked clarifying questions and provided feedback. Suggestions were made to move/swap the team rooms and the restrooms. Cost for the potential changes may be an issue. The schedule is a concern as the drawings will need to be turned into plans in the very near future in an effort to stay on the timeline.

A "Page Turner" meeting is scheduled for 9/9. We have roughly one month until documents are to be created.

In Kind donations — P&C has no problem being the point of contact for in-kind donations. If Board members know of anyone interested, please direct them to Dr. Sica for John Abel with Cornerstone.

John also shared a budget update. The Board will receive an update monthly. If Board members would like to see any additional information, or delivered in a different way, they should contact Brian or John.

3. Adjourn
Meeting adjourned at 5:35.

SUMMARY OF OSBA POLICY UPDATES (Proposed 9.8.25)

JFCEB, JFCEB AR: PERSONAL ELECTRONIC DEVICES

Summary

Governor Kotek issued Executive Order No. 25-09 (EO) on July 2, 2025. The EO requires school districts to adopt a policy prohibiting student use of personal electronic devices during instructional time. The policy must be adopted by October 31, 2025, with full implementation required by January 1, 2026. OSBA anticipates the Oregon State Board of Education to adopt administrative rules aligning with the EO in the next several months.

Policy Update - August 2025

Page 7 of 9

Existing Oregon law, ORS 336.840, also requires policy language regarding student use and possession of personal electronic devices by students.

Although full implementation is not required until January 1, 2026, districts may decide to implement at the beginning of the school year in order to avoid changing practice during the middle of the year. Districts can adopt this policy early, but should be aware of the possibility that a subsequent policy update may be necessary due to the adoption of rules or other changes.

Any previous versions of sample policy JFCEB – Personal Electronic Devices and Social Media**and sample administrative regulation, JFCEB-AR - Personal Electronic Devices and Social Media adopted are recommended to be deleted in lieu of the new sample policy, JFCEB

BCF & DBEA: EDUCATIONAL EQUITY ADVISORY COMMITTEES

Summary

In 2021, the Oregon Legislature passed SB 731, requiring school districts to create educational equity advisory committees (EEAC). This requirement went into effect in 2021 for districts with more than 10,000 students and was delayed until September 15, 2025 for districts with fewer than 10,000 students. Based on the experience of larger districts, the Oregon Legislature passed HB 2453 (2025), which removes some of the requirements of the EEAC, allowing them to function as a superintendent committee instead of a board committee.

OSBA previously added language about EEACs to Board policy BCF – Advisory Committees to the Board. Because EEACs no longer report to the Board, OSBA is recommending this language be deleted. OSBA has created a new optional policy, CEA – Educational Equity Advisory Committee for districts that want policy language outlining EEAC requirements. Many of the smaller districts have not added policy language about EEACs as the requirement does not go into effect until September 15, 2025 (the district may not need to delete anything).

Additionally, one member of the EEAC will serve on the district's budget committee. This does not create a new position on the budget committee, rather, a member of the EEAC will fill a vacancy on the budget committee when it becomes available. Language can be added to Board policy DBEA – Budget Committee.

IF; CHOOSING INSTRUCTIONAL MATERIALS AND SCHOOL OR CLASSROOM LIBRARY MATERIALS

Summary
The changes include new provisions of law from Senate Bill 1098 (2025) governing persons responsible for the selection or retention of library materials, and also governing persons responsible for the use of, or refuse to approve the use of, textbooks and other instructional materials on American history and government. New provisions require compliance with nondiscrimination practices under ORS 659.850 and ensuring compliance with ORS 337.260, i.e., a person may not prohibit the use of, or refuse to approve the use of, textbooks or other instructional materials on the basis that the textbooks or materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1). The law identifies individuals or groups who are: Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.
The law does not prohibit the district from choosing to apply these provisions to other textbooks and instructional materials.

IGBAB/JO, JO/IGBAB, JO/IGBAB AR, JOA,; STUDENT RECORDS
Summary
The State Board of Education recently made changes to the rules regarding directory information and student permanent records (OAR 581-021-0220). This update reflects these changes. OSBA will be doing a more comprehensive review of policies related to student records and releasing additional updates in the future.

LBEA; Summary
The State Board of Education adopted changes to OAR 581-026-0305 and -0310 on the process for parents to provide notice about enrolling their student in a virtual public charter school and a district's response. The changes are reflected in policy LBEA – Denial for Virtual Public Charter School Student Enrollment.

JEA, JEA AR; These are District Policy updates made to better align with current legislation.

Banks School District No. 13

Code: JFCEB-AR
Revised/Reviewed: 9/8/25

Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the principal or designee.

Name of student: _____ Grade: _____

School: _____

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- □ In compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- □ Accommodate the individual circumstances of the student;
- □ Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

_____

_____

_____

Duration for requested exemption: _____[1]

Signed: _____ Date: _____

Parent or guardian name: _____

Parent or guardian phone: _____ Email: _____

_____

For Completion by School Administration

Request: □ Granted Expiration of exemption: _____

_____

[1] The maximum duration of an exemption is [one year] [the end of the current school year] [the end of the student's enrollment at this school].

DRAFT

□ Denied Reason for denial: _____

□ More information needed. Please submit by [date] for reconsideration.

_____

_____

Signed: _____ Date: _____

School administration will consult with a school nurse and counselors when appropriate. School administration decisions will be issued and communicated to the parent or guardian within 10 school days of receipt and can be appealed in accordance with KL-AR(1) – Public Complaint Procedure

Guidelines for exemption consideration:

1. Exemptions will only be approved for legitimate needs of students and their families, not mere convenience;

2. Exemptions will be consistently granted in a non-discriminatory manner;

3. Exemptions will be limited to address the specific need, with limitations communicated to the student regarding other possession and use;

4. Exemptions will only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;

5. Exemptions will be communicated to necessary staff in a way that protects student privacy;

6. Exemptions will minimize disruption to other students, staff and the educational environment.

DRAFT

Code: JFCEB
Reviewed: 9/8/25

Personal Electronic Devices

Student use of a personal electronic device is prohibited from the initial entrance to a school building until the end of regular instructional hours, except as provided below. Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel.

Except as otherwise provided in this policy, "personal electronic device" means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school's network infrastructure.[1] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student's individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);[2]

2. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [10] school days.[3]

Personal electronic devices may be kept by students in lockers, backpacks, or stored on the student's person, but may not be used during regular instructional hours. Storage requirements may vary by school and will be outlined in the student code of conduct.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include [verbal reminders, parental involvement, detention, a change

DRAFT

[1] [ODE's guidance, *Fostering Student Learning, Well-Being, and Belonging* provides "This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities."]

[2] If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

[3] JFCEB-AR must be submitted to the building administrator.

to storage requirements, etc. [4]]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.[5]

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed in accordance with KL-AR (1) – Public Complaint Procedure

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

END OF POLICY

Legal Reference(s):

DRAFT

[4] {Correction may include requiring a student to store their device in a school storage space instead of in the backpack.}

[5] For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

ORS 332.107 ORS 336.840

Oregon Executive Order 25-09

DRAFT

Banks School District No. 13

Code: **JGD**

Adopted: 10/12/15,
9/8/25

Suspension

The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of Board policies, administrative regulations or school rules;

2. Willful conduct which materially and substantially disrupts the rights of others to an education;

3. Willful conduct which endangers the student, other students or staff members;

4. Willful conduct which damages or injures district property.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Student/Parent Handbook* made available by the district.

Each suspension will include a statement of the reasons for suspension, the length of the suspension, ~~and~~ a plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents of suspended students. The district may require a student to attend school during nonschool hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent or participate in activities directed or sponsored by the district.

~~Suspensions may be appealed to the Board.~~ Appeals may follow KL-AR (Formal Complaint Process) END OF POLICY

Legal Reference(s):

ORS 339.240
ORS 339.250
OAR 581-021-0050 to -0075

Banks School District 13

Code: **JEA-AR**
Revised/Reviewed: 10/10/04; 7/10/00; 10/12/15, 6/10/24; 9/8/25

Compulsory Attendance Notices and Citations

Appropriate notices on student absences or irregular attendance may be issued by the district in accordance with law. A citation may be issued by the superintendent or designee for noncompliance of ORS 339.035[1] in accordance with ORS 339.095.

1. Attendance Supervisor

The attendance supervisor shall:

a. Determine whether a parent or guardian has either failed to enroll his/her student or to maintain the student in regular attendance at a public school. Regular attendance shall mean attendance which does not include more than eight unexcused one-half day absences or the equivalent thereof, in any four-week period in which school is in session;

b. Provide written compulsory attendance noncompliance notification to the parent or guardian within 24 hours notification ~~of verification~~ of the violation from the proper authority. If the student is an adjudicated youth ~~offender~~ on parole or probation, at the same time notice is given to the parent or other person, the attendance supervisor shall notify the student's parole or probation officer of the student's absence;

c. Serve the notification personally or by certified mail. The notification will be written in the home language of the parent or guardian of the student;

d. Ensure that notification includes a statement requiring the student to appear at the public school on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;

e. Ensure that the notification states that the parent or guardian has the right to request an evaluation to determine if the child should have an individualized education program (IEP) or Section 504 plan or right to request a review of their child's current IEP or 504 plan;

f. Provide a copy of the notice ~~and pertinent attendance records~~ to the superintendent or designee at the time notice is given to the parent or guardian;

g. ~~Notify the superintendent within three days of knowledge that the parent or guardian receiving the notification has not complied with the notice.~~ The attendance supervisor, within three days of knowledge of noncompliance by the parent or guardian, shall notify the Superintendent.

DRAFT

2. Superintendent or Designee

If after review of a student's record, a citation in violation of ORS 339.035 appears warranted, prior to issuing the citation, the superintendent or designee shall provide written notification to the parent or guardian of the student and the student. The notice will be written in the native language of the parent or guardian. The notice will be delivered personally or by certified mail and will state that:

a. The student is required to attend regularly, a full-time school during the school year;

b. A citation for violation of ORS 339.035 may be issued by the superintendent or designee;

c. The parent or guardian has the right to request an evaluation to determine if the student should have an IEP or 504 plan, if the student does not have one, or a review of the student's current IEP or 504 plan;

d. The parent or guardian and student are required to attend a scheduled conference with the superintendent or designee. The date, time and place of conference will be specified in the notice.

If an evaluation or review as described in item c. above has been requested, this conference will be scheduled after its completion.

3. Conference

The superintendent or designee may conduct a conference with the parent or guardian and student. Auxiliary aids and services will be provided upon advance request. The superintendent or designee may:

e. Review Oregon's attendance law and the student's attendance record;

f. Determine the reasons for the noncompliance;

g. Develop a plan for student attendance improvement (i.e., contract, etc.);

h. Inform the parent and student of other available resources in the district and community, if available;

i. Discuss the potential consequences for continued attendance noncompliance, including the potential for the issuance of a citation, if applicable.

DRAFT

Banks School District
12950 NW Main St.
Banks, OR 97106
Phone: 503-324-8591

******** ATTENDANCE SUPERVISOR'S NONENROLLMENT NOTICE ********

Date
Parent(s)/Guardian
Address

Dear ,
(Parent/Guardian)

A determination has been made that your student, (Student's Name) , is not exempted from compulsory attendance in school, under provisions of ORS 339.030 and is not currently enrolled in school.

In accordance with Oregon law, you are hereby notified that you must enroll your student at [school name] no later than the next school day following receipt of this notice and maintain your student in regular attendance for the remainder of the school year.

Please be advised that failure to comply with Oregon's compulsory attendance law is a Class C violation and may result in a compulsory attendance citation and complaint issued by the superintendent and a fine by a court.

You may request an evaluation to determine if your student should have an individualized education program (IEP), or Section 504 plan ("504 plan"), or request a review of your student's current IEP or 504 plan.

If you have questions, please contact (Principal) at (School Number).

Sincerely,

Principal

cc: Principal/Superintendent

DRAFT

Compulsory Attendance Notices and Citations -
Banks School District
12950 NW Main St.
Banks, OR 97106
Phone: 503-324-8591

******** ATTENDANCE SUPERVISOR'S IRREGULAR ATTENDANCE NOTICE ********

Date
Parent(s)/Guardian
Address

Dear (Parent/Guardian),

After review of attendance records, your child (name) is not maintaining regular attendance at a public school as required by ORS 339.065. "Regular attendance" is defined by Oregon law as attendance which does not include more than eight unexcused one-half day absences or the equivalent thereof in any four-week period school is in session. According to attendance records, your child has had [ ] unexcused absences from school on the following dates: [ ].

Please send your child to school no later than the next school day following receipt of this notice and maintain your child in regular attendance for the remainder of the school year.

You may request an evaluation to determine if your child should have an individualized education program (IEP) or Section 504 plan ("504 plan") or request a review of your child's current IEP or 504 plan. If you request an evaluation for, or a review of a current IEP or 504 plan, a conference will be held after such evaluation or review has been completed.

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Northwest Regional ESD.

If you have questions, please contact (Principal's Name) at (Principal's Number).

DRAFT

Sincerely,

Principal

cc: Superintendent

DRAFT

Banks School District
12950 NW Main St.
Banks, OR 97106
Phone: 503-324-8591

**** SUPERINTENDENT'S NOTICE OF COMPULSORY ATTENDANCE NONCOMPLIANCE ****

Date
Parent(s)/Guardian
Address

Dear ,
(Parent/Guardian)

According to district records, you were notified by the district's attendance supervisor on [date] that your student, [name], has [failed to enroll in school] [failed to maintain regular school attendance] as required by Oregon ~~compulsory attendance~~ laws.

Your student was required to appear in school no later than the next school day following your receipt of that notice and to maintain regular attendance for the remainder of the school year. District records indicate your student continues to be absent from a public school.

~~The superintendent or designee may issue a citation for your continued violation of Oregon's compulsory attendance law.~~

A student is required to regularly attend a full-time school. Failure to send the student to school and to maintain the student in regular attendance is a Class C violation. A citation for such compulsory attendance violations may result in a court fine.

You [did not request an evaluation of your student's individualized education program (IEP) or a review of your student's current IEP.] [requested an evaluation to determine if your student should have an individualized education program (IEP).] [[requested a review of an existing IEP for your student] and the requested evaluation or review was completed on [date].]

~~In accordance with law~~, Y~~y~~ou and your student are ~~required~~ requested to attend a conference with [designated school official] on [date] at [time] to discuss:

~~1. Oregon's compulsory attendance law and your student's attendance record;~~
~~2. The reasons for your noncompliance;~~
~~3~~. 1. The development of a plan for improvement;
4. Resources available to help your student be successful in school, referrals to other agencies as may be needed and such alternative education information as may be required by law;
5. Any questions you may have concerning ~~the potential consequences for continued noncompliance with Oregon's compulsory attendance law, as set forth above and as provided in Board student conduct and truancy policies.~~

District programs and resources to help your child attend regularly.

~~Failure to attend this conference or failure to send your student to school and to maintain your student in regular school attendance following this conference will result in the issuance of a citation to you, as provided by law.~~

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Northwest Regional ESD.

If you have questions, please contact the building Principal.

Sincerely,

Superintendent

HR~~5.24~~4/4/24 | ~~PH~~ LF

DRAFT

Banks School District No. 13

Code: **JEA**

Adopted: 10/10/94; 7/10/00/ 3/14/16; 7/10/17; 12/11/17; 1/13/20; 6/10/24; **9/8/25**

Compulsory Attendance

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having ~~legal~~ control of a child, who is five years of age who ~~have~~ send enrolled the child ~~attend~~ to school in a public school, are required to send the child to school and maintain the child in regular attendance during the school term.

Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to send the child to school and maintain the child in regular attendance during the entire school term. Persons having ~~legal~~ control of a student, who is five years of age and ~~has~~ who have enrolled the child in a public school, are required to ~~have~~ send the student ~~attend~~ to school attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. A citation for violation of ORS 339.035 may be issued.

~~The district will develop procedures for issuing a citation.~~

A parent who is not supervising their student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public, full-time schools:

1. ~~Students~~ Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.

2. ~~Students~~ Children Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.

3. ~~Students~~ Children who have received a high school diploma or a modified diploma.

4. ~~Students~~ Children being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.

5. ~~Students~~ Children being educated in the home by a parent or legal guardian, or private teacher:

    a. When a student is taught or is withdrawn from a public school to be taught by a parent, legal guardian or private teacher, the parent, legal guardian or teacher must notify the Northwest Regional Education Service District (ESD) in writing within 10 days of such occurrence. In

DRAFT

addition, when a home schooled student moves to a new ESD, the parent, legal guardian or private teacher shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD ~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, the school districts of home-schooled students who are registered with the ESD and reside in their district;

~~b. Each student being taught as described above shall be examined no later than August 15, following grades 3, 5, 8 and 10:~~

~~(1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew from a public school;~~
~~(2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;~~
~~(3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.~~

~~c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;~~
~~d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;~~
~~e. The person administering the examination shall score the examination and report the results to the parent or guardian. Upon request of the ESD superintendent, the parent or guardian shall submit the results of the examination to the ESD;~~
~~f. All costs for the test instrument, administration and scoring are the responsibility of the parent or guardian;~~
~~g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.~~

b. Each child being taught as described above shall be examined no later than August 15, following grades 3, 5, 8 and 10:
   (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew from public school;
   (2) If the child never attended public or private school, the first examination shall be administered prior to the end of grade 3.

b. Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029;
c. Examinations shall be from the list of approved examinations from the State Board of Education;
d. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
e. The person administering the examination shall score the examination and report the results to the parent or guardian. Upon request of the ESD superintendent, the parent or guardian shall submit the results of the examination to the ESD;
f. All costs for the test instrument, administration and scoring are the responsibility of the parent or guardian;

DRAFT

g. In the event the ESD superintendent finds that the child is not showing satisfactory educational progress, the ESD superintendent shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.

7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.

8. Students excluded from attendance as provided by law.

9. Students who are eligible military children[1] are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

[1] "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

Compulsory Attendance – JEA 2-3

10. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.

11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

ORS 153.018

ORS 163.577

ORS 339.010 - 339.095

ORS 339.139

ORS 339.990

~~**ORS 807.065**~~

~~**ORS 807.066**~~

OAR 581-021-0026

DRAFT

OAR 581-021-0029

OAR 581-021-0076

OAR 581-021-0077

DRAFT

Banks School District 13

Code: **BCF**
Adopted: 7/10/00, 9/8/25

Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for citizen involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance. The Board shall have no permanent or standing advisory committees other than those required by statute.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall be considered open meetings. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chairman.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. ~~Appointment of staff members, when appropriate, will be made by the superintendent.~~ When requested and approved by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;

2. The resources the Board will provide;

3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive committee report(s).

Except as specifically provided by the Board, citizen advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chairman, but normally such Board members will function as ex-officio members of the committees.

DRAFT

~~The Board's responsibility cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the Board for action and must be recognized as advisory in nature~~.

END OF POLICY

Legal Reference(s):

ORS 192.610
ORS 192.630
ORS 294.336
ORS 329.704
ORS 332.107

"Attorney General's Public Records and Meetings Manual" pp. 90-92 (1999)

DRAFT

END OF POLICY

Legal Reference(s):

ORS 192.610
ORS 192.630
ORS 294.336
ORS 329.704
ORS 332.107

"Attorney General's Public Records and Meetings Manual" pp. 90-92 (1999)

DRAFT

Banks School District 13

Code: **DBEA**
Adopted: 7/10/00, 9/8/25

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. Terms of the appointed members will be three years each with appointments made so that, as nearly as possible, the terms of one-third of the members expire each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee. The Board will establish appropriate timelines and procedures for appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.

2. Background Information: Budget committee members will be provided with data for the ensuing year, such as the Board's educational plan, and other pertinent material bearing on the preparation of a school budget.

Meetings of the Budget Committee

The budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget committee shall announce the time and place for all such meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs. ~~However, educational policy decisions are the responsibility of the Board, not the budget committee.~~

DRAFT

Final Action

The budget committee will approve an estimated budget document for submission to the Board.

END OF POLICY

Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.

Legal Reference(s):

ORS 174.130
0 RS 192.610 - 1 92.710

ORS 294.305 - 294.565

Cross Reference(s):

DBG - Budget Hearing

DRAFT

District Curriculum ~~Development~~

~~The Board deems it essential that the district continually develop and modify its curriculum to meet the changing needs and diversity of our citizenry and to assure the full, rounded and continuing development ofthe individual student.~~

The Board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum and to advise the Board on needed curriculum changes.

~~While the Board retains its full rights and responsibilities for the determination of the curriculum, it authorizes the administration to set up a procedure to evaluate and review curriculum. The procedure will be on a regular basis and any major modifications to the curriculum will be subject to Board review.~~

The Board or a committee or administrator responsible for making a decision for regarding the use of, textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.075(1)
ORS 336.035
ORS 336.067
ORS 337.260
ORS 659.850
OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2000
OAR 581-022-2030
OAR 581-022-2250
OAR 581-022-2300
OAR 581-022-2305
OAR 581-022-2310
OAR 581-022-2315

Senate Bill 1098 (2025)

DRAFT

Banks School District No. 13

Code: **JO/IGBAB-AR**
Adopted: 4/13/98; 7/10/00; 5/13/02
Revised/Readopted: 5/12/08, 9/8/25

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

   (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
   (2) Made, maintained or used only in connection with treatment of the student; and
   (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

a. Name and address of educational agency or institution;
b. Full legal name of the student;
c. Student birth date ~~and place of birth~~;
d. Name of parents/guardians;

DRAFT

e. Date of entry into the school;
f. Name of school previously attended;
g. Courses of study and marks received;
h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
i. Credits earned;
j. Attendance; and
k. Date of withdrawal from school; ~~and~~
l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

1. Confidentiality of Student Records

a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

a. Inspect and review the student's education records;
b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
e. Obtain a copy of the district policy with regard to student education records.

DRAFT

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

a. Within a reasonable period of time and without unnecessary delay;
b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing[1];
c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

a. Provide a written, dated request to inspect a student's education record; and
b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

[1] Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

DRAFT

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

DRAFT

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;

c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(1) Determine eligibility for the aid;
(2) Determine the amount of the aid;
(3) Determine the conditions for the aid; or
(4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

(1) Develop, validate or administer predictive tests;
(2) Administer student aid programs; or
(3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

(1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
(2) Limits the organization to using the personally identifiable information only for the purpose of the study;
(3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
(4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

DRAFT

(1) Designates the individual or entity as an authorized representative;
(2) Specifies the personally identifiable information being disclosed;
(3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
(4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
(5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
(6) Identifies the time period in which the personally identifiable information must be destroyed; and
(7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.

c. The disclosure is to accrediting organizations to carry out their accrediting functions;
d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

   In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

DRAFT

j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
l. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

a. The party or parties who have requested or received personally identifiable information from the education records; and
b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

a. The parent(s) or an eligible student;
b. The school official or assistants who are responsible for the custody of the records;
c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

2. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

DRAFT

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

a. The principal or designee;
b. A member chosen by the eligible student or student's parent(s); and
c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

DRAFT

a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

a. Amend the record accordingly; and
b. Inform the eligible student or the student's parent(s) of the amendment in writing.

2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

a. The student's permanent records, for one year;
b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

DRAFT

Disclosure Statement
Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.
>
> State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.
>
> Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

PHR~~6/06/13~~8/25 | ~~PH~~SL

DRAFT

Banks School District No. 13

Code: **JO/IGBAB-AR**
Adopted: 4/13/98; 7/10/00; 5/13/02
Revised/Readopted: 5/12/08, 9/8/25

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

   (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
   (2) Made, maintained or used only in connection with treatment of the student; and
   (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

a. Name and address of educational agency or institution;
b. Full legal name of the student;
c. Student birth date ~~and place of birth~~;
d. Name of parents/guardians;

DRAFT

e. Date of entry into the school;
f. Name of school previously attended;
g. Courses of study and marks received;
h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
i. Credits earned;
j. Attendance; and
k. Date of withdrawal from school; ~~and~~
l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

1. Confidentiality of Student Records

a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

a. Inspect and review the student's education records;
b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
e. Obtain a copy of the district policy with regard to student education records.

DRAFT

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

a. Within a reasonable period of time and without unnecessary delay;
b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing[1];
c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

a. Provide a written, dated request to inspect a student's education record; and
b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

[1] Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

DRAFT

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

DRAFT

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;

c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(1) Determine eligibility for the aid;
(2) Determine the amount of the aid;
(3) Determine the conditions for the aid; or
(4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

(1) Develop, validate or administer predictive tests;
(2) Administer student aid programs; or
(3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

(1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
(2) Limits the organization to using the personally identifiable information only for the purpose of the study;
(3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
(4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

DRAFT

(1) Designates the individual or entity as an authorized representative;
(2) Specifies the personally identifiable information being disclosed;
(3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
(4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
(5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
(6) Identifies the time period in which the personally identifiable information must be destroyed; and
(7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.

c. The disclosure is to accrediting organizations to carry out their accrediting functions;
d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

   In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

DRAFT

j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
l. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

a. The party or parties who have requested or received personally identifiable information from the education records; and
b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

a. The parent(s) or an eligible student;
b. The school official or assistants who are responsible for the custody of the records;
c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

2. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

DRAFT

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

a. The principal or designee;
b. A member chosen by the eligible student or student's parent(s); and
c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

DRAFT

a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

a. Amend the record accordingly; and
b. Inform the eligible student or the student's parent(s) of the amendment in writing.

2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

a. The student's permanent records, for one year;
b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

DRAFT

Disclosure Statement
Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.
>
> State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.
>
> Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

PHR~~6/06/13~~8/25 | ~~PH~~SL

DRAFT

Banks School District No. 13

Code: **JO/IGBAB-AR**
Adopted: 4/13/98; 7/10/00; 5/13/02
Revised/Readopted: 5/12/08, 9/8/25

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

   (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
   (2) Made, maintained or used only in connection with treatment of the student; and
   (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

a. Name and address of educational agency or institution;
b. Full legal name of the student;
c. Student birth date ~~and place of birth~~;
d. Name of parents/guardians;

DRAFT

e. Date of entry into the school;
f. Name of school previously attended;
g. Courses of study and marks received;
h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
i. Credits earned;
j. Attendance; and
k. Date of withdrawal from school; ~~and~~
l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

1. Confidentiality of Student Records

a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

a. Inspect and review the student's education records;
b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
e. Obtain a copy of the district policy with regard to student education records.

DRAFT

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

a. Within a reasonable period of time and without unnecessary delay;
b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing[1];
c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

a. Provide a written, dated request to inspect a student's education record; and
b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

[1] Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

DRAFT

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

DRAFT

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;

c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(1) Determine eligibility for the aid;
(2) Determine the amount of the aid;
(3) Determine the conditions for the aid; or
(4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

(1) Develop, validate or administer predictive tests;
(2) Administer student aid programs; or
(3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

(1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
(2) Limits the organization to using the personally identifiable information only for the purpose of the study;
(3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
(4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

DRAFT

(1) Designates the individual or entity as an authorized representative;
(2) Specifies the personally identifiable information being disclosed;
(3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
(4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
(5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
(6) Identifies the time period in which the personally identifiable information must be destroyed; and
(7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.

c. The disclosure is to accrediting organizations to carry out their accrediting functions;
d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

   In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

DRAFT

j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
l. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

a. The party or parties who have requested or received personally identifiable information from the education records; and
b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

a. The parent(s) or an eligible student;
b. The school official or assistants who are responsible for the custody of the records;
c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

2. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

DRAFT

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

a. The principal or designee;
b. A member chosen by the eligible student or student's parent(s); and
c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

DRAFT

a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

a. Amend the record accordingly; and
b. Inform the eligible student or the student's parent(s) of the amendment in writing.

2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

a. The student's permanent records, for one year;
b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

DRAFT

Disclosure Statement
Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.
>
> State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.
>
> Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

PHR~~6/06/13~~8/25 | ~~PH~~SL

DRAFT

Banks School District No. 13

Code: **JO/IGBAB-AR**
Adopted: 4/13/98; 7/10/00; 5/13/02
Revised/Readopted: 5/12/08, 9/8/25

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

   (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
   (2) Made, maintained or used only in connection with treatment of the student; and
   (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

a. Name and address of educational agency or institution;
b. Full legal name of the student;
c. Student birth date ~~and place of birth~~;
d. Name of parents/guardians;

DRAFT

e. Date of entry into the school;
f. Name of school previously attended;
g. Courses of study and marks received;
h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
i. Credits earned;
j. Attendance; and
k. Date of withdrawal from school; ~~and~~
l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

1. Confidentiality of Student Records

a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

a. Inspect and review the student's education records;
b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
e. Obtain a copy of the district policy with regard to student education records.

DRAFT

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

a. Within a reasonable period of time and without unnecessary delay;
b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing[1];
c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

a. Provide a written, dated request to inspect a student's education record; and
b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

[1] Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

DRAFT

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

DRAFT

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;

c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(1) Determine eligibility for the aid;
(2) Determine the amount of the aid;
(3) Determine the conditions for the aid; or
(4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

(1) Develop, validate or administer predictive tests;
(2) Administer student aid programs; or
(3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

(1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
(2) Limits the organization to using the personally identifiable information only for the purpose of the study;
(3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
(4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

DRAFT

(1) Designates the individual or entity as an authorized representative;
(2) Specifies the personally identifiable information being disclosed;
(3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
(4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
(5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
(6) Identifies the time period in which the personally identifiable information must be destroyed; and
(7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.

c. The disclosure is to accrediting organizations to carry out their accrediting functions;
d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

   In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

DRAFT

j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
l. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

a. The party or parties who have requested or received personally identifiable information from the education records; and
b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

a. The parent(s) or an eligible student;
b. The school official or assistants who are responsible for the custody of the records;
c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

2. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

DRAFT

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

a. The principal or designee;
b. A member chosen by the eligible student or student's parent(s); and
c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

DRAFT

a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

a. Amend the record accordingly; and
b. Inform the eligible student or the student's parent(s) of the amendment in writing.

2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

a. The student's permanent records, for one year;
b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

DRAFT

Disclosure Statement
Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.
>
> State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.
>
> Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

PHR~~6/06/13~~8/25 | ~~PH~~SL

DRAFT

Banks School District No. 13

Code: **JOA**
Adopted: 9/11/95; 7/10/00; 5/13/02; 6/9/03; 6/8/09
Revised/Readopted: 12/11/17, 9/8/25

Directory Information

"Directory information" means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information may be released to the public through appropriate procedures and includes:

1. Student's name;
2. ~~Student's address;~~
3. ~~Student's telephone listing;~~
4. ~~Student's electronic address;~~
5. Student's photograph;
6. ~~Date and place of birth;~~
7. Major field of study;
8. Participation in officially recognized ~~sports and~~ activities and sports;
9. Weight and height of ~~athletic team~~ members of athletic teams;
10. Dates of attendance;
11. ~~Grade level;~~
12. ~~Degrees, honors or~~ Degrees and awards received;
13. ~~Most recent previous school or program attended.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law upon request, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

DRAFT

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 180.805
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-021-0220 - 021-0430
OAR 581-022

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1427 (~~2017~~2024).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2017~~2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~2024).
Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (~~2017~~2024).

~~R9/28/178/25~~ | SL

DRAFT

~~Resident Student~~ Denial for Virtual Public Charter School ~~Attendance~~ Student Enrollment

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will, semiannually (by October 1 and April 1), calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the ~~established~~ calculated percentage is more than three percent, the district will not approve ~~additional~~ a student's enrollment to such a virtual public charter school.

A parent must give notice to the district in which the parent/guardian resides of their intent to enroll their student in a virtual public charter school ~~not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.~~ If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision~~ If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice[1] within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;

2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculations at the time the intent to enroll was received by the district;

~~3. The right to appeal the decision to the State Board of Education;~~

4. A list of two or more other online options available to the student; and

5. A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, t~~T~~he district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;

[1] If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

DRAFT

2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;

3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;

4. The number of home-schooled students ~~who reside~~ residing in the district and who have registered with ~~the~~ an educational service district; and

5. The number of students ~~who reside~~ residing in the district enrolled in private schools located within the ~~school~~ district.

A parent may appeal ~~a decision of a~~ the district's ~~to not approve a~~ denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):
ORS 332.107
ORS 338.125
OAR 581-026-0305
OAR 581-026-0310

DRAFT

Bond Oversight Committee
9/16/25 Meeting #4

BANKS SCHOOL DISTRICT

Bond Oversight Committee Responsibilities

The BOC is an independent citizens' committee that is responsible to the Superintendent, Board, and general public. The role is to monitor bond-funded construction projects, and help interested citizens stay informed about new construction and renovation projects in the district.

Responsibilities

- To serve as proper oversight and accountability to ensure that bond funds are used as they were intended.
- To provide information to the public on the progress of Bond projects and expenditures of Bond funds.
- To actively monitor all projects and expenditures approved by the voters.
- To report to members of the community on the progress of bond projects.
- To report to the Board on the progress on Bond Projects.
    - Need to select spokespeople to attend and present at Board meetings.

BOC Meeting #4 Agenda

1. Review Updated Program Schedule

2. Bond Budget Update
   - Bond Budget Executive Summary
   - Bond Budget Grand Summary

3. Summer 2025 Work Updates

4. Questions & Next BOC meeting date

5. Board Meeting Presentation

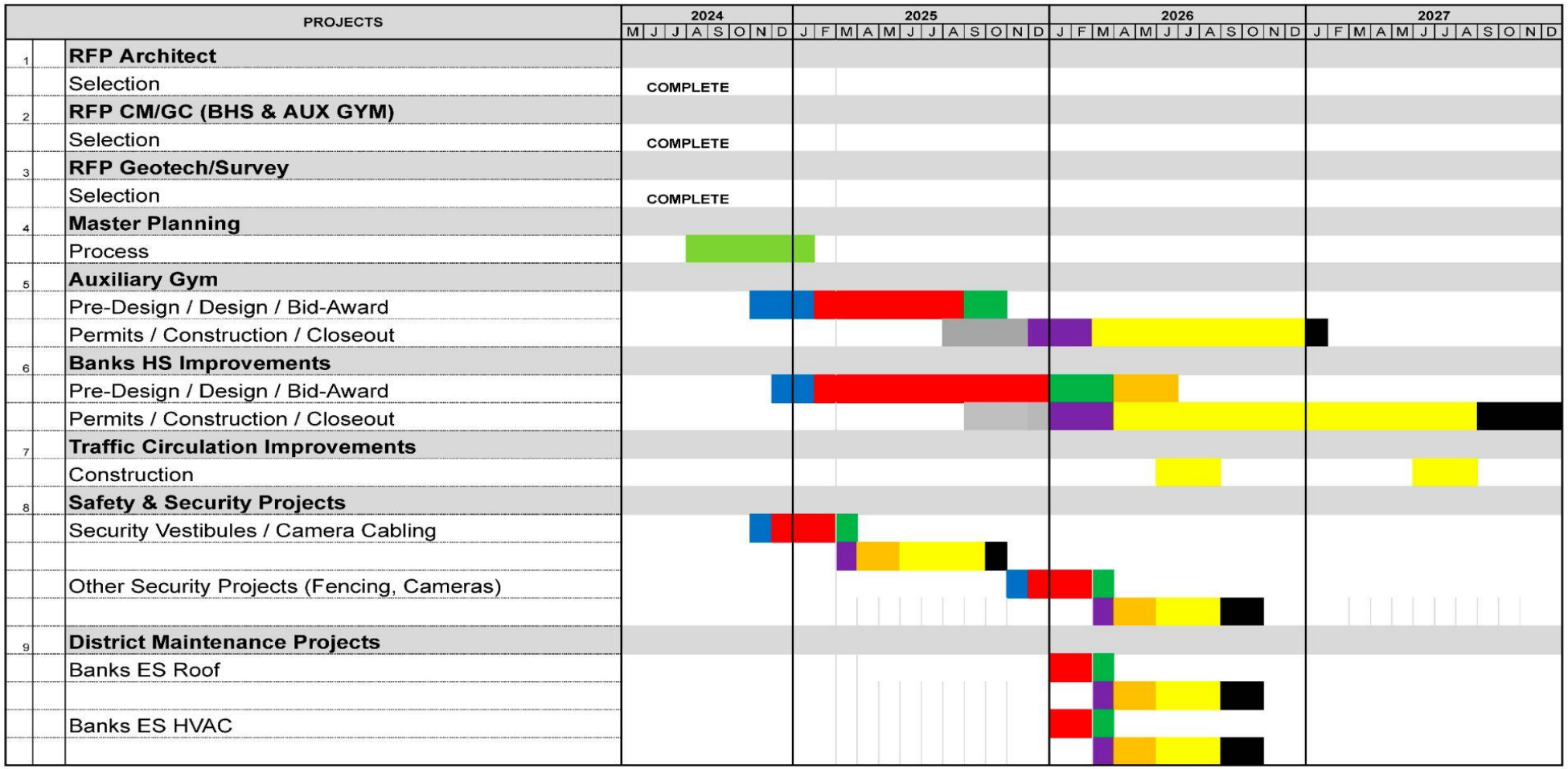
Program Schedule
2024 Capital Improvement Program
Banks School District

9/15/2025

LEGEND

RFP Selection	Master Planning
Pre-Design	Permits
Design	Pre-Construction
Land Use	Construction
Bid-Award	Closeout

CORNERSTONE MANAGEMENT GROUP



EXECUTIVE SUMMARY of Project Budgets

Banks School District **DRAFT**

Date: 9/8/25

A	Budget	B	C	D	E	F	G	H	K
Original budget #		Description	Original Budget	Current Budget	Committed to Date	Paid to Date	Uncommitted Budget (D-E)	Remaining to be Paid (E-F)	Notes
1	BHS		$ 47,059,269	$ 47,071,269	$ 8,133,489	$ 3,128,381	$ 38,937,780	$ 5,005,107	
2	AUX GYM		$ 6,375,033	$ 7,005,033	$ 6,382,034	$ 267,777	$ 622,999	$ 6,114,257	
3	HVAC ES		$ 153,750	$ 153,750	$ 26,200	$ 20,200	$ 127,550	$ 6,000	
4	ROOF ES		$ 785,109	$ 785,109	$ 18,000	$ -	$ 767,109	$ 18,000	
5	PARKING		$ 559,650	$ 547,650	$ -	$ -	$ 547,650	$ -	
6	SAFETY		$ 372,383	$ 404,888	$ 401,389	$ 45,213	$ 3,499	$ 356,176	
		Subtotal	$ 55,305,194	$ 55,967,699	$ 14,961,112	$ 3,461,572	$ 41,006,587	$ 11,499,540	
A	District Costs		$ 2,919,018	$ 1,056,513	$ 756,762	$ 753,433	$ 299,751	$ 3,328	
B	Program Contingency		$ -	$ 1,200,000					
C	Other Additional Funds - see table		$ -	$ -					
D	**BSD Program Totals**		**$ 58,224,211**	**$ 58,224,211**	**$ 15,717,873**	**$ 4,215,005**	**$ 41,306,338**	**$ 11,502,869**	

Funding Sources		
1	Bond	$ 49,305,193
2	OSCIM	$ 6,000,000
3	Bond Premium	$ 2,919,018
4	Bond Interest	
6	Grants	
7		
8		
	Total	**$ 58,224,211**

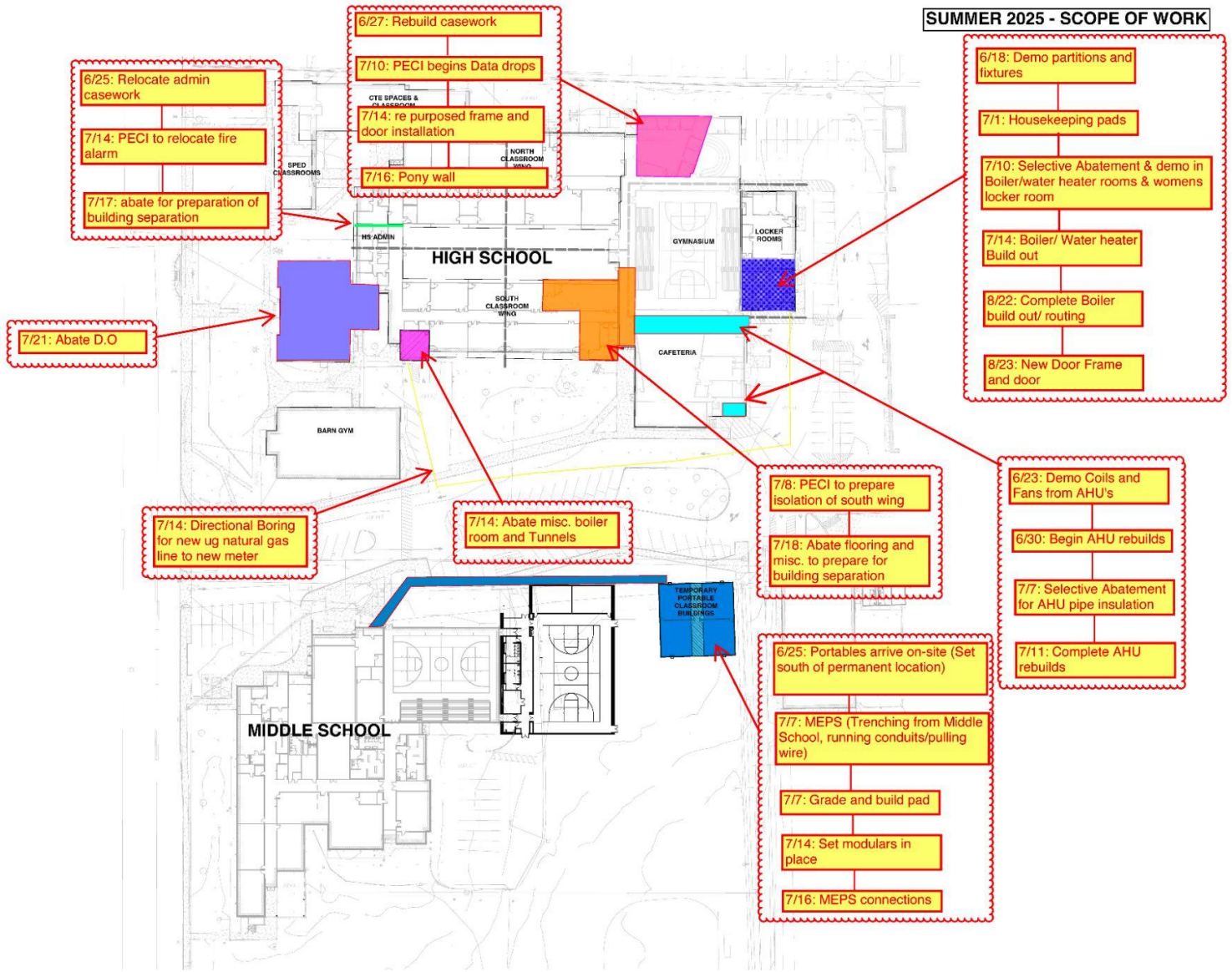
Approved by: 6/4/2024

Brian Sica Superintendent Date:

Review Grand Summary Budget pdf dated 9/8/25

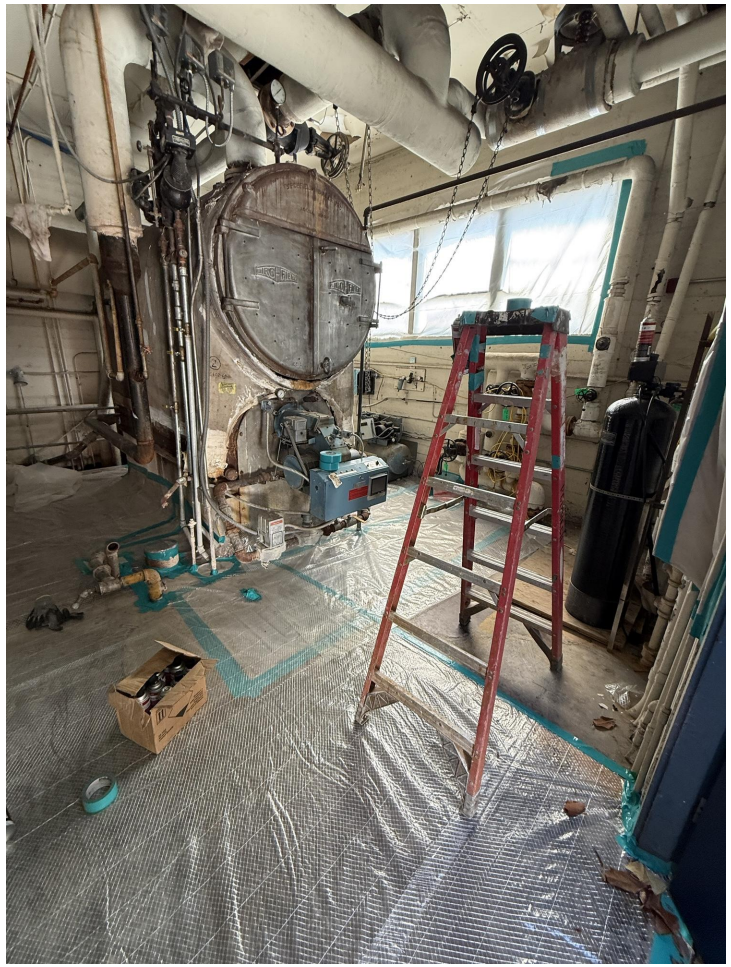
Summer 2025 Projects - BHS

6/16/2025



Summer 2025 Projects

Boiler Room Before and After Abatement work







Summer 2025 Projects

Banks High School Abatement (prep for Phase 1 Demo work)





Summer 2025 Projects

District Office Demo & Abatement (prep for Phase 1 Demo work)

Abatement included Bathroom Flooring, Carpet/Mastic, Wall Mastic







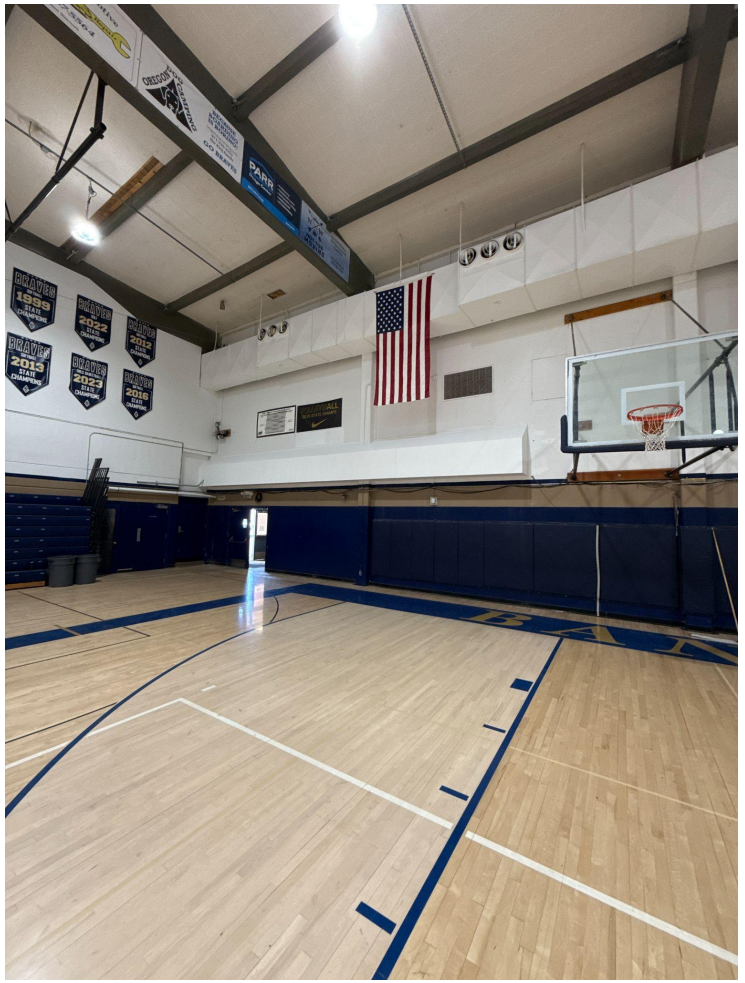
Summer 2025 Projects

New BHS Gym & Cafeteria Boiler and Water Heater

Rebuilt and Re-fed Gym, Stage & Cafe AHU's (cafeteria has heat!)







Summer 2025 Projects

Gas Line and Water relocated.

HVAC, Elec, FA, Low Volt relocated for Phase 1 Demo







Summer 2025 Projects

Fiber Line relocation from Banks MS to Banks HS

BHS Administration Office relocated



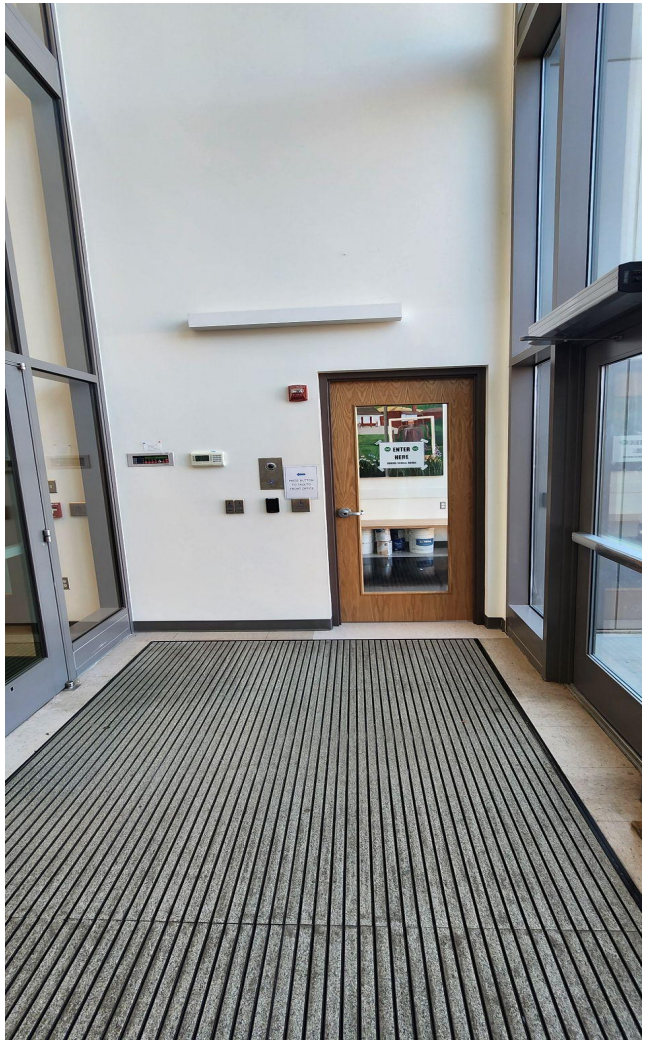




Summer 2025 Projects

Banks MS and Banks ES Secure Vestibules







BOC Next Steps

Board Presentation

Next BOC Meeting

Bond Oversight Committee Report to the Banks School Board

Meeting #4 Summary – September 16, 2025

To: Banks School Board

From: Bond Oversight Committee

Date: September 17, 2025

Subject: BOC Meeting #4 Summary and Project Updates

Overview

The Bond Oversight Committee (BOC) met on September 16, 2025, to review the status of bond-funded projects, monitor progress against plans, and ensure fiscal transparency. This report outlines key updates, budget information, project developments, and next steps.

Committee Responsibilities

As a reminder, the BOC is an independent citizens' committee that:

• Ensures bond funds are used as intended.

• Monitors all bond-approved projects and expenditures.

• Reports to the Board and public on progress.

Key Project Updates

1. High School & Gym Projects

• High School is in the Design Development Phase.
  - Pre-application meeting scheduled for October 18.
  - Estimated completion: 2027.
• Gym Project is in the Land Use Phase.
  - Planning Commission hearing expected in November 2025.
  - Completion expected by end of 2025.
• Community meeting scheduled for October 16 to present design concepts.

2. Summer 2025 Construction Highlights

• BHS: Completed abatement work, boiler room upgrades, fiber and utility relocations, and rebuilt HVAC systems for the gym, cafeteria, and stage.
• District Office: Demo and abatement completed (bathroom flooring, carpet, wall mastic).
• Secure Vestibules installed at Banks MS and ES.
• Administration Office relocated to prepare for Phase 1 demo.

3. Safety & Security

• Added or planned:
- Secure entry vestibules at multiple campuses.
- Cabling for security cameras.
- Roof and HVAC assessments at the elementary school.
- New boiler and water heater at the high school.

Budget Overview

• Bond Sale: $49 million
• Awesome Grant: $6 million
• Bond Premium: $2.9 million
• Major costs include:
- High school and gym construction.
- Safety and security projects.
- District program costs and contingencies.
• Budget summaries (Executive and Grand) were reviewed by the committee, with tracking in place for commitments and expenditures.

Permitting & Timeline

• Demolition permits obtained for barn and district office.
- Demo scheduled for December 2025 or January 2026.
• Traffic improvements and final safety work scheduled for Summer 2027.

Action Items & Next Steps

• A written board report is being submitted (this document).
• Next BOC Meeting: Planned for early December.
• Follow-ups:
- Coordinate with fire department regarding use of buildings slated for demo.
- Bring potential cosmetic upgrade “wish list” to the next meeting.
- Address board and public questions during October community engagement.

The BOC remains committed to providing transparent oversight and will continue monitoring project timelines, expenditures, and community impact.

Respectfully submitted,
Bond Oversight Committee

Banks School District

Board of Directors

Superintendent's Evaluation

Annually and by March 15th, the Board will evaluate the Superintendent. The evaluation will consist of two components, the criteria and the goals. The criteria are the goals and descriptors of the Banks School District Adopted strategic plan. The goals are presented annually at the October Board meeting.

Superintendent Goals
All goals will have evidence of progress/attainment by March of 2026
Leadership - Culture - Strategy
Educational Excellence

Goal Statement One: The Banks School District will provide a positive school culture.

Performance Indicators of Success for Goal One:

- **Summative Indicators**
  - Increase the number of students affirming that they feel they belong at school as measured by the Student Survey. (2025-26 =3.67). The target score for 2025-26 is 3.77.
  - Increase the number of students affirming that they feel safe at school as measured by the Student Survey. (2025-26= 3.81). The target score for 2025-26 is 4.00.
  - Increase the percentage of students "Regularly Attending School" (defined as having a greater than 90% attendance rate), from 70% in 2024-2025 to 80% in 2025-2026.
- **Quarterly Indicators of progress (We refer to these as "Leading Indicators")**
  - Empathy Interviews (Attendance Focus, Darla)
  - Positive Recognitions
  - Mid Year Pulse Checks (Brief Survey Questions)

Goal Statement Two: The Banks School District will provide engaging and challenging instruction that will increase student learning in Reading, Writing, and Math, as follows:

Performance Indicators of Success for Goal Two:

- **Summative Indicators:**
  - Increase percentage of 5th grade students ***meeting*** Literacy benchmark from 47% to 66% by the Spring of 2025.(iReady)
  - Increase the percentage of third grade students **meeting the Literacy** benchmark, as measured by the OSAS, from 39% to 55% by the Spring of 2025.**
  - Increase percentage of 5th grade students ***meeting*** Math benchmark from 54% to 63% by the Spring of 2025.(iReady)
  - Increase percentage of 8th grade students ***meeting*** Literacy benchmark from 35% to 48% by the Spring of 2025. (iReady)
  - Increase percentage of 8th grade students ***meeting*** Math benchmark from 30% to 42% by the Spring of 2025. (iReady)
  - Increase percentage of 8th grade students ***meeting*** Math benchmark, as measured by the OSAS, from 29% to 50% by the Spring of 2025**
  - Increase percentage of 9th grade students on track for graduation from 90% to 95% in Spring of 2026

    - Banks High School on-time graduation rate will exceed 95%, annually.
- **Quarterly Indicators of progress**
    - iReady ***growth*** percentages
    - Standards Based Assessments
    - HIgh School Credits Earned

Goal Statement Three: The Banks School District will empower and support all staff members to feel more welcomed, engaged, and appreciated, as follows:

Performance Indicators of Success for Goal Three:

- **Summative Indicators**
    - Increase the Staff Survey Mean from 3.90 to 4.10 in May of 2025 (Studer Employee Experience Survey)
    - Increase the affirmative responses to survey item #1 from 3.88 to 4.00 in May of 2025 (Studer Employee Experience Survey)
        - *I feel supported with good processes and the appropriate resources to do my job*
- **Quarterly Indicators of progress**
    - Pulse check (single item) mid year survey
    - Staff meeting and professional development evaluation/exit tickets
    - Leader Rounding and Supervisor 1:1 Meetings.
    - Feedback from Instructional Coaching

Goal Statement Four: The Banks School District will Enrich our Facilities so that they are a resource and a source of pride for the community :

Performance Indicators of Success for Goal Four:

- **Summative Indicators**
    - Maintain an on-time and on-budget projected completion of the Auxiliary Gym through the opening in Early Winter of 2026.
    - Maintain an on-time and on-budget projected completion of the High School Modernization through the opening in September of 2027.
    - Secure at least $1.5 million in pledged donations to the Kelly Field 365 project.
- **Quarterly Indicators of progress**:
    - Monitor and Feedback in sub-committees
        - Bond Oversight Committee
        - Bond Steering Committee
        - Bond Management Team

Banks School District
Superintendent's Evaluation Criteria
OSBA/COSA Supplement

In 2024 the Banks School Board and Superintendent agreed to shift the Evaluation Criteria from the OSBA/COSA workbook to the Priorities and Descriptors of the Bank's Strategic Plan. Those Priorities and Descriptors are listed in the next five rows.

EMPOWERING OUR STUDENTS

DESCRIPTORS

The Banks School District will empower students by providing:

• Equitable learning that supports their academic growth and achievement

• Enriching and challenging instruction

• Learning experiences connected with their interests, passions, and life skills

• A positive school culture

ENRICHING OUR FACILITIES

DESCRIPTORS

The Banks School District Community will maintain and improve all facilities to provide:

• Innovative teaching, learning and working environments that enrich the student experience

• Safe and healthy environments

• Inclusive and accessible spaces

• A resource and source of pride for the community

ENERGIZING OUR TEAM

DESCRIPTORS

The Banks School District will empower and support all staff members:

• To create positive and caring learning experiences

• By providing high quality professional development

• By providing the resources to be successful in their role

• To feel welcomed, engaged, and appreciated

ENGAGING OUR COMMUNITY

DESCRIPTORS

The Banks School District understands:

• Family support is essential to the school experience

• Ensures relationships through proactive communication

• Community groups' support is vital to the school experience of all students through work-based learning experiences and other collaborative partnerships

ALIGNING OUR RESOURCES

DESCRIPTORS

All Banks School District resources are:

• Responsibly and transparently maintained and maximized

• Clearly aligned to achieve the strategic plan goals

OSBA/COSA Standards that are observable throughout all district actions.

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.

• Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.

• Implements the district's continuous improvement plan and communicates its progress.

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

• Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.

• Makes ethical and legal recommendations to the board.

• Models ethical behavior in their own conduct and cultivates ethical behavior in others.

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

• Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.

• Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.

• Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

EFFECTIVE ORGANIZATIONAL MANAGEMENT

Banks School District
Superintendent's Evaluation Criteria
OSBA/COSA Supplement

DESCRIPTORS

• Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-

performing personnel who demonstrate a shared commitment to student success.

• Establishes productive relationships with associations while managing labor relations and

contracts effectively.

• Creates and maintains organizational structures that maximize the district's capacity to positively

impact student learning.

• Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

• Develops relationships, leads collaborative decision-making and governance, and represents and

advocates for district needs in local, county and state policy conversations.

• Cultivates a respectful and responsive relationship with the district board of education focused

on achieving the shared mission and vision of the district.

• Implements, maintains and communicates district, state and national policy, laws, rules and

regulations to staff, board and other appropriate stakeholders.

OSBA/COSA Standards Aligned to 'Empowering our Students and Energizing our Team

Banks School District
Superintendent's Evaluation Criteria
OSBA/COSA Supplement

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

• Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports,

assessment and instructional leadership.

• Implements coordinated systems of support, including coaching and professional development

for staff.

• Manages an appropriate system of assessments, data collection and analysis that supports

instructional improvements, equity, student learning and well-being, and instructional leadership.

• Ensures instruction throughout the district utilizes culturally responsive practices and all staff

are trained.

OSBA/COSA Standards Aligned to 'Empowering our Students and Energizing our Team

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

• Develops a proposed budget in accordance with board priorities and district direction.

• Manages the equitable implementation of district resources aligned with the budget adopted by

the board.

• Communicates the budget priorities and ensures regular updates on implementation of the

budget.

BANKS SCHOOL DISTRICT

12950 NW Main St.
Banks, OR 97106
503-324-8591

Open Until Filled

Campus Security
40 Hours/Week
186 Day Contract

GENERAL DUTIES

The Campus Security Specialist supports a safe, positive, and orderly school environment by supervising students, monitoring facilities, and responding to safety concerns. The role focuses on preventing, detecting, and addressing threats to the safety of students, staff, and property while fostering respectful relationships and maintaining campus discipline.

ESSENTIAL REQUIREMENTS

- High school diploma or equivalent.
- Two years of experience working with adolescents or young adults in a structured environment (e.g., school, community agency, or security setting) preferred.
- Experience in security operations and supervision, and school district safety operations.
- Valid First Aid and CPR certification.
- Ability to build and maintain positive relationships with students, staff, administrators, and law enforcement.
- Ability to effectively work and communicate with students, parents, school personnel from diverse cultures or backgrounds.
- Ability to work harmoniously with others.
- Ability to meet physical and situational demands of the job.

Job Description:

Campus Supervision and Safety

- Maintain a consistent, visible presence on campus before, during, and after school hours.
- Supervise students in hallways, common areas, parking lots, cafeterias, and school grounds to promote a secure and respectful atmosphere.
- Monitor campus entry and exit points, reporting unauthorized visitors or suspicious activities.
- Assist with investigations of property loss, theft, vandalism, assault, or other safety concerns; collect and preserve evidence for law enforcement when appropriate.
- Maintain accurate security-related records, logs, and reports.
- Positively engage with students and staff to build trust and encourage appropriate behavior.
- Assist in de-escalating conflicts and responding to emergencies in accordance with school and district procedures.
- Report to administrators all suspected criminal activity or rumors of such activity that could pose a risk to the school community.

Safety Coordination and Response

- Collaborate with law enforcement, fire officials, and emergency responders as needed.
- Notify administrators and coordinate with them in contacting law enforcement regarding potential or actual criminal activity.
- Follow the district's emergency response plan and assist during drills, evacuations, and critical incidents.
- Support the enforcement of school and district behavior policies in a fair, consistent, and restorative manner.

Planning and Collaboration

- Work with administrators and staff to develop and maintain school safety plans and procedures.
- Contribute to the development of positive, restorative approaches to student behavior.
- Promote a culture of mutual respect, trust, and accountability among students and staff.
- Participate in staff meetings, trainings, and safety exercises.
- Perform other related duties as assigned.

Banks School District

Board Agreements

The Banks School District welcomes ALL students onto our campuses and into our programs. We strive to ensure that each student feels loved, seen and represented by our actions and efforts. We are committed to making sure that all of our policies and actions align to these values.

General Board Meeting & Work Session Agendas

- The Board Chair, Vice Chair and Superintendent will set the board agenda. A draft agenda will be available approximately 2 weeks prior to each regular scheduled meeting
- Individual board members may request that items be added to the agenda by contacting the Superintendent, Board Chair, or Board Secretary or discussing their desire in public session.
- Items will not be added to the current agenda by individual board members unless the majority of the present board members vote to approve the addition at the meeting.
- The Board and Superintendent will seek to include multiple perspectives on agenda items of key concern for the community in order to provide for balanced conversation.
- The Board Chair, with assistance from the Superintendent, will act as parliamentarian at board meetings to help ensure each motion is clear and there is no missing or misunderstood information.

Before Meetings

- Board members will come prepared for the meeting by having read all packet materials. If additional items are provided during the meeting, the Board will take time to review them before voting.
- Always abstain from conducting Board business or decision-making outside of board meetings or executive sessions.
- The board packet will normally be available via Boardbook to board members on the Wednesday before regularly scheduled board meetings. The Board will be notified if there is a delay. If requested, a printed copy may be provided.
- Board members will contact the Superintendent prior to meetings with any questions on agenda items. When an individual board member asks the Superintendent a substantive question about an agenda item, the response will be shared with all board members.

Norms for Public Meetings

- The Board and Superintendent will strive to have no surprises at board meetings
- All questions will be directed towards the superintendent or the board chair
- Each board member has an opportunity to be heard
- Come prepared having read the information provided
- Stay engaged in the meeting at all times
- Discussions between members of the Board will serve as a model for positive and constructive public dialogue
- Honor the right of individual members to express opposing viewpoints and vote their convictions
- Regardless of one's vote, support the decision of the majority
- Respect executive session confidentiality

- The Board is elected to represent all members of the community
- Board members will strive to show respect at board meetings and refrain from surprising or embarrassing other board members, administrators, staff members or the audience.

Board Communications (external)

The Board values transparency and recognizes its role as a representative of the community. Board members will make an effort to understand the perspectives of their constituents and help clarify misunderstandings when appropriate.

If a community member's concern requires a detailed or extended response, Board members should refer them to the Superintendent. When communicating publicly, Board members should clarify that they are speaking as individuals, not on behalf of the Board.

When a collective Board response is necessary, the Superintendent and Board Chair will collaborate on the message. All media inquiries should be directed to the Superintendent and copied to the Board Chair.

Public Comment

1. We are committed to providing an opportunity for Banks School District citizens to make public comments. Public comment / input will be scheduled at regular Board Meetings and is limited to its designated place on the agenda, and while time allows. The Board will limit the public's participation to the public comment section of the agenda. There should not be cross-discussion between the Board and the public during other agenda items.

2. The board will not tolerate any audience comments from staff, students or community members that violate the Banks School District's anti-discrimination policies, including but not limited to statements that are false, untrue, racist, or discriminatory toward or against the district, or any person or group. If an individual makes a comment that violates District policy, the speaker will be told that their comment violates district policy and that they must refrain from making statements that violate District policy. If the speaker refuses to comply, the board may request that the individual leave the board room. If the meeting is taking place virtually, the speaker may be muted if their comments continue to violate District policy.

3. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will do so as directed prior to the Board meeting. A request to give public comment in-person or electronically does not guarantee time will be available.

4. A person giving public comment is limited to an established time limit of five minutes. Statements should be brief and concise. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

5. Each public speaker will identify themselves by name, will state if they are a resident of the district, and if speaking for an organization / group, the name of the organization / group. Each public speaker will submit a form with basic contact information to the Board Secretary before they are recognized to speak.

6. Groups with a common purpose will designate a spokesperson so the same issue is not repeated.

7. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda.

8. All public comment is to be directed respectfully to the Board through the Chair. Comments will not be directed at any individual board member.

9. Public comment is not a cross-discussion with the Board. However, the board may ask for clarifying questions of the commenter. The Board will not answer questions during the meeting, but will refer questions to the administration or board chair for answer at a later time.

10. All material an audience speaker wants to distribute to Board members must be submitted along with the request to speak submission. No materials will be accepted during or after the speaker's comments. Any material that violates District policy will not be distributed.

11. Comments and inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board Chair, although Board members may ask clarifying questions, keeping dialogue to a minimal amount of time. Comments and inquiries may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

12. A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear complaints regarding any individual district staff members in public. All complaints must go through the structure detailed in Policy KL ("Public Complaints") and Procedure KL-AR ("Complaint Form"). The Board chair will direct the public commenter to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board. *This statement shall be made in writing on the agenda, or by the board chair as an announcement at the beginning of the public comment session.*

    Example: "The Banks School District Board of Directors requests comments be limited to five (5) minutes per speaker. Speakers will state their name and city of residence for the record. The

Board appreciates community members sharing information during public comments. While the Board does not respond to public comment, following the meeting, the Chair, Vice Chair, and Superintendent will together determine the appropriate level response. Speakers may offer objective criticism of district operations or programs but the Board will not hear complaints concerning specific Banks School District personnel."

13. The Board will clearly explain the 'rules' for public comment in writing on the meeting agenda and verbally by the chair at the start of the public comment section of the meeting.

    Example: *"The meeting will now be open to receive public comment. The Board appreciates community members sharing information during public comments. The Board will listen, and possibly ask clarifying questions but generally will not comment on information we hear from the audience. However, following the meeting, the chair, vice chair and superintendent will together determine the appropriate response. The response may be in a public way, a private way or the issue will be added to a future board meeting or work session agenda. Please note that speakers will have five minutes to express their thoughts."*

EXECUTIVE SESSIONS

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action, except for specific instances pertaining to student matters. Executive sessions may be held during regular, special or emergency meetings for any reason permitted by law.

Content discussed in executive sessions is confidential. Members of the media may attend executive sessions, except in specific instances (Board Policy BDC and BDD).

The Board may be called to meet in executive session or decide to go into executive session at any time during a regular, special or emergency meeting to discuss certain matters. By Oregon law, the chair may call a Board into executive session without a vote of the Board.

Whenever an executive session is called, the presiding officer must identify the section and subsection of ORS 192.660 (listed reasons) or 332.061 (expulsion or medical records of a minor student) that authorize the executive session's purpose.

Purposes for which executive session may **be called:**

- To consider the employment of a public officer, employee, staff member or individual agent. ORS 192.660(2)(a)
- To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent, unless he or she requests an open meeting. ORS 192.660(2)(b)
- To conduct deliberations with persons designated to carry on labor negotiations. ORS 192.660(2)(d)
- To conduct deliberations to negotiate real property transactions. ORS 192.660(2)(e)
- To consider records exempt by law from public inspection. ORS 192.660(2)(f)
- To consult with counsel concerning current or possible litigation. ORS 192.660(2)(h)
- To review and evaluate the performance of the superintendent or any other public officer, employee or staff member, unless that person requests an open hearing. ORS 192.660(2)(i)
- Conduct a hearing on the expulsion of a student or to review a student's confidential medical records. ORS 332.061(1)

Boards may never meet in executive session to conduct the following business:

- Fill a vacancy in an elective office
- Fill a vacancy on any public committee, commission or other advisory group
- Consider general employment policies
- Discuss an employee's performance, unless that employee has been notified and has been given the option of having the discussion held in public
- Hire the superintendent or any other employee if the vacancy has not been advertised, hiring procedures have not been adopted by the board, and there has been no opportunity for public input about the hiring

Board Participation on Committees

List of Committees - At least annually and any time at the request of the Board, the Superintendent will provide a list of all Superintendent Advisory Committees. The list will denote any current board representation.

Timing. Preferably at the annual organizational meeting, but at any time deemed necessary by Board leadership (in consultation with the Superintendent), the Board will denote director assignments to superintendent advisory committees for the ensuing year. Board Advisory Committees will follow Policy BCE.

Method. Board members may indicate their interest in serving on committees by notifying the Board Chair and Superintendent. Each committee may include no more than two Board members. If more than two members express interest in serving on the same committee, the Board Chair will work with the members to reach an informal resolution. If the matter cannot be resolved, the full Board will determine the appointments by majority vote..

~~OR~~

~~{ **Board Chair, after consulting all members on interests and availability**, will propose assignments; appointments are finalized **by consensus or a majority vote of the Board**. No more that two Board members shall serve on any committee. }~~

Equity & rotation. Assignments should provide a **balanced workload** and, when feasible, **rotate annually** to broaden experience.

Role clarity. Board liaisons **serve in a non-voting, observer/connector role**, do not direct staff or committee work, and **report back** to the full Board as needed.

Vacancies. The Chair may make **interim appointments** to fill vacancies, subject to subsequent Board confirmation.

Posting. Final assignments will be **listed in the meeting minutes** and posted on the district website (where applicable).

Board Work Session
Monday, October 13, 2025 4:00 PM Pacific

Banks Middle School Library
12850 NW Main Street
Banks, OR 97106

Ron Frame:	Present
Corissa Mazurkiewicz:	Absent
William Moore:	Present
Leslee Sipp:	Present
Daniel Streblow:	Present

Present: 4, Absent: 1.

1. Preliminaries
   - 1.1. Call to Order
   - 1.2. Roll Call
   - 1.3. Approval of Agenda

     I make a motion to approve the October 13th, 2025 Work Session agenda as presented. This motion, made by Daniel Streblow and seconded by Leslee Sipp, Carried.
     Corissa Mazurkiewicz: Absent, Ron Frame: Yea, William Moore: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
     Yea: 4, Nay: 0, Absent: 1
2. Discussion Items
   - 2.1. School Action Plans and Scorecards

     Dr. Sica shared a welcome message, and outlined the purpose of the joint session with the City Council. To allow for more time in the Regular Session, many of the reports typically shared in the Regular Session have been moved to the Work Session. In addition, Dr. Sica also shared an overview of the agenda, and Mrs. Waite Larkin walked the Board through the SEL Board Activity.

     Mrs. Waite Larkin then shared the annual school action plans and goal-setting updates. The Strategic Plan is what we consider to be the ideal state of the district and consists of the outline for each school to meet goals and assess progress on a regular basis. Each school's Administration is present to share their work, tying it back to the district's priorities and goals.

     BES Administration shared several initiatives the school is implementing to empower students. Their presentation included a PowerPoint outlining specific actions, along with both leading and lagging indicators to measure progress. Key focus areas include improving attendance, energizing staff through green, yellow, and red light indicators, and hosting meetings for new employees. A second major focus is on enhancing instructional practices and providing targeted professional development, with associated data to track impact. Social Emotional Learning (SEL) standards are being supported through ongoing professional development, breakout sessions, and classroom observations aligned with the school's vision for a positive classroom culture. Community engagement is also a priority—

assessment results are reviewed and shared with parents ahead of conferences, and both leading and lagging indicators are used to guide communication. Additional strategies include positive office referrals with a prize wheel and encouraging club participation. When asked how BES will determine whether these efforts are making the intended impact, administration emphasized the use of survey results, an early-year "pulse check" for parent feedback, and frequent classroom visits for ongoing progress monitoring. Tools such as i-Ready are used throughout the year, with progress monitored weekly, monthly, or as needed based on individual student needs. The Character Strong program has also shown positive results so far.

BMS Administration began by sharing a photo of their cheer squad, highlighting school spirit and student involvement. The school's academic goals remain focused on improving performance in math and reading. Staff are currently working on developing standards-based assessments. The attendance team is refining their systems by distinguishing between behavioral and academic data, and by strengthening interventions and support strategies.

To energize the team, staff were surveyed on what aspects of their work can be changed and what cannot. In response, the school is offering high-quality professional development (PD) and engagement opportunities, along with PD exit surveys or interviews to gather feedback. New staff participate in structured 30- and 90-day interviews to assess onboarding experiences.

In terms of community engagement, BMS has refined its outreach strategies and adjusted the format of parent-teacher conferences to better accommodate families who are unable to attend in person. When asked how the school determines what parents want to know during conferences, leadership shared that they have shifted their approach to focus more on what effective communication with families looks like.

When asked about student engagement and ownership, the school reported using intentional strategies that promote positivity and connect learning to real-world applications, offering concrete examples. Regarding student attitudes toward testing, staff noted that the opportunity to retest is primarily used by students who genuinely need it, rather than those simply aiming for a perfect score.

On the topic of 30- and 90-day staff interviews, the school confirmed that they do receive feedback from staff with prior experience in other districts, especially during the 90-day interviews. When questioned about a dip in staff survey results, administration explained that only about one-third of staff participated in the survey, and it was conducted during a period when behavior issues were particularly elevated.

BHS Administration shared that the high school is actively working to expand and track off-campus learning opportunities, ensuring that every student has the chance to participate. The Attendance Committee regularly reviews attendance data, and students can earn rewards for strong or improved attendance. In terms of student recognition, the school noted a slight decline in both parent and staff survey scores related to student engagement; follow-up surveys will be sent to gather additional feedback. Staff support efforts include 30- and 90-day interviews

for new hires, as well as quarterly educator assessments and feedback cycles for teachers. To boost engagement, BHS has introduced additional newsletters and is partnering with the PTO to explore new ways to recognize student achievement. The school also shared information about its current AP course offerings and discussed recent changes in how state test promotion is communicated, in alignment with updated legislation.

The full presentation is attached to the Board meeting agenda.

2.2. Superintendent Goals & Evaluation Criteria

Dr. Sica reviewed the Superintendent's Evaluation and Goal criteria. Annually and by March 15th, the Board will evaluate the Superintendent. The evaluation will consist of two components, the criteria and the goals. The criteria are the goals and descriptors of the Banks School District Adopted strategic plan. The goals are presented annually at the October Board meeting. Goal statements are as follows:
1. Goal Statement One: The Banks School District will provide a positive school culture.
2. Goal Statement Two: The Banks School District will provide engaging and challenging instruction that will increase student learning in Reading, Writing, and Math.
3. Goal Statement Three: The Banks School District will empower and support all staff members to feel more welcomed, engaged, and appreciated.

In addition, the assessors, as well as the summative and quarterly indicators of each goal were shared.

Board Members should rate Dr Sica using a 1-4 scale for each area and OSBA criteria is included for reference. Dr. Sica will share evidence throughout the year. The evaluation is due in March 2026.

The full evaluation and goal information is attached to the agenda.

2.3. Financial Update - October

The first full 2025-26 payroll was run last month, projections now show a slight 2% increase to the budget over what was estimated. The Annual Audit is going on now, and we are preparing for our Food Services Review. Enrollment is slightly down. All other financial activity is on track.

2.4. Annual Integrated Guidance Report

Mrs. Waite Larkin shared the Annual Integrated Guidance Report. This report is required by ODE and tracks spending, and assists with setting goals and evaluating six of the grants we receive. This report allos us an opportunity to

reflect on and share our progress towards strategic planning. Ms. Waite Larkin shared some of the things that are going well, highlighting the great progress of our literacy instruction and literacy scores at the elementary school and increased attendance. Also shared were barriers that the District is struggling with, including state assessment participation. Growth Target charts were discussed. To clarify, the targets are set by ODE and are different from the district's own goals. Additional details and information, including improvement strategies are highlighted in the attached PowerPoint presentation.

The Board participated in further discussion of the new ODE Accountability bill.

2.5. Division 22 Assurances

Division 22, a Chapter of the OARs, describes the district's level of compliance in the previous school year. For the 2024-25 school year, the district is in full compliance with all measures. The only challenge is potential budgetary concerns.

2.6. Bond Update

This topic is tabled until the next meeting to conserve time.

3. Optimistic Closure
4. Adjourn

Adjourned at 5:54 pm.

BANKS SCHOOL DISTRICT

Moving toward the ideal state



We Promise!

BANKS BRAVES

Strategic Plan

OUR MISSION

"To engage, challenge and prepare every student."



EMPOWERING Our Students

The Banks School District will empower students by providing:

- Equitable learning that supports their academic growth and achievement
- Enriching and challenging instruction
- Learning experiences connected with their interests, passions, and life skills
- A positive school culture



ENRICHING Our Facilities

The Banks School District Community will maintain and improve all facilities to provide:

- Innovative teaching, learning and working environments that enrich the student experience
- Safe and healthy environments
- Inclusive and accessible spaces
- A resource and source of pride for the community



ENERGIZING Our Team

The Banks School District will empower and support all staff members:

- To create positive and caring learning experiences
- By providing high quality professional development
- By providing the resources to be successful in their role
- To feel welcomed, engaged, and appreciated



ENGAGING Our Community

The Banks School District understands:

- Family support is essential to the school experience
- Ensures relationships through proactive communication
- Community groups' support is vital to the school experience of all students through work-based learning experiences and other collaborative partnerships



ALIGNING Our Resources

All Banks School District resources are:

- Responsibly and transparently maintained and maximized
- Clearly aligned to achieve the strategic plan goals

Getting better

Current state

Observable Evidence

Deliberate practice

- Feedback
- Coaching
- Intentional learning

Ideal state



Current state

Actionable step

Actionable next step

Actionable next step

Actionable next step

Ideal state

Actions

Outcomes


STRATEGIC
PLAN

Banks Elementary School





Empowering Our Students

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
• Provide ongoing ECRI training/coaching for teachers in grades K-2 • Observe 100% of teachers in K-5 during literacy instruction with continued focus on student engagement	• 100% of teachers in grades K-2 using ECRI with fidelity during walkthroughs • 100% of teachers in grades 3-5 using engagement strategies during vocabulary instruction	End of year DIBELS and ELA iReady
• Meet with instructional coach to plan focus for math PD • Provide first session of math PD to teachers • Observe 100% of teachers during math instruction	• 100% of teachers observed during math instruction utilizing a best practice/instructional strategy	End of year Math iReady
• Monitor monthly student attendance and send home notices, make phone calls to families of chronically absent students	• Current attendance data- are we on track at 78% regular attenders? • The number of chronically absent students is decreasing (fall 24/fall 25)	End of year attendance report

Energizing Our Team

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
• *Survey rollout with staff* • *30/90 new employee meetings*	• *Stoplight feedback around staff feeling supported with processes and resources and share with staff what we can do, will try to do, and what is not possible at this time.* • *Summary of 30/90 day check in with new staff*	End of year staff survey results- Staff survey question 1- “staff feeling supported with processes and resources”
• *Math PD with instructional coach around best practices* • *Vision work around student learning and taking risks (e.g., explaining reasoning, attempting multiple strategies, and engaging with challenging problems).*	• *Teachers will be observed using a new instructional strategy in math they selected to implement during their math instruction, based on the math PD provided.*	End of year iReady math
• *TSEL PD* • *Teachers implementing Character Strong lessons to help build a positive classroom culture*	• Staff survey to select areas of interest for TSEL breakout sessions • 80% of teachers we observe will show evidence of 3 or more vision statements (from 5D) that support a positive classroom environment and culture	End of year student survey results- Student survey Question #3- “students feeling cared for by teachers”

Engaging Our Community

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
• *Assessment results shared/reviewed at conferences* • *Ensure teachers are communicating any academic concerns before parent/teacher conferences*	• *All families received reports with assessment results in reading and math. Families with students receiving Title I services will receive an additional report detailing interventions used and student progress.*	End of year parent survey results- Question 3- “Families will receive feedback regarding student learning”
• *Continue positive office referrals and include prize wheel for rewards*	*30 positive office referrals completed for the month of October*	End of year parent survey results- Question 13- “Families will receive positive phone calls, emails, or notes about their child”
• *Work with outside organizations to schedule after school clubs.* • *Send information to families about clubs being offered*	• *Track the number of students participating in each club (yoga, art)*	Track the number of after school opportunities that were provided by outside community organizations and the number of students who participated

Banks Middle School



1st full school assembly for 25-26 SY

Empowering Our Students

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
Improve student engagement through implementation of common student talk strategies	Percentage of observations where all or most students engaged in academic talk. (Q1 last year 63%, Goal: 75%)	End of year Math and ELA iReady Final percentage of observations where all or most students engaged in academic talk.
Standards Based Assessment Implementation in all core classes + Health and Technology	Percentage of observations where Standards based assessment practices were observed. (Q1 last year 74%, Goal: 80%)	End of year Math and ELA iReady Final percentage of observations where SBA practices were observed
Attendance Team refining and implementing Intervention and supports	Fall regular attender rate compared to fall last year (last year Q1 77%, Goal: 83%)	Year end regular attender rate (EOY goal 81%)

Energizing Our Team

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
Leader Rounding Interviews and Survey Rollout	Staff Pulse Check Survey Results Mean (Goal = 3.62)	Annual Staff Survey Mean (goal 3.62)
Providing High Quality Professional Development on research-based engagement and assessment practices 1x per month in PLCs	PD Exit Ticket results for question “How valuable was today’s PD to you and your work” (1-5 scale). (Goal = 3.6)	Annual Staff Survey question #1: “I feel supported with good process and appropriate resources to do my job.” (Goal 3.59)
New Staff Support: • 30 and 90 day interviews • Weekly informal check-ins • Mentoring and time with Instructional Coach.	30 day New Employee Interview: Results from the question “Is there any reason this is not the right place for you?” (Fall 2025 result- 100% positive response form new staff)	90 day New Employee Interview results for the satisfaction scale question (scale of 1-10) Goal mean = 7

Engaging Our Community

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
Implement new process and tracking system for positive school to home communication	% of students who have had a positive contact home by end of Q1 (goal of 25%)	Annual Parent Survey mean for question 13: “I receive positive phone calls, emails, or notes about my child from the school.” (Goal Mean 3.19)
Redesign parent/teacher conferences to include an outreach phone call component to engage with more families.	% of families that were contacted (in-person or phone) during conferences. (Last year approximately 50%, Goal 75%	End of year parent survey results- Question 3- “Families will receive feedback regarding student learning” (Goal mean 3.32)

Banks High School

Engaging Our Community



Empowering our Students



Energizing our Team



Empowering Our Students

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
Planning and offering more off-campus learning opportunities	Spreadsheet tracker data from Trish VDC - Adding all trips to include FFA, FAD	Student Survey Q 16 Increase (*I like going to school each day)*
Attendance Committee: Meetings and Attendance Competition October 20th - 30th (Individual and Grade Prizes)	Attendance rates September through October 20th, will increase the two weeks leading to grading day, 10/20 - 10/30.	Overall % of regular attendars increases (24-25 = 66.5% 25-26 goal = 75%)
Student Recognition: semi-weekly social media posts, News-Times Student All-star, AP Yard Signs & Congrats Letter	Stoplight each action: Completed Y/N	Student Survey Q's 1 & 20 (*I believe my learning is important & I have opportunities to be successful)*
Google Form - Student Interview to whole school	70% participation rate, Analyze feedback from students on what they need to belong, be successful	Student Survey Q 17 Increase (*I feel like I belong)*

Energizing Our Team

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
HS Staff Survey Rollout	Completed table during late-start, staff feedback/ideas for start/stop/tweak doing added to scorecard	Survey results increase based on actions during Q1, Q2, Q3, & Q4. Overall Survey Mean increase
Leader Rounding - Feedback: Evaluations/Walkthroughs	Rounding data from 50% of staff by end of Q1 around the topic of feedback	Survey Questions 2, 3, 4, 7
30/90 Day Interviews	Meet with three teachers for 30-day interviews	90-day interviews Survey question 1
Performance Conversations	Each Admin, performance at least one conversation each quarter	Survey question 10, 15

Engaging Our Community

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
Increase Newsletters to once per month	Completed Y/N Stoplight	Overall Parent experience Survey mean
Partner with BHS Parents Association on Scholarship and Student Recognition opportunities	Monthly meetings and subcommittee meeting, funding, providing information needed to PA	Overall Parent experience Survey mean & Q 9 (*I believe my child is recognized for good work and behavior)*
Increased and Scheduled Social Media Posts - Bond Updates, Flashback Friday, & Student Spotlight	Posts each week Completed Y/N Stoplight	Survey Q 9 (*I believe my child is recognized for good work and behavior)*



Stoplighting must be completed by <u>November 17th</u>

Banks School District

Board of Directors

Superintendent's Evaluation

Annually and by March 15th, the Board will evaluate the Superintendent. The evaluation will consist of two components, the criteria and the goals. The criteria are the goals and descriptors of the Banks School District Adopted strategic plan. The goals are presented annually at the October Board meeting.

Superintendent Goals
All goals will have evidence of progress/attainment by March of 2026
Leadership - Culture - Strategy
Educational Excellence

Goal Statement One: The Banks School District will provide a positive school culture.

Performance Indicators of Success for Goal One:

- **Summative Indicators**
  - Increase the number of students affirming that they feel they belong at school as measured by the Student Survey. (2025-26 =3.67). The target score for 2025-26 is 3.77.
  - Increase the number of students affirming that they feel safe at school as measured by the Student Survey. (2025-26= 3.81). The target score for 2025-26 is 4.00.
  - Increase the percentage of students "Regularly Attending School" (defined as having a greater than 90% attendance rate), from 70% in 2024-2025 to 80% in 2025-2026.
- **Quarterly Indicators of progress (We refer to these as "Leading Indicators")**
  - Empathy Interviews (Attendance Focus, Darla)
  - Positive Recognitions
  - Mid Year Pulse Checks (Brief Survey Questions)

Goal Statement Two: The Banks School District will provide engaging and challenging instruction that will increase student learning in Reading, Writing, and Math, as follows:

Performance Indicators of Success for Goal Two:

- **Summative Indicators:**
  - Increase percentage of 5th grade students ***meeting*** Literacy benchmark from 47% to 66% by the Spring of 2025.(iReady)
  - Increase the percentage of third grade students **meeting the Literacy** benchmark, as measured by the OSAS, from 39% to 55% by the Spring of 2025.**
  - Increase percentage of 5th grade students ***meeting*** Math benchmark from 54% to 63% by the Spring of 2025.(iReady)
  - Increase percentage of 8th grade students ***meeting*** Literacy benchmark from 35% to 48% by the Spring of 2025. (iReady)
  - Increase percentage of 8th grade students ***meeting*** Math benchmark from 30% to 42% by the Spring of 2025. (iReady)
  - Increase percentage of 8th grade students ***meeting*** Math benchmark, as measured by the OSAS, from 29% to 50% by the Spring of 2025**
  - Increase percentage of 9th grade students on track for graduation from 90% to 95% in Spring of 2026

    - Banks High School on-time graduation rate will exceed 95%, annually.
- **Quarterly Indicators of progress**
    - iReady ***growth*** percentages
    - Standards Based Assessments
    - HIgh School Credits Earned

Goal Statement Three: The Banks School District will empower and support all staff members to feel more welcomed, engaged, and appreciated, as follows:

Performance Indicators of Success for Goal Three:

- **Summative Indicators**
    - Increase the Staff Survey Mean from 3.90 to 4.10 in May of 2025 (Studer Employee Experience Survey)
    - Increase the affirmative responses to survey item #1 from 3.88 to 4.00 in May of 2025 (Studer Employee Experience Survey)
        - *I feel supported with good processes and the appropriate resources to do my job*
- **Quarterly Indicators of progress**
    - Pulse check (single item) mid year survey
    - Staff meeting and professional development evaluation/exit tickets
    - Leader Rounding and Supervisor 1:1 Meetings.
    - Feedback from Instructional Coaching

Goal Statement Four: The Banks School District will Enrich our Facilities so that they are a resource and a source of pride for the community :

Performance Indicators of Success for Goal Four:

- **Summative Indicators**
    - Maintain an on-time and on-budget projected completion of the Auxiliary Gym through the opening in Early Winter of 2026.
    - Maintain an on-time and on-budget projected completion of the High School Modernization through the opening in September of 2027.
    - Secure at least $1.5 million in pledged donations to the Kelly Field 365 project.
- **Quarterly Indicators of progress**:
    - Monitor and Feedback in sub-committees
        - Bond Oversight Committee
        - Bond Steering Committee
        - Bond Management Team

Banks School District
Superintendent's Evaluation Criteria
OSBA/COSA Supplement

In 2024 the Banks School Board and Superintendent agreed to shift the Evaluation Criteria from the OSBA/COSA workbook to the Priorities and Descriptors of the Bank's Strategic Plan. Those Priorities and Descriptors are listed in the next five rows.

EMPOWERING OUR STUDENTS

DESCRIPTORS

The Banks School District will empower students by providing:

• Equitable learning that supports their academic growth and achievement

• Enriching and challenging instruction

• Learning experiences connected with their interests, passions, and life skills

• A positive school culture

ENRICHING OUR FACILITIES

DESCRIPTORS

The Banks School District Community will maintain and improve all facilities to provide:

• Innovative teaching, learning and working environments that enrich the student experience

• Safe and healthy environments

• Inclusive and accessible spaces

• A resource and source of pride for the community

ENERGIZING OUR TEAM

DESCRIPTORS

The Banks School District will empower and support all staff members:

• To create positive and caring learning experiences

• By providing high quality professional development

• By providing the resources to be successful in their role

• To feel welcomed, engaged, and appreciated

ENGAGING OUR COMMUNITY

DESCRIPTORS

The Banks School District understands:

• Family support is essential to the school experience

• Ensures relationships through proactive communication

• Community groups' support is vital to the school experience of all students through work-based learning experiences and other collaborative partnerships

ALIGNING OUR RESOURCES

DESCRIPTORS

All Banks School District resources are:

• Responsibly and transparently maintained and maximized

• Clearly aligned to achieve the strategic plan goals

OSBA/COSA Standards that are observable throughout all district actions.

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.

• Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.

• Implements the district's continuous improvement plan and communicates its progress.

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

• Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.

• Makes ethical and legal recommendations to the board.

• Models ethical behavior in their own conduct and cultivates ethical behavior in others.

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

• Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.

• Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.

• Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

EFFECTIVE ORGANIZATIONAL MANAGEMENT

Banks School District
Superintendent's Evaluation Criteria
OSBA/COSA Supplement

DESCRIPTORS

• Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-

performing personnel who demonstrate a shared commitment to student success.

• Establishes productive relationships with associations while managing labor relations and

contracts effectively.

• Creates and maintains organizational structures that maximize the district's capacity to positively

impact student learning.

• Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

• Develops relationships, leads collaborative decision-making and governance, and represents and

advocates for district needs in local, county and state policy conversations.

• Cultivates a respectful and responsive relationship with the district board of education focused

on achieving the shared mission and vision of the district.

• Implements, maintains and communicates district, state and national policy, laws, rules and

regulations to staff, board and other appropriate stakeholders.

OSBA/COSA Standards Aligned to 'Empowering our Students and Energizing our Team

Banks School District
Superintendent's Evaluation Criteria
OSBA/COSA Supplement

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

• Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports,

assessment and instructional leadership.

• Implements coordinated systems of support, including coaching and professional development

for staff.

• Manages an appropriate system of assessments, data collection and analysis that supports

instructional improvements, equity, student learning and well-being, and instructional leadership.

• Ensures instruction throughout the district utilizes culturally responsive practices and all staff

are trained.

OSBA/COSA Standards Aligned to 'Empowering our Students and Energizing our Team

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

• Develops a proposed budget in accordance with board priorities and district direction.

• Manages the equitable implementation of district resources aligned with the budget adopted by

the board.

• Communicates the budget priorities and ensures regular updates on implementation of the

budget.

100 GENERAL FUND | Revenue & Expense Summary
Fiscal Year 2025 - 2026
For the Period Ending September 30, 2025

REVENUES	Period 1 Actual Jul '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Projected Oct '25	Period 5 Projected Nov '25	Period 6 Projected Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected Mar '26	Period 10 Projected Apr '26	Period 11 Projected May '26	Period 12 Projected Jun '26	Projected 2025-26 Totals	Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	Variance Budget vs. Projected	% of Budget
STATE SCHOOL FUND FORMULA:																	
Local Taxes	-	-	6,185	3,545	2,553,072	1,211,851	51,494	19,261	68,908	11,557	12,825	88,670	4,021,183	4,028,372	6,185	(7,189)	0%
County School Funds	-	-	4,775	6,180	6,491	-	3,868	1,547	1,766	5,431	-	3,081	28,364	35,000	4,775	(6,636)	14%
State School Fund	1,573,545	786,300	786,300	719,357	916,519	715,090	742,260	961,447	679,035	638,893	670,161	338,580	6,381,343	9,326,423	3,146,145	(2,945,080)	34%
Common School Fund	79,937	-	-	12,331	15,711	12,258	12,724	16,481	11,640	10,952	11,488	5,804	109,389	159,874	79,937	(50,485)	50%
State Managed Timber	-	-	-	57,848	73,703	57,505	59,690	77,316	54,606	51,378	53,892	27,228	513,166	750,000	-	(236,834)	0%
SSF Formula Total	**1,653,482**	**786,300**	**797,260**	**799,262**	**3,565,497**	**1,996,704**	**870,036**	**1,076,052**	**815,955**	**718,210**	**748,365**	**463,363**	**11,053,445**	**14,299,669**	**3,237,042**	**(3,246,224)**	**23%**
Local Sources (1000)	20,152	16,836	18,616	11,315	10,652	19,265	19,503	16,233	16,919	15,133	32,212	15,430	156,660	191,000	55,604	(34,340)	29%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Sources (3000)	-	-	-	8,240	8,240	8,240	8,240	8,240	8,240	8,240	8,240	8,240	74,156	98,875	-	(24,719)	0%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Revenue	**1,673,634**	**803,136**	**815,876**	**818,817**	**3,584,388**	**2,024,209**	**897,779**	**1,100,525**	**841,114**	**741,582**	**788,817**	**487,032**	**11,284,262**	**14,589,544**	**3,292,646**	**(3,305,282)**	**23%**
Beginning Fund Balance (5400)	1,607,729	-	-	-	-	-	-	-	-	-	-	-	1,607,729	1,607,729	1,607,729	-	100%
Total Monthly Revenues	**3,281,363**	**803,136**	**815,876**	**818,817**	**3,584,388**	**2,024,209**	**897,779**	**1,100,525**	**841,114**	**741,582**	**788,817**	**487,032**	**12,891,991**	**16,197,273**	**4,900,375**	**(3,305,282)**	**30%**
CUMULATIVE RESOURCES	**3,281,363**	**4,084,499**	**4,900,375**	**5,719,191**	**9,303,580**	**11,327,788**	**12,225,567**	**13,326,092**	**14,167,206**	**14,908,788**	**15,697,605**	**16,184,637**					
EXPENDITURES BY OBJECT																	
Salaries (100)	123,775	140,776	565,293	568,099	563,991	565,862	567,592	565,595	590,567	563,302	571,444	1,370,218	5,926,671	6,757,588	829,845	(830,917)	12%
Employee Benefits (200)	70,426	86,348	241,624	373,323	371,614	379,701	371,294	377,638	383,976	369,908	383,407	921,388	3,932,249	4,481,835	398,398	(549,586)	9%
Purchased Services (300)	45,497	209,532	221,730	157,287	285,973	179,987	258,039	186,192	238,222	219,629	308,768	342,972	2,177,070	2,558,200	476,760	(381,130)	19%
Supplies & Materials (400)	8,583	15,367	52,920	32,889	22,300	16,163	18,941	23,218	27,577	21,654	28,567	50,725	242,035	325,850	76,869	(83,816)	24%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Insurance/Other (600)	7,422	184,537	3,477	2,316	4,293	2,120	1,093	1,699	1,010	630	1,165	2,516	16,841	208,500	195,437	(191,659)	94%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300	560,300	-	-	0%
Total Operating Expenditures	**255,703**	**636,560**	**1,085,045**	**1,133,915**	**1,248,172**	**1,143,833**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**12,855,166**	**14,892,273**	**1,977,309**	**(2,037,107)**	**13%**
Contingency (810)	-	-	-										-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (820)	-	-	-										-	805,000	-	(805,000)	0%
Total Monthly Expenditures	**255,703**	**636,560**	**1,085,045**	**1,133,915**	**1,248,172**	**1,143,833**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**12,855,166**	**16,197,273**	**1,977,309**	**(3,342,107)**	**12%**
CUMULATIVE EXPENDITURES	**255,703**	**892,264**	**1,977,309**	**3,111,223**	**4,359,395**	**5,503,228**	**6,720,187**	**7,874,529**	**9,115,881**	**10,291,787**	**11,657,793**	**14,832,474**					
Month-end Fund Balance	**3,025,660**	**3,192,235**	**2,923,066**	**2,607,968**	**4,944,185**	**5,824,560**	**5,505,380**	**5,451,563**	**5,051,325**	**4,617,001**	**4,039,812**	**1,352,162**			**2,923,066**	**36,825**	
EXPENDITURES BY FUNCTION																	
Instruction (1000)	1,368	25,681	563,160	693,323	669,667	718,406	675,396	699,137	715,826	674,047	740,774	2,024,472	7,611,048	8,321,414	590,209	(710,366)	7%
Support Services (2000)	254,335	610,880	521,885	440,592	578,505	425,428	541,563	455,204	525,527	501,077	552,576	663,347	4,683,818	6,010,559	1,387,100	(1,326,741)	23%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Uses (5000)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300	560,300	-	-	0%
Total Operating Expenditures	**255,703**	**636,560**	**1,085,045**	**1,133,915**	**1,248,172**	**1,143,833**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**12,855,166**	**14,892,273**	**1,977,309**	**(2,037,107)**	**13%**
Contingencies (6000)	-	-	-										-	500,000	-	-	0%
Unapprop. Ending Fund (7000)	-	-	-										-	805,000	-	-	0%
Total Monthly Expenditures	**255,703**	**636,560**	**1,085,045**	**1,133,915**	**1,248,172**	**1,143,833**	**1,216,959**	**1,154,341**	**1,241,352**	**1,175,907**	**1,366,005**	**3,174,682**	**12,855,166**	**16,197,273**	**1,977,309**	**(2,037,107)**	**12%**
CUMULATIVE EXPENDITURES	**255,703**	**892,264**	**1,977,309**	**3,111,223**	**4,359,395**	**5,503,228**	**6,720,187**	**7,874,529**	**9,115,881**	**10,291,787**	**11,657,793**	**14,832,474**					
Month-end Fund Balance	**3,025,660**	**3,192,235**	**2,923,066**	**2,607,968**	**4,944,185**	**5,824,560**	**5,505,380**	**5,451,563**	**5,051,325**	**4,617,001**	**4,039,812**	**1,352,162**			**2,923,066**	**36,825**	



Aligning for Student Success: Integrated Programs

Annual Report 2024-2025

Monday, October 13, 2025



ODE's Aligning for Student Success: Integrated Guidance for Six ODE Initiatives requires districts receiving funds from the integrated programs to complete a progress review on an annual basis. This annual report serves as the progress review for the 2024-2025 school year. The annual report consists of responses to five requirement prompts and provides the Banks School District with the opportunity to reflect on and share with our community the progress towards Outcomes and Strategies in our Plan and Longitudinal Performance Growth Targets.

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

- A key area of progress is increasing the effectiveness of early literacy instruction and supports through targeted professional development. Staff are actively engaging in learning and applying new strategies, building collective efficacy and greater consistency across schools.
- This work aligns closely with our Vision for Student Learning, emphasizing engagement strategies. Teachers report increased confidence in supporting diverse literacy needs, and early evidence shows stronger student engagement in foundational reading.
- Through focused professional learning, collaboration, and commitment, we are making meaningful strides toward our early literacy goals and ensuring every student gets a strong start.

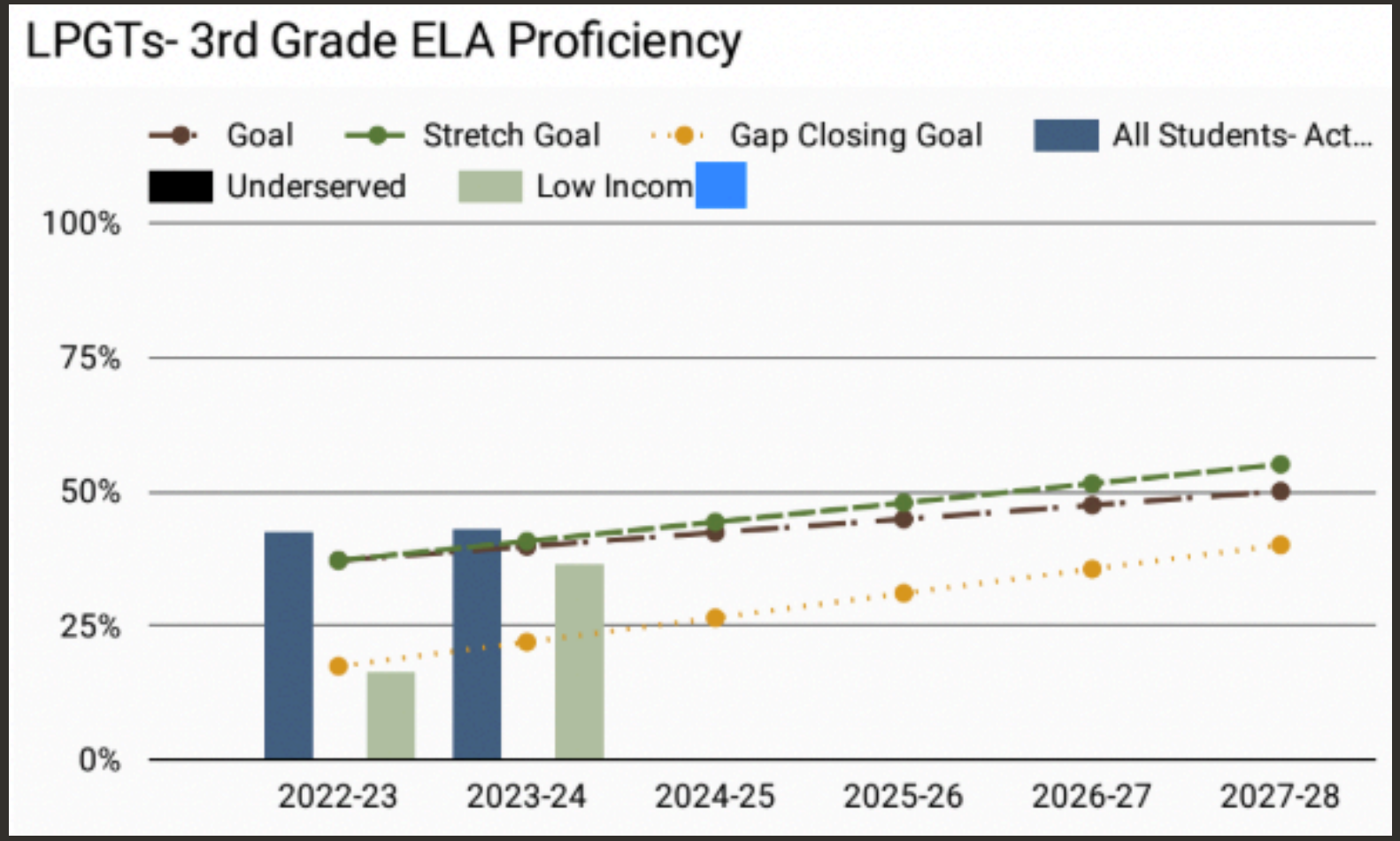
Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

- We continue to face barriers in building a sense of urgency and priority around **state testing** among students, families, and, at times, staff. This limits our ability to fully measure progress toward our Outcomes and Strategies, even as other indicators show positive growth.
- A key goal is to strengthen the connection between classroom assessments, district assessments, and the Oregon State Assessment. These measures should be seen as part of a continuum of learning evidence that provides a clear picture of student growth and achievement. Low participation makes it difficult to draw accurate connections or ensure state data reflects the learning happening in classrooms.
- To address this, we are prioritizing parent communication to build understanding of the purpose and value of state assessments and their alignment with classroom and district measures. By encouraging greater participation and effort, we can improve data accuracy to better guide instruction, interventions, and long-term planning.
- We also see an opportunity for the state to consider this challenge in policy development, particularly in reinforcing alignment across assessments, supporting student learning, and maintaining a focus on student well-being.

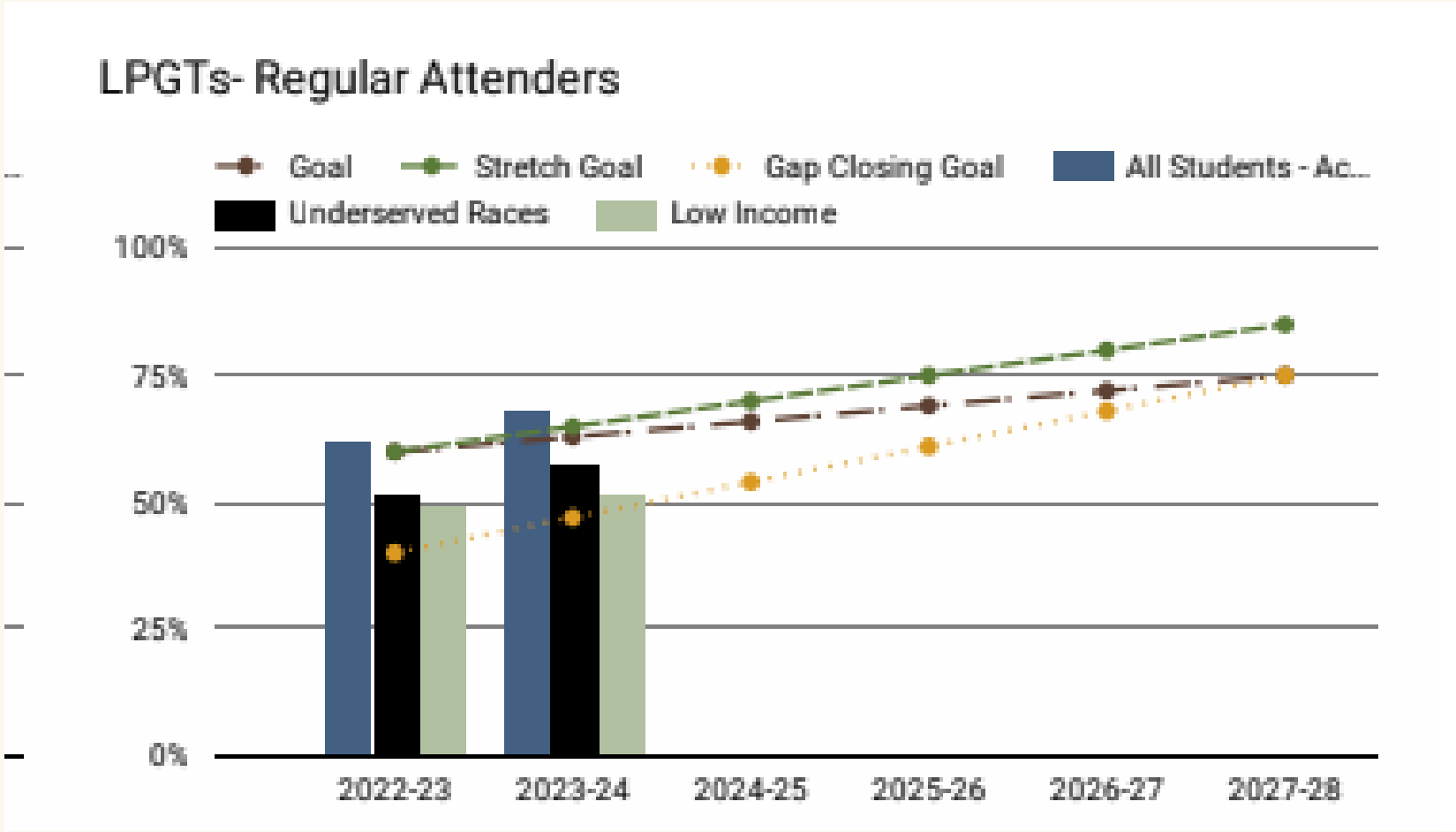
Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

- We are encouraged by the significant progress made—particularly in attendance. We have met our Gap Closing Target for all focal student groups as well as for the total student population, demonstrating that our strategies are meaningfully improving outcomes.
- A key driver of this success has been our intentional shift from a reactive to a proactive, supportive approach to attendance. By elevating student and parent voice, strengthening systems of support, and refining data collection and recording practices, we have enhanced our ability to identify and address barriers quickly and collaboratively.
- Looking ahead, we plan to broaden the scope of this work to ensure that every adult in the district actively contributes to creating conditions where students want to be at school, are able to be at school, and feel connected and cared for. This systems-level approach will help sustain and accelerate progress toward our long-term LPGTs.

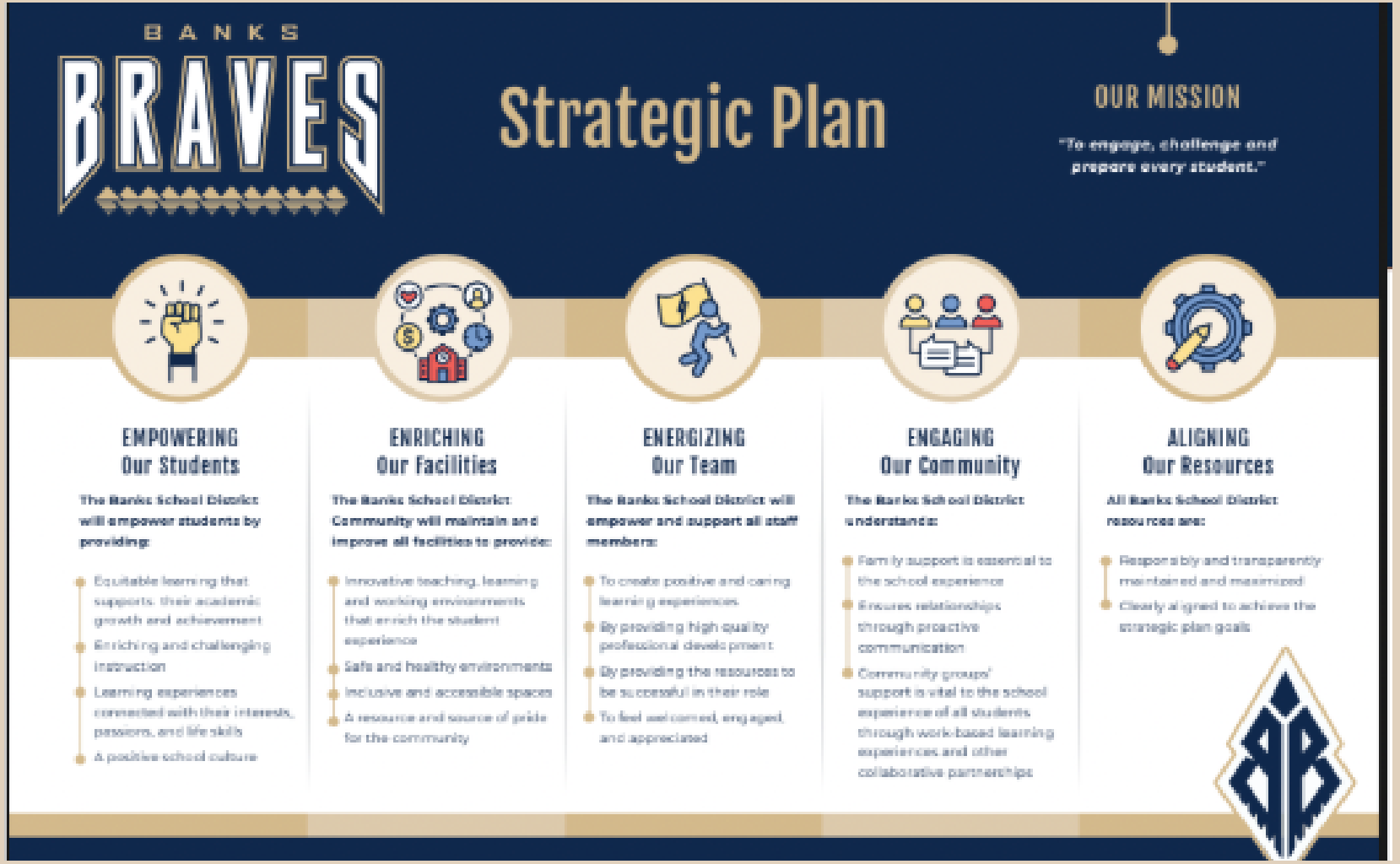
Longitudinal Performance Growth Target



Longitudinal Performance Growth Target



Are we keeping our promise?



Banks School District #13
Report on Compliance with Public School Standards
2024-25 School Year

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: District Assurances of Compliance with Public School Standards to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Banks School District's compliance with each of the requirements of Oregon's administrative rules found in DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS during the 2024-25 school year. For each rule reported as out of compliance, Banks School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level Rules at a Glance summary. For specific, comprehensive requirements, use the links below for each individual rule.

Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Certificate of Attendance	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2505 Alternative Education Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2030 District Curriculum	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	**Waived through the end of 2027-28 school year**	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Skills: Local Performance Assessment Requirement			
581-022-2120 Essential Skill Assessments for English Language Learners	**Waived through the end of 2027-28 school year**	Not applicable	Not applicable
581-022-2250 District Improvement Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
and Intellectually Gifted Students			
581-022-2335 Daily Class Size	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2370 Complaint Procedures	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2230 Asbestos Management Plans	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Looking Ahead: Compliance for the 2025-26 SY

New/Revised Rules & Requirements



Educational Equity Advisory Committees

Requires that districts establish a committee composed of parents, employees, students and community members to be selected by the school board and superintendent. For school districts with an average daily membership (ADM) of less than 10,000, the school district is required to first convene an educational equity advisory committee by September 15, 2025.

New/Revised Rules & Requirements



Administration of State Assessments

- Added SEED Survey as required OSAS component
- Added mention of ELPA Screener as required OSAS component (not a new requirement, just making the rule more complete)
- Added clarification that districts must abide by ODE decisions regarding student test records

New/Revised Rules & Requirements



Oregon Department of Education

Educational Leadership – Administrator Standards

Administrator standards have been updated to the Professional Standards for Educational Leadership, which are currently used by TSPC for administrator licensure. These standards have more specific, detailed language and a greater focus on key issues such as equity, talent development, leadership capacity, and instructional leadership.

Districts must align administrator evaluations to the updated standards by September 30, 2027.

Grand Summary

PROJECT BUDGET

Date 10/8/2025

Banks School District

Location Code

Bond 4xx Summer 20xx Architect:

Description	Original Budget	Current Budget	Committed to Date	Paid to Date	Uncommitted Budget	Remaining to be Paid	Current % Paid
1.0 Architect/Engineer (383)	**$5,182,553**	**$5,600,699**	**$5,533,199**	**$1,684,322**	**$67,500**	**$3,848,877**	**$1**
1.1 Architect 1	$5,127,053	$1,011,208	$953,708	$522,139	$57,500	$431,569	$2
1.2 Architect 2	$0	$4,579,491	$4,579,491	$1,162,183	$0	$3,417,308	$1
1.3 Civil Engineer	$45,500	$0	$0	$0	$0	$0	$0
1.4 Other Engineers	$10,000	$10,000	$0	$0	$10,000	$0	$0
2.0 Professional Services (390)	**$1,578,500**	**$1,613,715**	**$1,174,585**	**$536,110**	**$439,130**	**$638,475**	**$0**
2.1 Geotech Engineer	$50,000	$62,250	$62,250	$62,239	$0	$11	$1
2.2 Traffic Engineer	$33,000	$25,000	$24,415	$15,448	$585	$8,967	$1
2.3 Hazardous Mat'l Consultant	$53,000	$48,000	$29,986	$29,536	$18,014	$450	$1
2.4 Survey / Topographic	$25,000	$75,600	$75,600	$65,499	$0	$10,101	$1
2.5 Program Management	$245,000	$268,580	$268,580	$51,000	$0	$217,580	$0
2.6 Land Use Consultant	$45,000	$89,000	$89,000	$50,318	$0	$38,682	$1
2.7 Energy Modeling	$25,000	$0	$0	$0	$0	$0	$0
2.8 Exterior Envelope Consultant	$60,000	$5,000	$0	$0	$5,000	$0	$0
2.9 IT Consultant	$0	$0	$0	$0	$0	$0	$0
2.10 Archeological Services	$0	$0	$0	$0	$0	$0	$0
2.11 Project Management	$592,500	$592,500	$592,500	$242,258	$0	$350,242	$1
2.12 Movers	$100,000	$100,000	$17,407	$16,068	$82,593	$1,339	$0
2.13 Erosion Control	$0	$0	$0	$0	$0	$0	$0
2.14 Acoustical Consultant	$0	$0	$0	$0	$0	$0	$0
2.15 Arborist	$0	$0	$0	$0	$0	$0	$0
2.16 Special Testing	$119,000	$115,000	$0	$0	$115,000	$0	$0
2.17 F(x) Test / Balance / Commissioning	$93,000	$93,000	$0	$0	$93,000	$0	$0
2.18 Furniture Consultant	$0	$0	$0	$0	$0	$0	$0
2.19 Equipment Consultant	$0	$0	$0	$0	$0	$0	$0
2.20 Signage Consultant	$0	$0	$0	$0	$0	$0	$0
2.21 Security Services	$0	$0	$0	$0	$0	$0	$0
2.22 Advertising / DJC	$4,500	$3,500	$400	$400	$3,100	$0	$0
2.23 Insurance / Builder's Risk	$83,500	$83,500	$0	$0	$83,500	$0	$0
2.24 Printing / Plans	$0	$0	$0	$0	$0	$0	$0
2.25 Legal Fees	$50,000	$25,000	$0	$0	$25,000	$0	$0
2.26 Cost Est/Other Services	$0	$27,785	$14,446	$3,343	$13,339	$11,103	$0
3.0 Building Construction (520)	**$40,597,800**	**$45,041,102**	**$44,409,137**	**$1,552,488**	**$631,965**	**$42,856,648**	**$0**
3.1 Base Contract	$37,741,062	$44,852,552	$44,261,177	$1,490,646	$591,375	$42,770,531	$0
3.2 Construction Contingency	$2,019,238	$38,550	$0	$0	$38,550	$0	$0
3.3 Technology Construction	$0	$150,000	$147,960	$61,842	$2,040	$86,117	$0
3.4 Solar Construction	$785,000	$0	$0	$0	$0	$0	$0
3.5 Modular Buildings	$52,500	$0	$0	$0	$0	$0	$0
3.6 Security / Access Control / Cameras	$0	$0	$0	$0	$0	$0	$0
3.7 Utilities/Bldg Misc.	$0	$0	$0	$0	$0	$0	$0
4.0 Site / Off-Site Construction (530)	**$3,780,800**	**$235,000**	**$4,350**	**$0**	**$230,650**	**$4,350**	**$0**
4.1 Site Base Contract	$2,705,000	$5,000	$4,350	$0	$650	$4,350	$0
4.2 Off-Site Base Contract	$139,500	$0	$0	$0	$0	$0	$0
4.3 Site/Off-Site Contingency	$100,000	$0	$0	$0	$0	$0	$0
4.4 Demolition	$836,300	$0	$0	$0	$0	$0	$0
4.5 Wetland Mitigation	$0	$0	$0	$0	$0	$0	$0
4.6 Site Equipment	$0	$0	$0	$0	$0	$0	$0
4.7 Site / Off Site Misc	$0	$230,000	$0	$0	$230,000	$0	$0
5.0 Hazardous Material Abatement (322)	**$250,000**	**$100,000**	**$0**	**$0**	**$100,000**	**$0**	**$0**
6.0 Furniture/Fixtures/Equipment (460, 461)	**$800,000**	**$800,000**	**$4,783**	**$1,587**	**$795,217**	**$3,196**	**$0**
6.1 Furniture	$500,000	$450,000	$0	$0	$450,000	$0	$0
6.2 Equipment	$0	$50,000	$1,587	$1,587	$48,413	$0	$0
6.3 Site Furnishings	$0	$0	$0	$0	$0	$0	$0
6.4 Technology Equipment (480)	$300,000	$300,000	$3,196	$0	$296,804	$3,196	$0
7.0 Permits / PIP/PUP Fees / SDCs / TDCs (670)	**$1,248,000**	**$1,227,086**	**$33,359**	**$33,359**	**$1,193,727**	**$0**	**$1**
7.1 Land Use Phase	$28,000	$25,000	$17,012	$17,012	$7,988	$0	$2
7.2 PIP/PUP	$50,000	$50,000	$0	$0	$50,000	$0	$0
7.3 Site Permits (1200-C, Grading, Erosion Contl,Parking)	$109,000	$105,000	$9,260	$9,260	$95,740	$0	$1
7.4 Building Permits	$761,000	$743,075	$7,087	$7,087	$735,988	$0	$2
7.5 Off-Site Permits	$0	$4,011	$0	$0	$4,011	$0	$0
7.6 SDCs (Storm, Sewer, Water, Parks)	$150,000	$150,000	$0	$0	$150,000	$0	$0
7.7 TDCs	$150,000	$150,000	$0	$0	$150,000	$0	$0
8.0 Owner's Costs	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
9.0 Owner Contingency	**$1,867,541**	**$1,350,097**	**$0**	**$0**	**$1,350,097**	**$0**	**$0**
10.0 Land Acquisition	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
11.0 TOTAL BUDGET	**$55,305,194**	**$55,967,699**	**$51,159,412**	**$3,807,867**	**$4,808,286**	**$47,351,546**	**7%**
Total Budget +/-		$662,505					

Rev 2022-01

Grand Summary

Approved by: _____ 6/4/2024

Brian Sica Superintendent Date:

EXECUTIVE SUMMARY of Project Budgets

Banks School District

DRAFT

Date: 10/8/25

A		B	C	D	E	F	G	H	K
Budget		**Description**	**Original**	**Current**	**Committed**	**Paid**	**Uncommitted**	**Remaining**	**Notes**
Original budget #			**Budget**	**Budget**	**to Date**	**to Date**	**Budget (D-E)**	**to be Paid (E-F)**	
1	BHS		$ 47,059,269	$ 47,618,919	$ 44,327,124	$ 3,470,011	$ 3,291,795	$ 40,857,113	
2	AUX GYM		$ 6,375,033	$ 7,005,033	$ 6,386,699	$ 272,442	$ 618,334	$ 6,114,257	
3	Banks ES Maintenance		$ 153,750	$ 938,859	$ 44,200	$ 20,200	$ 894,659	$ 24,000	
6	SAFETY		$ 372,383	$ 404,888	$ 401,389	$ 45,213	$ 3,499	$ 356,176	
		Subtotal	$ 55,305,194	$ 55,967,699	$ 51,159,412	$ 3,807,867	$ 4,808,286	$ 47,351,546	
A	District Costs		$ 2,919,018	$ 1,056,513	$ 757,312	$ 759,555	$ 299,201	$ (2,244)	
B	Program Contingency			$ 1,200,000					
C	Other Additional Funds - see table		$ -						
D	**BSD Program Totals**		**$ 58,224,211**	**$ 58,224,211**	**$ 51,916,724**	**$ 4,567,422**	**$ 5,107,488**	**$ 47,349,302**	

Funding Sources		
1	Bond	$ 49,305,193
2	OSCIM	$ 6,000,000
3	Bond Premium	$ 2,919,018
4	Bond Interest	
6	Grants	
7		
8		
	Total	**$ 58,224,211**

Approved by: _____ 6/4/2024

Brian Sica Superintendent Date:

Banks School District
Bond Project Status Report

Banks High School Addition / Renovation Project

Project Title: Banks Auxiliary Gym Project	**Project Manager:** Casey Cunningham
Reporting Status Date: October 2025	**Project Manager Phone:** 503-949-5223

Project Description:

A new Auxiliary Gym will be constructed to replace the old Barn gymnasium that will be demolished. The new gym totals about 10,900 sf and includes the gym, restrooms, storage, and utilities. There will also be an area on the south side of the gym dedicated to district facilities office and storage.

Status at a Glance

Status Item	On Track	Caution	Off Track
Budget	X		
Schedule	X		
Construction	X		

LEGEND:

	Moving along well, no significant concerns at this time.
	Without resolution, may impact cost or schedule.
	Requires attention and resolution.

Design and Construction Schedule

Design Phase		Construction Phase	
START	FINISH	START	FINISH
02/2025	11/2025	03/2026	12/2026

ORIGINAL PROJECT BUDGET*	CURRENT PROJECT BUDGET*	COST TODATE	CURRENT BUDGET VARIANCE
$6,375,033	**$7,005,003**	**$ 272,442**	**$ 0**

Budget Update

1. The project budget is tracking overall against the current project scope of work being designed, within the range of bidding and estimating contingencies that are included in the estimates.

Scope of Work Update

2. Five Star Builders is in process of ordering the gym pre-engineered steel building.

Schedule Update

3. The grading permit has been submitted to Washington County.
4. Land Use is in process, and has been submitted to the City of Banks. We expect to have a Land Use hearing with the City of Banks planning commission in mid-November.

Notes *

- The auxiliary gym budget was increased to cover the field culvert repair work, and the added maintenance area on the south side of the gym

Banks School District
Bond Project Status Report

Banks High School Addition / Renovation Project

Project Title: Banks High School Addition / Renovation	**Project Manager:** John Abel
Reporting Status Date: October 2025	**Project Manager Phone:** 503-705-4640
Project Description: Improvements including a new 43,000 sf addition to Banks HS to replace the current North and South wings of BHS. The existing school will get renovations in the locker rooms, as well as other building systems (ie. Mechanical, Electrical, Fire Alarm and Technology). Site improvements include a new bus turnaround area south of the Banks MS gym to decrease congestion in the main BHS / BMS parking lot. Other general site improvements are included such as landscaping and site utilities.	

Status at a Glance

Status Item	On Track	Caution	Off Track
Budget	X		
Schedule	X		
Construction	X		

LEGEND:	
	Moving along well, no significant concerns at this time.
	Without resolution, may impact cost or schedule.
	Requires attention and resolution.

Design and Construction Schedule

Design Phase		Construction Phase	
START	FINISH	START	FINISH
02/2025	02/2026	01/2026	09/2027

ORIGINAL PROJECT BUDGET*	CURRENT PROJECT BUDGET*	COST TODATE	CURRENT BUDGET VARIANCE
$47,618,919	**$47,618,919**	**$ 3,470,011**	**$ 0**

Budget Update

1. The project budget is tracking overall against the current project scope of work being designed, within the range of bidding and estimating contingencies that are included in the estimates.
2. The Design Development estimate was received on 10/7/25 from P&C Construction. The estimate is over budget in the Sitework area, and the Locker Room renovation area. The project team will be meeting to develop Value Engineering cost savings ideas to be reviewed with the district in the new few weeks to bring the scope of the project back in line with the Project Budget. This is typical with the CM/GC construction process, and one of the major benefits of having a contractor on board during the design process.

Scope of Work Update

3. The team is working with the district to compile a list of items to be salvaged from the District Office building.
4. A page turn and estimate review / value engineering meeting will be held next week with the project team.

Schedule Update

5. Permits are being released for the Modular Classroom buildings. They will be set in place shortly, and then utilities will be connected, and improvements such as painting and flooring will be completed.
6. Demolition permits have been applied for with Washington County.
7. Land Use is in process, and will be submitted to the City of Banks towards the end of October.

Notes *

- Budget includes the BHS project along with the BHS sitework budget

Dr. Brian Sica, Superintendent
Jennifer Collins, Business Manager
Banks School District
42350 NW Trellis Way
Banks, OR 97106

October 15, 2025

Dear Dr. Sica and Ms. Collins:

The Banks Urban Renewal Agency (Agency) is notifying you that the Banks City Council is considering adoption of a substantial amendment to the Banks Urban Renewal Plan (Plan). This letter conforms to the consult and confer requirements of ORS 457.089. The amendment would add property and projects to the urban renewal area. It does not increase the maximum indebtedness of the Plan, so does not increase the financial impact on other taxing districts. However, as this is considered a substantial amendment to the Plan, the Agency is required to notify all taxing districts of the amendment.

The projects to be completed within the existing maximum indebtedness authority would support the downtown core of Banks, supporting the arts, cultural and recreation opportunities for residents in Banks and providing economic development that would include improvements to existing businesses and jobs and retail services for Banks residents.

Pursuant to ORS 457, the City's Agency shall initiate the public review process for all proposed urban renewal plans and substantial plan amendments. Initiation of the public review processes for the attached draft Plan Amendment and accompanying Report require the following actions to be taken:

- Preparation of a Plan Amendment including opportunity for citizen involvement. All of the meetings below will be open public meetings where citizen input is allowed.
- Agency review of the proposed Plan Amendment and accompanying Report on October 14, 2025.
- Transmitting the proposed Plan Amendment and Report to the taxing districts. If you desire to comment in writing, please do so by November 29, 2025. This letter is the official notification and starts the 45 day consult and confer process.
- The Banks Planning Commission will hold a meeting on October 28, 2025 for their review of the draft Plan Amendment's conformance to the Banks Comprehensive Plan.
- The Washington County Commission will be briefed on the draft Plan Amendment and Report in October 2025. Because there are unincorporated proerties within the Area, the County Commission must also vote on the approval of the Amendment.
- The Banks City Council will hold a hearing on November 25, 2025 for the purpose of the first reading of the ordinance adopting the draft Plan Amendment. Staff will send out a notice advertising this hearing pursuant to ORS 457.
- The Banks City Council will vote on the ordinance for the Plan Amendment on December 9, 2025. If the ordinance is approved, it becomes effective 30 days after the vote of approval.

Because the City's Agency is proposing a public art project in the Plan, this project must receive concurrence of 3 of the 4 most impacted taxing districts, pursuant to ORS 457.089(3). These taxing districts are the City of Banks, Washington County, Banks School District and Banks Fire District #13.

A draft resolution for your board is attached for your consideration. This resolution must be adopted prior to inclusion of this project in the Plan.

There are four attachments to this letter, Attachment A, summary of the taxing districts' impacts, Attachment B, the Banks Urban Renewal Plan Substantial Amendment 2025 including showing the Plan if the amendment is adopted, Attachment C, the Report Accompanying the Banks Urban Renewal Plan Substantial Amendment 2025 and Attachment D, a draft concurrence resolution. We recognize the concurrence resolution will need to be put into your own format. We are just helping with the content of the resolution.

If you would like to submit written input on this Plan Amendment, please do so prior to November 29, 2025. Any written correspondence will be shared with the City Council. If you have any questions, please contact me at 503.324.5112 or jbecker@cityofbanks.org.

Sincerely,

Jolynn Becker
City Manager/Urban Renewal
City of Banks
13680 NW Main Street
Banks, Oregon 97106

Attachments:
Attachment A: Taxing District Impacts
Attachment B: Banks Urban Renewal Plan Substantial Amendment and Banks Urban Renewal Plan with amendment incorporated.
Attachment C: Report Accompanying the Banks Urban Renewal Plan Substantial Amendment
Attachment D: Draft Concurrence Resolution

Attachment A

Taxing District Impacts

Attachment A Taxing District Impacts – Banks Urban Renewal Plan Amendment

The maximum indebtedness of the Banks Urban Renewal Plan is not being increased as a result of this proposed amendment. Therefore, these taxing district impacts are based on the same information as the impacts in the original Plan adopted in 2017. They have just been updated to reflect current financial status. General obligation bonds and local option levies are not subject to the division of taxes for this urban renewal area.

FYE	Washington County	Tualatin Soil & Water-	Port of Portland-	FIRE-Banks RFPD	City of Banks	Subtotal General Government
2025	($13,962)	($559)	($435)	($6,726)	($12,233)	($33,914)
2026	($15,454)	($619)	($482)	($7,445)	($13,540)	($37,539)
2027	($16,942)	($678)	($528)	($8,162)	($14,845)	($41,155)
2028	($40,129)	($1,606)	($1,251)	($19,331)	($35,160)	($97,477)
2029	($82,773)	($3,313)	($2,581)	($39,873)	($72,524)	($201,064)
2030	($86,995)	($3,482)	($2,712)	($41,907)	($76,223)	($211,320)
2031	($90,744)	($3,632)	($2,829)	($43,713)	($79,508)	($220,426)
2032	($110,605)	($4,427)	($3,448)	($53,281)	($96,910)	($268,672)
2033	($115,302)	($4,615)	($3,595)	($55,544)	($101,026)	($280,082)
2034	($119,900)	($4,799)	($3,738)	($57,758)	($105,054)	($291,251)
2035	($124,636)	($4,989)	($3,886)	($60,040)	($109,204)	($302,755)
2036	($129,514)	($5,184)	($4,038)	($62,390)	($113,478)	($314,604)
2037	($179,076)	($7,168)	($5,583)	($86,264)	($156,902)	($434,994)
2038	($186,255)	($7,456)	($5,807)	($89,723)	($163,193)	($452,433)
2039	($192,982)	($7,725)	($6,017)	($92,963)	($169,086)	($468,773)
2040	($199,910)	($8,002)	($6,233)	($96,301)	($175,157)	($485,602)
2041	($207,046)	($8,288)	($6,455)	($99,738)	($181,409)	($502,937)
2042	($235,899)	($9,443)	($7,355)	($113,637)	($206,690)	($573,024)
2043	($244,438)	($9,784)	($7,621)	($117,751)	($214,171)	($593,765)
2044	($252,910)	($10,124)	($7,885)	($121,832)	($221,594)	($614,344)
2045	($261,636)	($10,473)	($8,157)	($126,035)	($229,240)	($635,541)
2046	($270,691)	($10,835)	($8,440)	($130,398)	($237,115)	($657,479)
2047	($280,027)	($11,209)	($8,731)	($134,895)	($245,226)	($680,088)
2048	($289,643)	($11,594)	($9,030)	($139,527)	($253,581)	($703,375)
2049	($299,548)	($11,990)	($9,339)	($144,298)	($262,186)	($727,362)
2050	($309,749)	($12,399)	($9,657)	($149,213)	($271,050)	($752,067)
2051	($320,257)	($12,819)	($9,985)	($154,274)	($280,179)	($777,514)
2052	($331,080)	($13,253)	($10,322)	($159,488)	($289,582)	($803,725)
2053	($342,228)	($13,699)	($10,670)	($164,858)	($299,267)	($830,722)
2054	($353,710)	($14,158)	($11,028)	($170,389)	($309,243)	($858,528)
2055	($365,536)	($14,632)	($11,397)	($176,086)	($319,518)	($887,169)
2056	($377,717)	($15,119)	($11,776)	($181,954)	($330,102)	($916,669)
2057	($295,146)	($11,814)	($9,202)	($142,178)	($257,892)	($716,232)
Total	($6,742,440)	($269,890)	($210,214)	($3,247,971)	($5,902,087)	($16,372,601)

FYE	ESD-NW Regional	Portland Community College	SCH-Banks School District	Subtotal Education	Total All
2025	($955)	($1,756)	($31,142)	($33,854)	($67,768)
2026	($1,057)	($1,944)	($34,471)	($37,472)	($75,011)
2027	($1,159)	($2,131)	($37,791)	($41,081)	($82,236)
2028	($2,745)	($5,047)	($89,509)	($97,302)	($194,778)
2029	($5,662)	($10,411)	($184,631)	($200,704)	($401,768)
2030	($5,951)	($10,942)	($194,048)	($210,940)	($422,260)
2031	($6,207)	($11,414)	($202,409)	($220,030)	($440,456)
2032	($7,566)	($13,912)	($246,712)	($268,190)	($536,862)
2033	($7,887)	($14,503)	($257,189)	($279,579)	($559,661)
2034	($8,202)	($15,081)	($267,445)	($290,728)	($581,979)
2035	($8,526)	($15,677)	($278,009)	($302,211)	($604,966)
2036	($8,859)	($16,290)	($288,890)	($314,039)	($628,643)
2037	($12,250)	($22,524)	($399,440)	($434,214)	($869,208)
2038	($12,741)	($23,427)	($415,454)	($451,621)	($904,054)
2039	($13,201)	($24,273)	($430,458)	($467,931)	($936,704)
2040	($13,675)	($25,144)	($445,912)	($484,731)	($970,333)
2041	($14,163)	($26,042)	($461,830)	($502,034)	($1,004,971)
2042	($16,137)	($29,671)	($526,188)	($571,996)	($1,145,020)
2043	($16,721)	($30,745)	($545,234)	($592,699)	($1,186,464)
2044	($17,300)	($31,811)	($564,131)	($613,242)	($1,227,586)
2045	($17,897)	($32,908)	($583,596)	($634,401)	($1,269,942)
2046	($18,516)	($34,047)	($603,794)	($656,358)	($1,313,837)
2047	($19,155)	($35,221)	($624,619)	($678,995)	($1,359,083)
2048	($19,813)	($36,431)	($646,068)	($702,311)	($1,405,687)
2049	($20,490)	($37,677)	($668,160)	($726,327)	($1,453,689)
2050	($21,188)	($38,960)	($690,916)	($751,064)	($1,503,131)
2051	($21,907)	($40,281)	($714,354)	($776,542)	($1,554,056)
2052	($22,647)	($41,643)	($738,495)	($802,785)	($1,606,510)
2053	($23,410)	($43,045)	($763,360)	($829,815)	($1,660,537)
2054	($24,195)	($44,489)	($788,972)	($857,656)	($1,716,184)
2055	($25,004)	($45,977)	($815,351)	($886,332)	($1,773,501)
2056	($25,837)	($47,509)	($842,523)	($915,869)	($1,832,538)
2057	($20,189)	($37,123)	($658,343)	($715,655)	($1,431,888)
TOTAL	($461,211)	($848,053)	($15,039,444)	($16,348,709)	($32,721,310)

The Banks School District and the Northwest Regional Education Service District are not *directly* affected by the tax increment financing, but the amounts of their taxes divided for the urban renewal plan are shown in the following tables. Under current school funding law, property tax revenues are combined with State School Fund revenues to achieve per-student funding targets. Under this system, property taxes foregone, due to the use of tax increment financing, are substantially replaced with State School Fund revenues, as determined by a funding formula at the State level.

Attachment B

Banks Urban Renewal Plan Substantial Amendment and Banks Urban Renewal Plan with amendment incorporated.

Exhibit A - Banks Urban Renewal Plan Amendment One

New additions are shown in italics. Deletions are shown in ~~crossout.~~

I. DEFINITIONS

"Public Building Project" means projects identified in ORS 457 as public building projects. The identification of these projects is from the 2025 definition of public building projects in ORS 457.010.

II. INTRODUCTION

A. Plan Overview

The Plan Area, shown in Figure 1, consists of approximately ~~105.9~~ *111.55* total acres: ~~82.82~~ *100.93* acres of land in tax lots and ~~23.08~~ *10.62* acres of public rights-of-way. It is anticipated that the Plan will take ~~30 years of~~ tax increment collections *through FYE 2057.* ~~to implement.~~ The maximum amount of indebtedness (amount of tax increment financing (TIF) for projects and programs) that may be issued for the Plan is $30,000,000 (thirty million dollars)

The Report accompanying the Plan contains the information required by ORS 457*.087,* including:

III. GOALS AND OBJECTIVES

Goal 1: District Identity/*Main Street Improvements*

~~Increase the vitality of Banks' downtown. Strengthen the downtown's role as the service, tourist and cultural heart of the Bank's community.~~

~~a) Recognize and build on the three "districts" of Banks, those being Southtown, Mid-town, and the Traditional/Historic Downtown.~~

~~b) Install new streetscapes and upgrades, providing uniformity to the three districts on Main Street, but also being specific to and with differences in each.~~

~~c) Create a new public multi-use plaza as a community and visitor focus, preferably connecting to Main Street to the west side of the city.~~

Revitalize the visual and functional character of downtown Banks through targeted investments in storefronts, public art, and pedestrian-friendly enhancements. Create an inviting and vibrant Main Street experience that supports existing businesses, attracts visitors, and enhances community pride.

Goal 2: Economy

Improve downtown Banks as a destination. Enhance the city's identity and facilities to attract businesses to downtown Banks. *Support the cleanup and redevelopment of the former Hampton Mill site into productive light industrial or employment-generating uses.*

a) Improve efficiency of parking and provide streetscape and pedestrian and bicycle amenities to enhance downtown business.
b) Provide programs for improvement of properties through storefront loans, redevelopment assistance, and business assistance.
c) Restore the long-dormant mill property into a thriving employment center that supports Banks' long-term economic resilience and job growth.
d) Transform key sites into productive and attractive spaces that support small business development, mixed-use projects, and community reinvestment.

Goal 3: *Arts, Culture and* Recreation

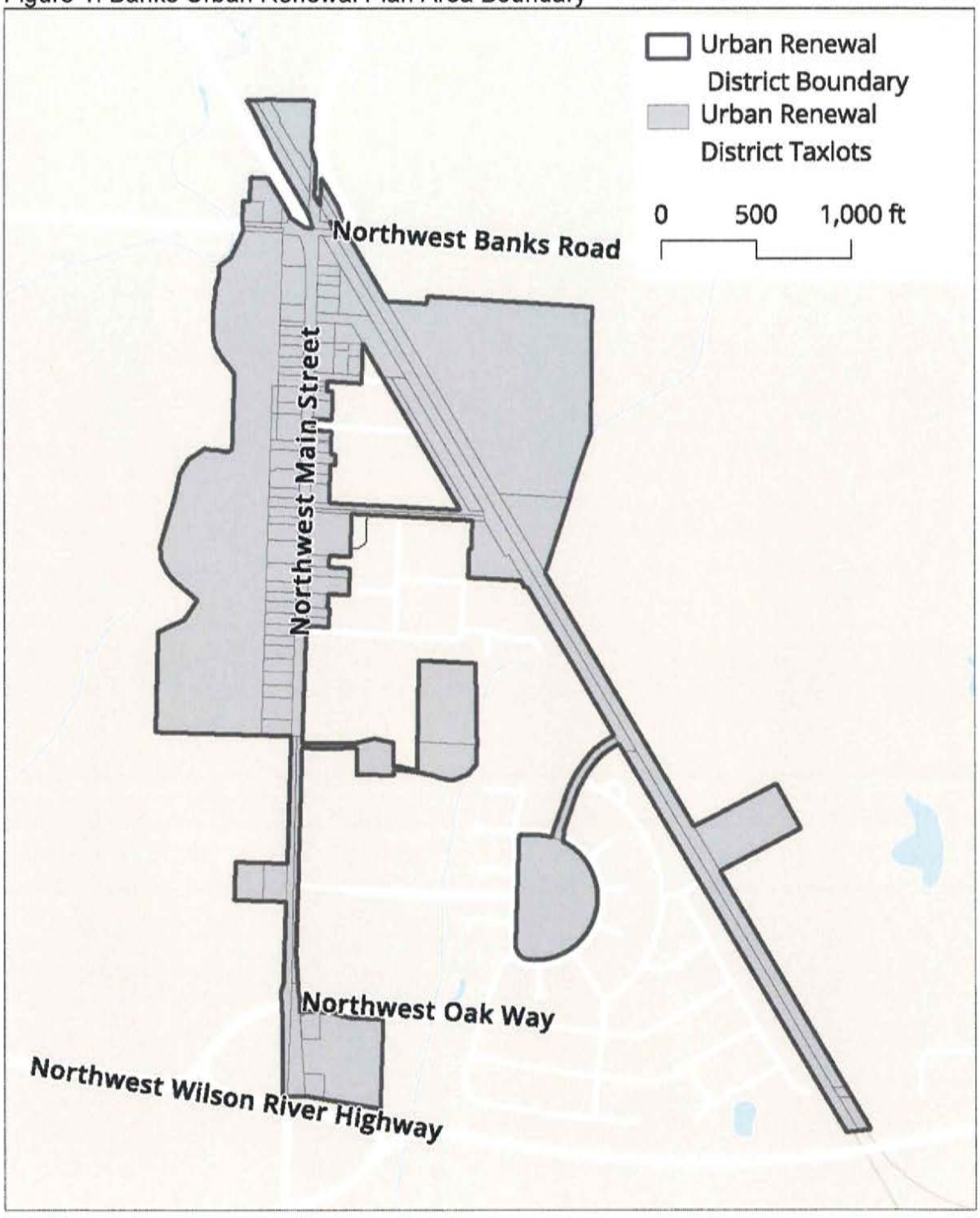
Develop a vibrant arts, history, and culture district within the city. Provide facilities and parks/public spaces to support the citizens of Banks, tourism trade, downtown, and businesses. *Plan and support future development of public-use facilities that serve as cultural and recreational anchors for the community. Create inclusive, multipurpose spaces that enhance quality of life, attract regional visitors, and support creative industries and wellness initiatives. Together, these elements will celebrate local heritage, create opportunities for artistic expression, and offer welcoming public spaces for the community to gather and connect.*

a) Develop a Performing Arts Center.
b) Create a new public multi-use plaza as a community and visitor focus, preferably connecting to Main Street and the west side of the city.
c) Develop further trails and support areas, creating additional trailhead opportunities.
d) Develop a Recreation Center.
e) Provide funding to the Banks School District for the improvements to Kelly Field.

Goal 4: Transportation
Improve transportation network to standards that will facilitate effective traffic flow and provide for increased pedestrian and bicyclist safety.

a) Improve active transportation access, expand recreational opportunities, and increase regional visibility of the Banks–Vernonia State Trail/Salmonberry Trail.
~~b) Underground utility lines on Main Street~~
b) Repave as necessary, provide crosswalks, bulb-outs.
c) Install traffic safety measures such as traffic circles.
d) Install features on Commerce Street to improve and encourage use of bike trail facilities.
e) Implement Banks' parking plan to encourage visits to downtown businesses and trailheads.

Figure 1. Banks Urban Renewal Plan Area Boundary



IV. URBAN RENEWAL PROJECT CATEGORIES

As an outcome of the goals described in the previous section, the projects within the Area fall into the following categories[1]:

- **District Identity/*Main Street Improvements* (Goal 1)**
- **Economy (Goal 2)**
- ***Arts, Culture and* Recreation (Goal 3)**
- **Transportation (Goal 4)**
- **Public Safety (Goal 5)**

V. URBAN RENEWAL PROJECTS

A. District Identity

~~1. Downtown Streetscape Improvements~~

~~2. New and repaired sidewalks, possible bulb-outs, and streetscape furnishings including benches, bike racks, street lights, receptacles, drinking fountains, bollards, possible transit shelter and other streetscape improvements as designated.~~

~~3. Mid Town Streetscape Improvements~~

~~4. New and repaired sidewalks, possible bulb-outs, and streetscape furnishings including benches, bike racks, street lights, receptacles, drinking fountains, bollards, possible transit shelter, and other streetscape improvements as designated.~~

~~5. South Town Streetscape Improvements~~

~~6. New and repaired sidewalks, possible bulb-outs, and streetscape furnishings including benches, bike racks, street lights, receptacles, drinking fountains, bollards, possible transit shelter, and other streetscape improvements as designated.~~

~~7. Commerce Street Extension and Improvements~~

~~8. New streetscape as described above, and possible extension north and west through existing right of ways (ROW) to connect to Main Street. Also possible new shelter and restrooms, bike fixing stations, bike racks, re-striping and other streetscape improvements as designated.~~

1. *Main Street Improvement Program*

This program will support comprehensive streetscape improvements along Main Street and connecting corridors to create a safe, attractive, and accessible environment for

---

residents, businesses, and visitors. Eligible improvements include but are not limited to new and repaired sidewalks, curb bulb-outs, benches, bike racks, street lighting, trash receptacles, drinking fountains, bollards, transit shelters, restrooms, bike repair stations, and other designated public amenities. The program may also fund the extension or enhancement of existing rights-of-way to improve connectivity to Main Street, including landscaping, and wayfinding elements to promote walkability, encourage bicycle use, and strengthen the local business district.

2. *Storefront grants and façade improvements for eligible businesses.*
3. *Installation of murals, public art, wayfinding signage, and historic markers.*
4. *Public realm enhancements such as decorative lighting, street furniture, flower baskets, and seasonal décor.*
5. *Small-scale placemaking efforts such as pocket parks or parklets.*

The addition of public art may trigger the requirement for concurrence of a public building project in accordance with ORS 457.089(3) if the public art is an art statue, sculpture, clocktower or bell tower. The Agency has received concurrence from three of the top four taxing districts for inclusion of the installation of murals, public art, wayfinding signage, and historic markers project in the Plan. The project serves and benefits the Area by providing a general atmosphere of a community that cares for and appreciates public art as part of its civic pride. This civic pride helps encourage investment in the community in both the improvement of structures and encouraging tourist activity and supporting businesses.

B. Economy

3. *Millsite Revitalization and Industrial Incentive Program*

Eligible Activities include but are not limited to:

- *Environmental remediation and site preparation.*
- *System Development Charge (SDC) offsets or reimbursement incentives for targeted developers*
- *Infrastructure improvements (water, sewer, road, or dry utilities).*
- *Site planning and predevelopment assistance to attract light industrial manufacturing tenants.*

C. Arts, Culture and Recreation

1. *Arts, History and Culture District*

Develop a vibrant arts, history, and culture district within the Area, supported by planned investments in projects including but not limited to a replica of the historic Wilkes House, preservation of the Wilkes property's original silo, thoughtfully designed gardens and mature trees, and an inviting outdoor performance space.

2. Banks Plaza Mixed Use/Urban Open Space Development (public/private partner)

Develop a Banks Plaza, realized if possible as *mixed-use* public-private partnership to gain the multi-use plaza and surrounding mixed-use building structures (housing, retail, community center).

3. Multi-use Trails Extensions and New Trails

Provide significant and varied extensions of trails such as the Banks/Vernonia trail along the Railroad to continue southeast and join with other regional planned trails. Other routes developed as part of new and existing streetscapes.

4. Parks Upgrades and Improvements/New Parks

*Install c*ontinuing upgrades, new features, maintenance and improvements of existing parks. Possible new parks additions per Banks Parks Plan and as triggered by growth, new Urban Growth Boundary (UGB) lands, popularity and otherwise.

5. *Kelly Field*

Provide investment in Kelly Field for a community track, field upgrades, and recreational infrastructure.

6. *Performing Arts Center*

Develop a Performing Arts Center on the Banks High School campus to provide a dedicated venue for theater, music, dance, and other cultural events that will enrich the lives of students and residents alike.

7. *Recreation Center*

Participate in the development of a Recreation Center to provide a facility for community recreation activities.

D. Transportation

1. Main Street

Construct upgrades and replacement.

2. *Traffic Solutions*

*Construct u*pgrades, crosswalks, bulb-outs, and other traffic resolutions.

3. *New Development Infrastructure*

Assist in the construction of streets, extensions, and infrastructure for new residential and industrial developments and other opportunities particularly on the lands newly added within the expanded UGB.

4. *Banks–Vernonia State Trail/Salmonberry Traill.*

Provide trailhead enhancements and national level signage.

5. *Connectivity improvements*

Provide connectivity improvements such as pedestrian crossings, bike lanes, and Americans with Disabilities Act (ADA) pathways.

E. Public Safety

1. *Fire Department*

Assist the Fire Department in the funding of capital projects.

Fire Department projects include the following:

- ~~Replacement of Rescue (2010) - $480,000~~
- ~~Replacement of Engine (2003) - $500,000~~
- *Apparatus - $1,366,039 (2025$)*
- Station Improvement - $633,385 (2025$)

VI. PROPERTY ACQUISITION AND DISPOSITION

No changes to this section.

VII. RELOCATION METHODS

No changes to this section.

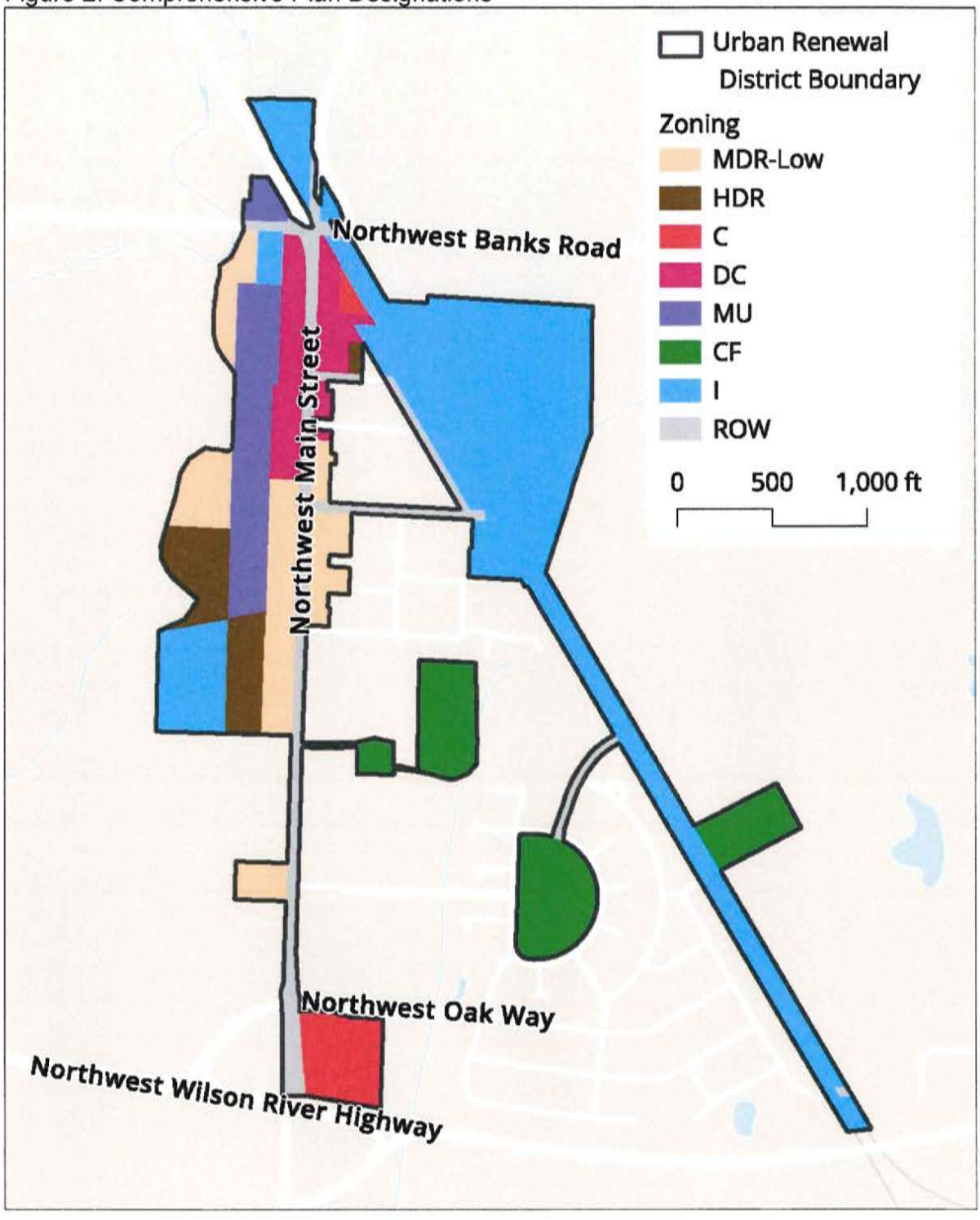
VIII. TAX INCREMENT FINANCING OF PLAN

No changes to this section.

IX. AMENDMENTS TO PLAN

No changes to this section.

Figure 2. Comprehensive Plan Designations



X. RELATIONSHIP TO LOCAL OBJECTIVES

A. Banks Comprehensive Plan

5. Open Space, Scenic and Historic Areas, and Natural Resources

Goal: To protect and enhance through proper use and development the open spaces, scenic and historic areas, and natural resources of the area.

Policies

3. All public facilities shall recognize their potential to contribute to open space system.

Finding: The Banks Urban Renewal Plan conforms to the Open Space, Scenic and Historic Areas, and Natural Resources Goal of the Banks Comprehensive Plan because it includes the Greenville City Park and a project to improve said park *and improvements to the trail system in Banks.*

8. Recreation

Goal: To provide programs and facilities to meet the recreational needs of area residents and visitors.

Objective:a) Community park and outdoor recreation areas should be encouraged and enhanced.

b) Development of pedestrian and bicycle pathways should be promoted.

Finding: The Banks Urban Renewal Plan conforms to the Recreation Goal of the Banks Comprehensive Plan because it has projects including both trails and open spaces. Specifically, improvements to the Greenville City Park are included in the Plan as well as improvements to existing trails and the building of new trails. *It also includes the development of a performing arts center, recreation center and assisting with the improvements to Kelly Field.*

9. Economics

Goal: To provide for the economic diversification and stability of the area.

Finding: The Banks Urban Renewal Plan conforms to the Economics Goal of the Banks Comprehensive Plan because it has both an existing building additions and remodels program to help businesses improve the façade of their buildings and a new building structure program to encourage the development of new structures in the Area. *The projects also include the ability to assist in the redevelopment planning and redevelopment of the former Hampton Mills property.*

~~*11. Public Facilities and Services*~~

~~*Goal: To coordinate and arrange for the provision of public facilities and services in an efficient, orderly and timely manner.*~~

~~*Objectives: d) future use of underground utilities is aesthetically desirable and should be encouraged.*~~

~~The Banks Urban Renewal Plan conforms to the Public Facilities and Services Goal of the Banks Comprehensive Plan because it contains a project for the undergrounding of utilities on Main Street.~~

12. Transportation

Goal: To develop and encourage a safe, convenient, and economic transportation system.

Objectives: a) City street improvements should be a priority and a better maintenance program should be developed.
c) Alternative modes of transportation, such as public transit and bicycles, should be encouraged and promoted.

Finding: The Banks Urban Renewal Plan conforms to the Transportation Goal of the Banks Comprehensive Plan because it contains projects to improve city streets. Included in these improvements are improvements for bicycle traffic *and ADA improvements.*

B. Chapter 151 Zoning Code of Banks Code of Ordinances

This entire section was deleted and replaced with the following information.

RESIDENTIAL ZONING REGULATIONS

151.035 PURPOSE.

(A) This subchapter regulates allowed land uses in the residential zones ("uses") and sets forth lot and development standards, including minimum dimensions, area, density, coverage, structure height, and other provisions that control the intensity, scale, and location of development. The regulations of this chapter are intended to implement the City of Banks Comprehensive Plan and the purposes of this Code, per §§ 151.001 and 151.002.

(B) The intent and purpose of each residential zone is described as follows:

(3) The Medium Density Residential-Low (MDR-L) zone is intended to provide for a blend of detached and attached single-family housing units with limited multi-family housing types at a density of 8.0 to 12.9 dwellings per net acre.

(5) The High Density Residential (HDR) zone is intended to provide for a broad range of housing types at a density of 17.0 to 30.0 dwellings per net acre. The HDR zone also provides opportunities for a limited amount of neighborhood-scale commercial uses.

(6) Mixed-Use (MU) zone is intended to provide a mix of medium density residential uses together with small to medium scale retail commercial and civic uses that emphasize a pedestrian environment.

NONRESIDENTIAL ZONING REGULATIONS

151.050 PURPOSE.

(A) This subchapter regulates allowed land uses in the nonresidential zones and sets forth lot and development standards, including minimum dimensions, area, density, coverage, structure height, and other provisions that control the intensity, scale, and location of development. The regulations of this chapter are intended to implement the City of Banks Comprehensive Plan and the purposes of this Code, per § 151.002.

(B) The intent and purpose of each nonresidential zone is described as follows:

(1) Community Facilities Zone CF. The purpose of the Community Facilities Zone is to provide for community facilities on properties owned by public or semi-public agencies, while encouraging protection of natural resources designated by the comprehensive plan under the requirements of statewide planning goals.

(2) General Commercial Zone C. The purpose of the General Commercial Zone is to provide for a broad range of commercial activities to serve the residents of Banks and the surrounding area.

(3) Downtown Commercial Zone DC. The purpose of the Downtown Commercial Zone is to allow a mix of complementary uses in the Banks Downtown/Main Street area, promote pedestrian-friendly development, encourage efficient use of land, and facilitate economic development while preserving the small-town character of Banks.

(4) General Industrial Zone I. The purpose of the General Industrial Zone is to facilitate economic development by providing areas suitable for warehousing, primary and secondary processing, packaging, fabricating of finished goods and equipment with related outdoor storage and incidental sales.

Finding: The Banks Urban Renewal Plan conforms to the City of Banks Chapter 151 Zoning Code of the Banks Municipal Code. The Banks Urban Renewal Plan does not change any zoning within the area. There is no development proposed by the Banks Urban Renewal agency that would change any zoning in the urban renewal area. If any project is undertaken that might impact zoning, the proposed zone change would go

through the City of Banks zoning change process. The urban renewal plan does not impact that process or decision.

C. Banks Park and Recreation ~~System~~ Master Plan

The Banks Park and Recreation Master Plan was adopted in September 2023. The Banks Park and Recreation Master Plan has purpose and intent statements for different types of facilities, listed below.

Neighborhood Parks

Purpose and Intent

Local parks that provide a place for unstructured, non-organized play and active and passive recreation opportunities. Landscaped Areas, such as gateways, remnant parcels, viewsheds or beautification areas, shall not count as neighborhood parks.

Community Parks

Purpose and Intent

Provide opportunities for active recreation and organized play in a location that can accommodate visitors who live beyond the half mile park radius, while also serving as a neighborhood park for nearby residents. Community parks should also be designed for group use; sites are intended to be activated through events, sports, programs, and activities.

Citywide Parks

Purpose and Intent

As the City's largest park type, these sites are intended to be the hub of community activities to support organized sports, recreation, community gatherings, and play. Citywide parks are designed to meet the recreation needs of Banks residents, while also providing unique facilities that attract visitors.

Special Use Sites

Purpose and Intent

Provide recreation facilities or specialized features that cannot be accommodated within other park sites due to size or location requirements. Revenue-generating activities and concessions may be provided at special use sites. This category also includes trailheads such as the Banks-Vernonia.

Trail Corridors

Purpose and Intent

As part of the active transportation system, provide off-street trail corridors that connect the community to parks, schools, and community destinations, while maintaining the required access needs for utilities. Trails may be soft or hard surfaced depending on community needs, trail purpose, environmental considerations, or other factors.

Finding: The Banks Urban Renewal Plan conforms to the Banks Park and Recreation Master Plan because it has projects that will improve the trail/pathway system, ~~and~~ improve Greenville City Park and assist in the funding of Kelly Field.

D. Banks Transportation Systems Plan[2]

The City of Banks Transportation System Plan (TSP), adopted in 2024, addresses key issues related to transportation within the existing City of Banks urban growth boundary (UGB).

The following transportation goals were used to help set priorities for transportation solutions and plan implementation. They were based off evaluation criteria developed in the previous TSP by stakeholders in the community and other goals used in recent TSPs for similar cities. These goals will be used to develop evaluation criteria used to assess the benefits of potential future projects.

Goal 1: Mobility

• Provide a multi-modal transportation system that facilitates efficient and reliable travel and will accommodate future growth.

Goal 2: Safety

• Provide a transportation system that ensures safety for all users.

Goal 3: Access and Connectivity for All Modes

• Provide a transportation system that ensures a convenient and accessible network for all modes of travel, including walking, biking, using transit, and driving.

Goal 4: Economic Development

• Minimize property impacts for existing and future development potential and promote

---

[2] This section updated in 2025 amendment.

economic development.

Goal 5: Environmental Resources

• Provide a transportation system that advances sustainable transportation options and minimizes impacts on the environment and important natural features.

Goal 6: Livability, Health, and Recreation

• Provide a transportation system that preserves a livable community, enhances public health through supporting active transportation, and offers recreational opportunities.

Goal 7: Regional Coordination

• Coordinate with other jurisdictions to plan and fund projects that better connect Banks with the region and consistent with local, regional, and state plans. Achieve local support on projects within the city that meet the needs and interests of the community.

Goal 8: Capital Investments and Funding

• Promote cost effective investments to the transportation system.

Finding: The Banks Urban Renewal Plan conforms to the City of Banks Transportation System Plan of the Banks Comprehensive Plan because it contains projects to help provide a transportation system that ensures safety for all users, that ensures convenient and accessible network for all modes of travel, advances sustainable transportation options, supports active transportation and provides additional funding for the transportation system.

E. Washington County Comprehensive Plan[3]

The Washington County Comprehensive Plan provides the basis for the future growth and development of the county. The CFP is applicable to unincorporated properties inside the regional UGB and the UGBs of Banks, Gaston and North Plains. The RNRP addresses all properties outside of a UGB. The properties that are outside of the Banks Urban Growth Boundary are:

- *2N4250002400*
- *2N331BB05600*
- *2N4250002500*
- *2N4250002300*
- *2N4250003200*

[3] This section updated in 2025 amendment.

Policy 33: Recreation

It is the policy of Washington County to work to provide residents and businesses in the urban unincorporated area with adequate park and recreation facilities and services and open space.

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because one of the projects is to provide trailhead improvements, signage and parking at the Banks/Vernonia State Trail/Salmonberry Trail.

Policy 34: Open Space and Recreation Facilities Location

It is the policy of Washington County to encourage the location of parks, open space and recreation facilities so as to define and implement the countywide development concept, County policies and community plans.

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because one of the projects is to provide trailhead improvements, signage and parking at the Banks/Vernonia State Trail/Salmonberry Trail.

Banks Urban Renewal Plan

Adopted by the City of Banks

September 12, 2017

Ordinance No.

If Amendments are made to the Plan, the Resolution or Ordinance Number and date will be listed here. The amendment will be incorporated into the Plan and noted through a footnote.

The Plan was substantially amended on DATE by adoption of Ordinance No. ____ to add property over 1% of the original acreage and to add projects.

LIST OF PARTICIPANTS

Mayor	Pete Edison
City Council	Mark Gregg, Council President Dan Keller Michael Nelson Mark Walsh Stephanie Jones Teri Branstitre
Planning Commission	Rodney Jacobs, Chair Rachel Nelson, Vice Chair Jeremy Bench Philip Darrah Marsha Kirk Mike Lyda Sam VanDyke
City Manager	Jolynn Becker
City Planner	Stacey Goldstein
City Recorder	Angie Lanter
Advisory Committee	Rodney Linz Doug Hixson Jeff Leo Jeremey Bench Joni Spencer Stephanie Jones
Consultant Team	Elaine Howard and Scott Vanden Bos of Elaine Howard Consulting, LLC Nick Popenuk of Tiberius Solutions, LLC Rob Wyman

TABLE OF CONTENTS

I.	DEFINITIONS	1
II.	INTRODUCTION	3
III.	GOALS AND OBJECTIVES	6
IV.	URBAN RENEWAL PROJECT CATEGORIES	9
V.	URBAN RENEWAL PROJECTS	9
VI.	PROPERTY ACQUISITION AND DISPOSITION	13
VII.	RELOCATION METHODS	14
VIII.	TAX INCREMENT FINANCING OF PLAN	14
IX.	AMENDMENTS TO PLAN	15
X.	RELATIONSHIP TO LOCAL OBJECTIVES	17
XI.	APPENDIX A: LEGAL DESCRIPTION	25

I. DEFINITIONS

"Agency" means the Banks Urban Renewal Agency. This Agency is responsible for administration of the urban renewal plan.

"Area" means the properties and rights-of-way located with the Banks urban renewal boundary.

"Blight" is defined in ORS 457.010(1)(A-E) and identified in the ordinance adopting the urban renewal plan.

"Board of Commissioners" means the Washington County Board of Commissioners.

"City" means the City of Banks, Oregon.

"City Council" or "Council" means the Banks City Council.

"Comprehensive Plan" means the City of Banks comprehensive land use plan and its implementing ordinances, policies, and standards.

"County" means Washington County, Oregon.

"Fiscal year" means the year commencing on July 1 and closing on June 30.

"Frozen base" means the total assessed value including all real, personal, manufactured, and utility values within an urban renewal area at the time of adoption. The county assessor certifies the assessed value after the adoption of an urban renewal plan.

"Increment" means that part of the assessed value of a taxing district attributable to any increase in the assessed value of the property located in an urban renewal area, or portion thereof, over the assessed value specified in the certified statement.

"Maximum indebtedness" means the amount of the principal of indebtedness included in a plan pursuant to ORS 457.190 and does not include indebtedness incurred to refund or refinance existing indebtedness.

"ORS" means the Oregon revised statutes and specifically Chapter 457, which relates to urban renewal.

"Planning Commission" means the Banks Planning Commission.

"Public Building Project" means projects identified in ORS 457 as public building projects. The identification of these projects is from the 2025 definition of public building projects in ORS 457.010.

"Revenue sharing" means sharing tax increment proceeds as defined in ORS 457.470.

"Tax increment financing (TIF)" means the funds that are associated with the division of taxes accomplished through the adoption of an urban renewal plan.

"Tax increment revenues" means the funds allocated by the assessor to an urban renewal area due to increases in assessed value over the frozen base within the area.

"UGB" means urban growth boundary.

"Urban renewal area" means a blighted area included in an urban renewal plan or an area included in an urban renewal plan under ORS 457.160.

"Urban renewal plan" or "Plan" means a plan, as it exists or is changed or modified from time to time, for one or more urban renewal areas, as provided in ORS 457.085, 457.095, 457.105, 457.115, 457.120, 457.125, 457.135 and 457.220."Urban renewal project" or "Project" means any work or undertaking carried out under ORS 457.170 in an urban renewal area.

"Urban renewal report" or "Report" means the official report that accompanies the urban renewal plan pursuant to ORS 457.085(3).

II. INTRODUCTION

The Banks Urban Renewal Plan (Plan) was developed for the Banks City Council (City Council) with cooperative input from an Advisory Committee that was formed for this purpose. The Plan also includes input from the community received at a public open house and public meetings and hearings before the Planning Commission, City Council, and Washington County Board of Commissioners. Pursuant to the Banks City Charter, this Plan will go into effect when it has been adopted by City Council. ORS 457.105 also requires Washington County adopt the urban renewal plan as there is unincorporated property within the Area.

A. Plan Overview

The proposed Urban Renewal Area is located mainly in the downtown of Banks. Cherry-stems include the railroad and the Greenville City Park in the Arbor Village neighborhood. The long range land use and development vision for the area is outlined in the Banks Comprehensive Plan and has been further refined by the Vision 2037 Plan.

The Banks Vision 2037 Plan process was based on significant community outreach and engagement as well as direct work with the City Manager and Contract City Planner, and reporting to and receiving comments from Council and the Project Steering Committee as well as City Manager and Planner. The Vision Plan, Banks Economic Development Plan and Banks Branding concept all proceeded simultaneously, allowing for cross-input and even for a joint open house presentation and outreach to the community.

Documents reviewed in the Vision 2037 Plan included:

- Banks Main Street Revitalization Plan (2014)
- Banks Bicycle and Pedestrian Plan (2014)
- Banks Growth Management Plan (1999)
- Banks Comprehensive Plan (1979, 89, and subsequent)
- Banks Parks and Recreation Master Plan (2010)
- City of Banks Design Standards (2013)
- Ordinance 2011-03-11 IGB Expansion (2011)
- Council Creek Regional Trail Master Plan (2014)
- Salmonberry Trail Concept Plan (2014)
- City Zoning Ordinance (current)
- Banks Resource Team Report (2002)
- Banks Transportation System Plan (2010)
- Banks Historic Resources Report (2012)
- UGB Expansion Area Study (2013)
- Banks Strategic Plan (2012)
- East Banks Core Connections Study (2014)
- Westside Circulator Roadway (WCR) (2014)
- Banks at-grade Rail Crossing Report (2016)

- Banks Branding (current)
- Banks Sustainability Strategy (2011)
- "Banks – A Darn Good Little Town" (1995)

The Purpose of this Plan, therefore, is to implement the land use and development vision for the Area as outlined in the Vision 2037 Plan.

The Plan Area, shown in Figure 1, consists of approximately 111.55 total acres: 100.93 acres of land in tax lots and 10.62 acres of public rights-of-way. It is anticipated that the Plan will take tax increment collections through FYE 2057. The maximum amount of indebtedness (amount of tax increment financing (TIF) for projects and programs) that may be issued for the Plan is $30,000,000 (thirty million dollars).[1]

Detailed goals and objectives developed by the community for this Plan are intended to guide TIF investment in the Area over the life of the Plan. The project category descriptions and list of projects are similarly intended to aid future decision makers when considering how best to expend funds generated by TIF. The Plan is to be administered by the city's Urban Renewal Agency (Agency). Substantial amendments to the Plan must be approved by City Council as outlined in Section IX. All amendments to the Plan are to be listed numerically on the front page of the Plan and then incorporated into the Plan document and noted by footnote with an amendment number and adoption date.

B. Urban Renewal Overview

Urban renewal allows for the use of tax increment financing, a financing source that is unique to urban renewal, to fund its projects. Tax increment revenues— the amount of property taxes generated by the increase in total assessed values in the urban renewal area from the time the urban renewal area is first established— are used to repay borrowed funds. The borrowed funds are used to pay for urban renewal projects and cannot exceed the maximum indebtedness amount set by the urban renewal plan.

The purpose of urban renewal is to improve specific areas of a city that are poorly developed or underdeveloped, called blighted areas in ORS 457. These areas can have old or deteriorated buildings, public spaces that need improvements, streets and utilities in poor condition, a complete lack of streets and utilities altogether, or other obstacles to development. In general, urban renewal projects can include construction or improvement of streets, utilities, and other public facilities; assistance for rehabilitation or redevelopment of property; acquisition and re-sale of property (site assembly) from willing sellers; and improvements to public spaces. The Banks Urban Renewal Area meets the definition of blight due to its infrastructure deficiencies and underdeveloped properties. These blighted conditions are specifically cited in the ordinance adopting the Plan and described in detail in the accompanying Urban Renewal Report (Report).

[1] This paragraph updated in 2025 amendment.

The Report accompanying the Plan contains the information required by ORS 457.087, including:

- A description of the physical, social, and economic conditions in the area;
- Expected impact of the Plan, including fiscal impact in light of increased services;
- Reasons for selection of the Plan Area;
- The relationship between each project to be undertaken and the existing conditions;
- The estimated total cost of each project and the source of funds to pay such costs;
- The estimated completion date of each project;
- The estimated amount of funds required in the Area and the anticipated year in which the debt will be retired;
- A financial analysis of the Plan;
- A fiscal impact statement that estimates the impact of tax increment financing upon all entities levying taxes upon property in the urban renewal area; and
- A relocation report.

III. GOALS AND OBJECTIVES

The goals of the Plan represent its basic intents and purposes. Accompanying each goal are objectives, which generally describe how the Agency intends to achieve each goal. The urban renewal projects identified in Sections IV and V of the Plan are the specific means of meeting the objectives. The goals relate to adopted plans, as detailed in Section X, and were developed with input from the Advisory Committee and using the Vision 2037 Plan as a guide. The goals and objectives will be pursued as economically as is feasible and at the discretion of the Agency. The goals and objectives are not listed in any order of importance or priority.[2]

Goal 1: District Identity/Main Street Improvements
Revitalize the visual and functional character of downtown Banks through targeted investments in storefronts, public art, and pedestrian-friendly enhancements. Create an inviting and vibrant Main Street experience that supports existing businesses, attracts visitors, and enhances community pride.

Goal 2: Economy
Improve downtown Banks as a destination. Enhance the city's identity and facilities to attract businesses to downtown Banks. Support the cleanup and redevelopment of the former Hampton Mill site into productive light industrial or employment-generating uses.

a) Improve efficiency of parking and provide streetscape and pedestrian and bicycle amenities to enhance downtown business.
b) Provide programs for improvement of properties through storefront loans, redevelopment assistance, and business assistance.
c) Restore the long-dormant mill property into a thriving employment center that supports Banks' long-term economic resilience and job growth.
d) Transform key sites into productive and attractive spaces that support small business development, mixed-use projects, and community reinvestment.

Goal 3: Arts, Culture and Recreation
Develop a vibrant arts, history, and culture district within the city. Provide facilities and parks/public spaces to support the citizens of Banks, tourism trade, downtown, and businesses. Plan and support future development of public-use facilities that serve as cultural and recreational anchors for the community. Create inclusive, multipurpose spaces that enhance quality of life, attract regional visitors, and support creative industries and wellness initiatives. Together, these elements will celebrate local heritage, create opportunities for artistic expression, and offer welcoming public spaces for the community to gather and connect.

[2] This section updated in 2025 Amendment

a) Develop a Performing Arts Center.
b) Create a new public multi-use plaza as a community and visitor focus, preferably connecting to Main Street and the west side of the city.
c) Develop further trails and support areas, creating additional trailhead opportunities.
d) Develop a Recreation Center.
e) Provide funding to the Banks School District for the improvements to Kelly Field

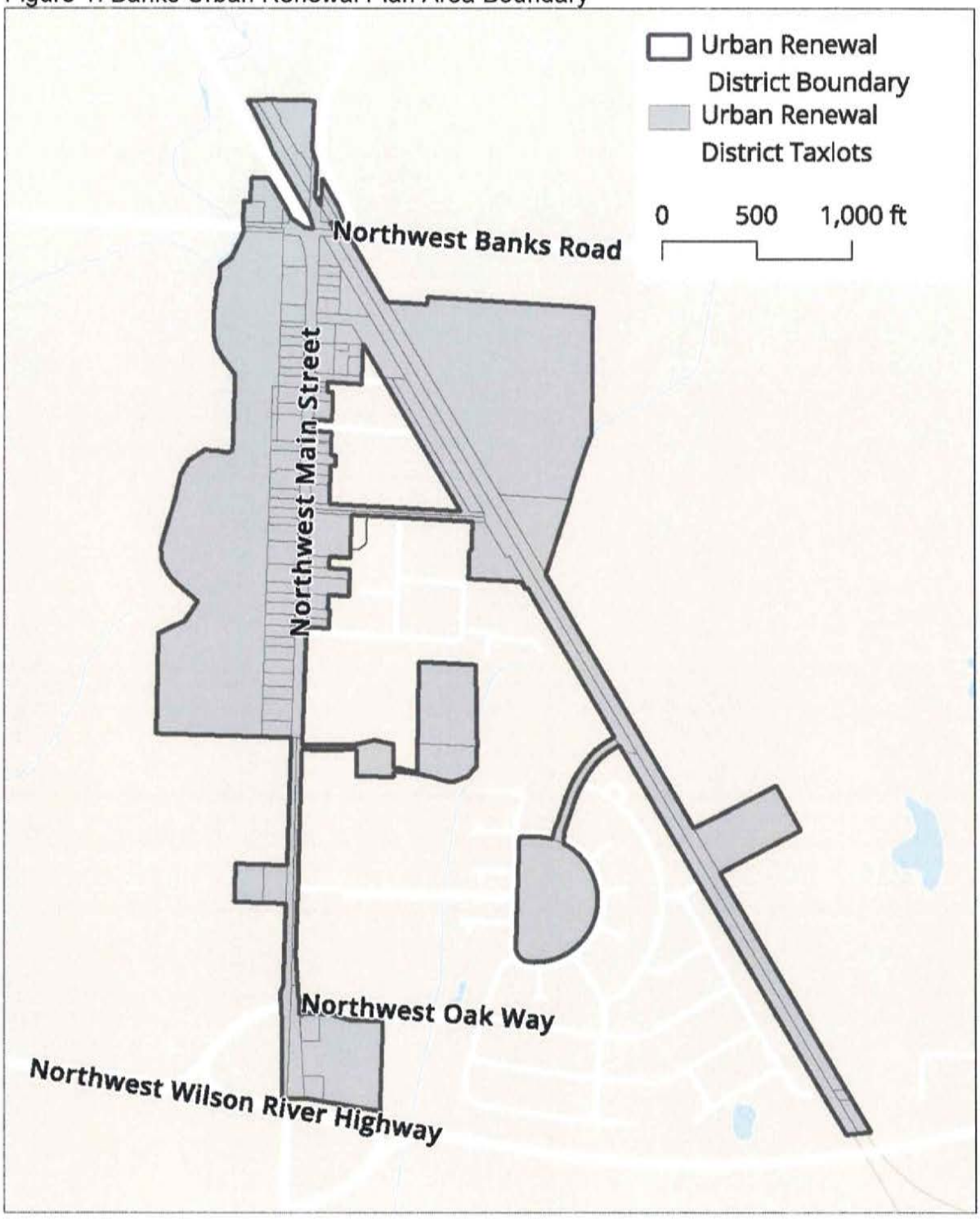
Goal 4: Transportation
Improve transportation network to standards that will facilitate effective traffic flow and provide for increased pedestrian and bicyclist safety.

a) Improve active transportation access, expand recreational opportunities, and increase regional visibility of the Banks–Vernonia StateTrail.
b) Repave as necessary, provide crosswalks, bulb-outs.
c) Install traffic safety measures such as traffic circles.
d) Install features on Commerce Street to improve and encourage use of bike trail facilities.
e) Implement Banks' parking plan to encourage visits to downtown businesses and trailheads.

Goal 5: Public Safety
Coordinate with the Banks Fire District to provide public safety in the urban renewal area.

a) Provide funding for capital improvements to the Banks Fire District.

Figure 1. Banks Urban Renewal Plan Area Boundary[3]



Source: Tiberius Solutions, LLC

[3] The boundary was changed in the 2025 amendment. Refer to the Repot Accompanying the Amendment for the specific changes.

IV. URBAN RENEWAL PROJECT CATEGORIES

As an outcome of the goals described in the previous section, the projects within the Area fall into the following categories[4]:

- District Identity/Main Street Improvements (Goal 1)
- Economy (Goal 2)
- Arts, Culture and Recreation (Goal 3)
- Transportation (Goal 4)
- Public Safety (Goal 5)

V. URBAN RENEWAL PROJECTS

Urban renewal projects authorized by the Plan are described below.[5]

A. District Identity

1. Main Street Improvement Program

This program will support comprehensive streetscape improvements along Main Street and connecting corridors to create a safe, attractive, and accessible environment for residents, businesses, and visitors. Eligible improvements include but are not limited to new and repaired sidewalks, curb bulb-outs, benches, bike racks, street lighting, trash receptacles, drinking fountains, bollards, transit shelters, restrooms, bike repair stations, and other designated public amenities. The program may also fund the extension or enhancement of existing rights-of-way to improve connectivity to Main Street, including landscaping, and wayfinding elements to promote walkability, encourage bicycle use, and strengthen the local business district.

2. Storefront grants and façade improvements for eligible businesses.
3. Installation of murals, public art, wayfinding signage, and historic markers.
4. Public realm enhancements such as decorative lighting, street furniture, flower baskets, and seasonal décor.
5. Small-scale placemaking efforts such as pocket parks or parklets.

The addition of public art may trigger the requirement for concurrence of a public building project in accordance with ORS 457.089(3) if the public art is an art statue, sculpture, clocktower or bell tower. The Agency has received concurrence from three of the top four taxing districts for inclusion of the installation of murals, public art, wayfinding signage, and historic markers project in the Plan. The project serves and benefits the Area by providing a general atmosphere of a community that cares for and appreciates public art as part of its civic pride. This civic pride helps encourage investment in the community in both the improvement of structures and encouraging tourist activity and supporting businesses.

---

[4] This section updated in 2025 amendment.
[5] This section updated in 2025 amendment.

B. Economy

1. Existing Buildings Additions and Remodels

Any additions to and remodels of existing structures to upgrade in any manner that adds value. Design standards as proposed in Vision 2037 and codified can help guide in certain areas.

2. New Buildings Structures

Any new structures and developments, including infill structures on urbanized lots. Design standards as proposed in Vision 2037 as codified can help guide new structures designs and siting.

3. Millsite Revitalization and Industrial Incentive Program

Eligible Activities include but are not limited to:

- Environmental remediation and site preparation.
- System Development Charge (SDC) offsets or reimbursement incentives for targeted developers
- Infrastructure improvements (water, sewer, road, or dry utilities).
- Site planning and predevelopment assistance to attract light industrial manufacturing tenants.

C. Arts, Culture and Recreation

1. Arts, History and Culture District

Develop a vibrant arts, history, and culture district within the Area, supported by planned investments in projects including but not limited to a replica of the historic Wilkes House, preservation of the Wilkes property's original silo, thoughtfully designed gardens and mature trees, and an inviting outdoor performance space.

2. Banks Plaza Mixed Use/Urban Open Space Development (public/private partner)

Develop a Banks Plaza, realized if possible as mixed-use public-private partnership to gain the multi-use plaza and surrounding mixed-use building structures (housing, retail, community center).

3. Multi-use Trails Extensions and New Trails

Provide significant and varied extensions of trails such as the Banks/Vernonia trail along the Railroad to continue southeast and join with other regional planned trails. Other routes developed as part of new and existing streetscapes.

4. Parks Upgrades and Improvements/New Parks

Install continuing upgrades, new features, maintenance and improvements of existing parks. Possible new parks additions per Banks Parks Plan and as triggered by growth, new Urban Growth Boundary (UGB) lands, popularity and otherwise.

5. Kelly Field

Provide investment in Kelly Field for a community track, field upgrades, and recreational infrastructure.

6. Performing Arts Center

Develop a Performing Arts Center on the Banks High School campus to provide a dedicated venue for theater, music, dance, and other cultural events that will enrich the lives of students and residents alike.

7. Recreation Center

Participate in the development of a Recreation Center to provide a facility for community recreation activities.

D. Transportation

1. Main Street

Construct upgrades and replacement.

2. Traffic Solutions

Construct upgrades, crosswalks, bulb-outs, and other traffic resolutions.

3. New Development Infrastructure

Assist in the construction of streets, extensions, and infrastructure for new residential and industrial developments and other opportunities particularly on the lands newly added within the expanded UGB.

4. Banks–Vernonia State Trail/Salmonberry Trail

Provide trailhead enhancements and national level signage.

5. Connectivity improvements

Provide connectivity improvements such as pedestrian crossings, bike lanes, and Americans with Disabilities Act (ADA) pathways.

E. Public Safety

1. Fire Department

Assist the Fire Department in the funding of capital projects.
Fire Department projects include the following:

- Apparatus - $1,366,039 (2025$)
- Station Improvement - $633,385 (2025$)

VI. PROPERTY ACQUISITION AND DISPOSITION

The Plan authorizes the acquisition and disposition of property as described in this section. Property includes any and all interests in property, including fee simple ownership, lease, easements, licenses, or other rights to use. If property is acquired it will be identified in the Plan through a Minor Amendment, as described in Section IX. Identification of property to be acquired and its anticipated disposition is required by ORS 457.085(g).

A. Property acquisition for public improvements

The Agency may acquire any property within the Area for the public improvement projects undertaken pursuant to the Plan by all legal means, including use of eminent domain. Good faith negotiations for such acquisitions must occur prior to institution of eminent domain procedures.

B. Property acquisition from willing sellers

The Plan authorizes Agency acquisition of any interest in property within the Area that the Agency finds is necessary for private redevelopment, but only in those cases where the property owner wishes to convey such interest to the Agency. The Plan does not authorize the Agency to use the power of eminent domain to acquire property from a private party to transfer property to another private party for private redevelopment. Property acquisition from willing sellers may be required to support development of projects within the Area.

C. Land disposition

The Agency will dispose of property acquired for a public improvement project by conveyance to the appropriate public agency responsible for the construction and/or maintenance of the public improvement. The Agency may retain such property during the construction of the public improvement.

The Agency may dispose of property acquired under Subsection B of this Section VI by conveying any interest in property acquired. Property shall be conveyed at its fair reuse value. Fair reuse value is the value, whether expressed in terms of rental or capital price, at which the urban renewal agency, in its discretion, determines such land should be made available in order that it may be developed, redeveloped, cleared, conserved, or rehabilitated for the purposes specified in the Plan. Because fair reuse value reflects limitations on the use of the property to those purposes specified in the Plan, the value may be lower than the property's fair market value.

Where land is sold or leased, the purchaser or lessee must agree to use the land for the purposes designated in the Plan and to begin and complete the building of its improvements within a period of time that the Agency determines is reasonable.

VII. RELOCATION METHODS

When the Agency acquires occupied property under the Plan, residential or commercial occupants of such property shall be offered relocation assistance, as required under applicable state law. Prior to such acquisition, the Agency shall adopt rules and regulations, as necessary, for the administration of relocation assistance. No specific acquisitions that would result in relocation benefits have been identified; however, there are plans to acquire land for infrastructure which may trigger relocation benefits in the future in the Area.

VIII. TAX INCREMENT FINANCING OF PLAN

Tax increment financing consists of using annual tax increment revenues to make payments on debt, usually in the form of bank loans or revenue bonds. The proceeds of the bonds are used to finance the urban renewal projects authorized in the Plan. Bonds may be either long-term or short-term.

Tax increment revenues equal most of the annual property taxes imposed on the cumulative *increase* in assessed value within an urban renewal area over the total assessed value at the time an urban renewal plan is adopted. (Under current law, the property taxes for general obligation (GO) bonds and local option levies approved after October 6, 2001 are not part of the tax increment revenues.)

A. General description of the proposed financing methods

The Plan will be financed using a combination of revenue sources. These include:

- Tax increment revenues;
- Advances, loans, grants, and any other form of financial assistance from federal, state, or local governments, or other public bodies;
- Loans, grants, dedications, or other contributions from private developers and property owners, including, but not limited to, assessment districts; and
- Any other public or private source.

Revenues obtained by the Agency will be used to pay or repay the costs, expenses, advancements, and indebtedness incurred in (1) planning or undertaking project activities, or (2) otherwise exercising any of the powers granted by ORS Chapter 457 in connection with the implementation of this Plan.

B. Tax increment financing and maximum indebtedness

The Plan may be financed, in whole or in part, by tax increment revenues allocated to the Agency, as provided in ORS Chapter 457. The ad valorem taxes, if any, levied by a taxing district in which all or a portion of the Area is located, shall be divided as provided in Section 1c, Article IX of the Oregon Constitution, and ORS 457.440. Amounts collected pursuant to ORS 457.440 shall be deposited into the unsegregated tax collections account and distributed to the Agency based upon the distribution schedule established under ORS 311.390.

The maximum amount of indebtedness that may be issued or incurred under the Plan, based upon good faith estimates of the scope and costs of projects in the Plan and the schedule for their completion is $30,000,000 (thirty million dollars). This amount is the principal of such indebtedness and does not include interest or indebtedness incurred to refund or refinance existing indebtedness or interest earned on bond proceeds. It does include initial bond financing fees and interest earned on tax increment proceeds, separate from interest on bond proceeds.

IX. AMENDMENTS TO PLAN

The Plan may be amended as described in this section.

A. Substantial Amendments

Substantial Amendments, in accordance with ORS 457.085(2)(i), shall require the same notice, hearing, and approval procedure required of the original Plan, under ORS 457.095, including public involvement, consultation with taxing districts, presentation to the Agency, the Planning Commission, and adoption by the City Council by non-emergency ordinance after a hearing. Notice of such hearing shall be provided to individuals or households within the City of Banks, as required by ORS 457.120. Notice of adoption of a Substantial Amendment shall be provided in accordance with ORS 457.095 and 457.115.

Substantial Amendments are amendments that:[6]

1. Add land to the urban renewal area, except for an addition of land that totals not more than 1% of the existing area of the urban renewal area; or
2. Increase the maximum amount of indebtedness that can be issued or incurred under the Plan.

B. Minor Amendments

Minor Amendments are amendments that are not Substantial Amendments as defined in this Plan and in ORS 457. Minor Amendments require approval by the Agency by resolution.

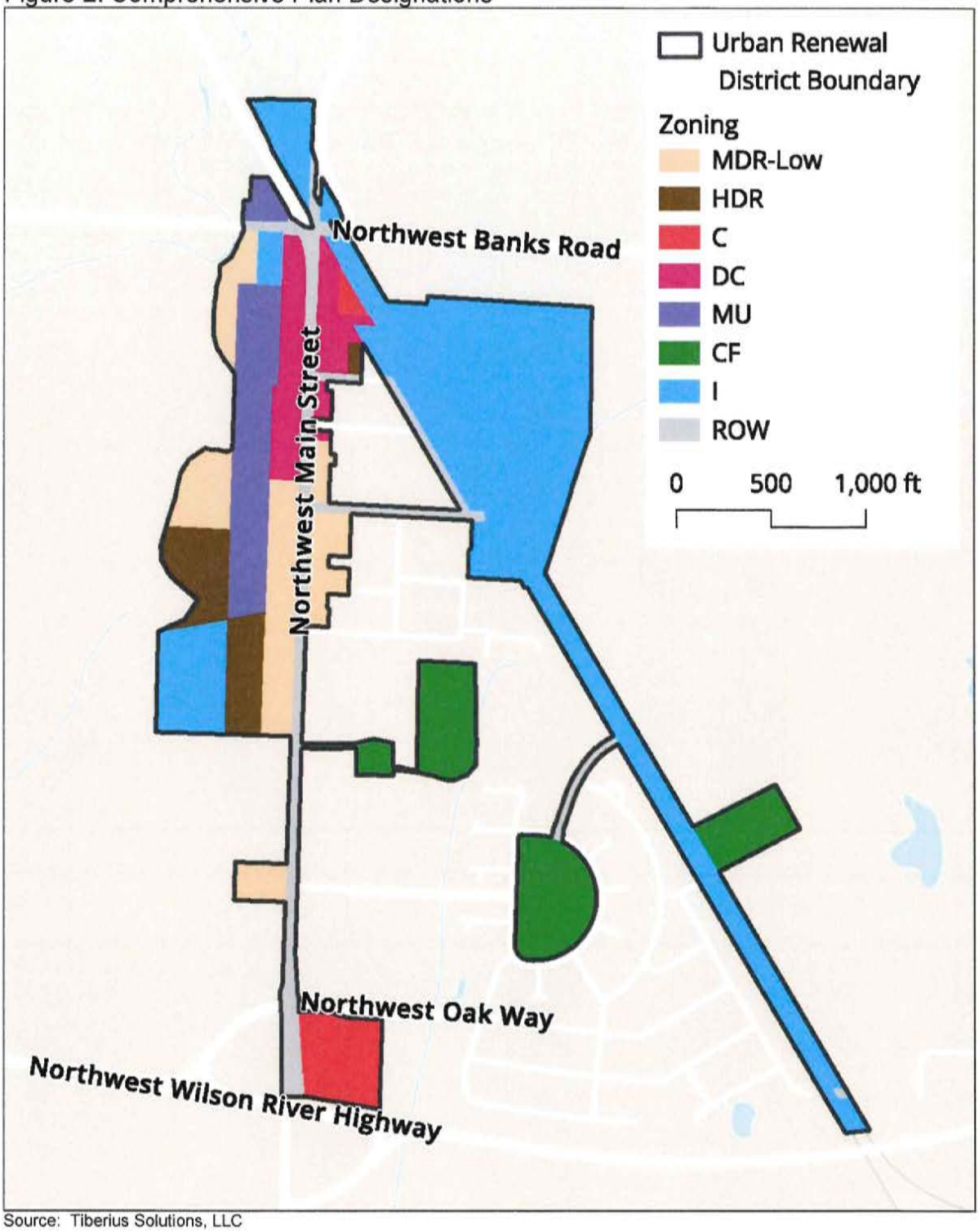
C. Amendments to the Banks Comprehensive Plan and/or Banks Zoning Code.

Amendments to the Banks Comprehensive Plan and/or Chapter 151 Zoning Code of Banks Municipal Code that affect the Plan and/or the Area shall be incorporated automatically within the Plan without any separate action required by the Agency or City Council.

---

[6] Unless otherwise permitted by state law, no land equal to more than 20 percent of the total land area of the original Plan shall be added to the urban renewal area by amendments, and the aggregate amount of all amendments increasing the maximum indebtedness may not exceed 20 percent of the Plan's initial maximum indebtedness, as adjusted, as provided by law.

Figure 2. Comprehensive Plan Designations



Source: Tiberius Solutions, LLC

X. RELATIONSHIP TO LOCAL OBJECTIVES

ORS 457.085 requires that the Plan conform to local objectives. This section provides that analysis. Relevant local planning and development objectives are contained within the Banks Comprehensive Plan, Chapter 151 Zoning Code of the Banks Municipal Code, and Banks Park System Master Plan. The following section describes the purpose and intent of these plans, the main applicable goals and policies within each plan, and an explanation of how the Plan relates to the applicable goals and policies.

The numbering of the goals and policies within this section reflects the numbering that occurs in the original document. *Italicized text* is text that has been taken directly from an original document.

Comprehensive Plan designations for all land in the Area are shown in Figure 2. All proposed land uses conform to Figure 2. Maximum densities and building requirements for all land in the Area are contained in the Banks Community Development Code.

A. Banks Comprehensive Plan

1. Citizen Involvement

Goal: To promote a program of citizen involvement which facilitates the flow of information and ideas between the City and its residents, and insures the opportunity for citizen involvement in the planning process.

Objective: Employ a variety of methods of informing citizens and obtaining their opinions and attitudes on matters relative to the planning and decision making process (i.e., questionnaires, public hearings, and advisory committees).

The Banks Urban Renewal Plan conforms to the Citizen Involvement Goal of the Banks Comprehensive Plan because the Banks Urban Renewal Plan has had opportunities for public involvement including an advisory committee which met three times, a Banks Planning Commission hearing, a Washington County Commission meeting, and a Banks City Council hearing.

5. Open Space, Scenic and Historic Areas, and Natural Resources

Goal: To protect and enhance through proper use and development the open spaces, scenic and historic areas, and natural resources of the area.

Policies

3. *All public facilities shall recognize their potential to contribute to open space system.*

The Banks Urban Renewal Plan conforms to the Open Space, Scenic and Historic Areas, and Natural Resources Goal of the Banks Comprehensive Plan because it includes the Greenville City Park and a project to improve said park *and improvements to the trail system in Banks*..

8. Recreation

Goal: To provide programs and facilities to meet the recreational needs of area residents and visitors.

Objective: a) Community park and outdoor recreation areas should be encouraged and enhanced.
b) Development of pedestrian and bicycle pathways should be promoted.

The Banks Urban Renewal Plan conforms to the Recreation Goal of the Banks Comprehensive Plan because it has projects including both trails and open spaces. Specifically, improvements to the Greenville City Park are included in the Plan as well as improvements to existing trails and the building of new trails. *It also includes the development of a performing arts center, recreation center and assisting with the improvements to Kelly Field.*

9. Economics

Goal: To provide for the economic diversification and stability of the area.

The Banks Urban Renewal Plan conforms to the Economics Goal of the Banks Comprehensive Plan because it has both an existing building additions and remodels program to help businesses improve the façade of their buildings and a new building structure program to encourage the development of new structures in the Area. The projects also include the ability to assist in the redevelopment planning and redevelopment of the former Hampton Mills property.

11. Transportation

Goal: To develop and encourage a safe, convenient, and economic transportation system.

Objectives: a) City street improvements should be a priority and a better maintenance program should be developed.
c) Alternative modes of transportation, such as public transit and bicycles, should be encouraged and promoted.

The Banks Urban Renewal Plan conforms to the Transportation Goal of the Banks Comprehensive Plan because it contains projects to improve city streets. Included in these improvements are improvements for bicycle traffic *and ADA improvements.*

B. Chapter 151 Zoning Code of Banks Municipal Code[7]

The land uses in the Area will conform to the zoning designations in the City of Banks Municipal Code, including maximum densities and building requirements, and are incorporated by reference herein. The following zoning districts are present in the Area.

MEDIUM DENSITY RESIDENTIAL – LOW
The Medium Density Residential-Low (MDR-L) zone is intended to provide for a blend of detached and attached single-family housing units with limited multi-family housing types at a density of 8.0 to 12.9 dwellings per net acre

MEDIUM DENSITY RESIDENTIAL – HIGH
The Medium Density Residential-High (MDR-H) zone is intended to provide for a blend of detached and attached single-family housing units and multi-family housing types at a density of 13.0 to 16.9 dwellings per net acre.

MIXED USE
The Mixed-Use (MU) zone is intended to provide a mix of medium density residential uses together with small to medium scale retail commercial and civic uses that emphasize a pedestrian environment.

COMMUNITY FACILITIES
The purpose of the Community Facilities Zone is to provide for community facilities on properties owned by public or semi-public agencies, while encouraging protection of natural resources designated by the comprehensive plan under the requirements of statewide planning goals.

GENERAL COMMERCIAL
The purpose of the General Commercial Zone is to provide for a broad range of commercial activities to serve the residents of Banks and the surrounding area.

DOWNTOWN COMMERCIAL
The purpose of the Downtown Commercial Zone is to allow a mix of complementary uses in the Banks Downtown/Main Street area, promote pedestrian-friendly development, encourage efficient use of land, and facilitate economic development while preserving the small-town character of Banks.

GENERAL INDUSTRIAL
The purpose of the General Industrial Zone is to facilitate economic development by providing areas suitable for warehousing, primary and secondary processing, packaging, fabricating of finished goods and equipment with related outdoor storage and incidental sales

Finding: The Banks Urban Renewal Plan conforms to the City of Banks Chapter 151 Zoning Code of the Banks Municipal Code. The Banks Urban Renewal Plan does not

---

[7] This section updated in 2025 amendment.

change any zoning within the area. There is no development proposed by the Banks Urban Renewal agency that would change any zoning in the urban renewal area. If any project is undertaken that might impact zoning, the proposed zone change would go through the City of Banks zoning change process. The urban renewal plan does not impact that process or decision.

C. Banks Park and Recreation Master Plan[8]

The Banks Park and Recreation Master Plan was adopted in September 2023. The Banks Park and Recreation Master Plan has purpose and intent statements for different types of facilities, listed below.

Neighborhood Parks
Purpose and Intent

Local parks that provide a place for unstructured, non-organized play and active and passive recreation opportunities. Landscaped Areas, such as gateways, remnant parcels, viewsheds or beautification areas, shall not count as neighborhood parks.

Community Parks
Purpose and Intent

Provide opportunities for active recreation and organized play in a location that can accommodate visitors who live beyond the half mile park radius, while also serving as a neighborhood park for nearby residents. Community parks should also be designed for group use; sites are intended to be activated through events, sports, programs, and activities.

Citywide Parks
Purpose and Intent

As the City's largest park type, these sites are intended to be the hub of community activities to support organized sports, recreation, community gatherings, and play. Citywide parks are designed to meet the recreation needs of Banks residents, while also providing unique facilities that attract visitors.

Special Use Sites
Purpose and Intent

Provide recreation facilities or specialized features that cannot be accommodated within other park sites due to size or location requirements. Revenue-generating activities and concessions may be provided at special use sites. This category also includes trailheads such as the Banks-Vernonia.

[8] This section updated in 2025 amendment.

Trail Corridors
Purpose and Intent

As part of the active transportation system, provide off-street trail corridors that connect the community to parks, schools, and community destinations, while maintaining the required access needs for utilities. Trails may be soft or hard surfaced depending on community needs, trail purpose, environmental considerations, or other factors.

Finding: The Banks Urban Renewal Plan conforms to the Banks Park and Recreation Master Plan because it has projects that will improve the trail/pathway system, improve Greenville City Park and assist in the funding of Kelly Field.

D. City of Banks Transportation Systems Plan[9]

The City of Banks Transportation System Plan (TSP), adopted in 2024, addresses key issues related to transportation within the existing City of Banks urban growth boundary (UGB).

The following transportation goals were used to help set priorities for transportation solutions and plan implementation. They were based off evaluation criteria developed in the previous TSP by stakeholders in the community and other goals used in recent TSPs for similar cities. These goals will be used to develop evaluation criteria used to assess the benefits of potential future projects.

Goal 1: Mobility
• Provide a multi-modal transportation system that facilitates efficient and reliable travel and will accommodate future growth.

Goal 2: Safety
• Provide a transportation system that ensures safety for all users.

Goal 3: Access and Connectivity for All Modes
• Provide a transportation system that ensures a convenient and accessible network for all modes of travel, including walking, biking, using transit, and driving.

Goal 4: Economic Development
• Minimize property impacts for existing and future development potential and promote economic development.

Goal 5: Environmental Resources
• Provide a transportation system that advances sustainable transportation options and minimizes impacts on the environment and important natural features.

Goal 6: Livability, Health, and Recreation
• Provide a transportation system that preserves a livable community, enhances public health through supporting active transportation, and offers recreational opportunities.

---

[9] This section updated in 2025 amendment.

Goal 7: Regional Coordination
• Coordinate with other jurisdictions to plan and fund projects that better connect Banks with the region and consistent with local, regional, and state plans. Achieve local support on projects within the city that meet the needs and interests of the community.

Goal 8: Capital Investments and Funding
• Promote cost effective investments to the transportation system.

Finding: The Banks Urban Renewal Plan conforms to the City of Banks Transportation System Plan of the Banks Comprehensive Plan because it contains projects to help provide a transportation system that ensures safety for all users, that ensures convenient and accessible network for all modes of travel, advances sustainable transportation options, supports active transportation and provides additional funding for the transportation system.

E. Washington County Comprehensive Plan[10]

The Washington County Comprehensive Plan provides the basis for the future growth and development of the county. The CFP is applicable to unincorporated properties inside the regional UGB and the UGBs of Banks, Gaston and North Plains. The RNRP addresses all properties outside of a UGB. The properties that are outside of the Banks Urban Growth Boundary are:

- *2N4250002400*
- *2N331BB05600*
- *2N4250002500*
- *2N4250002300*
- *2N4250003200*

Policy 2: Citizen Involvement

It is the policy of Washington County to encourage citizen participation in all phases of the planning process and to provide opportunities for continuing involvement and effective communication between citizens and their County government.

Implementing Strategies

The County will:

a. *Provide information on planning issues and policies in clear and understandable form.*

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because it has had a Citizens Advisory Committee, an Open House, and three Open Hearings as options for citizen involvement.

Policy 3: Intergovernmental Coordination

[10] This section updated in 2025 amendment.

It is the policy of Washington County to effectively coordinate its planning and development efforts with federal, state, and other local governments and special districts to ensure that various programs and activities undertaken by these bodies are consistent with the County Comprehensive Plan.

Implementing Strategies

a. *Coordinate planning activities with appropriate federal, state, regional and local government units, and with affected special service districts.*

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because it has coordinated with the County Commissioners in the process of formation.

Policy 13: Reasons for Growth

It is the policy of Washington County to establish a growth management system for the unincorporated areas within the UGB which promotes:

(1) Efficient, economic provision of public facilities and services;
(2) Infill development in established areas while preserving existing neighborhood character;
(3) Development near or contiguous to existing urban development where services are available;
(4) Parcelization of land such that future development at urban densities can take place;
(5) Development which is compatible with existing land uses;
(7) Development in concert with adopted community plans

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because portions of the urban renewal rea are in unincorporated areas, but within the UGB and will be annexed into the city of Banks in the future.

Policy 20: Urban Area Economy

It is the policy of Washington County to encourage and participate in activities which strengthen the local economy through:

(1) Retention and expansion of existing businesses and industry

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because it has projects and programs in place to aid existing Banks businesses.

Policy 33: Recreation

It is the policy of Washington County to work to provide residents and businesses in the urban unincorporated area with adequate park and recreation facilities and services and open space.

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because one of the projects is to provide trailhead improvements, signage and parking at the Banks/Vernonia State Trail/Salmonberry Trail.

Policy 34: Open Space and Recreation Facilities Location

It is the policy of Washington County to encourage the location of parks, open space and recreation facilities so as to define and implement the countywide development concept, County policies and community plans.

Finding: The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because one of the projects is to provide trailhead improvements, signage and parking at the Banks/Vernonia State Trail/Salmonberry Trail.

XI. APPENDIX A: LEGAL DESCRIPTION

Urban Renewal Area
Banks, Oregon

A tract of land and road right-of-ways located in the Southeast One-Quarter of Section 25 and the Northeast One-Quarter of Section 36, Township 2 North, Range 4 West, the Southwest One-Quarter and the Northwest One-Quarter of Section 31, and the Southwest One-Quarter of Section 30, Township 2 North, Range 3 West, Willamette Meridian, City of Banks, Washington County, Oregon, and being more particularly described as follows:

Beginning at the section corner common to said Sections 25, 36, 31 and 30 (Assessor's Map 2N 3 31BB);

1. Thence along the northerly line of said Section 31, Easterly 166 feet, more or less, to the northwesterly extension of the northeasterly right-of-way line of State of Oregon Railroad (Assessor's Map 2N 3 31BB);
2. Thence along said northwesterly extension and the northeasterly right-of-way line thereof, Southeasterly 417 feet, more or less, to the southerly line of Tract 'E' of the Plat of "First Addition to Banks" (Assessor's Map 2N 3 31BB);
3. Thence along said southerly line and the southerly line of Document Number 90-014015, Easterly 211 feet, more or less, to the southeast corner thereof (Assessor's Map 2N 3 31BB);
4. Thence along the easterly line of said Deed, Northerly 39 feet, more or less, to the southerly line of Tract 'C' of said Plat (Assessor's Map 2N 3 31BB);
5. Thence along said southerly line and the easterly extension thereof, Easterly 672 feet, more or less, to the easterly line of Document Number 2012-088500 (Assessor's Map 2N 3 31BB);
6. Thence along said easterly line, Northerly 284 feet, more or less, to the southerly right-of-way line of NW Banks Road (Assessor's Map 2N 3 31BB);
7. Thence along said southerly right-of-way line, Easterly 200 feet, more or less, to the easterly line of Document Number 2015-020665 (Assessor's Map 2N 3 31);
8. Thence along said easterly line, Southerly 1301 feet, more or less, to the southeasterly line of Document Number 2007-077811 (Assessor's Map 2N 3 31);
9. Thence along said southeasterly line, Southwesterly 416 feet, more or less, to the northeasterly right-of-way line of State of Oregon Railroad (Assessor's Map 2N 3 31);
10. Thence along said northeasterly right-of-way line, Southeasterly 3384 feet, more or less, to the northerly right-of-way line of the State Highway 6 (Assessor's Map 2N 3 31D);

11. Thence along said northerly right-of-way line, Westerly 126 feet, more or less, to the southwesterly right-of-way line of the Port of Tillamook Bay Railroad (Assessor's Map 2N 3 31D);
12. Thence along said southwesterly right-of-way line, Northwesterly 2362 feet, more or less, to the southeasterly right-of-way line of NW Scottston Terrace (Assessor's Map 2N 3 31CA);
13. Thence along said southeasterly right-of-way line, Southwesterly 535 feet, more or less, to the northeasterly right-of-way line of NW Arborpark Loop (Assessor's Map 2N 3 31 CA);
14. Thence leaving said northeasterly right-of-way line, along a line at right angles to said northeasterly right-of-way line, Southwesterly 50 feet, more or less, to the southwesterly right-of-way line of NW Arborpark Loop (Assessor's Map 2N 3 31CA);
15. Thence along said southwesterly right-of-way line and the westerly and northerly and easterly right-of-way lines of NW Arborpark Loop to the easterly extension of the southerly right-of-way line of NW Trellis Way (Assessor's Map 2N 3 31CB);
16. Thence along said easterly extension and said southerly right-of-way line thereof, Westerly 1134 feet, more or less, to the easterly right-of-way line of NW Main Street (Assessor's map 2N 3 31 CB);
17. Thence along said easterly right-of-way line, Southerly 580 feet, more or less, to the southerly right-of-way line of NW Oak Way (Assessor's Map 2N 3 31CC);
18. Thence along said southerly right-of-way line Easterly 437 feet, more or less, to the easterly line of Document Number 2003-197079 (Assessor's Map 2N 3 31CC);
19. Thence along said easterly line, Southerly 470 feet, more or less, to the northerly right-of-way line of State Highway Number 6 (Assessor's Map 2N 3 31CC);
20. Thence along said northerly right-of-way line and the westerly extension thereof, Westerly 561 feet, more or less to a point 69.00 feet westerly of the east line of Section 36 (Assessor's Map 2N 4 36);
21. Thence Northerly 572 feet, more or less, to the easterly southeast corner of Document Number 91-028248, also being on the westerly right-of-way line of NW Main Street (26.00 feet from the centerline) (Assessor's Map 2N 4 36);
22. Thence along said westerly right-of-way line, Northerly 1296 feet, more or less, to the south line of the Northeast One-Quarter corner of said Section 36 (Assessor's Map 2N 4 36);
23. Thence along said south line, Westerly 1354 feet, more or less, to the westerly line of Document Number 2017-002188 (Assessor's Map 2N 4 36);
24. Thence along said westerly line, Northerly 60 feet, more or less, to a line parallel with and 60 feet northerly of said south line of the northeast One-Quarter (Assessor's Map 2N 4 36);

25. Thence continuing along said westerly line along the following 44 courses; South 88°17'15" East 286.79 feet;
26. Thence North 02°54'11" East 84.82 feet;
27. Thence North 04°12'23" West 73.27 feet;
28. Thence North 02°41'10" East 34.50 feet;
29. Thence North 07°48'14" East 34.13 feet;
30. Thence North 18°57'57" East 51.71 feet;
31. Thence North 10°15'12" East 17.00 feet;
32. Thence North 28°09'06" East 10.75 feet;
33. Thence North 44°02'45" East 21.60 feet;
34. Thence North 29°23'43" East 33.60 feet;
35. Thence North 59°39'34" East 96.82 feet;
36. Thence North 68°53'52" East 50.90 feet;
37. Thence North 76°41'53" East 86.22 feet;
38. Thence North 75°13'54" East 90.30 feet;
39. Thence North 63°37'13" East 71.55 feet;
40. Thence North 66°53'07" East 79.71 feet;
41. Thence North 33°46'25" East 124.09 feet;
42. Thence North 49°22'31" West 157.34 feet;
43. Thence North 41°15'01" West 52.09 feet;
44. Thence North 27°06'38" West 76.00 feet;
45. Thence North 03°59'33" West 74.52 feet;
46. Thence North 15°54'11" East 143.90 feet;
47. Thence North 18°01'15" East 113.96 feet;
48. Thence North 11°54'27" East 137.01 feet;
49. Thence North 32°33'38" East 88.76 feet;
50. Thence North 56°09'59" East 102.65 feet;
51. Thence South 77°33'24" East 32.26 feet;
52. Thence South 86°42'19" East 44.37 feet;
53. Thence South 76°45'57" East 39.33 East;
54. Thence North 66°01'40" East 32.68 feet;
55. Thence North 01°57'54" East 394.86 feet;
56. Thence North 37°18'06" West 88.34 feet;
57. Thence North 33°10'20" West 45.92 feet;
58. Thence North 31°42'40" West 33.78 feet;
59. Thence North 13°44'12" West 54.81 feet;
60. Thence North 04°25'07" West 45.41 feet;
61. Thence North 02°30'01" East 74.28 feet;
62. Thence North 00°46'14" East 49.19 feet;
63. Thence North 08°32'45" East 57.41 feet;

64. Thence North 03°38'58" East 41.08 feet;
65. Thence North 18°20'09" East 53.53 feet;
66. Thence North 00°35'10" East 57.44 feet;
67. Thence North 53°57'33" East 78.18 feet;
68. Thence North 24°58'34" East 153.85 feet, to the southerly right-of-way line of NW Cedar Canyon Road (Assessor's Map 2N 4 36);
69. Thence along said southerly right-of-way line, Westerly 10 feet, more or less, to the southerly extension of the westerly line of Document Number 2016-042073 (Assessor's Map 2N 4 25);
70. Thence along said southerly extension and the westerly line thereof, Northerly 158 feet, more or less, to the northerly line of said Deed (Assessor's Map 2N 4 25);
71. Thence along said northerly line, Easterly 33 feet, more or less, to the westerly line of Document Number 2015-032251 (Assessor's Map 2N 4 25);
72. Thence along said westerly line, Northerly 125 feet, more or less, to the northerly line of said Deed (Assessor's Map 2N 4 25);
73. Thence along said northerly line, Easterly 96 feet, more or less to the southwesterly right-of-way line of State Highway Number 47 (Assessor's Map 2N 4 25);
74. Thence along said southwesterly right-of-way line and the southwesterly extension thereof, Southeasterly 309 feet, more or less, to the south line of said Section 25 (Assessor's Map 2N 4 25);
75. Thence along said south line, Easterly 61 feet, more or less, to southerly extension of the westerly right-of-way line of NW Sellers Road (Assessor's map 2N 4 25);
76. Thence along said southerly extension and the westerly right-of-way line thereof, Northerly 312 feet, more or less, to the southwesterly line of Document Number 94-077787 (Assessor's Map 2N 4 25);
77. Thence along said southwesterly line, Northwesterly 429 feet, more or less, to the northerly line thereof (Assessor's map 2N 4 25);
78. Thence along said northerly line, Easterly 233 feet, more or less, to the westerly right-of-way line of NW Sellers Road (Assessor's Map 2N 4 25);
79. Thence along said westerly right-of-way line, Northeasterly 73 feet, more or less, to the east line of said Section 25 (Assessor's Map 2N 4 25);
80. Thence along said east line, Southerly 745 feet, more or less, to the Point of Beginning (Assessor's Map 2N 3W 31BB);

Excepting the following parcels:

Parcel 1:
Beginning at the northwesterly corner of Lot 12, Block 8, of the Plat of "First Addition to Banks", located in the Northwest One-Quarter of Section 31, Township 2 North, Range 3

West, Willamette Meridian, City of Banks, Washington County, Oregon (Assessor's Map 2N 3 31BB);

101. Thence along the northeasterly line of said Lot 12 and the southwesterly right-of-way line of NW Commerce Street, Southeasterly 1012 feet, more or less, to the northerly right-of-way line of NW Sunset Avenue (Assessor's Map 2N 3 31BB);
102. Thence along said northerly right-of-way line, Westerly 692 feet, more or less, to the west line of Partition Plat Number 2008-024(Assessor's Map 2N 3 31BB);
103. Thence along the said west line, Northerly 200 feet, more or less, to the north line of said Partition Plat (Assessor's Map 2N 3 31BB);
104. Thence along said north line, Easterly 25 feet, more or less, to a line parallel with and 25 feet easterly of the west line of Lot 5, Block 2 of the Plat of "First Addition to Banks" (Assessor's Map 2N 3 31BB);
105. Thence along said parallel line, Northerly 58 feet, more or less, to a line parallel with and 6.60 feet southerly of the easterly extension of the south line of Lot 2, Block 2, of the Plat of "First Addition to Banks" (Assessor's Map 2N 3 31BB);
106. Thence along said parallel line, Westerly 25 feet, more or less to the west line of said Lot 5, Block 2 of said Plat (Assessor's Map 2N 3 31BB);
107. Thence along said west line and the northerly extension thereof, Northerly 329 feet, more or less to a line parallel with and 50 feet south of the southerly right-of-way line of NW Market Street (Assessor's Map 2N 3 31BB);
108. Thence along said parallel line, Westerly 30 feet, more or less, to a line parallel with and 30 feet west of the east line of Lot A, Block 1 of said Plat (Assessor's Map 2N 3 31BB);
109. Thence along said parallel line, Northerly 50 feet, more or less, to the southerly right-of-way line of NW Market Street (Assessor's Map 2N 3 31BB
110. Thence along said southerly right-of-way line, Easterly 179 feet, more or less, to the southerly extension of the westerly line of Lot 12, Block 8, of said Plat (Assessor's Map 2N 3W 31BB);
111. Thence along said southerly extension and the westerly line thereof, Northerly 209 feet, more or less, to the Point of Beginning (Assessor's Map 2N 3 31BB);

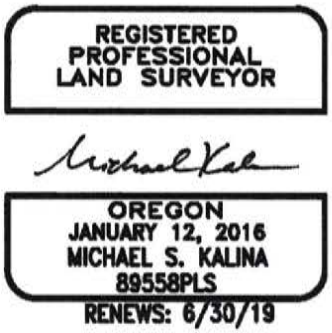
Parcel 2:
Beginning at the northeast corner of Lot 4, Block 7, of the Plat of "First Addition to Banks", also being on the southwest right-of-way line of Port of Tillamook Bay Railroad, located in the Northwest One-Quarter of Section 31, Township 2 North, Range 3 West, Willamette Meridian, City of Banks, Washington County, Oregon (Assessor's Map 2N 3 31BB);

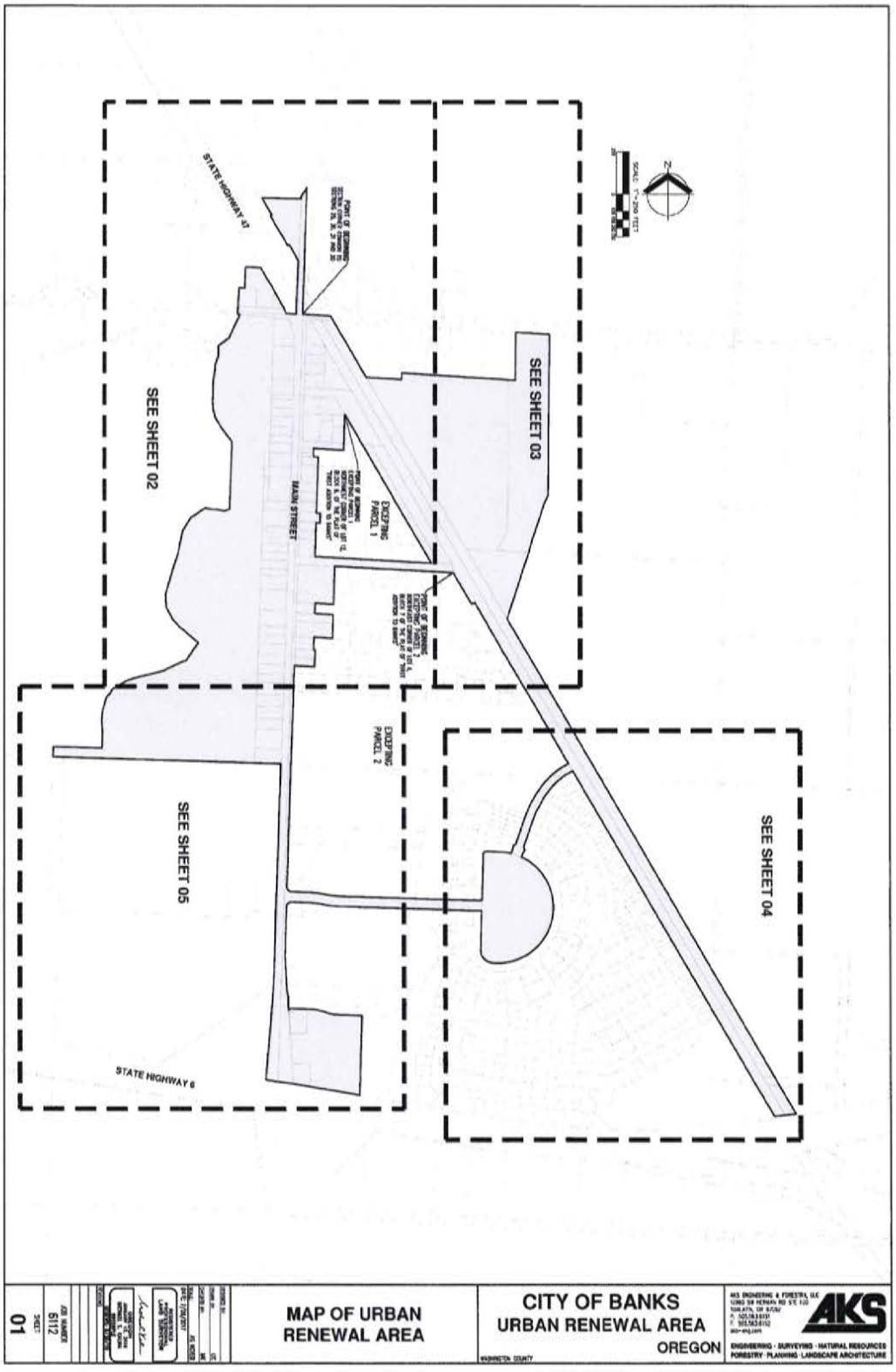
121. Thence along the southwesterly right-of-way line of Port of Tillamook Bay Railroad, Southeasterly 1316 feet, more or less, to the northwesterly right-of-way line of NW Scottston Terrace (Assessor's Map 2N 3 31CA);
122. Thence along said northwesterly right-of-way line, Southwesterly 581 feet, more or less, to the northerly right-of-way line of NW Arborpark Loop (Assessor's Map 2N 3 31CA);
123. Thence along a line at right angles to said northerly right-of-way line, Southwesterly 50 feet, more or less, to the southerly right-of-way line of NW Arborpark Loop (Assessor's Map 2N 3 31CA);
124. Thence along said southerly right-of-way line and the easterly right-of-way lines thereof, Southwesterly 326 feet, more or less, to the easterly extension of the northerly right-of-way line of NW Trellis Way (Assessor's Map 2N 3 31CA);
125. Thence along said easterly extension and the northerly right-of-way line thereof, Westerly 1144 feet, more or less, to the easterly right-of-way line of NW Main Street (Assessor's Map 2N 3 31CB);
126. Thence along said easterly right-of-way line, Northerly 1329 feet, more or less, to the northerly right-of-way line of NW Wilkes Street (Assessor's Map 2N 3 31BC);
127. Thence along said northerly right-of-way line, Easterly 120 feet, to the westerly line of parcel 2 of Partition Plat Number 1993-047 (Assessor's Map 2N 3W 31BC);
128. Thence along said west line, Northerly 99 feet, more or less, to the southerly line of parcel 1 of said Partition Plat (Assessor's Map 2N 3W 31BC);
129. Thence along said southerly line, Westerly 10 feet, more or less, to a line parallel with and 10 feet westerly of the east line thereof (Assessor's Map 2N 3 31BC);
130. Thence along said parallel line, Northerly 75 feet, more or less, to the southerly line of Lot 15, Block 4, of the Plat of "First Addition to Banks" (Assessor's Map 2N 3 31BC);
131. Thence along said southerly line, Easterly 110 feet, more or less, to the easterly line thereof (Assessor's Map 2N 3 31BC);
132. Thence along said easterly line, and the easterly line of Lot 16, Block 4 of said Plat, Northerly 140 feet, more or less, to a line parallel with and 50 feet northerly of the southerly line of said Lot 16 (Assessor's Map 2N 3 31BC);
133. Thence along said parallel line, Westerly 110 feet, more or less, to a line parallel with and 110 feet easterly of the east right-of-way line of NW Main Street (Assessor's Map 2N 3 3BC);
134. Thence along said parallel line, Northerly 60 feet, more or less, to a line parallel with and 110 feet northerly of the south line of said Lot 16 (Assessor's Map 2N 3 31BC);
135. Thence along said parallel line, Easterly 110 feet, more or less, to the easterly line of said Lot 16 (Assessor's Map 2N 3 31BC);
136. Thence along said easterly line, Northerly 226 feet, more or less, to the southerly right-of-way line of NW Sunset Avenue (Assessor's Map 2N 3 31BC);

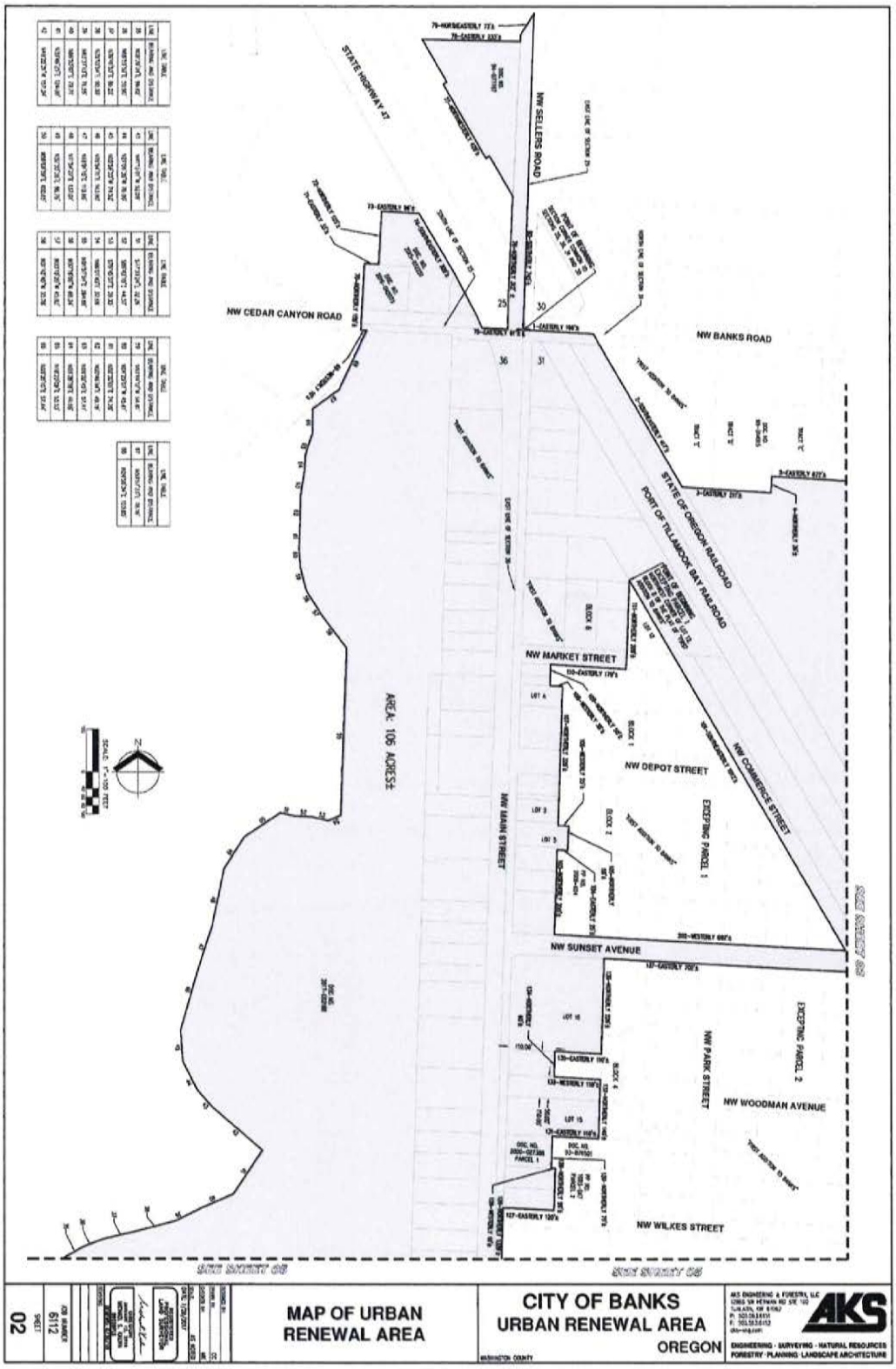
137. Thence along said southerly right-of-way line, Easterly 702 feet, more or less, to the Point of Beginning (Assessor's map 2N 3 31CA);

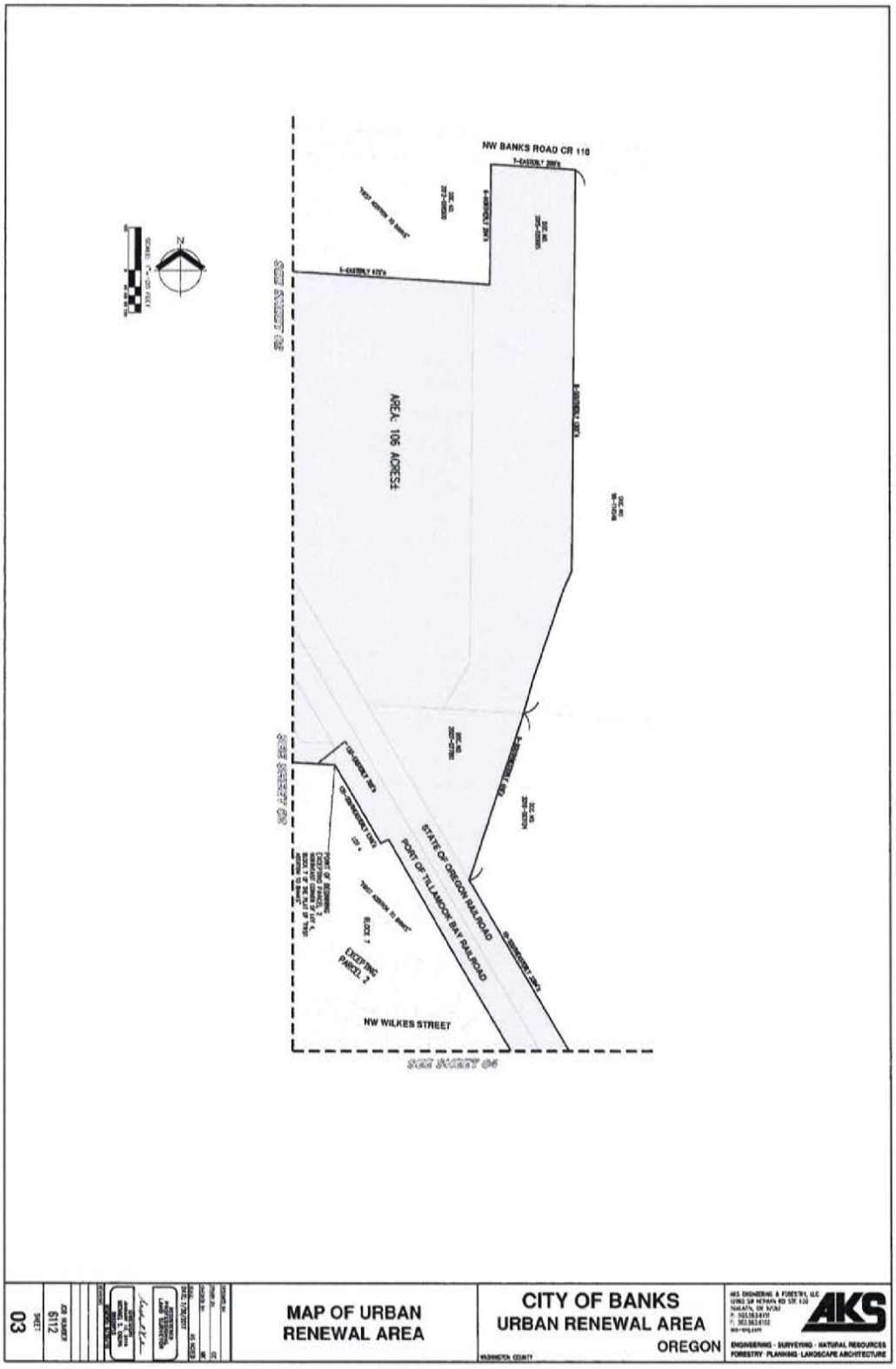
The above described tract of land contains 106 acres, more or less.

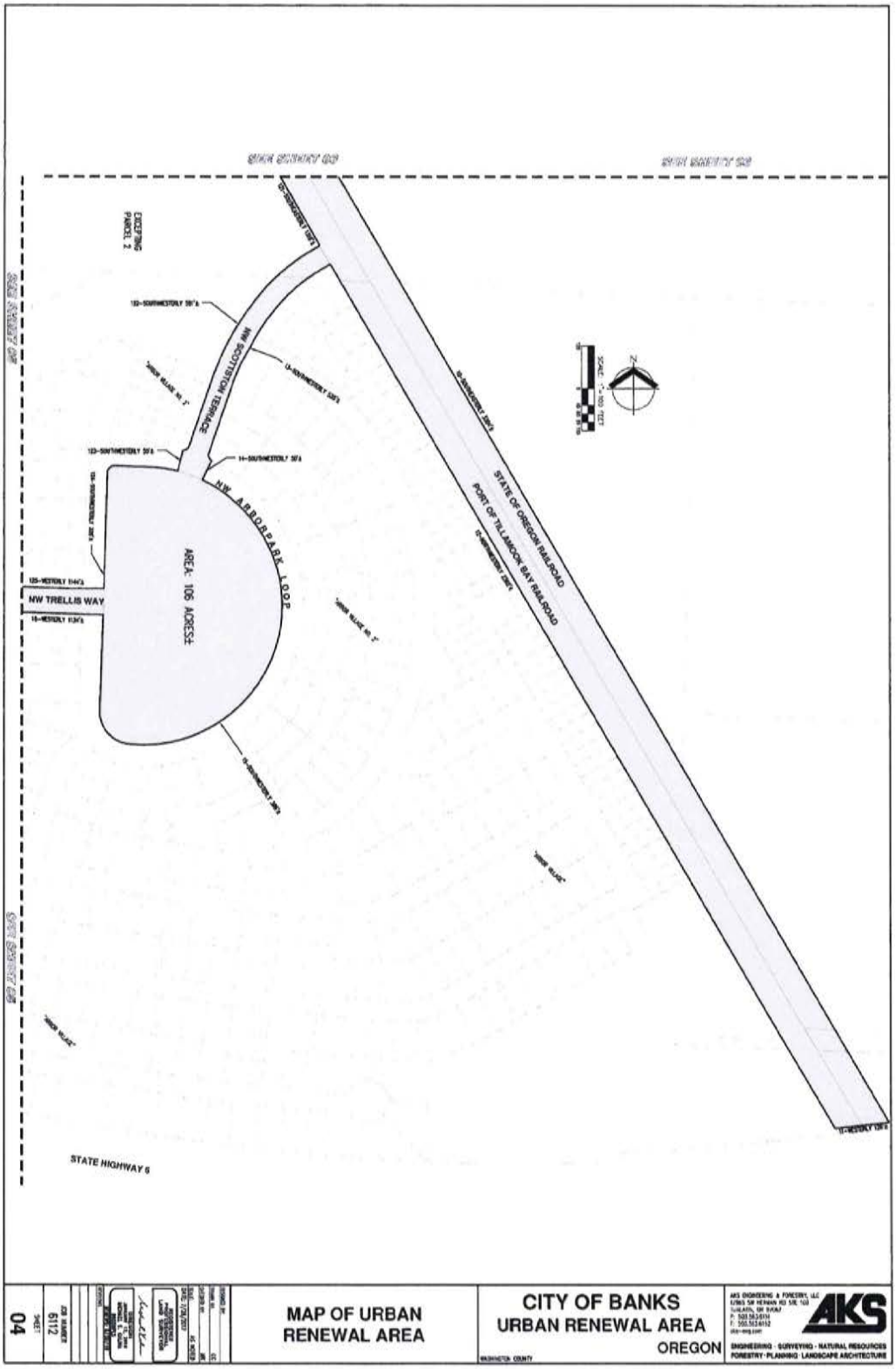
7/28/2017

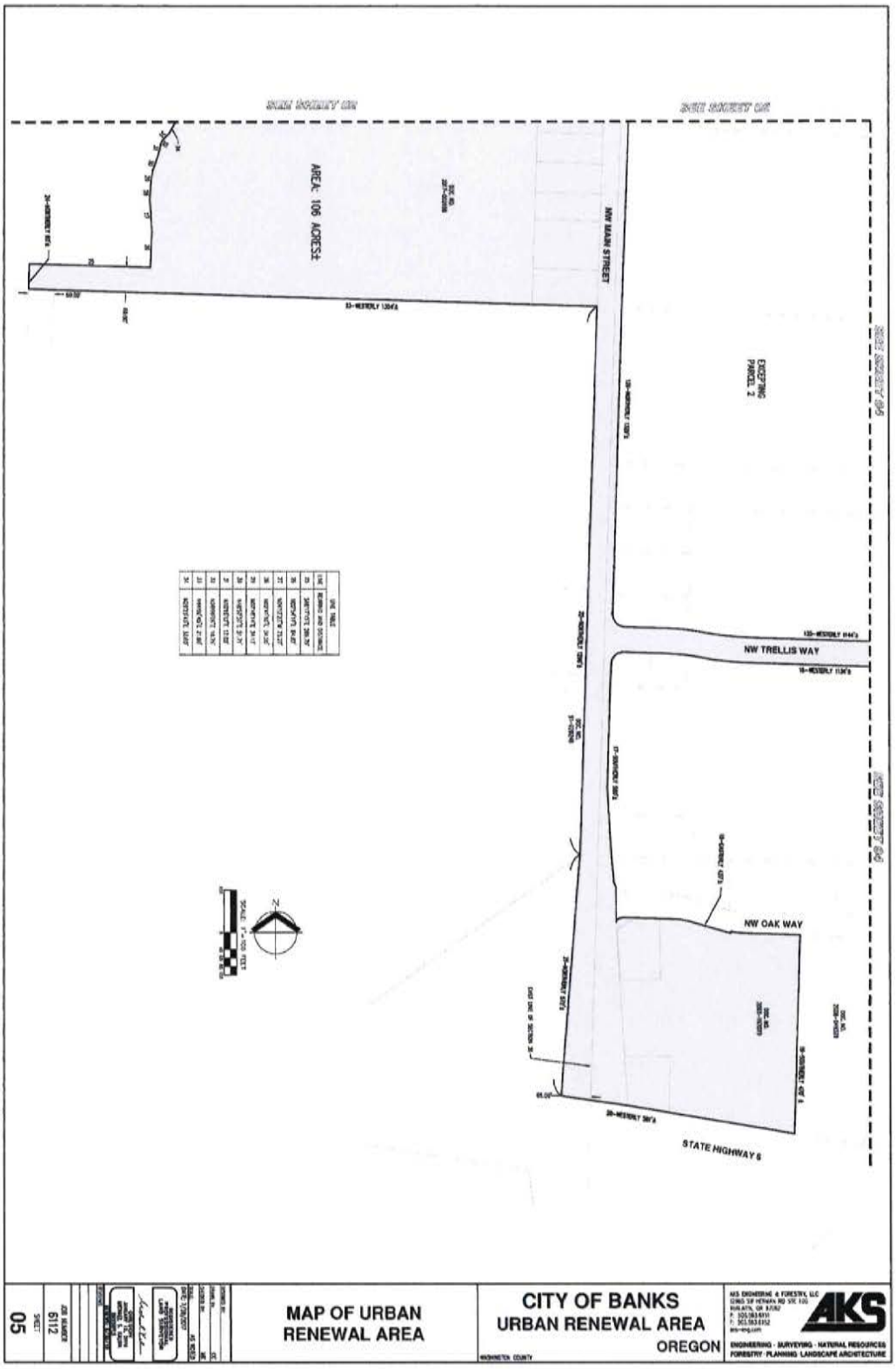



SEE SHEET 02
SEE SHEET 03
SEE SHEET 05
SEE SHEET 04
STATE HIGHWAY 47
STATE HIGHWAY 6
MAIN STREET
EXCEPTING PARCEL 1
EXCEPTING PARCEL 2
MAP OF URBAN RENEWAL AREA
CITY OF BANKS
URBAN RENEWAL AREA
OREGON
WASHINGTON COUNTY
AKS ENGINEERING & FORESTRY, LLC
ENGINEERING · SURVEYING · NATURAL RESOURCES
FORESTRY · PLANNING · LANDSCAPE ARCHITECTURE
JOB NUMBER
6112
SHEET
01


NW CEDAR CANYON ROAD
NW BANKS ROAD
STATE HIGHWAY 47
NW WILKES ROAD
NW MARKET STREET
NW DEPOT STREET
NW SUNSET AVENUE
NW WOODMAN AVENUE
NW MAIN STREET
NW PARK STREET
NW COMMERCE STREET
STATE OF OREGON RAILROAD
PORT OF TILLAMOOK BAY RAILROAD
EXCEPTING PARCEL 1
EXCEPTING PARCEL 2
AREA: 106 ACRES±
MAP OF URBAN RENEWAL AREA
CITY OF BANKS
URBAN RENEWAL AREA
OREGON
WASHINGTON COUNTY
AKS ENGINEERING & FORESTRY, LLC
ENGINEERING · SURVEYING · NATURAL RESOURCES
FORESTRY · PLANNING · LANDSCAPE ARCHITECTURE
JOB # BANKS
5112
SHEET
02


NW BANKS ROAD CR 110
AREA: 106 ACRES±
NW WILKES STREET
STATE OF OREGON RAILROAD
PORT OF TILLAMOOK BAY RAILROAD
EXISTING PARCEL 2
SEE SHEET 04
MAP OF URBAN RENEWAL AREA
CITY OF BANKS
URBAN RENEWAL AREA
OREGON
WASHINGTON COUNTY
AKS ENGINEERING & FORESTRY, LLC
ENGINEERING · SURVEYING · NATURAL RESOURCES
FORESTRY · PLANNING · LANDSCAPE ARCHITECTURE
03
6112


NW SCOTTSTON TERRACE
NW ARBORPARK LOOP
NW TRELLIS WAY
±33.91 ACRES
STATE OF OREGON RAILROAD
PORT OF TILLAMOOK BAY RAILROAD
STATE HIGHWAY 6
SCALE: 1" = 100' FEET
MAP OF URBAN RENEWAL AREA
CITY OF BANKS
URBAN RENEWAL AREA
OREGON
WASHINGTON COUNTY
AKS ENGINEERING & FORESTRY, LLC
ENGINEERING · SURVEYING · NATURAL RESOURCES
FORESTRY · PLANNING · LANDSCAPE ARCHITECTURE
JOB NUMBER
6112
SHEET
04


AREA: 106 ACRES±
NW MAIN STREET
NW TRELLIS WAY
NW OAK WAY
STATE HIGHWAY 6
MAP OF URBAN RENEWAL AREA
CITY OF BANKS
URBAN RENEWAL AREA
OREGON
AKS
ENGINEERING · SURVEYING · NATURAL RESOURCES
FORESTRY · PLANNING · LANDSCAPE ARCHITECTURE

Attachment C

Report Accompanying the Banks Urban Renewal Plan Substantial Amendment

Report Accompanying the Banks Urban Renewal Plan Substantial Amendment

Adopted by the City of Banks

DATE

Ordinance No. ___

Banks Urban Renewal Area

LIST OF PARTICIPANTS

Banks City Council

Marsha Kirk, Mayor
Pearcia Bogroff
April Cannon
Peter Edison
Stephanie Jones
Marilyn McCalister
Niki Walters

Banks Urban Renewal Agency

Marsha Kirk
Pearcia Bogroff
April Cannon
Peter Edison
Stephanie Jones
Marilyn McCalister
Niki Walters

Banks Planning Commission

Whitney Hergert, Chair
Loren Behrman, Vice Chair
Tony Walters
Sam VanDyke
Jimmy Bogroff
Barbara Brennan
Debra Berry

City of Banks

Jolynn Becker, City Manager
Angie, Lanter, City Recorder, Assistant City Manager
Jon Legarza, Healthy Sustainable Communities, Economic Development Coordinator

Elaine Howard Consulting, LLC

Elaine Howard

Tiberius Solutions LLC

Nick Popenuk
Ali Danko

Margaret Raimann

TABLE OF CONTENTS

I. DEFINITIONS 1

II. INTRODUCTION 3

III. THE PROJECTS IN THE AREA AND THE RELATIONSHIP BETWEEN URBAN RENEWAL PROJECTS AND THE EXISTING CONDITIONS IN THE URBAN RENEWAL AREA 7

IV. THE ESTIMATED TOTAL COST OF EACH PROJECT AND THE SOURCES OF MONEYS TO PAY SUCH COSTS 10

V. FINANCIAL ANALYSIS OF THE PLAN 12

VI. THE ESTIMATED AMOUNT OF TAX INCREMENT REVENUES REQUIRED AND THE ANTICIPATED YEAR IN WHICH INDEBTEDNESS WILL BE RETIRED 15

VII. THE ANTICIPATED COMPLETION DATE FOR EACH PROJECT 19

VIII. REVENUE SHARING 22

IX. IMPACT OF THE TAX INCREMENT FINANCING 22

X. COMPLIANCE WITH STATUTORY LIMITS ON ASSESSED VALUE AND SIZE OF URBAN RENEWAL AREA 26

XI. EXISTING PHYSICAL, SOCIAL, AND ECONOMIC CONDITIONS AND IMPACTS ON MUNICIPAL SERVICES 27

XII. REASONS FOR SELECTION OF EACH URBAN RENEWAL AREA IN THE PLAN 41

XIII. RELOCATION REPORT 41

I. DEFINITIONS

"Agency" means the Banks Urban Renewal Agency. This Agency is responsible for administration of the urban renewal plan.

"Area" means the properties and rights-of-way located with the Banks urban renewal boundary.

"Blight" is defined in ORS 457.010(1)(A-E) and identified in the ordinance adopting the urban renewal plan.

"Board of Commissioners" means the Washington County Board of Commissioners.

"City" means the City of Banks, Oregon.

"City Council" or "Council" means the Banks City Council.

"Comprehensive Plan" means the City of Banks comprehensive land use plan and its implementing ordinances, policies, and standards.

"County" means Washington County, Oregon.

"Fiscal year" means the year commencing on July 1 and closing on June 30.

"Frozen base" means the total assessed value including all real, personal, manufactured, and utility values within an urban renewal area at the time of adoption. The county assessor certifies the assessed value after the adoption of an urban renewal plan.

"Increment" means that part of the assessed value of a taxing district attributable to any increase in the assessed value of the property located in an urban renewal area, or portion thereof, over the assessed value specified in the certified statement.

"Maximum indebtedness" means the amount of the principal of indebtedness included in a plan pursuant to ORS 457.190 and does not include indebtedness incurred to refund or refinance existing indebtedness.

"ORS" means the Oregon revised statutes and specifically Chapter 457, which relates to urban renewal.

"Planning Commission" means the Banks Planning Commission.

"Public Building Project" means projects identified in ORS 457 as public building projects. The identification of these projects is from the 2025 definition of public building projects in ORS 457.010.

"Revenue sharing" means sharing tax increment proceeds as defined in ORS 457.470.

"Tax increment financing (TIF)" means the funds that are associated with the division of taxes accomplished through the adoption of an urban renewal plan.

"Tax increment revenues" means the funds allocated by the assessor to an urban renewal area due to increases in assessed value over the frozen base within the area.

"UGB" means urban growth boundary.

"Urban renewal area" means a blighted area included in an urban renewal plan or an area included in an urban renewal plan under ORS 457.160.

"Urban renewal plan" or "Plan" means a plan, as it exists or is changed or modified from time to time, for one or more urban renewal areas, as provided in ORS 457.085, 457.095, 457.105, 457.115, 457.120, 457.125, 457.135 and 457.220."Urban renewal project" or "Project" means any work or undertaking carried out under ORS 457.170 in an urban renewal area.

"Urban renewal report" or "Report" means the official report that accompanies the urban renewal plan pursuant to ORS 457.085(3).

II. INTRODUCTION

The Report Accompanying the Banks Urban Renewal Plan Substantial Amendment (Report) contains background information and project details that pertain to the Banks Urban Renewal Plan Substantial Amendment (Amendment). The Report is not a legal part of the Plan but is intended to provide public information and support the findings made by the City Council as part of the approval of Amendment.

The Report provides the analysis required to meet the standards of ORS 457.087, including financial feasibility. The format of the Report is based on this statute. The Report documents the existing conditions in the Banks Urban Renewal Area (Area) as they relate to the proposed projects in the Amendment. The relationship between the sections of the Report and ORS 457.087 requirements is shown in Table 1. The specific reference shown is the section of this Report that most addresses the statutory reference. There may be other sections of the Report that also address the statute.

The Report requirements include:

1. A description of the physical, social, and economic conditions in the Area and expected impact of the plan, including fiscal impact in light of increased services; (ORS 457.087(1))
2. Reasons for selection of the plan Area; (ORS 457.087(2))
3. The relationship between each project to be undertaken and the existing conditions; (ORS 457.087(3))
4. The estimated total cost of each project and the source of funds to pay such costs; (ORS 457.087(4))
5. The estimated completion date of each project; (ORS 457.087(5))The estimated amount of funds required in the Area and the anticipated year in which the debt will be retired; (ORS 457.087(6))
6. A financial analysis of the plan; (ORS 457.087(7))
7. A fiscal impact statement that estimates the impact of tax increment financing (TIF) upon all entities levying taxes upon property in the urban renewal area; (ORS 457.087(8)) and
8. A relocation report. (ORS 457.087(9))

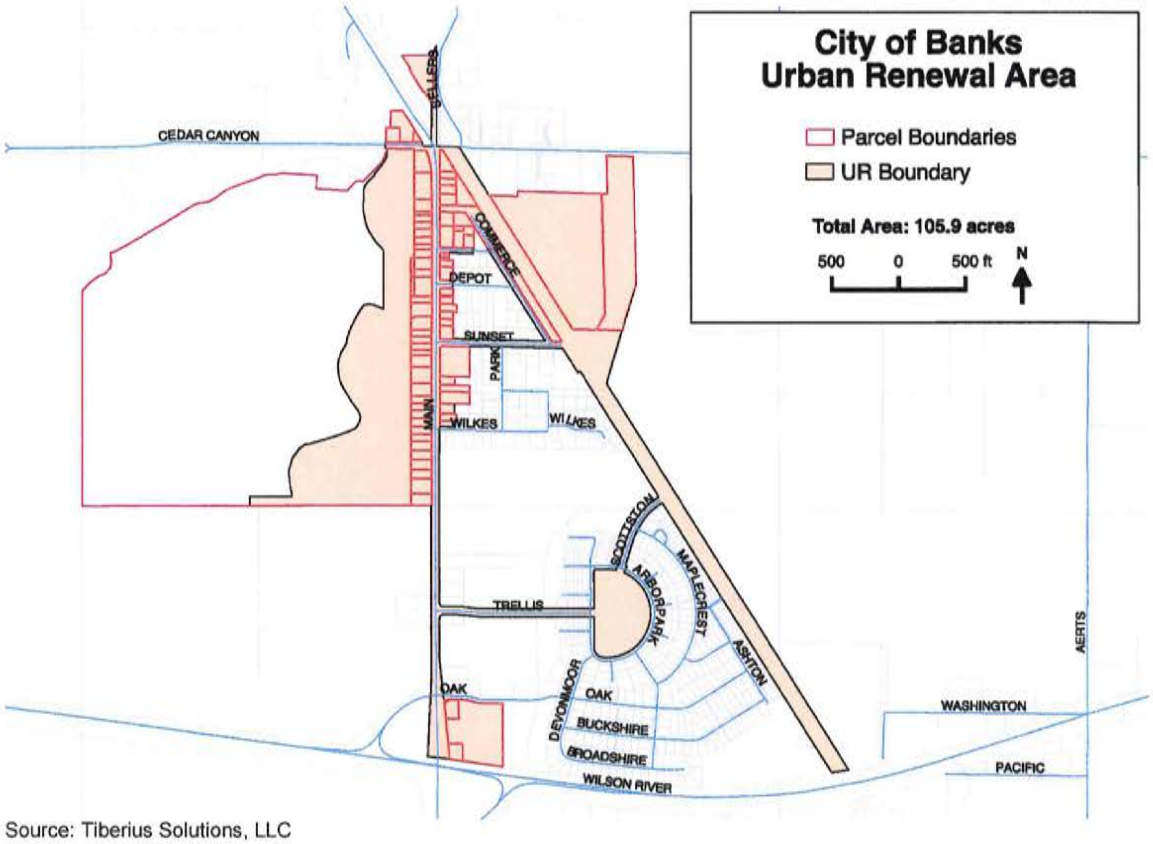
Table 1. Statutory References

Statutory Requirement	Report Section
ORS 457.087 (1)	XI
ORS 457.087 (2)	XII
ORS 457.087 (3)	III
ORS 457.087 (4)	IV
ORS 457.087 (5)	VI, VII
ORS 457.087 (6)	V,VI, VII
ORS 457.087 (7)	V,VI, VII
ORS 457.087 (8)	IX
ORS 457.087 (9)	XIII

The Report provides guidance on how the urban renewal plan might be implemented. As the Banks Urban Renewal Agency (Agency) reviews revenues and potential projects each year, it has the authority to make adjustments to the implementation assumptions in this Report. The Agency may allocate budgets differently, adjust the timing of the projects, decide to incur debt at different timeframes than projected in this Report, and make other changes as allowed in the amendments section of the Plan.

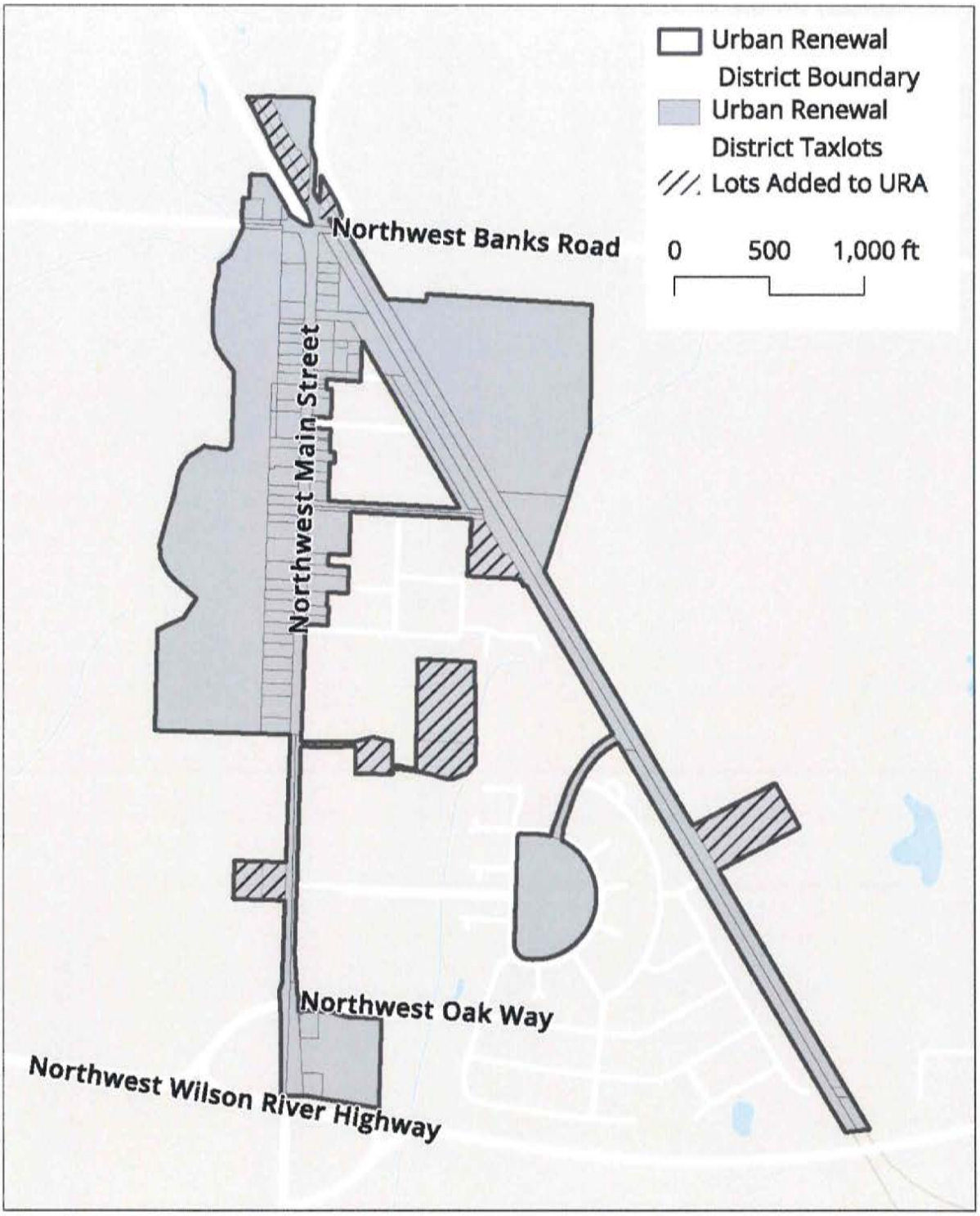
Figure 1 shows the original area boundary, Figure 2 shows the tax lots added in this amendment, Figure 3 shows the new boundary.

Figure 1. Original Banks Urban Renewal Plan Area Boundary



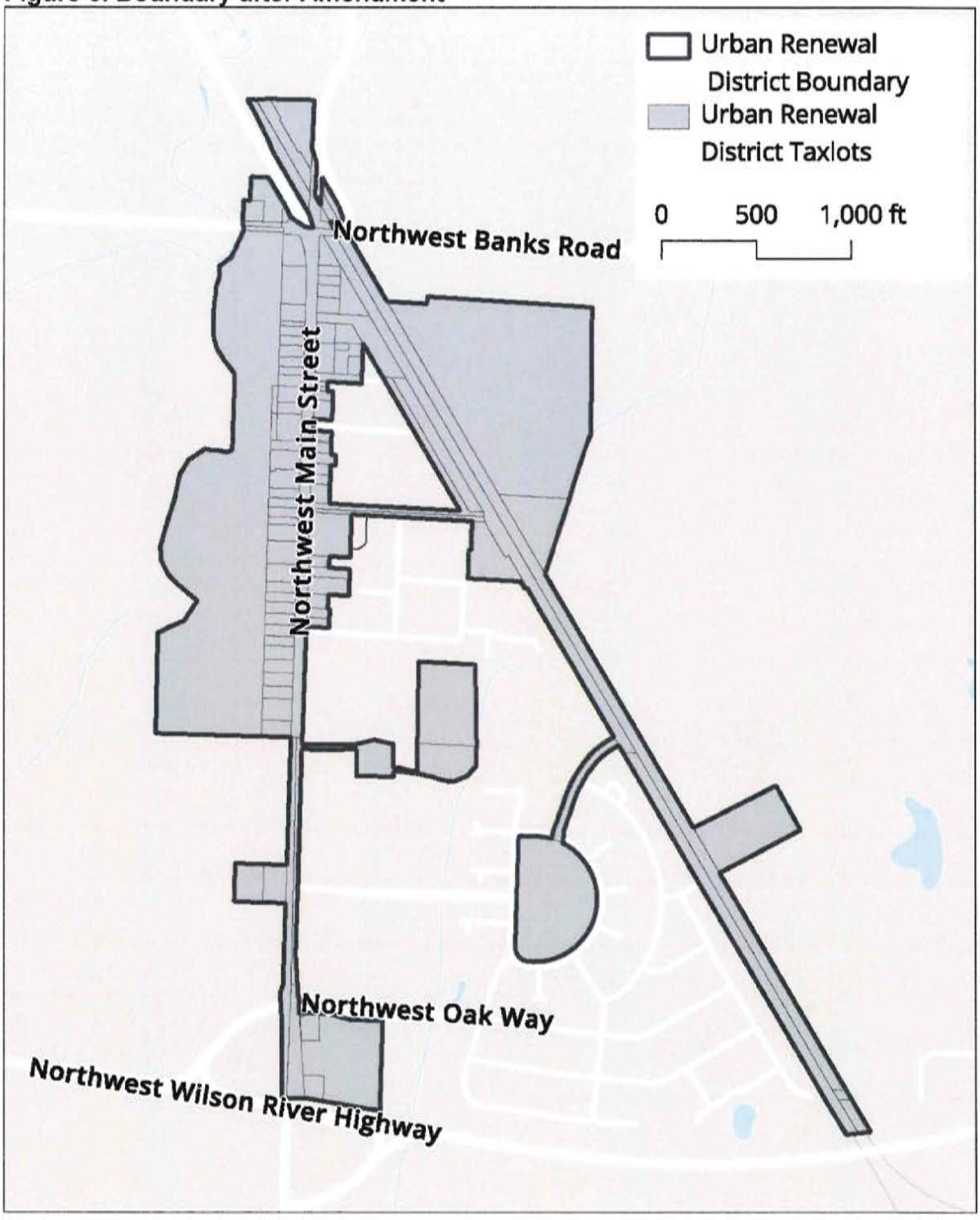
Source: Tiberius Solutions, LLC

Figure 2. Amendment Properties



Source: Tiberius Solutions, LLC Margaret Raimann Amendment properties are shown in crosshatch.

Figure 3. Boundary after Amendment



Source: Tiberius Solutions LLC, Margaret Raimann

III. THE PROJECTS IN THE AREA AND THE RELATIONSHIP BETWEEN URBAN RENEWAL PROJECTS AND THE EXISTING CONDITIONS IN THE URBAN RENEWAL AREA

The projects identified for the Area are described below, including how they relate to the existing conditions in the Area. This section only includes new projects added in Amendment, it does not reflect existing projects described in the original Report. The numbering of projects in this section reflect the numbering as they will be added to the Banks Urban Renewal Plan.

A. DISTRICT IDENTITY

1. Main Street Improvement Program.

This project was in the original Plan and Report but has been reformatted to eliminate reference to three separate districts.

This program will support comprehensive streetscape improvements along Main Street and connecting corridors to create a safe, attractive, and accessible environment for residents, businesses, and visitors. Eligible improvements include but are not limited to new and repaired sidewalks, curb bulb-outs, benches, bike racks, street lighting, trash receptacles, drinking fountains, bollards, transit shelters, restrooms, bike repair stations, and other designated public amenities. The program may also fund the extension or enhancement of existing rights-of-way to improve connectivity to Main Street, including landscaping, and wayfinding elements to promote walkability, encourage bicycle use, and strengthen the local business district.

Existing Conditions:

There are currently little to no streetscape nor streetscape furnishings in the Area.

B. ECONOMY

3. Millsite Revitalization and Industrial Incentive Program

Eligible Activities Include but are not limited to:

- Environmental remediation and site preparation.
- System Development Charge (SDC) offsets or reimbursement incentives for targeted developers
- Infrastructure improvements (water, sewer, road, or dry utilities).
- Site planning and predevelopment assistance to attract light industrial manufacturing tenants.

Existing Conditions: This site is presently a vacant industrial site. It does not have an interior transportation network nor sufficient infrastructure to allow for redevelopment. It is anticipated that remediation will need to be completed to allow

for future industrial use of the site. There may be other activities that need to be undertaken to allow for development of the site.

C. ARTS, CULTURE AND RECREATION

1. Arts, History and Culture District

Develop a vibrant arts, history, and culture district within the Area, supported by planned investments in projects including but not limited to a replica of the historic Wilkes House, preservation of the Wilkes property's original silo, thoughtfully designed gardens and mature trees, and an inviting outdoor performance space.

Existing Conditions:

The Banks School District presently provides the space for arts, history and culture activities. There is a desire to create new facilities to provide increased access to arts, history and cultural activities.

5. Kelly Field

Investment in Kelly field for a community track, field upgrades, and recreational infrastructure.

Existing Conditions:

The Banks School District is undergoing a community-driven project called Kelly Field 365 to replace the existing grass field with an artificial turf facility. This upgrade aims to provide a year-round venue for Banks High School and community events. The project is focused on enhancing the field for various sports and activities and creating a more versatile space for the community. The addition of the project to the Plan allows for the Agency to contribute funding to this project.

6. Performing Arts Center

Develop a Performing Arts Center on the Banks High School campus to provide a dedicated venue for theater, music, dance, and other cultural events that will enrich the lives of students and residents alike.

Existing Conditions:

The Banks School District presently provides the space for performing arts events in Banks. The community desires to have access to performing arts in a separate, state of the art facility to provide excellent space for performing arts.

7. Recreation Center

Participate in the development of a Recreation Center to provide a facility for community recreation activities.

Existing Conditions:

There is no city-wide recreation center outside of the Banks School District facilities.

D. TRANSPORTATION

3. New Development Infrastructure

Assist in the construction of streets, extensions, and infrastructure for new residential and industrial developments and other opportunities particularly on the lands newly added within the expanded UGB.

Existing Conditions:

There are large parcels within the Area that do not have adequate transportation networks and other infrastructure. This infrastructure will be required to allow the parcels to develop.

4. Banks Vernonia State Trail/Salmonberry Trail

Provide trailhead enhancements and national-level signage for the Banks Vernonia State Trail/Salmonberry Trail.

Existing Conditions:

The Banks Vernonia State Trail/Salmonberry Trail is well used and brings visitors to the city. The trailhead needs additional parking and signage to upgrade the community recreation asset.

5. Connectivity improvements

Provide connectivity improvements such as pedestrian crossings, bike lanes, and Americans with Disabilities Act (ADA) pathways.

Existing Conditions:

As noted in Section II, B Transportation of the existing conditions within the Area, there are multiple areas needing pedestrian crossings, bike lanes and compliance with the ADA.

IV. THE ESTIMATED TOTAL COST OF EACH PROJECT AND THE SOURCES OF MONEYS TO PAY SUCH COSTS

The total cost estimates of the projects in Fiscal Year Ending ("FYE") 2025 are shown in Table 2. These estimates will be refined in the future in the annual budgeting process, understanding the limiting total cost factor of the maximum indebtedness. Different allocations may be made to different line items within the Plan without any formal amendment to the Plan.

Allocations to projects in current year dollars could not exceed $17,775,123 to stay within the maximum in indebtedness. Funding was allocated for the initial five years, then it is shown as "Other Projects". This acknowledges that priorities change over time and that the final funding will be in the annual budgeting process. The Plan assumes that the city will seek out other funding sources to pay for many of the urban renewal projects listed and use urban renewal funds as leverage. The city may also pursue regional, county, state, and federal funding and private developer contributions.

The scenario presented in this Report is only one scenario for how the Agency may decide to implement this Plan, and this scenario is financially feasible.

Table 2a. Project Cost Allocations by Category

Expenditures	2025$	Prior Investment
District Identify	$2,000,000	$73,954 Storefront Grants
Economy	$2,500,000	
Arts, Culture & Recreation	$6,750,000	
Public Safety	$1,701,733*	$125,000
Transportation	$2,425,000	
Future Project Allocations	$1,830,659	
Financing Fees	$87,731	
Administration/Materials & Services	$480,000	
TOTAL Expenditures	$17,775,123	

Source: City of Banks and Tiberius Solutions, LLC

- The original allocation to the Banks Fire Protection District in 2017$ was $1,445,000. This number inflated by 3% is $1,777,168 in FYE 2025. $125,000 was distributed to the Fire District in FYE 2024. The remaining contribution to the Banks Fire Protection District is $1,701,733 in FYE 2025$.

Table 2b. Project Cost Allocation by Individual Project

Expense	Prior Expenditure	Remaining to be Funded 2025$
DEPARTMENT		
Admin/Materials and Services		480,000
Loan Payments		1,463,300
Dept Total		**1,943,300**
PROGRAM/PROJECT		
District Identity		**2,000,000**
Main Street Improvements Program		
Storefront Grants/Façade	(73,954)	
Public Art, Murals, Wayfinding, Historic markets		
Public Realm		
Economy		**2,500,000**
(1) Millsite Revitalization & Industrial Incentive Program		2,500,000
(2) Strategic Commercial Property Acquisition Program		
(3) Existing Buildings Additions & Remodels/New buildings		
Arts, Culture & Recreation		**6,750,000**
(1) Kelly Field		500,000
(2) Arts, History, Culture District		
(3) Banks Plaza Mixed Use Space		2,500,000
(4) Performing Arts Center		500,000
(5) Multi-Use Trails /New Trails/Railroad Acq. ROW		2,000,000
(7) Parks Upgrades/New Parks		250,000
(8) Salmonberry/Banks Vernonia Trailhead enhancements		500,000
(9) Recreation/Community Center (study?)		500,000
Public Safety		**1,701,733**
Apparatus	(125,000)*	1,201,733
Station Improvement		500,000
To allocate in future years		1,797,060
Transportation		2,425,000
Program Total		**17,775,123**
Capacity in FYE 2025 $		17,775,123

V. FINANCIAL ANALYSIS OF THE PLAN

The estimated tax increment revenues through FYE 2057, as shown Table 3 are based on projections of the assessed value of development within the Area and the consolidated tax rate that will apply in the Area. The table shows the projected incremental assessed value, tax rates and tax increment revenues each year, adjusted for discounts, delinquencies, and compression losses. These projections of increment are the basis for the projections in Tables 6,7,8 and 9. The assumptions include assumed growth in assessed value of 3% for real and personal property, derived from a combination of appreciation of existing property values and new construction. Assumptions for new development for the residential parcel on the west side of the Area were provided by the developer. City staff worked with the consultant to provide industrial development assumptions for the Area. No change in value for utility and manufactured property is projected.

The narrative analysis for Table 3 is shown below:

- Total AV is the estimated total assessed value of the Area on an annual basis.
- Frozen base is the estimate of the assessed value of the Area at its formation.
- Increment applied is the total assessed value minus the frozen base.
- Increment shared is the amount that will be distributed to all taxing Areas according to their permanent rate due to revenue sharing. In this Plan, there is no assumption for revenue sharing as the financial projections do not meet the statutory thresholds. See Section VIII for a definition of revenue sharing.
- Tax rate is the total permanent rate levy for the Area. The change in tax rate is the result of the blended rate from multiple Tax Code Areas (TCA) that are impacted by the urban renewal area. There happens to be one TCA impacted by the urban renewal area that is outside of City limits. Currently, that TCA has total AV below its frozen base value, generating zero increment. With assumed future growth in assessed value, we forecast that in FYE 2046 the TCA would have increment value, and thus would start to drag down the blended tax rate ever so slightly. By the final year of the forecast, this results in a decrease of $0.005 in the blended overall tax rate.
- Gross tax increment financing revenue (TIF) is calculated by multiplying the tax rate times the assessed value used. The tax rate is per thousand dollars of assessed value, so the calculation is "tax rate times assessed value used divided by one thousand. "
- Adjustments are calculated at 5% of the Gross TIF and are for discounts, delinquencies, and rate truncation. This is basically those tax payments that receive the 3% discount for paying the full amount in November, delinquencies are the tax payments not paid on time and truncation is a term assessors use for the process or operation that shortens or cuts off a piece of data, by removing numbers from the end.

- Current Year Net reflects subtracting the 5% adjustment factor defined above from Gross TIF.
- Prior Year Net is the tax increment revenue that was delinquent the prior year and is paid by the assessor's office once it is received. It is estimated that this amount is 1. 5% of total TIF.
- Total TIF is the amount of tax increment revenues estimated to be received by the Agency.

Table 3. Projected Incremental Assessed Value, Tax Rates, and Tax Increment Revenues

FYE	Total AV	Frozen Base AV	Increment Applied	Tax Rate	Gross TIF	Adjustments	Current Year Net	Prior Year Net	Total TIF
2025	24,105,443	18,196,276	6,434,829	10.9134	70,226	(3,511)	66,715	1,053	67,768
2026	24,828,606	18,196,276	7,138,559	10.9134	77,906	(3,895)	74,011	1,001	75,011
2027	26,022,369	18,683,745	7,824,837	10.9134	85,396	(4,270)	81,126	1,110	82,236
2028	36,887,731	18,683,745	18,669,583	10.9134	203,749	(10,187)	193,561	1,217	194,778
2029	56,711,137	18,683,745	38,471,755	10.9134	419,858	(20,993)	398,865	2,903	401,768
2030	58,412,470	18,683,745	40,151,216	10.9134	438,186	(21,909)	416,277	5,983	422,260
2031	60,164,845	18,683,745	41,881,063	10.9134	457,065	(22,853)	434,212	6,244	440,456
2032	69,460,790	18,683,745	51,153,804	10.9134	558,262	(27,913)	530,349	6,513	536,862
2033	71,544,614	18,683,745	53,213,728	10.9134	580,743	(29,037)	551,706	7,955	559,661
2034	73,690,952	18,683,745	55,335,449	10.9134	603,898	(30,195)	573,703	8,276	581,979
2035	75,901,680	18,683,745	57,520,822	10.9134	627,748	(31,387)	596,360	8,606	604,966
2036	78,178,729	18,683,745	59,771,755	10.9134	652,313	(32,616)	619,697	8,945	628,643
2037	101,375,092	18,683,745	82,941,219	10.9134	905,171	(45,259)	859,912	9,295	869,208
2038	104,416,345	18,683,745	85,954,766	10.9134	938,059	(46,903)	891,156	12,899	904,054
2039	107,548,835	18,683,745	89,058,719	10.9134	971,933	(48,597)	923,337	13,367	936,704
2040	110,775,301	18,683,745	92,255,791	10.9134	1,006,824	(50,341)	956,483	13,850	970,333
2041	114,098,562	18,683,745	95,548,776	10.9134	1,042,762	(52,138)	990,624	14,347	1,004,971
2042	127,588,520	18,683,745	109,007,550	10.9134	1,189,643	(59,482)	1,130,161	14,859	1,145,020
2043	131,416,177	18,683,745	112,803,087	10.9134	1,231,065	(61,553)	1,169,512	16,952	1,186,464
2044	135,358,663	18,683,745	116,712,490	10.9134	1,273,730	(63,687)	1,210,044	17,543	1,227,586
2045	139,419,422	18,683,745	120,739,174	10.9134	1,317,675	(65,884)	1,251,791	18,151	1,269,942
2046	143,602,005	18,683,745	124,918,260	10.9129	1,363,221	(68,161)	1,295,060	18,777	1,313,837
2047	147,910,066	18,683,745	129,226,321	10.9124	1,410,165	(70,508)	1,339,657	19,426	1,359,083
2048	152,347,367	18,683,745	133,663,622	10.9119	1,458,518	(72,926)	1,385,592	20,095	1,405,687
2049	156,917,789	18,683,745	138,234,044	10.9114	1,508,321	(75,416)	1,432,905	20,784	1,453,689
2050	161,625,322	18,683,745	142,941,577	10.9109	1,559,618	(77,981)	1,481,637	21,494	1,503,131
2051	166,474,080	18,683,745	147,790,335	10.9104	1,612,455	(80,623)	1,531,832	22,225	1,554,057
2052	171,468,302	18,683,745	152,784,557	10.9100	1,666,876	(83,344)	1,583,532	22,977	1,606,510
2053	176,612,352	18,683,745	157,928,607	10.9096	1,722,930	(86,147)	1,636,784	23,753	1,660,537
2054	181,910,721	18,683,745	163,226,976	10.9091	1,780,666	(89,033)	1,691,632	24,552	1,716,184
2055	187,368,041	18,683,745	168,684,296	10.9087	1,840,133	(92,007)	1,748,127	25,374	1,773,501
2056	192,989,083	18,683,745	174,305,338	10.9084	1,901,385	-95,069	1,806,316	26,222	1,832,538
2057	198,778,755	18,683,745	135,563,869	10.9080	1,478,729	(73,936)	1,404,793	27,095	1,431,888
TOTAL:					33,955,228	(1,697,761)	32,257,466	463,843	32,721,310

Source: Tiberius Solutions LLC
Notes: TIF is tax increment revenues. Tax rates are expressed in terms of dollars per $1,000 of assessed value.

VI. THE ESTIMATED AMOUNT OF TAX INCREMENT REVENUES REQUIRED AND THE ANTICIPATED YEAR IN WHICH INDEBTEDNESS WILL BE RETIRED

Table 4 shows a summary of the financial capacity of the Area, including how total TIF revenue translates to the ability to fund urban renewal projects in constant 2025 dollars in five-year increments.

It is anticipated that all debt will be retired by FYE 2057 (any outstanding bonds will be defeased and the full maximum indebtedness used). The maximum indebtedness is $30,000,000 (thirty million dollars).There is $29,715,044 maximum indebtedness remaining as of FYE 2025.

The estimated total amount of tax increment revenues required to service the remaining $29,715,044 of the maximum indebtedness of $30,000,000 is $32,721,310 and is made up of tax increment revenues from permanent rate levies.

Table 4. TIF Capacity of the Area in FYE 2025 Constant Rounded Numbers

Net TIF	**$32,700,000**
Maximum Indebtedness	**$30,000,000**
Capacity (2025$)	**$17,700,000**
Years 1-5	$1,800,000
Years 6-10	$3,400,000
Years 11-15	$2,700,000
Years 16-20	$2,300,000
Years 21-25	$2,800,000
Years 26-30	$3,400,000

Source: Tiberius Solutions LLC

This financial analysis shows borrowings as identified in Table 5. The Agency may decide to do borrowings at different times or for different amounts, depending on their analysis at the time. The timeframes on these borrowings are designed to have all borrowings repaid at the termination of the Area in FYE 2057. The amounts shown are the principal amounts of the borrowings. The total amounts, including interest, are shown in the second column of Table 6. The debt service coverage ratio in the first year of the initial borrowing is projected to be 1.13. The Agency should understand this is a thin margin between revenues and expenditures and will want to make sure the new development is happening to provide increased tax increment revenues in the subsequent years.

Table 5. Projected Loan Amounts and Terms

	Loan A	Loan B	Loan C
Principal Amount	$867,500	$2,700,000	$1,600,000
Interest Rate	5.50%	5.00%	5.00%
Loan Term	20	20	20
Loan Year	2026	2031	2036
Interest Payment Start	2027	2031	2036
Principal Payment Start	2027	2031	2036
Annual Payment	$(72,592)	$(216,655)	$ (128,388)

Source: Tiberius Solutions LLC

Table 6 and Table 7 show more detailed tables on the allocation of tax revenues to debt service and transfers to the project fund. The initial Loan A payment is not shown until FYE 2027. Table 8 and Table 9 show potential allocations to projects and administration over time until the maximum indebtedness is reached.

Table 6. Tax Increment Revenues and Allocations to Debt Service

	Total	FYE2026	FYE 2027	FYE2028	FYE 2029	FYE 2030	FYE 2031	FYE 2032
Resources								
Beginning Balance		245,138	-	-	-	-	-	-
Interest Earnings	1,226	1,226	-	-	-	-	-	-
TIF: Current Year	32,257,466	74,011	81,126	193,561	398,865	416,277	434,212	530,349
TIF: Prior Years	463,843	1,001	1,110	1,217	2,903	5,983	6,244	6,513
Total Resources	32,722,536	321,375	82,236	194,778	401,768	422,260	440,456	536,862
Expenditures								
Debt Service								
Loan A	(1,451,000)		(72,592)	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)
Loan B	(4,333,100)	-	-	-	-	-	(216,655)	(216,655)
Loan C	(2,567,763)	-	-	-	-	-	-	-
Total Debt Service	(8,351,862)		(72,550)	(72,550)	(72,550)	(72,550)	(289,205)	(289,205)
Debt Service Coverage Ratio			1.13	2.68	5.54	5.82	1.52	1.86
Transfer to URA Projects Fund	(24,548,044)	(321,375)	(9,644)	(122,186)	(329,176)	(349,668)	(151,209)	(247,615)
Total Expenditures	(32,899,906)	(321,375)	(82,236)	(194,778)	(401,768)	(422,260)	(440,456)	(536,862)

	FYE 2033	FYE2034	FYE2035	FYE 2036	FYE 2037	FYE 2038	FYE 2039	FYE 2040
Resources								
Beginning Balance	-	-	-	-	-	-	-	-
Interest Earnings	-	-	-	-	-	-	-	-
TIF: Current Year	551,706	573,703	596,360	619,697	859,912	891,156	923,337	956,483
TIF: Prior Years	7,955	8,276	8,606	8,945	9,295	12,899	13,367	13,850
Total Resources	559,661	581,979	604,966	628,643	869,208	904,054	936,704	970,333
Expenditures								
Debt Service								
Loan A	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)
Loan B	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)
Loan C	-	-	-	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)
Total Debt Service	(289,205)	(289,205)	(289,205)	(417,593)	(417,593)	(417,593)	(417,593)	(417,593)
Debt Service Coverage Ratio	1.94	2.01	2.09	1.51	2.08	2.16	2.24	2.32
Transfer to URA Projects Fund	(270,456)	(292,774)	(315,761)	(211,050)	(451,615)	(486,461)	(519,111)	(552,740)
Total Expenditures	(559,661)	(581,979)	(604,966)	(628,643)	(869,208)	(904,054)	(936,704)	(970,333)
		-	-	-	-	-	-	-

Table 7. Tax Increment Revenues and Allocations to Debt Service

	FYE 2041	FYE 2042	FYE 2043	FYE 2044	FYE 2045	FYE 2046	FYE2047	FYE2048
Resources	-							
Beginning Balance	-	-	-	-	-	-	-	-
Interest Earnings	-	-	-	-	-	-	-	-
TIF: Current Year	990,624	1,130,161	1,169,512	1,210,044	1,251,791	1,295,060	1,339,657	1,385,592
TIF: Prior Years	14,347	14,859	16,952	17,543	18,151	18,777	19,426	20,095
Total Resources	1,004,971	1,145,020	1,186,464	1,227,586	1,269,942	1,313,837	1,359,083	1,405,687
Expenditures								
Debt Service								
Loan A	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)	-	-	-
Loan B	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)
Loan C	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)
	(417,593)	(417,593)	(417,593)	(417,593)	(417,593)	(345,043)	(345,043)	(345,043)
Debt Service Coverage Ratio	2.41	2.74	2.84	2.94	3.04	3.81	3.94	4.07
Transfer to URA Projects Fund	(587,378)	(727,427)	(768,871)	(809,993)	(852,349)	(968,793)	(1,014,040)	(1,060,644)
Total Expenditures	(970,333)	(1,004,971)	(1,186,464)	(1,227,586)	(1,269,942)	(1,313,837)	(1,359,083)	(1,405,687)

	FYE2049	FYE2050	FYE 2051	FYE 2052	FYE 2053	FYE 2054	FYE 2055	FYE 2056	FYE 2057
Resources									
Beginning Balance	-	-	-	-	-	-	-	-	
Interest Earnings	-	-	-	-	-	-	-	-	
TIF: Current Year	1,432,905	1,481,637	1,531,832	1,583,532	1,636,784	1,691,632	1,748,127	1,806,316	1,404,793
TIF: Prior Years	20,784	21,494	22,225	22,977	23,753	24,552	25,374	26,222	27,095
Total Resources	1,453,689	1,503,131	1,554,057	1,606,510	1,660,537	1,716,184	1,773,501	1,832,538	1,431,888
Expenditures									
Debt Service									
Loan A	(216,655)	(216,655)	-	-	-	-	-	-	-
Loan B	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	-	-
Loan C	(345,043)	(345,043)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	-	-
Debt Service Coverage Ratio	4.21	4.36	12.10	12.51	12.93	13.37	13.81		
Transfer to URA Projects Fund	(1,108,646)	(1,158,088)	(1,425,668)	(1,478,122)	(1,532,148)	(1,587,796)	(1,645,113)	(1,832,538)	(1,431,888)
Total Expenditures	(1,453,689)	(1,503,131)	(1,554,057)	(1,606,510)	(1,660,537)	(1,716,184)	(1,773,501)	(1,832,538)	(1,431,888)

Source: Tiberius Solutions LLC

VII. THE ANTICIPATED COMPLETION DATE FOR EACH PROJECT

The schedule for construction of projects will be based on the availability of funding. The projects will be ongoing and will be completed as directed by the Agency. Annual expenditures for project administration and finance fees are also shown.

The Area is anticipated to complete all projects and have sufficient tax increment finance revenue to terminate the district in FYE 2057. The amount of money available for projects in 2025 constant dollars for the Area is approximately $17,700,000. See Table 2 for the individual project analysis.

Table 8 and Table 9 show the approximate $$17,700,000 of 2025 constant dollars for projects inflated over the life of the Area, totaling the maximum indebtedness of $30,000,000. All costs shown in Table 8 and Table 9 are in year-of-expenditure dollars, which are adjusted by 3.0% annually to account for inflation.

The 3% inflation rate is the rate to use in the future if any amendment to increase maximum indebtedness is pursued in accordance with ORS 457.470.

The Agency may change the completion dates in their annual budgeting process or as project decisions are made in administering the Plan. The following tables are prepared to show that the Area is financially feasible as required by ORS 457. The initial five years of the Finance Plan have funding allocated to specific project categories. After that time, the available funding is in the row titled "Future Project Funding". This is done so that the funding can be allocated in the future in the amounts that are decided by the Agency at that time. There may be changes to project timelines and priorities in five years that make for different funding choices. There is a category for Future Project Funding. That category just allows for the funding after the initial 5 years to be allocated by the Agency. However, the funding must be allocated to a project or program that is within the Plan.

FYE 2026 does not have a Beginning Fund Balance as those funds are shown in the row titled "Transfer from TIF Fund". After that time, the Beginning Fund Balance in Tables 8 and 9 will equal the prior year's Ending Balance in the initial five years. After that time, there is no Ending Balance as all funds are shown as being spent on projects.

There are some project categories where there is no total shown in column two of Table 8 (Public Safety and Transportation). That is because no specific allocations to those categories have been made yet on an annual basis. Prior to FYE 2026 the Banks Rural Fire Protection District received $125,000 for apparatus. See Table 8 for project allocations.

Table 8. Projects and Costs in Year of Expenditure Dollars

	Total	FYE2026	FYE 2027	FYE2028	FYE 2029	FYE 2030	FYE 2031	FYE 2032
Resources								
Beginning Balance		-	115,840	6,614	2,919	719	8,508	-
Interest Earnings	674	-	579	33	15	4	43	-
Transfer from TIF Fund	24,547,207	321,375	9,644	122,186	329,176	349,668	151,209	247,615
Bond/Loan Proceeds	5,167,500	867,500	-	-	-	-	-	-
Total Resources	29,715,381	1,188,875	126,064	128,833	332,110	350,391	2,859,760	247,615
Expenditures								
District Identify	(160,000)	(30,000)	(30,000)	(30,000)	(35,000)	(35,000)	-	-
Economy	(200,000)	-	-	-	(100,000)	(100,000)	-	-
Arts, Culture & Recreation	(1,391,500)	(867,500)	(74,000)	(80,000)	(180,000)	(190,000)	-	-
Public Safety (included in future project funding)	-	-	-	-	-	-	-	-
Transportation (included in future project funding)	-	-	-	-	-	-	-	-
Future Project Funding	(26,983,719)	(53,919)	-	-	-	-	(2,799,095)	(229,745)
Financing Fees	(86,000)						(54,000)	
Administration/Materials & Services	(894,162)	(121,616)	(15,450)	(15,914)	(16,391)	(16,883)	(17,390)	(17,912)
Total Expenditures	(29,715,381)	(1,073,035)	(119,450)	(125,914)	(331,391)	(341,883)	(2,859,760)	(247,615)
Ending Balance		115,840	6,614	2,919	719	8,508		

	FYE 2033	FYE 2034	FYE 2035	FYE 2036	FYE 2037	FYE 2038	FYE 2039	FYE 2040
Resources								
Beginning Balance	-	-	-	-	-	-	-	-
Interest Earnings	-	-	-	-	-	-	-	-
Transfer from TIF Fund	270,414	292,732	315,719	211,008	451,573	486,420	519,069	552,698
Bond/Loan Proceeds	-	-	-	1,600,000	-	-	-	-
Total Resources	270,414	292,732	315,719	1,811,008	451,573	486,420	519,069	552,698
Expenditures								
District Identify	-	-	-	-	-	-	-	-
Economy	-	-	-	-	-	-	-	-
Arts, Culture & Recreation	-	-	-	-	-	-	-	-
Public Safety	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-
Future Project Funding	(251,965)	(273,730)	(296,147)	(1,758,849)	(430,810)	(465,034)	(497,041)	(530,009)
Financing Fees				(32,000)				
Administration/Materials & Services	(18,449)	(19,002)	(19,572)	(20,159)	(20,763)	(21,386)	(22,028)	(22,689)
Total Expenditures	(270,414)	(292,732)	(315,719)	(1,811,008)	(451,573)	(486,420)	(519,069)	(552,698)
Ending Balance	-	-	-	-	-	-	-	-

Table 9. Projects and Costs in Year of Expenditure Dollars

	FYE 2041	FYE 2042	FYE 2043	FYE 2044	FYE 2045	FYE 2046	FYE2047	FYE2048
Resources								
Beginning Balance	-	-						
Interest Earnings	-	-						
Transfer from TIF Fund	587,336	727,385	768,829	809,951	852,307	896,202	1,014,040	1,060,644
Bond/Loan Proceeds	-	-	-	-	-	-	-	-
Total Resources	587,336	727,385	768,829	809,951	852,307	896,202	1,014,040	1,060,644
Expenditures								
District Identify	-	-	-	-	-	-	-	-
Economy	-	-	-	-	-	-	-	-
Arts, Culture & Recreation	-	-	-	-	-	-	-	-
Public Safety	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-
Future Project Funding	(563,966)	(703,314)	(744,037)	(784,415)	(826,004)	(869,110)	(986,135)	(1,031,902)
Financing Fees								
Administration/Materials & Services	(23,370)	(24,071)	(24,792)	(25,536)	(26,303)	(27,092)	(27,905)	(28,742)
Total Expenditures	(587,336)	(727,385)	(768,829)	(809,951)	(852,307)	(896,202)	(1,014,040)	(1,060,644)
Ending Balance	-	-	-	-	-	-	-	-

	FYE2049	FYE2050	FYE 2051	FYE 2052	FYE 2053	FYE 2054	FYE 2055	FYE 2056	FYE 2057
Resources									
Beginning Balance	-	-	-	-	-	-	-	-	
Interest Earnings	-	-	-	-	-	-	-	-	
Transfer from TIF Fund	1,108,646	1,158,088	1,425,668	1,478,122	1,532,148	1,587,796	1,645,113	1,832,538	1,431,888
Bond/Loan Proceeds	-	-	-	-	-	-	-	-	
Total Resources	1,108,646	1,158,088	1,425,668	1,478,122	1,532,148	1,587,796	1,645,113	1,832,538	1,431,888
Expenditures									
District Identify	-	-	-	-	-	-	-	-	
Economy	-	-	-	-	-	-	-	-	
Arts, Culture & Recreation	-	-	-	-	-	-	-	-	
Public Safety	-	-	-	-	-	-	-	-	
Transportation	-	-	-	-	-	-	-	-	
Future Project Funding	(1,079,042)	(1,127,596)	(1,394,261)	(1,445,773)	(1,498,828)	(1,553,477)	(1,609,765)	(1,796,130)	(1,394,388)
Financing Fees									
Administration/Materials & Services	(29,604)	(30,492)	(31,407)	(32,349)	(33,320)	(34,319)	(35,348)	(36,408)	(37,500)
Total Expenditures	(1,108,646)	(1,158,088)	(1,425,668)	(1,478,122)	(1,532,148)	(1,587,796)	(1,645,113)	(1,832,538)	(1,431,888)
Ending Balance	-	-	-	-	-	-	-	-	

Source: Tiberius Solutions LLC

VIII. REVENUE SHARING

Revenue sharing is part of the 2009 legislative changes to urban renewal and means that, at thresholds defined in ORS 457.470, the impacted taxing jurisdictions will receive a share of the incremental growth in the area. The share is a percentage basis dependent upon the tax rates of the taxing jurisdictions. The first threshold is 10% of the original maximum indebtedness. (10% of $30,000,000 is $3,000,000) At the 10% threshold, the Agency will receive the full 10% of the initial maximum indebtedness plus 25% of the increment above the 10% threshold and the taxing jurisdictions will receive 75% of the increment above the 10% threshold. The second threshold is set at 12.5% of the original maximum indebtedness (12.5% of $30,000,000 is $3,750,000). If this threshold is met, revenue for the district would be capped at 12.5% of the maximum indebtedness, with all additional tax revenue being shared with affected taxing districts.

Neither threshold is anticipated to be reached prior to the termination of this district. Therefore, revenue sharing is not anticipated for the Area. FYE 2056 If assessed value in the Area grows more quickly than projected, the revenue sharing triggers could be reached.

IX. IMPACT OF THE TAX INCREMENT FINANCING

This section describes the impact of tax increment financing of the maximum indebtedness, both until and after the indebtedness is repaid, upon all entities levying taxes upon property in the Area.

The impact of tax increment financing on overlapping taxing districts consists primarily of the property tax revenues foregone on permanent rate levies as applied to the growth in assessed value in the Area. These projections are for impacts estimated through FYE 2057 and are shown in Table 10 and Table 11.

The Banks School District and the Northwest Regional Education Service District are not *directly* affected by the tax increment financing, but the amounts of their taxes divided for the urban renewal plan are shown in the following tables. Under current school funding law, property tax revenues are combined with State School Fund revenues to achieve per-student funding targets. Under this system, property taxes foregone, due to the use of tax increment financing, are substantially replaced with State School Fund revenues, as determined by a funding formula at the State level.

Table 10 and Table 11 show the projected impacts to permanent rate levies of taxing districts as a result of this Plan. Table 10 shows the general government levies, and Table 11 shows the education levies.

General obligation bonds and local option levies are impacted by urban renewal only if they were originally approved by voters in an election prior to October 6, 2001. There are no local option levies or general obligation bonds approved prior to October 6, 2001 that will still be in effect in the Area at the time that tax increment revenues begin to be collected.

The impact of just adding the parcels to the Area in the Amendment is projected to be a total of $70,765 over the thirty-two year estimated time frame.

Table 10. Projected Impact on Taxing District Permanent Rate Levies - General Government

FYE	Washington County	Tualatin Soil & Water-	Port of Portland-	FIRE-Banks RFPD	City of Banks	Subtotal General Government
2025	($13,962)	($559)	($435)	($6,726)	($12,233)	($33,914)
2026	($15,454)	($619)	($482)	($7,445)	($13,540)	($37,539)
2027	($16,942)	($678)	($528)	($8,162)	($14,845)	($41,155)
2028	($40,129)	($1,606)	($1,251)	($19,331)	($35,160)	($97,477)
2029	($82,773)	($3,313)	($2,581)	($39,873)	($72,524)	($201,064)
2030	($86,995)	($3,482)	($2,712)	($41,907)	($76,223)	($211,320)
2031	($90,744)	($3,632)	($2,829)	($43,713)	($79,508)	($220,426)
2032	($110,605)	($4,427)	($3,448)	($53,281)	($96,910)	($268,672)
2033	($115,302)	($4,615)	($3,595)	($55,544)	($101,026)	($280,082)
2034	($119,900)	($4,799)	($3,738)	($57,758)	($105,054)	($291,251)
2035	($124,636)	($4,989)	($3,886)	($60,040)	($109,204)	($302,755)
2036	($129,514)	($5,184)	($4,038)	($62,390)	($113,478)	($314,604)
2037	($179,076)	($7,168)	($5,583)	($86,264)	($156,902)	($434,994)
2038	($186,255)	($7,456)	($5,807)	($89,723)	($163,193)	($452,433)
2039	($192,982)	($7,725)	($6,017)	($92,963)	($169,086)	($468,773)
2040	($199,910)	($8,002)	($6,233)	($96,301)	($175,157)	($485,602)
2041	($207,046)	($8,288)	($6,455)	($99,738)	($181,409)	($502,937)
2042	($235,899)	($9,443)	($7,355)	($113,637)	($206,690)	($573,024)
2043	($244,438)	($9,784)	($7,621)	($117,751)	($214,171)	($593,765)
2044	($252,910)	($10,124)	($7,885)	($121,832)	($221,594)	($614,344)
2045	($261,636)	($10,473)	($8,157)	($126,035)	($229,240)	($635,541)
2046	($270,691)	($10,835)	($8,440)	($130,398)	($237,115)	($657,479)
2047	($280,027)	($11,209)	($8,731)	($134,895)	($245,226)	($680,088)
2048	($289,643)	($11,594)	($9,030)	($139,527)	($253,581)	($703,375)
2049	($299,548)	($11,990)	($9,339)	($144,298)	($262,186)	($727,362)
2050	($309,749)	($12,399)	($9,657)	($149,213)	($271,050)	($752,067)
2051	($320,257)	($12,819)	($9,985)	($154,274)	($280,179)	($777,514)
2052	($331,080)	($13,253)	($10,322)	($159,488)	($289,582)	($803,725)
2053	($342,228)	($13,699)	($10,670)	($164,858)	($299,267)	($830,722)
2054	($353,710)	($14,158)	($11,028)	($170,389)	($309,243)	($858,528)
2055	($365,536)	($14,632)	($11,397)	($176,086)	($319,518)	($887,169)
2056	($377,717)	($15,119)	($11,776)	($181,954)	($330,102)	($916,669)
2057	($295,146)	($11,814)	($9,202)	($142,178)	($257,892)	($716,232)
Total	($6,742,440)	($269,890)	($210,214)	($3,247,971)	($5,902,087)	($16,372,601)

Source: Tiberius Solutions LLC

Table 11. Projected Impact on Taxing District Permanent Rate Levies - Education

FYE	ESD-NW Regional	Portland Community College	SCH-Banks School District	Subtotal Education	Total All
2025	($955)	($1,756)	($31,142)	($33,854)	($67,768)
2026	($1,057)	($1,944)	($34,471)	($37,472)	($75,011)
2027	($1,159)	($2,131)	($37,791)	($41,081)	($82,236)
2028	($2,745)	($5,047)	($89,509)	($97,302)	($194,778)
2029	($5,662)	($10,411)	($184,631)	($200,704)	($401,768)
2030	($5,951)	($10,942)	($194,048)	($210,940)	($422,260)
2031	($6,207)	($11,414)	($202,409)	($220,030)	($440,456)
2032	($7,566)	($13,912)	($246,712)	($268,190)	($536,862)
2033	($7,887)	($14,503)	($257,189)	($279,579)	($559,661)
2034	($8,202)	($15,081)	($267,445)	($290,728)	($581,979)
2035	($8,526)	($15,677)	($278,009)	($302,211)	($604,966)
2036	($8,859)	($16,290)	($288,890)	($314,039)	($628,643)
2037	($12,250)	($22,524)	($399,440)	($434,214)	($869,208)
2038	($12,741)	($23,427)	($415,454)	($451,621)	($904,054)
2039	($13,201)	($24,273)	($430,458)	($467,931)	($936,704)
2040	($13,675)	($25,144)	($445,912)	($484,731)	($970,333)
2041	($14,163)	($26,042)	($461,830)	($502,034)	($1,004,971)
2042	($16,137)	($29,671)	($526,188)	($571,996)	($1,145,020)
2043	($16,721)	($30,745)	($545,234)	($592,699)	($1,186,464)
2044	($17,300)	($31,811)	($564,131)	($613,242)	($1,227,586)
2045	($17,897)	($32,908)	($583,596)	($634,401)	($1,269,942)
2046	($18,516)	($34,047)	($603,794)	($656,358)	($1,313,837)
2047	($19,155)	($35,221)	($624,619)	($678,995)	($1,359,083)
2048	($19,813)	($36,431)	($646,068)	($702,311)	($1,405,687)
2049	($20,490)	($37,677)	($668,160)	($726,327)	($1,453,689)
2050	($21,188)	($38,960)	($690,916)	($751,064)	($1,503,131)
2051	($21,907)	($40,281)	($714,354)	($776,542)	($1,554,056)
2052	($22,647)	($41,643)	($738,495)	($802,785)	($1,606,510)
2053	($23,410)	($43,045)	($763,360)	($829,815)	($1,660,537)
2054	($24,195)	($44,489)	($788,972)	($857,656)	($1,716,184)
2055	($25,004)	($45,977)	($815,351)	($886,332)	($1,773,501)
2056	($25,837)	($47,509)	($842,523)	($915,869)	($1,832,538)
2057	($20,189)	($37,123)	($658,343)	($715,655)	($1,431,888)
TOTAL	($461,211)	($848,053)	($15,039,444)	($16,348,709)	($32,721,310)

Source: Tiberius Solutions LLC

Please refer to the explanation of the schools funding in the preceding section

Table 12 shows the projected increased revenue to the taxing jurisdictions after tax increment proceeds are projected to be terminated. These projections are for FYE 2057. Frozen Base is the assessed value of the Area when it was established. This will increase a small amount with the 2025 amendment. Excess Value means the increased assessed value in the Area after the Frozen Base was established.

Table 12. Additional Revenues Obtained after Termination of Tax Increment Financing

Taxing District	Type	Tax Rate	From Frozen Base	From Excess Value	Total
General Government					
Washington County	Permanent	2.2484	$42,008	$418,334	$460,342
Tualatin Soil & Water	Permanent	0.0900	$1,682	$16,744	$18,426
Port of Portland	Permanent	0.0701	$1,310	$13,043	$14,353
Banks RFPD	Permanent	1.0831	$20,237	$201,520	$221,757
City of-Banks	Permanent	1.9700	$34,496	$365,462	$399,958
Subtotal		5.4616	*$99,733*	*$1,015,103*	*$1,114,836*
Education					
NW Regional ESD	Permanent	0.1538	$2,873	$28,615	$31,488
Portland Community College-	Permanent	0.2828	$5,284	$52,618	$57,902
Banks School District	Permanent	5.0152	$93,703	$933,120	$1,026,823
Subtotal		5.4518	*$101,860*	*$1,014,353*	*$1,116,213*
TOTAL:		10.9134	**$201,593**	**$2,029,456**	**$2,231,049**

Source: Tiberius Solutions LLC

X. COMPLIANCE WITH STATUTORY LIMITS ON ASSESSED VALUE AND SIZE OF URBAN RENEWAL AREA

State law limits the percentage of both a municipality's total assessed value and the total land area that can be contained in an urban renewal area at the time of its establishment to 25% for municipalities under 50,000 in population. As noted below, the frozen base (assumed to be FYE 2025 values), including all real, personal, personal, manufactured, and utility properties in the Area, is projected to be $24,105,443. The total assessed value of the City of Banks is $169,703,511. The percentage of assessed value in the Area is 14.76%, below the 25% threshold.

The original Area had 105.9 acres. The statutory limitation (ORS 457.220) states no more than twenty percent of the original plan acreage may be added to the Area. The Amendment adds 12.73 acres, in compliance with that limitation. However, the percentage of acres in urban renewal to total acres in the city is at the limit, so no new acreage could be added to the Area until the total acreage of the city is increased through future annexations.

The Amendment also removed 5.43 acres in tax lots and 1.60 acres in right of way to keep the Plan within the twenty-five percent of total city acreage limitation.

The Area contains 111.5 acres, including public rights-of-way, and the City of Banks contains 447 acres. This puts 24.95% of the City's acreage in an Urban Renewal Area, below the 25% threshold.

Table 13. Urban Renewal Area Conformance with Assessed Value and Acreage Limits

	Assessed Value	Acreage
A. City of Banks	$169,703,511	447
B. Banks Urban Renewal Area acreage		111.55
C. Banks Urban Renewal Area Frozen Value	$24,105,443	
D. Banks Urban Renewal Area Excess Value	$6,434,829	
Percentage in Urban Renewal Area	14.76%	24.95%
	Percentage in UR =C/(A-D)	
	Original Acres	
Banks Urban Renewal Area 20% limitation	105.9	21.18
Acreage added in 2025 Amendment		12.73
Remaining acres to add		8.45

Source: Compiled by Elaine Howard Consulting, LLC with data from City of Banks and Washington County Department of Assessment and Taxation (FYE 2025)

XI. EXISTING PHYSICAL, SOCIAL, AND ECONOMIC CONDITIONS AND IMPACTS ON MUNICIPAL SERVICES

This section of the Report describes existing conditions within the Banks Urban Renewal Area and documents the occurrence of "blighted areas," as defined by ORS 457.010(1).

A. PHYSICAL CONDITIONS

1. Tax Lots to be Added

The tax lots added in the Amendment are shown in Table 14 and Figure 2. The total addition of tax lot acreage is 12.517 acres. The right of way addition is .21 acres.

Table 14. Amendment Tax lots

Tax Lot Number	Acreage
2N330CC03100	0.14
2N4360001001	0.556
2N4360001002	0.689
2N331BC00100	1.243
2N330CC00600	0.175
2N4250003200	0.679
2N331CA06900	2.998
2N331CB02300	2.223
2N331BC06900	3.005
2N4250003300	0.809
TOTAL Acres	12.517

Removed

2N4360001001 (0.556 acres)
2N4360001002 (0.689 acres)
2N331D000100 (0.276 acres)

Source: Tiberius Solutions LLC, Margaret Raimann

2. *Land Use*

The land use in the Area is shown in Table 15. Approximately twenty-six percent of the property is in Exempt uses, meaning they do not pay property taxes.

Table 15. Existing Land Use in Area

Land Use	Tax Lots	Acreage	% of Acreage
Exempt	18	29.22	26.19%
Multiple uses*	1	24.62	22.07%
Industrial	3	19.19	17.20%
Commercial	38	19.41	17.40%
Residential Single Family	23	7.86	7.05%
Multifamily vacant (700)	2	0.45	0.40%
Manufactured Structure	1	0.18	0.16%
Total	95	100.93	
Right of Way		10.62	9.52%
TOTAL acres		111.55	100.00%

Source: Compiled by Elaine Howard Consulting, LLC with data from the Washington County Department of Assessment and Taxation (FYE 2025) * (site on west side of the Area)

3. *Zoning and Comprehensive Plan Designations*

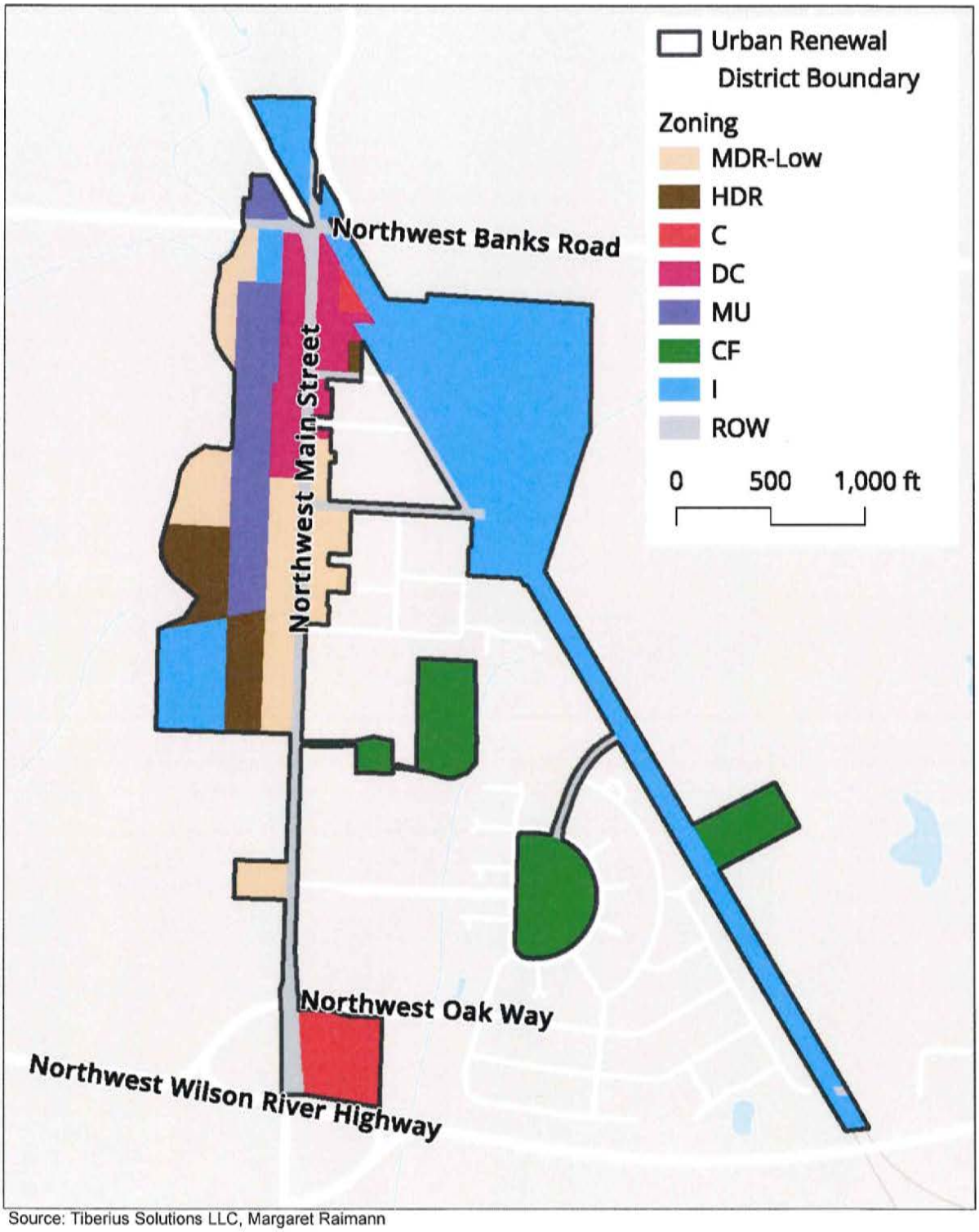
As illustrated in Table 16, approximately forty percent of the land is zoned industrial and has an industrial comprehensive plan designation. At this time, the former Hampton Lumber site is the largest site and it is presently not in an active use. The vacant site on the west side of the Area presently has multiple zoning designations.

Table 16. Existing Zoning Designations

Zoning	Tax Lots	Acreage	% of Acreage
Industrial	15	40.83	40.45%
Multiple designations including High Density Residential	5	25.17	24.93%
Community Facilities	4	13.50	13.38%
Medium Density Residential - Low	33	9.26	9.18%
Downtown Commercial	30	6.30	6.24%
Commercial	5	4.92	4.88%
Mixed Use	3	0.95	0.94%
Total tax lots	95	100.93	100.00%
Right of Way		10.62	
TOTAL acres		111.55	

Source: Compiled by Elaine Howard Consulting, LLC with data from the Washington County Department of Assessment and Taxation (FYE 2025)

Figure 4. Area Zoning and Comprehensive Plan Designations



Source: Tiberius Solutions LLC, Margaret Raimann

B. INFRASTRUCTURE

This section identifies the existing conditions in the Area to assist in establishing blight. There are projects listed in several City of Banks infrastructure master plans that relate to these existing conditions. **This does not mean that all of these projects are included in the Plan. The specific projects that are included in the Plan are listed in Sections IV and V of this Report.**

1. Transportation

The following information is from the Transportation Systems Plan adopted August 13, 2024.

a. Motor Vehicles Projects

- 7 - New At-Grade Railroad Crossing

Construct new east-west roadway and at-grade crossing of railroad tracks from Sunset Ave to future collector on east side. Construct to City Collector standards.

- 8 - Wilkes St Extension in West Banks

Construct new east-west roadway from Wilkes St/Main St to the west to the City UGB. Build to City Collector standards.

- 9 - New North-South Collector in West Banks

Construct new north-south roadway from Cedar Canyon Rd to Wilkes St extension (Motor Vehicle Project 8) to City Collector standards.

- 14 - New East-West Collector in West Banks

Construct new east-west roadway from OR 47/Trellis Ave to the west along south boundary of Sunset Park to UGB. Build to City Collector standards.

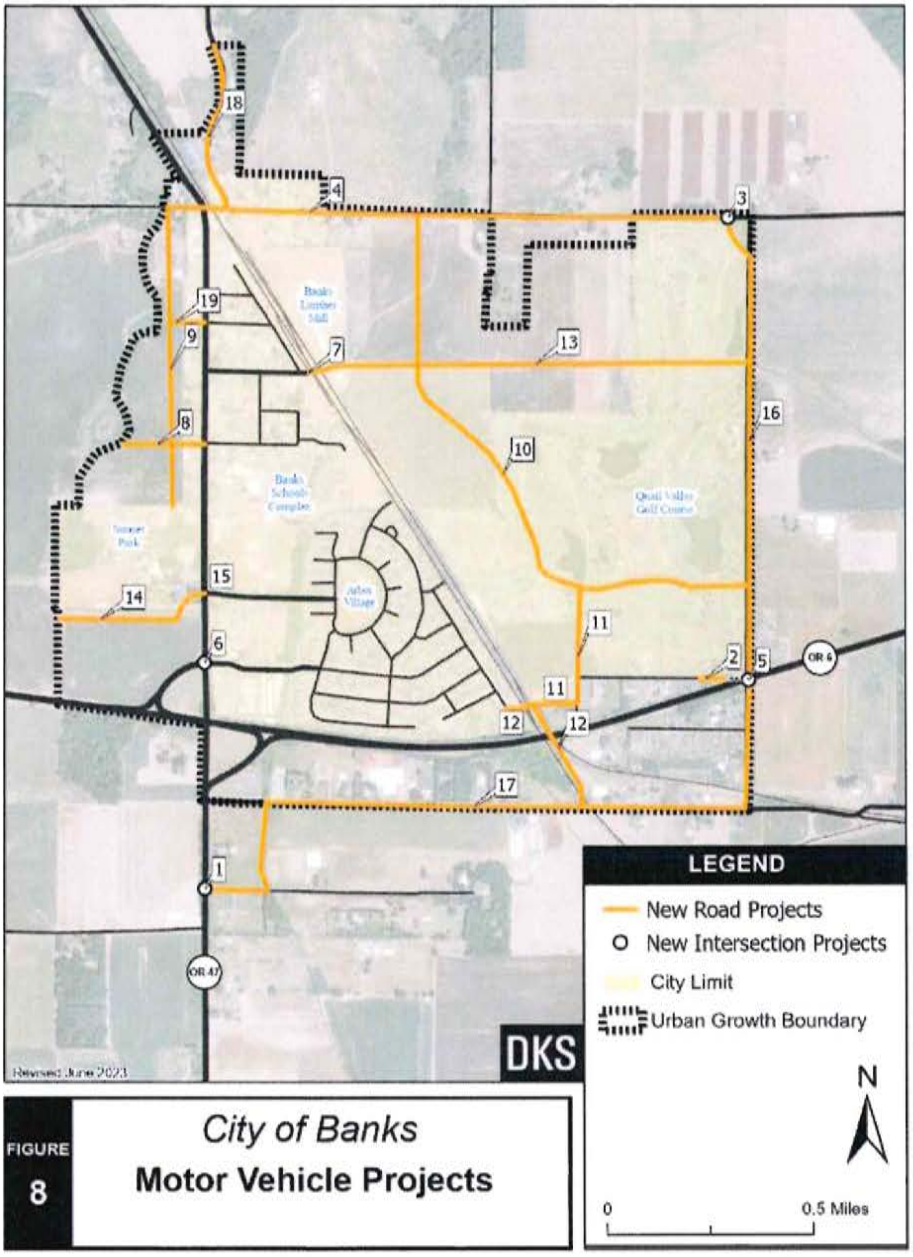
- 15 - OR 47/Trellis Ave Intersection Improvements

Install a traffic signal with northbound and westbound left turn lanes. Until adjacent redevelopment occurs, and warrants are met, Project AT-5 will provide short-term pedestrian crossing enhancements.

- 19 - Depot Street Extension in West Banks

Construct new east-west roadway from Depot Street/Main St to the west to Project 9. Build to City Collector standards.

Figure 5. City of Banks Transportation Systems Plan Motor Vehicle Projects



Source: City of Banks Transportation Systems Plan

b. Pedestrian Projects

- AT- 1 Main Street Sidewalk Infill Sunset Park to Oak Way

Install sidewalk to fill the gap on the west side of Main Street between Sunset Park and the Main

Street/Oak Way intersection and include ADA improvements to curb ramps on Main Street.

- AT- 2 Railroad Trail

Construct a multi-use path connecting the Banks Vernonia Trailhead and OR 6 along the railroad tracks and around Hampton Lumber.

- AT- 3NW Oak way Bicycle lane

Extend bicycle lanes on NW Oak Way between the intersection of Main Street and existing bicycle lane terminus to the east.

- AT-4 Main Street Crosswalk at Sunset Avenue

Install a new crosswalk on Main Street at Sunset Avenue and review opportunities for crossing enhancements, such as bulb-outs, flashing beacons, or traffic control. Include ADA improvements to curb ramps.

- AT-5 Main Street Crosswalk at NW Trellis Way

Install a new crosswalk on Main Street at NW Trellis Way and review opportunities for crossing enhancements, such as bulb-outs, and flashing beacons. Include ADA improvements to curb ramps

- AT- 6 Pedestrian/Bicycle Access between Wilkes St and Schools

Provide pedestrian/bicycle access between Wilkes Street and schools to the south.

- AT- 7 Main Street Lighting

Install pedestrian-scale lighting on Main Street.

- AT- 9 Bike/Ped Overcrossing of Railroad

Build pedestrian/bicycle bridge over railroad tracks to connect West Banks near the schools to the new collector on the east side.

- AT- 11 Main Street Radar Speed Limit Sign

Install a dynamic radar-activated speed limit sign along the Main Street corridor.

- AT- 12 Main Street Bicycle Parking

Install bicycle parking along the Main Street corridor, focus on commercial areas and cyclist destinations.

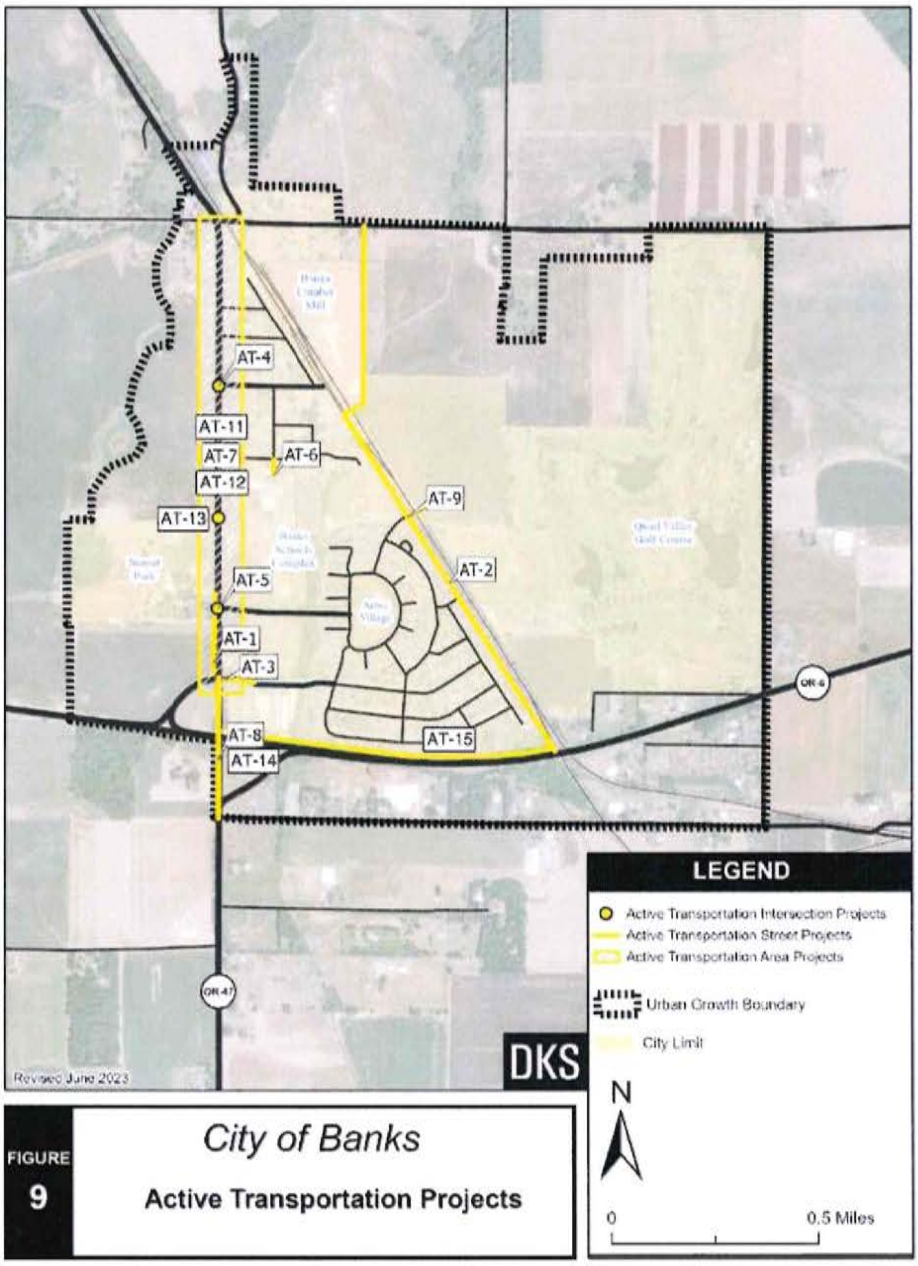
- AT- 13 Main Street Crossing at Banks High School

Enhance the existing pedestrian crossing on Main Street at the Banks High School and review feasibility of consolidating nearby driveway to reduce conflicts.

- AT- 14 Main Street Trail

Install a separated trail on the east side of Main Street between Oak Way and Wilkesboro Rd.

Figure 6. City of Banks Transportation Systems Plan Active Transportation Projects



Source: City of Banks Transportation Systems Plan

2. *Water*

The following information is from the Water System Master Plan Amendment, March 9, 2023.

"The City of Banks owns and operates Public Water System No. OR4100076 in Washington County Oregon. The City currently has no interties to other water systems and relies on surface water and groundwater supplies. From 2015 to 2020 the City enacted several water use curtailments during peak summer demands. The curtailments were required for two primary reasons:

- The City's aging transmission and distribution system was in poor condition and unaccounted/non-revenue water was estimated as high at 50%
- The City's supply and treatment processes could not supply enough water to meet peak day demands.

Since 2019 there has been significant interest in residential development in recently annexed areas of Banks. The total number of new residential connections proposed would more than double the number of connections to the water system. This has raised the water supply issue to the front of discussions. The City has imposed conditions of approval for large developments in Banks requiring developers to provide the City sufficient water supply to serve the proposed development. As a result, bringing these developments to approval has been slow.

This WMPA will provide a road map for the City to pursue additional supply, treatment, and storage to meet projected demands and maintain the existing system in good condition. It will also provide the basis of planning for growth and will support the City in pursuit of funding capital improvements."(Water Systems Master Plan, p 1)

Specific future projects/deficiencies:

- ***4.3.3.3.2 Westside Loop***

"The Westside water main loop will be constructed to serve development on the west side of Banks to the existing western City Limits. The diameter of this line will be determined based on the proposed density and demands and is expected to be 8-inch to 12-inch diameter ductile iron pipe. The Westside Loop will have at least 3 connections to the Main Street water main at Cedar Canyon Road, Wilkes Street, and Oak Way. The estimated cost to construct the entire Westside Loop is $2,600,000 and the entire line would be System Development Charge (SDC) eligible." (Water Systems Master Plan, p 17)

3. *Stormwater*

There are currently no capital stormwater projects, but the following was obtained in an email from Damon Reische at Clean Water Services dated May 19, 2017:

> "A number of the projects identified by the urban renewal plan include creating new impervious are or modifying existing impervious area, such as new or

repaired sidewalks, street extensions, or the Banks Plaza. These projects would likely trigger the need to provide water quality treatment per the current Clean Water Services Design and Construction Standards. Additionally, Clean Water Services is required by their new National Pollutant Discharge Elimination System permit to implement a hydromodification standard by April of 2019 that will address the quantity component of stormwater runoff from developing or redeveloping sites (typically addressed through detention). Given the timeline of urban renewal districts, it seems likely that the potential projects will need to address the hydromodification standard as well.

In developing the costs for the potential urban renewal projects it is important to keep the stormwater management requirements in mind, since this can add to the cost of a public improvement. The inclusion of "bulb-outs" with the streetscape improvements may be one opportunity to address stormwater management through the use of street side stormwater management planters."

4. Sanitary Sewer

There are currently no capital sanitary sewer projects, but Damon Reische at Clean Water Services in an email dated May 19, 2017 has stated that as new development occurs, new sewer infrastructure will be required.

5. Parks and Open Space

The following capital improvement needs are found in the Banks Parks Master Plan adopted September 2023.

Greenville City Park Improvements

Greenville City Park is currently developed as a neighborhood park providing primarily passive recreation opportunities. This park's 5.8 acre size and central location make it a good potential site for numerous active recreation improvements to better serve the needs of the neighborhood and the community.

"Accessibility issues. The play area at Greenville City Park is not accessible to those in wheelchairs and site amenities such as picnic tables are located away from accessible paths." (p 8)

"Infrastructure needs. Greenville City Park requires landscaping and drainage improvements to reduce maintenance costs and increase year-round field capacity." (p 8)

"Lack of desired facilities. Interest in organized sports is high in Banks and existing facilities at the School District Sites and Sunset Park cannot meet the current demand for youth fields. Residents also desire a wider range of play opportunities." (p 15)

Safer Connections and Interconnected Trails

Key needs:

- Creating safer walking connections to access parks and play areas.
- Improved access to the Banks-Vernonia State Trail/Salmonberry Trail.

• Connections to planned new growth areas.

• Collaborate with regional and partner agencies to support the development of regional trail systems." (p 21)

Overall needs:

"Forecasted densities of new development on the east side, coupled with the isolation from the existing park system, suggest a need to provide an expanded park system on the east side of Banks.

With no City-owned park on the westside of Main Street/Highway 47 and the road's designation as a state highway, there is a need for a developed park on the westside to serve future residents. The railroad corridor and lack of pedestrian connectivity across it is a major obstacle that isolates potential future eastside development from existing parks and restricts existing areas from accessing potential new parks." (p 15)

C. SOCIAL CONDITIONS

There are 25 tax lots identified as residential use by the Washington County Assessor.

While the property to the west of Main Street will eventually be developed for residential uses, it is presently undeveloped. The census data used for the social conditions tables is for the entire city of Banks, not just the urban renewal area.

Of the 997 workers 16 and over, seventy-four percent of the workers drove alone to work, as shown in Table 17.

Table 17. Means of Transportation to Work

	Number	Percent
Drove alone	737	74%
Carpooled	80	8%
Public transportation (includes taxicab)	40	4%
Motorcycle	2	0%
Bicycle	3	0%
Walked	17	2%
Other means	-	0%
Worked at home	118	12%
TOTAL	997	100%

Source: American Community Survey, 2023 5-year estimates

Of the population in Banks 18 years and over, 323 have graduated high school, 490 have some college experience or an associate degree, 225 or 17% have a Bachelor's degree, and 210 or 16% have a Graduate or Professional degree as shown in Table 18.

Table 18. Education in the Area

	Number	Percent
Less than high school	51	4%
High school graduate (includes equivalency)	323	25%
Some college	335	26%
Associate's degree	155	12%
Bachelor's degree	225	17%
Master's degree	194	15%
Professional school degree	-	0%
Doctorate degree	16	1%
TOTAL	1,299	100%

Source: American Community Survey, 2023 5-year estimates

The median household income in Banks is $84,651 and the mean household income in Banks is $107,927. The income distribution is shown in Table 19.

Table 19. Income in the Area

	Number	Percent
Less than $10,000	-	0%
$10,000 to $19,999	39	5%
$20,000 to $29,999	40	5%
$30,000 to $39,999	17	2%
$40,000 to $49,999	45	6%
$50,000 to $59,999	43	5%
$60,000 to $74,999	73	9%
$75,000 to $99,999	209	26%
$100,000 to $124,999	79	10%
$125,000 to $149,999	67	8%
$150,000 to $199,999	121	15%
$200,000 or more	64	8%
TOTAL	797	100%

Source: American Community Survey, 2023 5-year estimates

As shown in Table 20 largest percentage of Banks citizens are of age 35 to 44 years (19%), followed by age 55 to 64 years (13%).

Table 20. Age in the Area

	Number	Percent
Under 5 years	192	9%
5 to 9 years	187	9%
10 to 14 years	166	8%
15 to 17 years	76	4%
18 to 24 years	172	8%
25 to 34 years	260	12%
35 to 44 years	391	19%
45 to 54 years	231	11%
55 to 64 years	267	13%
65 to 74 years	106	5%
75 to 84 years	44	2%
85 years and over		0%
TOTAL	2,092	100%

Source: American Community Survey, 2023 5-year estimates

Of the 2,092 citizens from the American Community Survey information for Banks, 88% were 88% were Not Hispanic or Latino. Of those, 74% were White alone. The full breakout of Race is shown in Table 21.

Table 21. Race in the URA

	Number	Percent
Not Hispanic or Latino	1,839	88%
White alone	1,546	74%
Black or African American alone	15	1%
American Indian and Alaska Native alone	-	0%
Asian alone	30	1%
Native Hawaiian and Other Pacific Islander alone	15	1%
Some other race alone	99	5%
Two or more races	134	6%
Hispanic or Latino	253	12%
White alone	40	2%
Black or African American alone	-	-
American Indian and Alaska Native alone	-	-
Asian alone	-	-
Native Hawaiian and Other Pacific Islander alone	-	-
Some other race alone	74	4%
Two or more races	139	7%
TOTAL	2,092	100%

Source: American Community Survey, 2023 5-year estimates

D. ECONOMIC CONDITIONS

1. Taxable Value of Property within the Area

The estimated total assessed value of the Area calculated with data from the Washington County Department of Assessment and Taxation for FYE 2025, including all real, personal, manufactured, and utility properties, is estimated to be $24,105,443.

2. Building to Land Value Ratio

An analysis of real property values can be used to evaluate the economic condition of real estate investments in a given area. The relationship of a property's improvement value (the value of buildings and other improvements to the property) to its land value. This relationship is referred to as the "Improvement to Land Value Ratio," or "I:L.". In urban renewal areas, the I:L is often used to measure the intensity of development or the extent to which an area has achieved its short- and long-term development objectives.

Table 22 below shows the improvement to land ratios for properties within the Area. There are eighteen tax lots equaling about twenty-nine percent of the acreage that is exempt from taxation as it is owned by a public entity or non-profit. Twelve tax lots have either no land or no improvement value. Thirty-four tax lots (57% of the acreage) have I:L ratios of less than 1.0. In other words, the improvements on these properties are worth less than the land they sit on. A reasonable I:L ratio for properties in the Area is 2.0. Only twelve of the ninety-six tax lots in the Area, totaling six percent of the acreage have I:L ratios of 2.0 or more in FYE 2025. In summary, the Area is underdeveloped and not contributing significantly to the tax base in Banks.

Table 22. I:L Ratio of Parcels in the Area

Improvement/Land Ratio	Tax Lots	Acres	% Total Acres
Exempt	18	29.22	28.95%
No Improvement Value	8	1.28	1.27%
No land value	4	1.71	1.70%
0.01-0.50	13	31.92	31.63%
0.51-1.00	21	25.82	25.58%
1.01-1.50	14	3.35	3.32%
1.51-2.00	6	1.48	1.47%
2.01-2.50	2	0.26	0.25%
2.51-3.00	5	1.04	1.03%
3.01-4.00	3	4.50	4.46%
> 4.00	2	0.35	0.35%
TOTAL	96	100.93	100.00%

Source: Calculated by Elaine Howard Consulting, LLC with data from Washington County Department of Assessment and Taxation (FYE 2025)

E. IMPACT ON MUNICIPAL SERVICES

The fiscal impact of tax increment financing on taxing districts that levy taxes within the Area (affected taxing districts) is described in Section IX of this Report. This subsection discusses the fiscal impacts resulting from potential increases in demand for municipal services.

The projects being added in the Amendment are district identity; economy; arts, history and recreation, and transportation projects. The use of urban renewal funding for these projects allows the city to match other funding sources to construct the improvements. It also allows the city to tap into different funding source besides the City of Banks general fund or system development charges (SDC) funds.

It is anticipated that these improvements will make Banks a city with excellent arts, culture and recreation resources, drawing new residents and businesses. Assistance in infrastructure development and development assistance will catalyze development on the undeveloped and underdeveloped parcels in the Area. This development will not occur if the infrastructure not upgraded.

This development will require city services. However, since the property in the Area is within the city limits, or the urban growth boundary, the city has anticipated the need to provide services to the Area. As the development will be new construction or redevelopment, it will be up to current building code and will aid in any fire protection needs. An upgraded transportation system will also assist in fire prevention to the Area.

The financial impacts from tax increment collections will be countered by providing improved infrastructure, facilitating housing development and encouraging future jobs in the Banks Area and, in the future, placing property back on the property tax rolls with future increased tax bases for all taxing jurisdictions, including the city.

XII. REASONS FOR SELECTION OF EACH URBAN RENEWAL AREA IN THE PLAN

The reason for selecting the new properties to be added to the Area is to provide the ability to fund improvements necessary to cure blight and improve conditions within the Area. This specifically includes a potential new transportation connection and improvements so some of the recreation amenities for the citizens of Banks.

XIII. RELOCATION REPORT

There is no relocation report required for the Plan. No specific acquisitions that would result in relocation benefits have been identified, however, there are plans to acquire land for infrastructure which may trigger relocation benefits in the future in the Area. If acquisitions are made, all city relocation requirements will be met.

Attachment D

Draft Amendment Approval Resolution (including a concurrence provision)

Banks School District
RESOLUTION NO. 2025.0

A RESOLUTION FOR THE BANKS SCHOOL DISTRICT CONCURRING WITH THE INCLUSION OF A PUBLIC BUILDING PROJECT IN THE BANKS URBAN RENEWAL PLAN

WHEREAS, the Banks Urban Renewal Agency pursuant to the requirements of ORS Chapter 457 prepared the Banks Urban Renewal Plan Amendment ("Plan Amendment") reviewed by the Agency on October 14, 2025; and

WHEREAS, Section V of the Plan Amendment authorizes certain project activities within the Banks Urban Renewal Area; and

WHEREAS, the public art project is considered a public building project under ORS 457.010(12)(a)(D); and

WHEREAS, the inclusion of a public building project requires concurrence of taxing districts in accordance with ORS 457.089; and

WHEREAS, these public projects are described in Section V of Exhibit A, Banks Urban Renewal Plan and Section III of Exhibit B, Report Accompanying the Banks Urban Renewal Plan; and

WHEREAS, the governing body of taxing districts representing three of the four taxing districts who are estimated to forego the most property tax revenue must concur with this expenditure of funds for a public building project as required by ORS 457.089(3); and

WHEREAS, the Agency has requested concurrence from the City of Banks, the Banks School District, Washington County and the Banks Fire District #13; and

WHEREAS, the Banks School District concurs with the inclusion of public art in Section V of the Plan, which may be defined as a public building project in the Banks Urban Renewal Plan;

NOW THEREFORE, BE IT RESOLVED BY THE BANKS SCHOOL DISTRICT BOARD AS FOLLOWS:

Section 1. The recitals of this resolution are adopted as additional findings and are incorporated herein as if fully set forth.

Section 2. This resolution shall be effective as of the date of adoption.

Resolution 2025.0 is enacted by the Banks School District this __th day of Month, 2025.

_____

ATTEST:

_____

Attachments:

Exhibit A	Banks Urban Renewal Plan Substantial Amendment and Banks Urban Renewal Plan with amendment incorporated.
Exhibit B	Report Accompanying the Banks Urban Renewal Plan Substantial Amendment

BANKS SCHOOL DISTRICT
RESOLUTION 2526-NOV1
BANKS URBAN RENEWAL PLAN

A RESOLUTION FOR THE BANKS SCHOOL DISTRICT CONCURRING WITH THE INCLUSION OF A PUBLIC BUILDING PROJECT IN THE BANKS URBAN RENEWAL PLAN

Banks School District
RESOLUTION NO. 2025-NOV1

WHEREAS, the Banks Urban Renewal Agency pursuant to the requirements of ORS Chapter 457 prepared the Banks Urban Renewal Plan Amendment ("Plan Amendment") reviewed by the Agency on October 14, 2025; and

WHEREAS, Section V of the Plan Amendment authorizes certain project activities within the Banks Urban Renewal Area; and

WHEREAS, the public art project is considered a public building project under ORS 457.010(12)(a)(D);and

WHEREAS, the inclusion of a public building project requires concurrence of taxing districts in accordance with ORS 457.089; and

WHEREAS, these public projects are described in Section V of Exhibit A, Banks Urban Renewal Plan and Section III of Exhibit B, Report Accompanying the Banks Urban Renewal Plan; and

WHEREAS, the governing body of taxing districts representing three of the four taxing districts who are estimated to forego the most property tax revenue must concur with this expenditure of funds for a public building project as required by ORS 457.089(3); and

WHEREAS, the Agency has requested concurrence from the City of Banks, the Banks School District, Washington County and the Banks Fire District #13; and

WHEREAS, the Banks School District concurs with the inclusion of public art in Section V of the Plan, which may be defined as a public building project in the Banks Urban Renewal Plan;

NOW THEREFORE, BE IT RESOLVED BY THE BANKS SCHOOL DISTRICT
BOARD AS FOLLOWS:
Section 1. The recitals of this resolution are adopted as additional findings and are incorporated herein as if fully set forth.

Section 2. This resolution shall be effective as of the date of adoption.

Resolution 2025-NOV1 is enacted by the Banks School District this 17th day of November, 2025.

ATTEST:

_____, November 1, 2025
Ron Frame, Chairman of the Board
Banks School District No. 13 Board of Directors

_____, November 17, 2025
Brian Sica, Superintendent
Banks School District No. 13

Board Work Session
Monday, November 17, 2025 4:00 PM Pacific

Banks Middle School Library
12850 NW Main Street
Banks, Or 97106

Ron Frame:	Present
Corissa Mazurkiewicz:	Present
William Moore:	Present
Leslee Sipp:	Present
Daniel Streblow:	Present

Present: 5.

1. Preliminaries
   - 1.1. Call to Order
   - 1.2. Roll Call
   - 1.3. Approval of Agenda

     I make a motion to approve the November 17th, 2025 agenda as presented. This motion, made by Corissa Mazurkiewicz and seconded by Leslee Sipp, Carried.
     Ron Frame: Yea, Corissa Mazurkiewicz: Yea, William Moore: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea
     Yea: 5, Nay: 0
   - 1.4. Warm Opening

     Member Mazurkiewicz shared a Warm Welcome activity with the Board members to encourage divergent thinking. Board members shared their perspectives.
2. Discussion Items
   - 2.1. City of Banks Urban Renewal Agency

     Jolynn Becker with the City of Banks and Elaine Howard of Elaine Howard Consulting were present to share information on the Banks Urban Renewal Growth Agency amendment. A Performance Art center is part of the 20 year Master Plan. The current area adopted in 2018 needs a substantial amendment to the plan and the City is asking the district to support the plan by adopting a resolution of support. Information has been shared and meetings have been held by the City of Banks in accordance with the amendment procedures. Details of the process and next steps are included in a PowerPoint presentation attached to the meeting agenda.
   - 2.2. OSAA Reclassification

     Mr. Pence, BHS Principal, was present to update the Board on the OSAA reclassification proposal. Banks have historically played at the 4A Level and the current proposal returns us to 4A level. Although several of our coaches preferred to stay at 3A, a 4A reclassification may result in better competition against larger schools. Travel distance, etc is a large consideration.
   - 2.3. Bond Update

John Abel with Cornerstone presented an update on the Bond projects, including a review of the timeline and a budget update. The modular classrooms were permitted and placed, with electrical, etc. Occupancy permit should be ready after Thanksgiving, and ready for students to move in after winter break. Electrical work in the HS CTE area will start soon. Demolition prep is set to begin during winter break. Cornerstone has worked with SHPO to draft a memorandum of agreement. Considerations are being made to preserve images and artwork, and the students are creating a documentary.

An update on the Aux gym was shared; the design is completed, and the first permit has been applied for. The vestibules are completed and being finalized. The culvert project and permitting process has begun with a plan to start next summer. Boiler replacement bids have also been collected. Board members asked clarifying questions about the bids and process.

Marc Nordeeen with BRIC Architecture shared the preservation list from SHPO MOA - based on a list from the committee and included in the SHPO contract agreement. Items such as the bricks, gym floor, beams, pendant lights, the mural, artwork and class photos are among the items to be preserved and included in the new builds. Items such as the documentary, etc will eventually be included on the district's website.

Renderings of the new buildings and examples of where the items are to be used were also shared.

3. Adjourn
   Adjourned at 5:56.

BANKS SCHOOL DISTRICT BRIEFING
BANKS URBAN RENEWAL PLAN
SUBSTANTIAL AMENDMENT

1. Role of School District
2. Projects
3. Urban Renewal 101
4. Impacts on Taxing Districts
5. Next Steps

ROLE OF THE SCHOOL DISTRICT

The City of Banks is requesting the Banks School District concur with the inclusion of public art as a project in the amendment to the Banks Urban Renewal Plan.

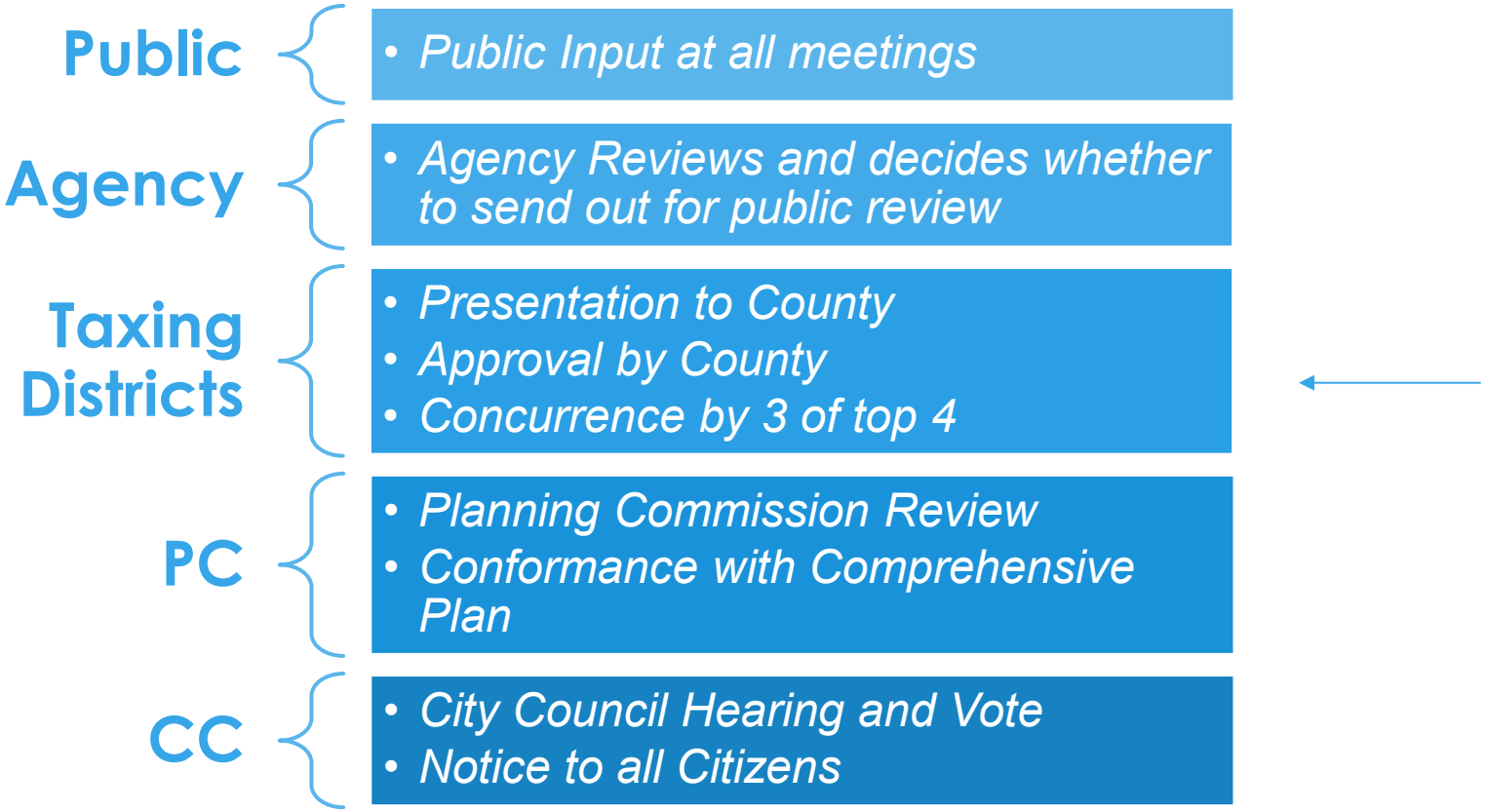
This is accomplished by adoption of a resolution by the Banks School Board of Directors.

PROJECT CATEGORIES

Expenditures	2025$	Prior Investment
District Identify	$2,000,000	$73,954 Storefront Grants
Economy	$2,500,000	
Arts, Culture & Recreation	$6,750,000	
Public Safety	$1,701,733*	$125,000
Transportation	$2,425,000	
Future Project Allocations	$1,830,659	
Financing Fees	$87,731	
Administration/Materials & Services	$480,000	
TOTAL Expenditures	$17,775,123	

Arts, Culture and Recreation includes an allocation of $500,000 for Kelly Field.
The public art project is part of District Identity.

HOW IS A PLAN AMENDMENT ADOPTED?



CRASH COURSE | **UR 101**



CRASH COURSE | **UR 101**

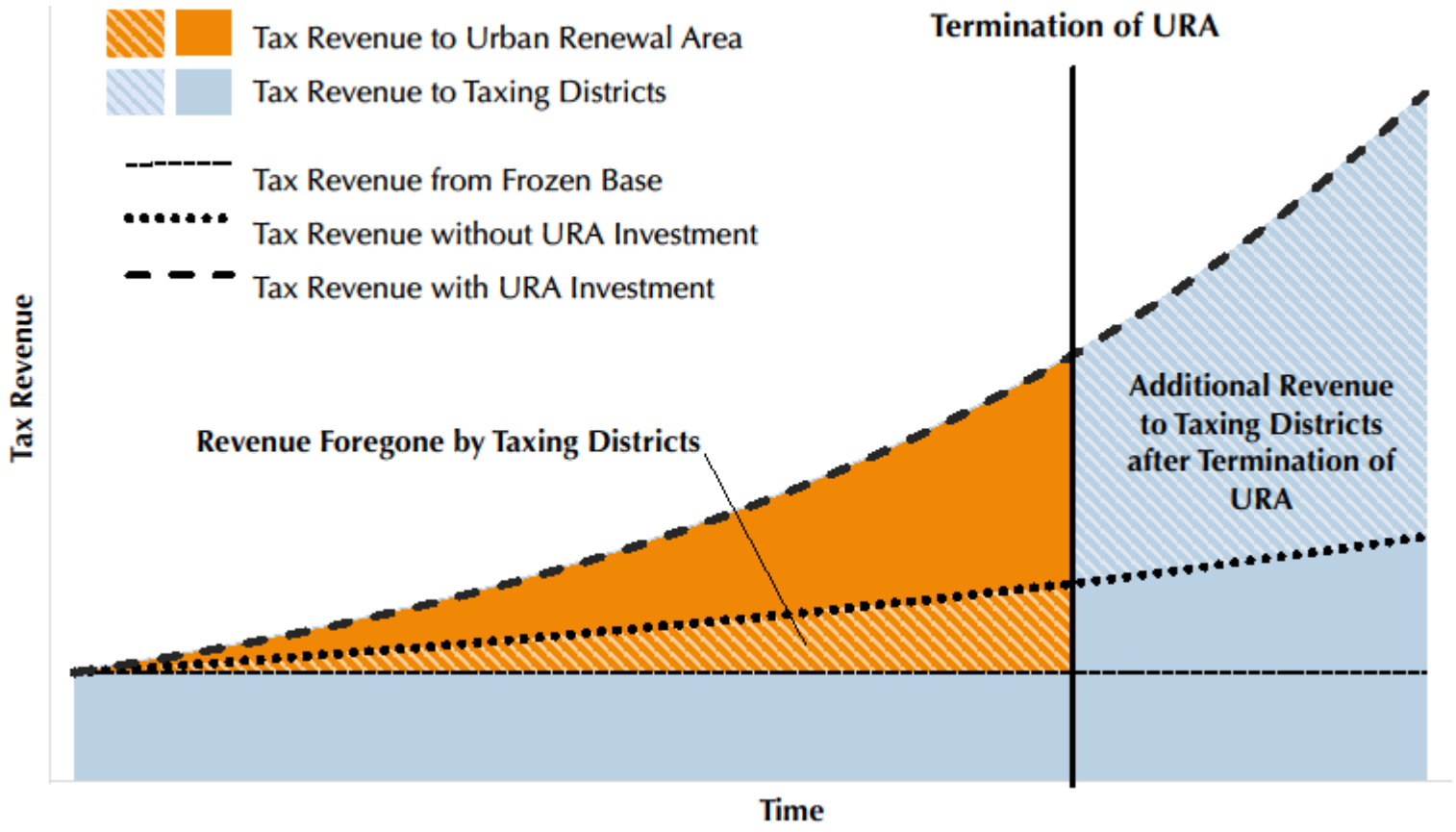


CRASH COURSE | **UR 101**



CRASH COURSE | **UR 101**




Tax Revenue to Urban Renewal Area
Tax Revenue to Taxing Districts
Tax Revenue from Frozen Base
Tax Revenue without URA Investment
Tax Revenue with URA Investment
Termination of URA
Tax Revenue
Revenue Foregone by Taxing Districts
Additional Revenue to Taxing Districts after Termination of URA
Time

IMPACTS ON TAXING DISTRICTS

Taxing District		Total
General Government		
Washington County	$	6,700,000
Tualatin Soil & Water	$	270,000
Port of Portland	$	210,000
Banks RFPD	$	3,200,000
City of Banks	$	5,900,000
Education		
NW Regional ESD	$	460,000
Portland Community College	$	850,000
Banks School District	$	15,000,000
Total	$	32,700,000

URBAN RENEWAL AND LOCAL SCHOOL DISTRICTS



An Indirect Impact

NEXT STEPS & SCHEDULE

1. County Action — November 2025
2. County, Schol District, City and Fire Department concurrence on public art
3. City Council Hearing — November 11
4. City Council Vote — December 9

2026-30 Classification and Districting Committee
Draft #7 - 6-Classification Proposal
Posted on 10/29/25

6A	46
1000+	
6A-1 - Portland Interscholastic League	**9**
Benson Astros***	575
Cleveland Warriors	1057
Franklin Lightning	1278
Grant Generals	1588
Ida B. Wells Guardians	1176
Jefferson Democrats***	303
Lincoln Cardinals	1157
McDaniel Mountain Lions	1001
Roosevelt Roughriders***	843
6A-2 - Metro League	**6**
Beaverton Beavers***	955
Jesuit Crusaders***	966
Mountainside Mavericks	1445
Southridge Skyhawks	1079
Sunset Apollos	1468
Westview Wildcats	1931
6A-3 - Pacific Conference	**6**
Century Jaguars	1069
Forest Grove Vikings	1180
Glencoe Crimson Tide	1047
McMinnville Grizzlies	1348
Newberg Tigers***	945
Sherwood Bowmen	1218
6A-4 - Mt. Hood Conference	**7**
Barlow Bruins	1324
Central Catholic Rams***	655
Clackamas Cavaliers***	968
David Douglas Scots	1434
Gresham Gophers	1120
Nelson Hawks	1131
Reynolds Raiders	1291
6A-5 - Three Rivers League	**7**
Lake Oswego Lakers***	947
Lakeridge Pacers***	914
Oregon City Pioneers	1519
St. Mary's Academy Blues***	891
Tigard Tigers	1302
Tualatin Timberwolves	1271
West Linn Lions	1347
6A-6 - Central Valley Conference	**5**
McKay Scots	1245
McNary Celtics	1256
South Salem Saxons	1456
Sprague Olympians	1237
West Salem Titans	1173

5A	37
591-999	
5A-1 - East Metro Conference	**7**
Centennial Eagles	954
Hood River Valley Eagles	764
La Salle Prep Falcons***	507
Milwaukie / Arts Academy Mustangs	771
Parkrose Broncos***	544
Putnam Kingsmen	792
Sandy Pioneers	977
5A-2 - Northwest Oregon Conference	**7**
Aloha Warriors**	1112
Canby Cougars	877
Hillsboro Spartans	834
Liberty Falcons	981
St. Helens Lions	620
Wilsonville Wildcats	878
Woodburn Bulldogs	989
5A-3 - Mid-Willamette Conference	**8**
Corvallis Spartans	836
Crescent Valley Raiders	610
Dallas Dragons	628
Lebanon Warriors	685
North Salem Vikings**	1130
Silverton Foxes	848
South Albany Red Hawks	877
West Albany Bulldogs	889
5A-4 - Intermountain Conference	**8**
Bend Lava Bears	865
Caldera Wolfpack	902
Crook County Cowboys	658
Mountain View Cougars	841
Pendleton Buckaroos***	554
Redmond Panthers	759
Ridgeview Ravens	670
Summit Storm	979

4A	36
281-590	
4A-1 - Cowapa League	**6**
Astoria Fishermen	414
Banks Braves	281
Scappoose Indians	526
Seaside Seagulls	299
Tillamook Cheesemakers	462
Valley Catholic Valiants	297
4A-2 - Tri-Valley Conference	**6**
Estacada Rangers	401
Gladstone Gladiators	377
Madras White Buffaloes	404
Molalla Indians	533
North Marion Huskies	349
The Dalles Riverhawks	527
4A-3 - Oregon West Conference	**6**
Cascade Cougars	577
Central Panthers	550
Newport Cubs	420
Philomath Warriors	363
Stayton Eagles	488
Taft Tigers	291
4A-4 - Sky-Em League	**6**
Cottage Grove Lions	525
Elmira Falcons	299
Junction City Tigers	340
Marist Catholic Spartans	319
Marshfield Pirates	550
North Bend Bulldogs	460
4A-5 - Skyline Conference	**9**
Ashland Grizzlies	586
Cascade Christian Challengers***	178
Henley Hornets	564
Hidden Valley Mustangs	322
Klamath Union Pelicans	461
Mazama Vikings	459
North Valley Knights	297
Phoenix Pirates	387
South Umpqua Lancers	290

3A	42
141-280	
3A-1 - Lewis & Clark League	**5**
Catlin Gabel Eagles	243
Neah-Kah-Nie Pirates	151
Oregon Episcopal Aardvarks	248
Rainier Columbians	156
Warrenton Warriors	200
3A-2 - Greater Portland Conference	**6**
Corbett Cardinals	238
De La Salle North Catholic Knights	158
Horizon Christian Hawks (TUAL)	150
Portland Adventist Cougars	143
Riverdale Mavericks	147
Westside Christian Eagles	224
3A-3 - PacWest Conference	**6**
Blanchet Catholic Cavaliers	165
Gervais Cougars	177
Harrisburg Eagles	146
Jefferson Lions	141
Scio Loggers	156
Salem Academy Crusaders	168
3A-4 - West Valley League	**5**
Amity Warriors	185
Dayton Pirates	164
Santiam Christian Eagles	187
Willamina Bulldogs	153
Yamhill-Carlton Tigers	192
3A-5 - Mountain Valley Conference	**6**
Creswell Bulldogs	243
La Pine Hawks	245
Pleasant Hill Billies	216
Sisters Outlaws	280
Sweet Home Huskies**	401
Trinity Lutheran Saints***	104
3A-6 - Far West League	**8**
Brookings–Harbor Bruins	270
Coquille Red Devils	198
Douglas Trojans	267
Glide Wildcats	145
Illinois Valley Cougars	179
Siuslaw Vikings	229
Sutherlin Bulldogs	264
St. Mary's Crusaders	235

6A-5A - Southwest Hybrid	6
Crater Comets (5A)	852
Eagle Point Eagles (5A)	682
Grants Pass Cavemen (6A)	1160
North Medford Black Tornado (6A)	1065
Roseburg Indians (6A)	1072
South Medford Panthers (6A)	1168

6A-5A - Midwestern Hybrid	7
Churchill Lancers (5A)	696
North Eugene Highlanders (5A)	641
Sheldon Irish (6A)	1039
South Eugene Axe (6A)	1047
Springfield Millers (5A)	808
Thurston Colts (5A)	935
Willamette Wolverines (5A)	935

4A-3A - Greater Oregon Hybrid	9
Baker Bulldogs (4A)	377
Burns Hilanders (3A)	158
La Grande Tigers (4A)	410
McLoughlin Pioneers (3A)	279
Nyssa Bulldogs (3A)	161
Ontario Tigers (4A)	318
Riverside Pirates (3A)	200
Umatilla Vikings (3A)	241
Vale Vikings (3A)	169

** Approved Petition to Play Down
*** Confirmed Play Up Request

2026-30 Classification and Districting Committee
Draft #7 - 6-Classification Proposal
Posted on 10/29/25

2A	51
66-140	
2A-1 - Northwest League	**6**
Clatskanie Tigers	118
Faith Bible Falcons	123
Gaston Greyhounds	114
Knappa Loggers	90
Nestucca Bobcats	92
Vernonia Loggers	122
2A-2 - Metro East Conference	**6**
Country Christian Cougars	68
Mannahouse Acad., Portland Lions	73
North Clackamas Christian Saints	72
Portland Christian Royals	106
Riverside, WLWV Raptors	131
Southwest Christian Wildcats	74
2A-3 - Tri-River Conference	**8**
Colton Vikings	130
Delphian School Dragons	94
Kennedy Trojans	132
Regis Rams	85
Santiam Wolverines	98
Sheridan Spartans**	137
St. Paul Buckaroos	71
Western Christian Pioneers	94
2A-4 - Valley Coast Conference	**8**
Central Linn Cobras	118
Crosshill Christian Eagles	103
East Linn Christian Eagles	86
Lowell Devils	88
Monroe Dragons	77
Oakridge Warriors	73
Toledo Boomers	116
Waldport Irish	116
2A-5 - Wapiti League	**6**
Cove Leopards	74
Crane Mustangs	67
Elgin Huskies	67
Imbler Panthers	76
Harper Charter Hornets	67
Union Bobcats	72
2A-6 - Blue Mountain Conference	**6**
Enterprise Outlaws	98
Grant Union Prospectors	93
Heppner Mustangs	83
Irrigon Knights**	139
Stanfield Tigers	94
Weston-McEwen Tiger Scots	122
2A-7 - Sunset Conference	**6**
Bandon Tigers	122
Gold Beach Panthers	72
Myrtle Point Bobcats	88
North Douglas Warriors	70
Oakland Oakers	129
Reedsport Brave	111
2A-8 - East Cascades Conference	**5**
Bonanza Antlers	77
Culver Bulldogs	131
Lakeview Honkers	136
Lost River Raiders	92
Rogue River Chieftains**	191

1A	87
65-	
1A-1 - The Valley 10 League	**10**
Columbia Christian Knights	65
Damascus Christian Eagles	53
Grand View Christian Eagles	60
Life Christian Lions	27
Open Door Christian Huskies	55
Portland Waldorf Wolfpack	49
St. Stephens Academy	48
Trinity Academy Thunder	49
Tualatin Valley Academy Eagles	19
Valor Christian Knights	60
1A-2 - Casco League	**9**
C.S. Lewis Watchmen	53
Chemawa Braves**	74
Falls City Mountaineers	27
Jewell Bluejays	14
Livingstone Adventist Academy Lions	38
Oregon School f/t Deaf Panthers	23
Perrydale Pirates	65
Veritas School Vanguard	27
Willamette Valley Christian Warriors	45
1A-3 - Mountain West League	**11**
Alsea Wolverines	29
Crow Cougars	47
Eddyville Charter Eagles	32
Eugene Christian Lions	17
Kings Valley Charter Eagles	31
Mapleton Sailors	22
McKenzie Eagles	26
Mohawk Mustangs	61
Northwest Christian Academy Warriors	15
Siletz Valley Warriors	38
Triangle Lake Lakers	51
1A-4 - Skyline League	**12**
Camas Valley Hornets	36
Days Creek Wolves	39
Elkton Elks	51
Glendale Pirates	53
Milo Adventist Academy Mustangs	60
New Hope Christian Warriors	51
Pacific Pirates	37
Powers Cruisers	20
Riddle Irish	61
Rogue Christian Academy Eagles	14
Umpqua Valley Christian Monarchs	57
Yoncalla Eagles	45

1A (cont.)	
65-	
1A-5 - Mountain Valley League	**11**
Butte Falls Loggers	18
Cascades Academy Steelhead	42
Central Christian Tigers	51
Chiloquin Panthers	64
Crosspoint Christian Warriors	49
Gilchrist Grizzlies	46
Harvest Christian Nighthawks	18
North Lake Cowboys	43
Paisley Broncos	13
Prospect Cougars	44
Rogue Valley Adventist Red Tail Hawks	31
1A-6 - Big Sky League	**16**
Arlington Honkers	31
Bickleton Pirates	15
Condon Blue Devils	32
Dufur Rangers	57
Glenwood Eagles	15
Horizon Christian Hawks (HR)	57
Ione Cardinals	28
Klickitat Vandals	17
Lyle Cougars	33
Mitchell Loggers	13
Sherman Huskies	53
South Wasco County Redsides	42
Spray Eagles	20
Trout Lake Mustangs	51
Wheeler Falcons	16
Wishram Indians	12
1A-7 - Old Oregon League	**8**
Echo Cougars	63
Griswold Grizzlies	39
Joseph Eagles	62
Nixyaawii Eagles	40
Pilot Rock Rockets	65
Pine Eagle Spartans	37
Powder Valley Badgers	54
Wallowa Cougars	41
1A-8 - High Desert League	**10**
Adrian Antelopes	50
Burnt River Bulls	18
Dayville Tigers	12
Four Rivers Charter Falcons	53
Huntington Locomotives	19
Jordan Valley Mustangs	11
Long Creek Mountaineers	5
Monument Tigers	12
Prairie City Panthers	39
Ukiah Cougars	4

** Approved Petition to Play Down
*** Confirmed Play Up Request

2026-30 Classification and Districting Committee
Draft #7a - 6A Alternative
Posted on 10/29/25

6A	46
1000+	
6A-1 - Portland Interscholastic League	**9**
Benson Astros***	575
Cleveland Warriors	1057
Franklin Lightning	1278
Grant Generals	1588
Ida B. Wells Guardians	1176
Jefferson Democrats***	303
Lincoln Cardinals	1157
McDaniel Mountain Lions	1001
Roosevelt Roughriders***	843
6A-2 - Metro League	**9**
Beaverton Beavers***	955
Century Jaguars	1069
Forest Grove Vikings	1180
Glencoe Crimson Tide	1047
Jesuit Crusaders***	966
Mountainside Mavericks	1445
Southridge Skyhawks	1079
Sunset Apollos	1468
Westview Wildcats	1931
6A-3 - Mt. Hood Conference	**7**
Barlow Bruins	1324
Central Catholic Rams***	655
Clackamas Cavaliers***	968
David Douglas Scots	1434
Gresham Gophers	1120
Nelson Hawks	1131
Reynolds Raiders	1291
6A-4 - Three Rivers League	**8**
Lake Oswego Lakers***	947
Lakeridge Pacers***	914
Oregon City Pioneers	1519
Sherwood Bowmen	1218
St. Mary's Academy Blues***	891
Tigard Tigers	1302
Tualatin Timberwolves	1271
West Linn Lions	1347
6A-5 - Central Valley Conference	**7**
McKay Scots	1245
McMinnville Grizzlies	1348
McNary Celtics	1256
Newberg Tigers***	945
South Salem Saxons	1456
Sprague Olympians	1237
West Salem Titans	1173
6A-5A - Southwest Hybrid	**6**
Crater Comets (5A)	852
Eagle Point Eagles (5A)	682
Grants Pass Cavemen (6A)	1160
North Medford Black Tornado (6A)	1065
Roseburg Indians (6A)	1072
South Medford Panthers (6A)	1168
6A-5A - Midwestern Hybrid	**7**
Churchill Lancers (5A)	696
North Eugene Highlanders (5A)	641
Sheldon Irish (6A)	1039
South Eugene Axe (6A)	1047
Springfield Millers (5A)	808
Thurston Colts (5A)	935
Willamette Wolverines (5A)	935

** Approved Petition to Play Down
*** Confirmed Play Up Request

Grand Summary

PROJECT BUDGET

Date 11/12/2025

Banks School District

Location Code

Bond 4xx Summer 20xx Architect:

Description	Original Budget	Current Budget	Committed to Date	Paid to Date	Uncommitted Budget	Remaining to be Paid	Current % Paid
1.0 Architect/Engineer (383)	$5,182,553	$5,600,699	$5,546,199	$2,436,414	$54,500	$3,109,785	$2
2.0 Professional Services (390)	$1,578,500	$1,613,715	$1,204,792	$639,601	$408,923	$565,191	$1
3.0 Building Construction (520)	$40,597,800	$45,041,102	$44,441,200	$2,148,355	$599,902	$42,292,846	$1
4.0 Site / Off-Site Construction (530)	$3,780,800	$235,000	$5,730	$0	$229,270	$5,730	$0
5.0 Hazardous Material Abatement (322)	$250,000	$100,000	$0	$0	$100,000	$0	$0
6.0 Furniture/Fixtures/Equipment (460, 461)	$800,000	$800,000	$4,701	$4,701	$795,299	$0	$0
7.0 Permits / PIP/PUP Fees / SDCs / TDCs (6	$1,248,000	$1,227,086	$49,900	$49,111	$1,177,186	$789	$1
8.0 Owner's Costs	$0	$0	$0	$0	$0	$0	$0
9.0 Owner Contingency	$1,867,541	$1,350,097	$0	$0	$1,350,097	$0	$0
10.0 Land Acquisition	$0	$0	$0	$0	$0	$0	$0
11.0 TOTAL BUDGET	$55,305,194	$55,967,699	$51,252,522	$5,278,181	$4,715,177	$45,974,341	9%
Total Budget +/-		$662,505					Rev 2022-01

Grand Summary

Approved by: 6/4/2024

Brian Sica Superintendent Date:

EXECUTIVE SUMMARY of Project Budgets

Banks School District

DRAFT

Date: 11/12/25

A		B	C	D	E	F	G	H	K
Budget		**Description**	**Original**	**Current**	**Committed**	**Paid**	**Uncommitted**	**Remaining**	**Notes**
Original budget #			**Budget**	**Budget**	**to Date**	**to Date**	**Budget (D-E)**	**to be Paid (E-F)**	
1	BHS		$ 47,059,269	$ 47,618,919	$ 44,407,210	$ 4,504,694	$ 3,211,709	$ 39,902,516	
2	AUX GYM		$ 6,375,033	$ 7,005,033	$ 6,399,723	$ 391,685	$ 605,310	$ 6,008,037	
3	Banks ES Maintenance		$ 153,750	$ 938,859	$ 44,200	$ 20,200	$ 894,659	$ 24,000	
6	SAFETY		$ 372,383	$ 404,888	$ 401,389	$ 361,602	$ 3,499	$ 39,787	
		Subtotal	$ 55,305,194	$ 55,967,699	$ 51,252,522	$ 5,278,181	$ 4,715,177	$ 45,974,341	
A	District Costs		$ 2,919,018	$ 1,056,513	$ 767,312	$ 761,150	$ 289,201	$ 6,161	
B	Program Contingency		$ -	$ 1,200,000					
C	Other Additional Funds - see table		$ -	$ -					
D	**BSD Program Totals**		**$ 58,224,211**	**$ 58,224,211**	**$ 52,019,833**	**$ 6,039,331**	**$ 5,004,378**	**$ 45,980,502**	

Funding Sources		
1	Bond	$ 49,305,193
2	OSCIM	$ 6,000,000
3	Bond Premium	$ 2,919,018
4	Bond Interest	
6	Grants	
7		
8		
	Total	**$ 58,224,211**

Approved by: 6/4/2024

Brian Sica Superintendent Date:

BOND PROJECT UPDATES

1. PROJECT UPDATES
2. OVERALL TIMELINE REVIEW
3. BUDGET UPDATES

CORNERSTONE MANAGEMENT GROUP

BOND PROJECT UPDATES

1. BANKS SD: PROJECT UPDATES

- **BHS:** Modular Classrooms placed. Elec, Data, Fire Alarm, Finishes work being completed. Work to be complete by end of November. Teacher moves over Xmas break.
- Electrical work to relocate PGE panel to CTE building to be completed in Nov/Dec.
- Prepping for demolition work to start Dec/Jan (pending permit receipts from WaCo).
- Design Development Estimate received, and team working on VE to balance to Budget.
- **SHPO Update**
    - Memorandum of Agreement being drafted/finalized
    - Salvage specific light fixtures
    - Preserve Mural in board room
    - Preserve Images and Artwork currently displayed in DO
    - Coffee table book (keep copy in BHS library and new admin offices)
    - Webpage on BSD website
    - Documentary produced by BHS students
    - Additional Considerations (gym floor, bricks, beams – salvage and reuse)

BANKS BRAVES

BOND PROJECT UPDATES

1. BANKS SD: PROJECT UPDATES (Continued)

- **Aux Gym:** Land Use hearing tonight with City of Banks Planning Commission.

Bidding to take place in Dec 2025. Team Rooms are being bid as a Bid Alternate.

- **Banks Creek Culvert –** Field work for design completed (survey, wetland delineation)

- **Banks ES & MS** Vestibules – *Work in closeout phase. Working on final punchlist issues.*

- **Banks ES** Boiler Replacement Bids – Hermanson (review bid tab summary)

CORNERSTONE MANAGEMENT GROUP

BOND PROJECT UPDATES

1. BANKS SD: PROJECT UPDATES (Continued)

Banks ES Boiler Replacemet OPEN: October 30, 2025 @ 2:00 pm			
BID PROVIDER	**BASE BID**	**Alt 1**	**Alt 2**
Hydro-Temp	$137,440.00	$144,300.00	$198,400.00
MacDonald Miller	$156,612.00	$159,976.00	$298,162.00
Hermanson	$85,977.00	$120,722.00	$139,832.00

Casey Cunningham, Project Manager

OWNER Representative:

Dale Virden, Maintenance

WITNESS:

BANKS BRAVES

BOND PROJECT UPDATES

2. BOND PROJECTS TIMELINE UPDATES

BANKS HS

- DD Estimate Received 10/6/25
- Land Use Process Nov – Feb 2026 (City hearing late Jan or early Feb)
- Building Permit application to follow LU approval
- CD Design Complete 2/13/2026
- Start Demo / Early Construction Work Jan / Feb 2026
- Early Demolition and Grading permits being applied for
- Portables Move In Holiday Break 2025

BOND PROJECT UPDATES

2. BOND PROJECTS TIMELINE UPDATES (Continued)

AUXILIARY GYM

- Land Use Hearing 11/17/25
- Design Completed
- Grading Permit in review w/ WaCounty
- Five Star Builders completed Steel Building shop dwgs
- Construction Mar 2026 – Dec 2026

BOND PROJECT UPDATES

3. BOND BUDGET UPDATES

A. EXECUTIVE BUDGET SUMMARY (PDF)

B. GRAND SUMMARY OF BUDGETS (PDF)

STATE OF OREGON
GRANT AGREEMENT

"Student Success Act – Student Investment Account"

Grant No. **39155**

This Grant Agreement ("Grant") is between the State of Oregon acting by and through its Department of Education ("Agency") and **Banks SD 13** ("Grantee"), each a "Party" and, together, the "Parties".

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the "Act"), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students' mental and behavioral health needs, increase academic achievement, and reduce academic disparities for student populations identified in ORS 327.180(2)(b). These populations include , but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, and students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained ("Executed Date"), this Grant is effective and has a Grant funding start date as of July 1, 2025 ("Effective Date"), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency's Grant Manager is:

Torrie Higgins
Office of Education Innovation & Improvement
255 Capitol St NE
Salem, OR 97310-0203
Torrie.higgins@ode.oregon.gov

4.2 Grantee's Grant Manager is:

Brian Sica
12950 NW Main
Banks, OR 97106
brians@banks.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the "Performance Period").

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts ("Grant Funds"): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	**$2,077,805.02**
Less: 2025–27 Q1 projected amount made available under Agreement number 34328 (the "Prior Grant Agreement.")	July 1, 2025 – June 30, 2027	**($260,088.91)**
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	**$758,035.55**
2026-27 Year 2 – Allocation – RESERVED (*not yet released*)	July 1, 2025 – June 30, 2027	**$1,059,680.56**
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	**$271,994.07**
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		**$2,089,710.18**

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Agency will pay the Grant Funds from monies available in the Student Investment Account ("Funding Source"). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency's reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.

7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.

7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

7.2 Conditions Precedent to Disbursement. Agency's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;

7.2.2 No default as described in Section 15 has occurred; and

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 No Duplicate Payment. Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.

7.4 Suspension of Funding and Project. Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (I) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency's discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 Organization/Authority. Grantee represents and warrants to Agency that:

8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;

8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and

8.1.5 There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.

8.2 **False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any "claim" (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a "false claim" (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.

8.3 **No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

9.1 **Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:

"Third Party Intellectual Property" means any intellectual property owned by parties other than Grantee or Agency.

"Work Product" means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.

9.2 **Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency's behalf, and to sublicense the Work Product to other entities without restriction.

9.3 **Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product,

then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

9.4 Real Property. If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

10.1 Confidential Information Definition. Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively "Confidential Information").

10.2 Nondisclosure. Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency's request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.

10.3 Identity Protection Law. Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual "Breach of Security", as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, "Breach") with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and

the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee's obligations under applicable law.

10.4 **Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.

10.5 **Background Check.** If requested by Agency and permitted by law, Grantee's employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee's expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

11.1 **Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys' fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this Section).

11.2 **Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

11.3 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

12.1 **Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.

12.2 **Public Body Insurance.** If Grantee is a "public body" as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.

12.3 **Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

15.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

15.1.1 Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;

15.1.2 Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or

15.1.3 A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.

15.2 **Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

16.1 **Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

16.2 **Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;

17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;

17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or

17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

18.2 **By Agency.** Agency may terminate this Grant as follows:

18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;

18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;

18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or

18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.

18.3 **By Grantee.** Grantee may terminate this Grant as follows:

18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 Conflict of Interest. Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 Nonappropriation. Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 Amendments. The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 Notice. Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

19.5 Survival. All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

19.6 Severability. The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

19.7 Counterparts. This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

19.8 Compliance with Law. In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.

19.9 Intended Beneficiaries. Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

19.10 Assignment and Successors. Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.

19.11 Contracts and Subgrants. Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.

19.12 Time of the Essence. Time is of the essence in Grantee's performance of the Project activities under this Grant.

19.13 Records Maintenance and Access. Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

19.14 Headings. The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

19.15 Grant Documents. This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the "Project")
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

19.16 **Merger, Waiver.** This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate 11/04/2025
Contracting Officer Date

Banks SD 13

By: _____ _____
Authorized Signature Date

_____ _____
Printed Name Title

_____
Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson 11/04/2025
Assistant Attorney General Date

EXHIBIT A
THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

1) Meeting students' mental and behavioral health needs, and
2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

"Act" means the "Student Success Act" codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

"**Allowable Project Costs**" means Grantee's actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

"Baseline Targets" means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 "Guidance for Eligible Applicants".

"Common Metrics" means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

"Disaggregated" has the meaning given in section 12(a) of the Act.

"Five-Year Completion Rate" has the meaning given in section 12(b) of the Act.

"Focal Student Groups" means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

"Four-Year on-Time Graduation Rate" means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

"Gap Closing Targets" or "Closing Gap Targets" means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 "Aligning for Student Success: Integrated Guidance for Six ODE Initiatives".

"Integrated Programs" means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

"Integrated Plan" means the Grantee's approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students' mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

"**Local Optional Metrics"** are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

"Longitudinal Performance Growth Targets (LPGTs)" means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee's Integrated Plan.

"Ninth-grade On-Track Rate" has the meaning given in section 12(d) of the Act.

"Progress Markers" means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

"Regular Attendance Rate" has the meaning given in section 12(f) of the Act.

"SIA Account" means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

"Stretch Targets" means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 "Guidance for Eligible Applicants".

"Third-Grade Reading Proficiency Rate" has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee's approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the "Allowable Use of Grant Funds" section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
    - More hours or days of instructional time;
    - Summer programs;
    - Before-school or after-school programs; or
    - Technological investments that minimize class time used for student assessments.
2. Addressing students' health or safety needs, which may include:
    - Social-emotional learning and development;
    - Student mental and behavioral health;
    - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
    - Student health and wellness;
    - Trauma-informed practices;
    - School health professionals and assistants;
    - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:
    - increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
    - Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
    - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
    - Broadened curricular options at all grade levels, including access to:
    - Art, music, and physical education classes;
    - Science, technology, engineering, and mathematics (STEM)education;
    - Career and technical education, including career and technical student organization programs;

- Electives that are engaging to students;
- Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
- Dropout prevention programs and transition supports;
- Life skills classes;
- Talented and gifted programs;
- Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or $500,000 annually, whichever is less, of Grantee's total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	**November 15**	Submit financial and performance progress report.
October 1 – December 31	**February 15**	Submit financial and performance progress report. Include board minutes showing the Financial Audi**t** was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	**August 15**	Submit financial report of expenditures AND Annual Report (narrative responses)**.** The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee's progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT

Disbursement of Grant Funds

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	**July 1, 2025**	**Variable projection (made available under prior agreement; *may differ from the projected 12.5%)***
Q2	**October 1, 2025**	**True-Up / Adjustment to reconcile Q1 difference (*ensures Q1 + Q2 equals 25% of TBA*)**
Q3	**January 1, 2026**	**12.5%**
Q4	**April 1, 2026**	**12.5%**
Q5	**July 1, 2026**	**12.5%**
Q6	**October 1, 2026**	**12.5%**
Q7	**January 1, 2027**	**12.5%**
Q8	**April 1, 2027**	**12.5%**
2027-29 Q1	**July 1, 2027**	**12.5% (Projected) of 2027–29 Biennium**

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.

2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.

3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.

4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

EXHIBIT B
COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK
BANKS SD 13

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A 'Start to See,' B 'Gaining Traction,' and C 'Profound Progress,' representing advancement from early signs of progress to substantial and transformational changes.

A. "Start to See: Early Signs of Progress" Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?

B. "Gaining Traction: Intermediate Changes" Based on your investments and activities, are you seeing any of these impacts?

C. "Profound Progress: Substantial and Significant Changes" Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what ''9th grade on-track'' means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	**2025-26**	**2026-27**	**2027-28**
Four Year Cohort Graduation			
Baseline Target: All Students	**92.3%**	**93.7%**	**95.0%**
Stretch Target: All Students	**94.1%**	>95%	>95%
Gap-Closing Target: All Focal Group Students	**85.6%**	**89.3%**	**93.0%**
Five Year Cohort Completion			
Baseline Target: All Students	>95%	>95%	>95%
Stretch Target: All Students	>95%	>95%	>95%
Gap-Closing Target: All Focal Group Students	>95%	>95%	>95%
9th Grade on-Track			
Baseline Target: All Students	**93.2%**	**94.1%**	**95.0%**
Stretch Target: All Students	>95%	>95%	>95%
Gap-Closing Target: All Focal Group Students	**88.3%**	**89.6%**	**91.0%**
3rd Grade ELA Proficiency			
Baseline Target: All Students	**44.8%**	**47.4%**	**50.0%**
Stretch Target: All Students	**47.8%**	**51.4%**	**55.0%**
Gap-Closing Target: All Focal Group Students	**31.0%**	**35.5%**	**40.0%**
Regular Attenders			
Baseline Target: All Students	**69.0%**	**72.0%**	**75.0%**
Stretch Target: All Students	**75.0%**	**80.0%**	**85.0%**
Gap-Closing Target: All Focal Group Students	**61.0%**	**68.0%**	**75.0%**

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

EXHIBIT C
INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than $500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than $500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than $5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than $1,000,000 per occurrence and not less than $2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than $1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient's subcontractors, agents, officers or employees in an amount not less than $1,000,000 per claim and not less than $2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true "following form" or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor's primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers' Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient's activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient's activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee's first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee's insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient 's completion and Agency's acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days' written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency's representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient's Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than $1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than $1,000,000 per occurrence and not less than $3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

Board Work Session
Monday, December 8, 2025 4:00 PM Pacific

Banks Middle School Library
12850 NW Main Street
Banks, Or 97106

Ron Frame:	Present
Corissa Mazurkiewicz:	Absent
William Moore:	Present
Leslee Sipp:	Present
Daniel Streblow:	Absent

Present: 3, Absent: 2.

Daniel Streblow: Present

Present: 4, Absent: 1.

Member Streblow, originally marked absent, arrived at 4:06 pm.

1. Preliminaries
   - 1.1. Call to Order
   - 1.2. Roll Call
   - 1.3. Approval of Agenda

     I make a motion to approve the December 8th, 2025 agenda as presented. This motion, made by Leslee Sipp and seconded by William Moore, Carried.
     Corissa Mazurkiewicz: Absent, Daniel Streblow: Absent, Ron Frame: Yea, William Moore: Yea, Leslee Sipp: Yea
     Yea: 3, Nay: 0, Absent: 2
2. Discussion Items
   - 2.1. Social Emotional Learning Connection

     The Board participated in a "five finger breathing" activity which was led by a video made by one of our first grade students.
   - 2.2. Bond Update

     2.2.1.

     - Restroom Design
     - Timeline
     - Communication Plan

     Dr. Sica shared a powerpoint which included the feedback and guidance around the new restroom construction. The Bond planning team has put great consideration into the planning of the bathrooms, and has also gathered survey data and feedback to best move forward.

     Decisions that alter the master plan will be brought to the board for decision-making. This also includes the "wish list" items.

     Board members asked clarifying questions.

     The overall timeline was available. However, the meeting focused on the next month (approximately).

Movers will arrive on December 15th to move teachers' items to the portable classrooms, and to begin the abatement process in the old District Office, the Barn and West portion of the high school.

The communication plan was also shared with the Board. The plan includes monthly Board reports and newsletters, social media, emailed letters, the Bond Oversight Committee meetings.

The Innovations & Traditions team has a running list of items to be saved. The lists will be shared with the staff/public once complete.

Member Moore suggested adding the word "Construction" to our Bond information titles on our website to better guide those that are looking for construction updates, etc.

Restroom trailers will be in place soon and will be accessible for basketball games. Member Streblow recommends having adequate and obvious signage for the restrooms.

When the budget is delivered in January, the Board may need to meet in Special Session on January 27th, 2026.

2.3. Legislative priorities for 2026 short session; State & Federal budgets

The Washington County Legislative summit is taking place on January 7th, 2026. Board members within to attend should contact Molly to RSVP.

Dr. Sica's presentation included the streams of budget funding and a notice that the CAT (Corporate Activity Tax) Tax did not give us the supplemental income it had intended to do.

Discussed new and/or unfunded mandates, the ending fund balance as well as online options to recruit or return students.

2.3.1.

- Budget Updates (Current Year and Next Year)
- State Priorities (Including the Legislative Summit)
- Federal Priorities

3. Adjourn

Adjourned at 5:43 pm.

Banks School District December Worksession

Bond Updates - Restrooms, Demo Schedule, Design Schedule
Legislative Priorities - Budget Outlook, State Priorities, Federal Priorities

Inclusive Opening: Focused Breathing



THE IMPORTANCE OF FOCUSED BREATHING

Calms the Nervous System
Breathing slowly helps reduce stress

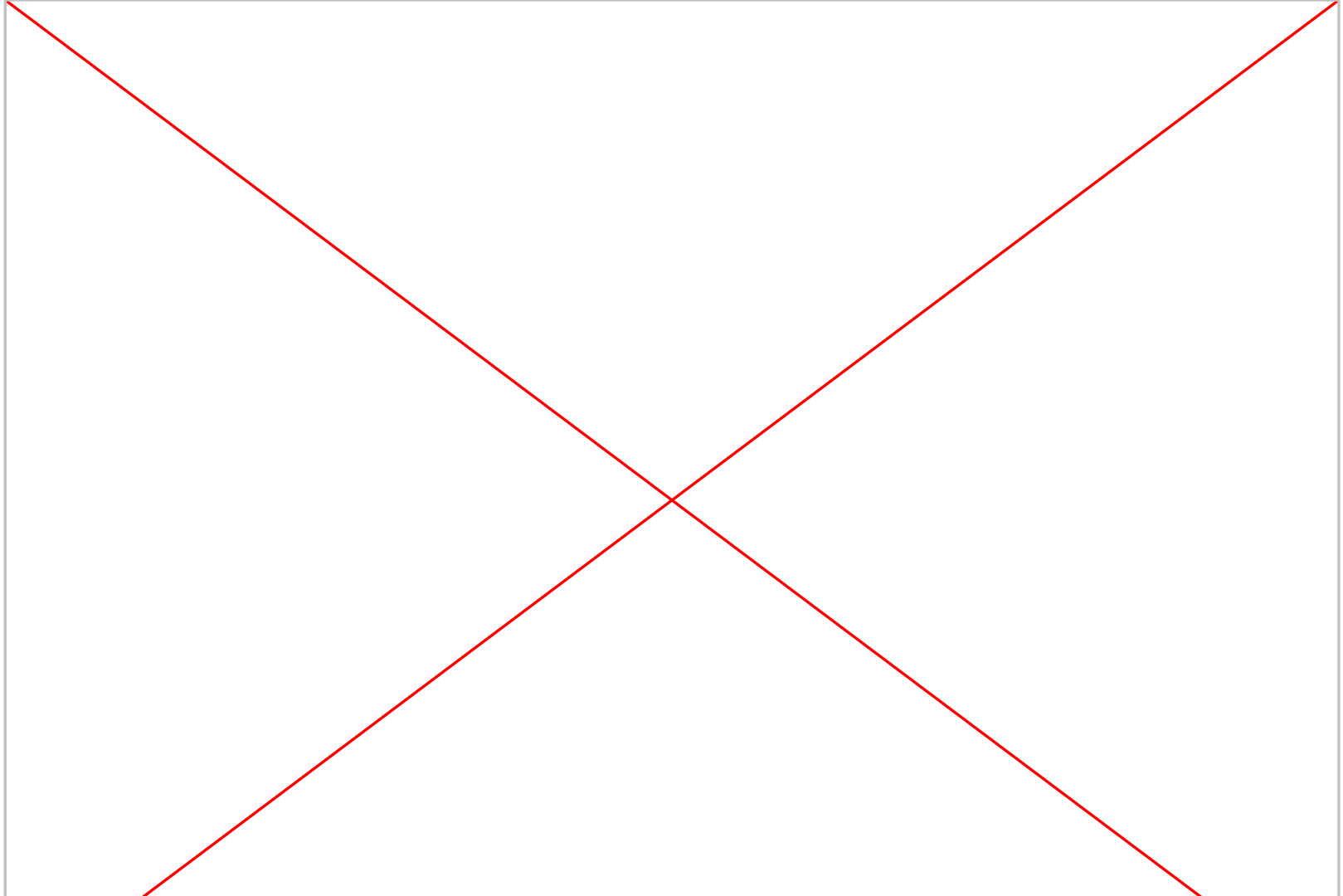
Builds Self-Awareness
Noticing emotions is the first step in managing them

Strengthens Self-Management
It provides a way to pause and respond calmly

Improves Focus
Focused breathing exercises increase attention

Promotes Resilience
It helps students manage challenges and setbacks

Supports Classroom Climate
It can create a sense of calm and community



Bond Progress

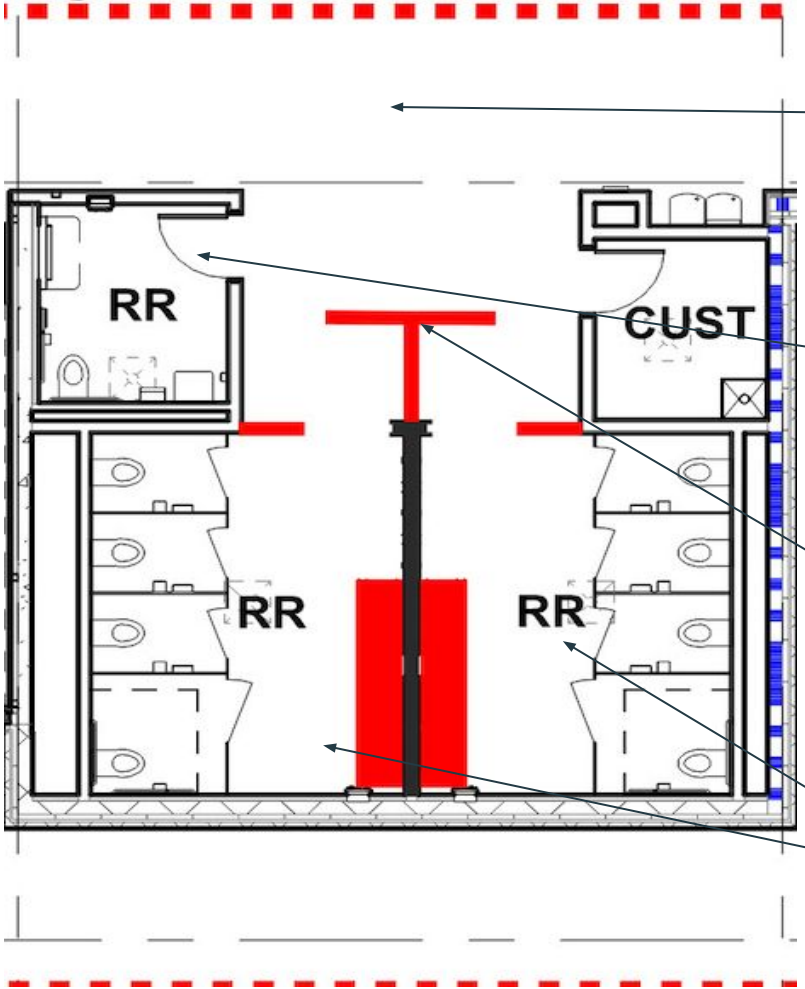
Design recommendation, Immediate timeline, Upcoming decisions

Background and Context

- The District has established a steering committee consisting of Administrators, Facilities Lead, Board Member, and a City Representative that meets weekly with the Architect, General Contractor, and our Owner's Representative. This group is the key decision making team for the Bond work.
- Additional guidance and oversight are provided by Bond Oversight Committee (community based), Focus Groups (staff and students) and the High School Design Team (staff, students, and community members).
- In the Spring of 2025 the Board agreed that decisions that would impact the adopted Master Plan (likely through value engineering) and the prioritization of the “Wish List” would be decided by the School Board.

High School Restrooms

- The design of the high school restrooms considered a wide variety of factors including: accessibility, student privacy, student supervision, and use by the community (at after hours events).
  - Accessibility concerns were addressed using the lens of the ADA as well as Oregon Statute and ODE guidance allowing students to use restrooms aligned to their gender identity.
  - Privacy concerns were present throughout the spectrum of the discussion and not solely associated with gender identity and fluidity. (Privacy includes sight, smell, sound)
- Local districts that have recently completed restroom construction were directly or indirectly consulted (Hillsboro SD, Beaverton SD, Forest Grove SD, Astoria SD, PPS, Bend SD)
  - There is a perceived relationship between increased privacy and the adequacy of supervision.



1. Main hallway with cameras and some line of sight supervision.
2. ADA/Single Use/Gender neutral. Includes specific “Vape Detector”
3. Privacy wall with gender specific signage
4. Gender specific rooms with raised partitions. Sectional vape detectors.

Discussion and Questions

Current Timeline (Demolition Phase)

- **Auxiliary Gym/Maintenance facility** - Component parts have been ordered, Planning Commision Hearing has been completed (with approval), Early Grading Permit has been issued. Construction beginning in the Spring and completed in early Winter 2026.
- **High School Modernization -** Demolition Permits have been issued, Planning Commission Hearing in Late January/Early February.
- **Look Ahead - "Demo Site" includes the HS South Wing, the former Admin Center, and the Barn**
  - Site mobilization on December 15, begin with moving teachers out of the South Wing
  - Final abatement and "wall shoring" begins on December 20th.
  - Salvage and "separation" occur through mid January
  - Significant demolition beginning in late December and completing in early February
  - Utilities and grading in Spring

Communication Plan

- Board Report
- Monthly Community Newsletter (Friday, December 12)
  - Newsletter posted to the website and social media
- Separate Social Media Post (Monday, December 15)
  - Kick off to the visual work
- Letter (electronic) from the district/high school (Wednesday, December 17)
  - Transparency and logistics
- Bond Oversight Committee
  - December 16, 2025
- State Historic Preservation Office
  - MOA
  - Response to a petitioner filing for the NHR.
    - The response is due on February 8th
- Continued Monthly Newsletter/Weekly Social Media
  - Next Community meeting is February 3, 2026

Discussion and Questions

Current Timeline (Budget Phase)

- **Design Development** - completed at an acceptable “path to budget level” (well within contingencies)

- **Construction Documents (50% milestone completed)** - BRIC has delivered construction documents to P&C for the next round of budget refinement. P&C will issue a budget update on **January 13, 2026.**

- **Early Bidding -** Begins on **December 19, 2025**, outreach is currently underway.

- **High School Value Engineering or Wish List Additions -** P&C’s January budget may indicate a balanced budget, a surplus (adding wish list), or a need for additional value engineering. Should either of the latter two occur and be of significant value (previous slide), we may hold a virtual special board meeting (January 26). Using the February 9th board meeting would bring in a risk to the timeline.

Discussion and Questions

Legislative Priorities for 2026

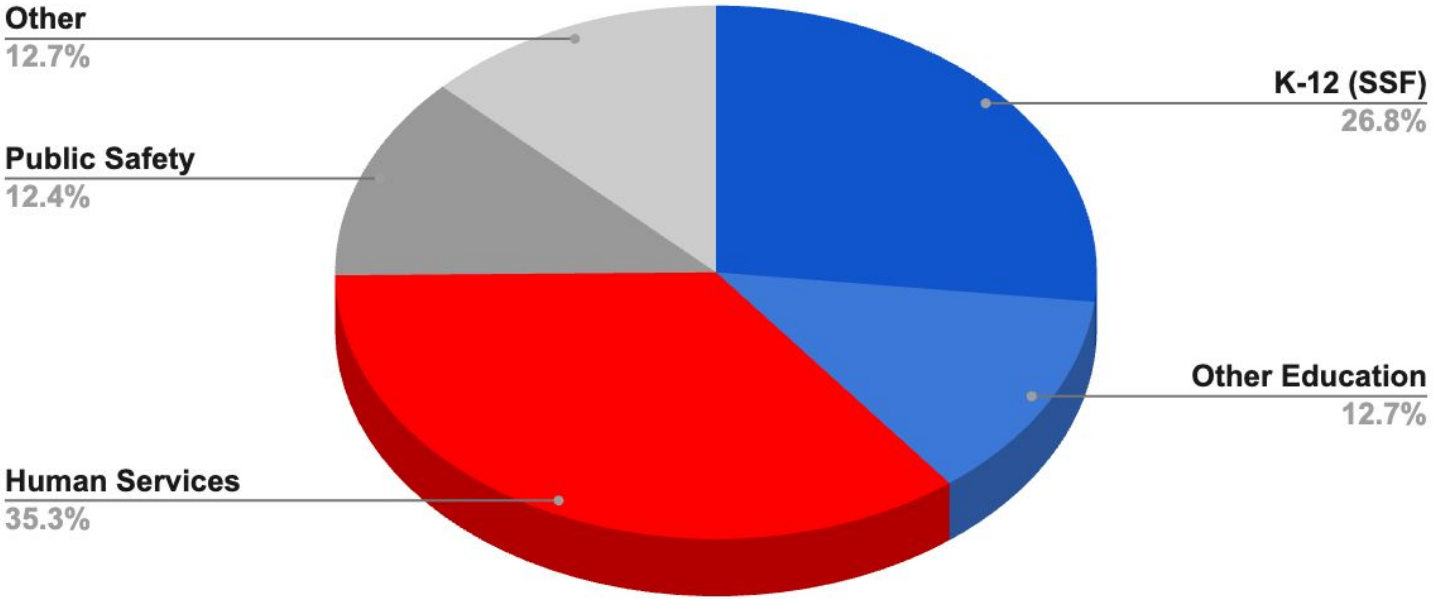
Maintaining the budget of the biennium

Revenue Streams (Largest and Most Significant to Banks)

- General Fund (from the State School Fund)
- Integrated Programs
  - Student Investment Account
  - Measure 98 (High School Success)
- Early Literacy Grant
- IDEA (Special Education)
- Title I (ESEA)

Note: All funds are based on student enrollment, which is down this year (primarily at the K-2 level) AND the prioritization of K-12 education in the overall state budget.

2025-2027 % of General Fund and Lottery



2025-2027 Biennium (Resources/Revenue)

- **State School Fund**
  - Overall @ $11.36B, representing a ~11% increase from 2023-2025
    - All Banks resources are a ~3% increase in revenue for Banks School District from 2024-2025 to 2025-2026
      - Our certified, administrative and confidential employees received a 4% COLA
      - Our classified employees received a 5.5% COLA

New and/or Unfunded Mandates (Requirements)

- **Accountability Bill (SB141)**
  - Expands the metrics and requirements related to state test scores, attendance, and graduation. Includes the required use of selected "interim assessments". No additional funding was attached to the bill.
- **Special Education** (Bill failed in the 2025 Legislature)
  - Students receiving Special Education Services are weighted higher in the funding formula. However the number of students is capped at 11% while the actual SpEd enrollment is ~15%. Should the cap be removed Banks SD would receive approximately $500,000 additional funds.
  - High Cost Disability - Student services that exceed $30K are reimbursed. However, that reimbursement is is via a fixed allotment of funds and typically delivers approximately 30% of the actual cost.
- **Paid Leave Oregon** (Bill passed in the 2024 Legislature)
  - Additional Protected leave that does not require the use of accumulated days.
  - Costs include a 0.6 % payroll deduction, significant increase to substitute costs, and significant workload for the business office.
- **Classified Unemployment** -
  - Classified employees can claim unemployment benefits for certain breaks and summer. Creates additional insurance costs and significant workload for the business office.
- **Program Budgeting and Accounting Manual (PBAM)**
  - Significant and retroactive changes to the statewide accounting manual. Will require very significant increases to the workload of the business office.
- **Higher Education Coordinating Commission's proposed (and accepted) cuts to Outdoor School**
  - Outdoor school funding flows through Oregon State University. The HECC proposed and the legislature accepted a 20% reduction in outdoor school funding. These cuts resulted in $15K loss to Banks SD. The Northwest Regional ESD is utilizing their internal reserve accounts to offset the majority of these losses. These offsets are only for the current year.

Mid-Biennium Challenges

- **H.R.-1 (Federal Tax Bill)**
  - Oregon's Income tax structure is coupled to the Federal structure in that cuts to Federal Income Taxes automatically apply to Oregon taxes.
  - SNAP Benefits
  - Medicaid Benefits

- **Other Legislative Priorities**
  - Wildfire mitigation costs, HR 1 state implementation costs, transportation shortfall (pending referendum), required ending balance for the state general fund, etc.

In summary the total budget deficit based on the December forecast is approximately $600M (plus impact of the transportation bill). For context, if the state school fund is 26% of this, the K-12 shortfall is about $150M, the Banks shortfall (proportion of the state) would be $300,000 (very rough and approximated)

Reserve Funds

1. **Education Stability Fund**

    - Projected Balance on June 30th, 2027= $1.261 Billion (compared to the “Education shortfall of ~$150M)
    - Can only be used for public education - no cap on withdrawals
    - Created by state constitutional amendment in 2002, replenished by the first ~20% of lottery revenue.

2. **Oregon Rainy Day Fund**

    - Projected balance on June 30th, 2027 = $2.158 Billion
    - No limit on programmatic use of funds, but withdrawals cannot exceed two-thirds of the balance at the beginning of the biennium
    - Created by statute in 2007

Note: Both funds have economic and political (votes) that must be met to trigger use. However, the ESF can override the economic triggers with a supermajority vote and declaration by the Governor.

Budget Reductions

All state agencies, including the Department of Education, submitted a sliding scale of reduction (5%, 3%, 1%, etc) across various funds and programs.

- **Current School Year** - Reductions are not likely based on the December economic forecast.
- **Next School Year** - Mid-Biennium reductions are likely without the use of the education stability fund (and/or other reserves)
- **Next Biennium and beyond** - The State is predicting very significant reductions from the current service level calculations in 2027-2029 and 2029-2031. These reductions continue to assume the same general federal tax structure (Medicaid and SNAP, included)

Our Actions

How is the District preparing?

- **Current Year** - reducing discretionary spending to increase the ending fund balance, as possible. If the legislature cuts current year funding we have a plan that does not reduce personnel. Working with state and local legislators to understand the impacts of their decision on the students and community. (The next economic forecast, February 4th, will be used to make state budget decisions.)

- **Next Year** - Advocate for the use of the Education Stability Fund to maintain full budget allocations. Resolve the budget gap created by the reduction to Outdoor School Funding. Advocacy includes direct meetings and involvement in state and federal groups. There is a possibility that staffing reductions could occur if the shortfall is not addressed through reserves.

- **Next Biennium** - Monitor any changes to the Federal Tax Code and its impact on Oregon Funding. Advocate for sufficient funding for all requirements and opportunities for students (end unfunded mandates). Current predictions are a lower than current service level allocation, which would result in staffing reductions.

Legislative Priorities

- Educate legislators to the successes of the district (Level 5 growth in Elementary Math, >98% Graduation Rate, increased attendance K-8). Help them to understand the fatal flaws in the State Tests (opt outs). We welcome accountability and need to have a clear message of its importance.
- Advocate for stable funding through the **use of the Education Stability Fund**.
- Focus on the needs of our students and the increased demands placed on schools and districts. Including how the cuts to SNAP, Medicaid and increased immigration pressures have increased burdens on our students that the schools will be called upon to support.
- Fully fund Special Education by raising the SpEd cap and increasing the amount allocated to High Cost Services (Not likely in the short session)
- Understand the impacts of new mandates and the need for funding to follow requirements.

How can the Board be involved?

- Help to shift the national narrative on education by highlighting the success of our district. Suggest concerned community members reach out directly to school administrators.

- Build relationships with local legislators. Invite them to visit school events with you while highlighting our success and educating them on the impacts that reductions will have on our students and community. These relationships will have an immediate impact and be crucial during the next biennium.

- Attend the Washington County Legislative Summit on January 7th. We will meet with elected representatives from across Washington County

- Always use our students as the lens of conversation. The need for social services in Oregon is widespread and real.

Discussion and Questions

Legislative Priorities

State School Fund and District Budgets

Legislative Roundtable

January 7, 2026

BEAVERTON SCHOOL DISTRICT

Thank you for your work and advocacy!

We know you care about K-12 education in Oregon.

We know you are faced with the same challenge we face: how to get the most out of each dollar.

We know you make difficult choices for how to allocate a finite amount of resources for important purposes.

We also know -

- Investing the in future of our state matters.
- Improved outcomes matters.
- Local context matters.

BEAVERTON SCHOOL DISTRICT

Primary State Funding Sources

- State School Fund (Revenue formula - NOT a spending formula)
- Student Success Act (Revenue formula with restrictions)
  - Student Investment Account
  - High School Success (M98)
  - Early Literacy
  - Many more small components

State K-12 resources over the years

State School Fund:

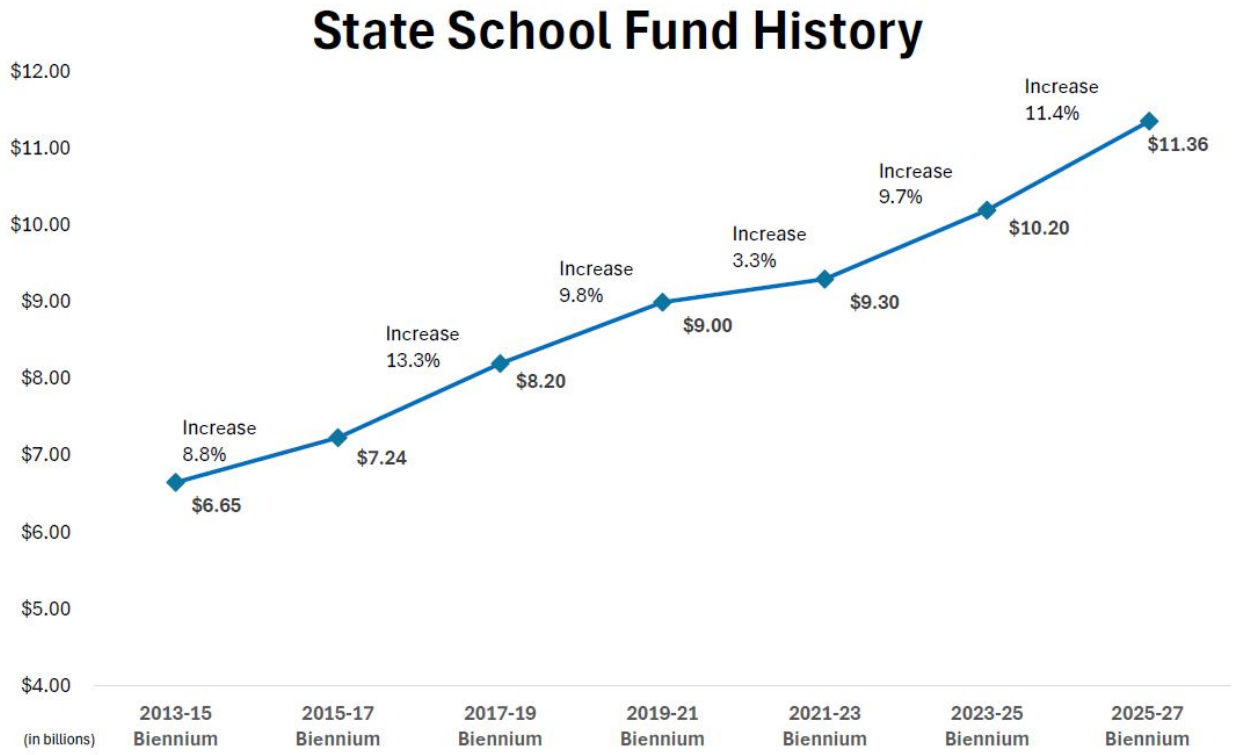
- 2015-17: $7.2 Billion
- 2017-19: $8.2 Billion
- 2019-21: $9.0 Billion
- 2021-23: $9.3 Billion
- 2023-25: $10.2 Billion
- 2025-27[1]: $11.4 Billion

Student Success Act:

- 2015-17: $0
- 2017-19[2]: $0.2 Billion
- 2019-21: $0.5 Billion
- 2021-23[3]: $1.2 Billion
- 2023-25: $1.4 Billion
- 2025-27[1]: $1.5 Billion

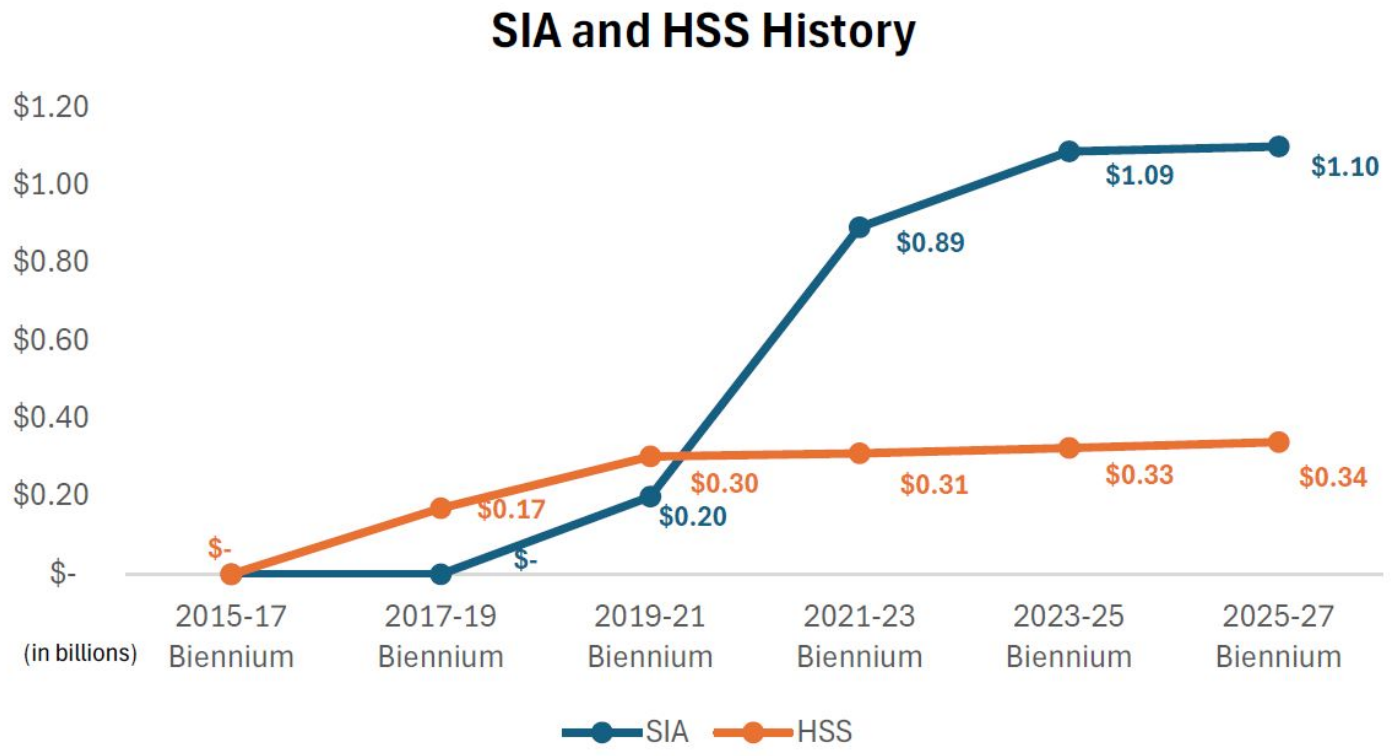
[1]- proposed budget
[2]- first year of HSS
[3]- first year of SIA

State K-12 resources over the years



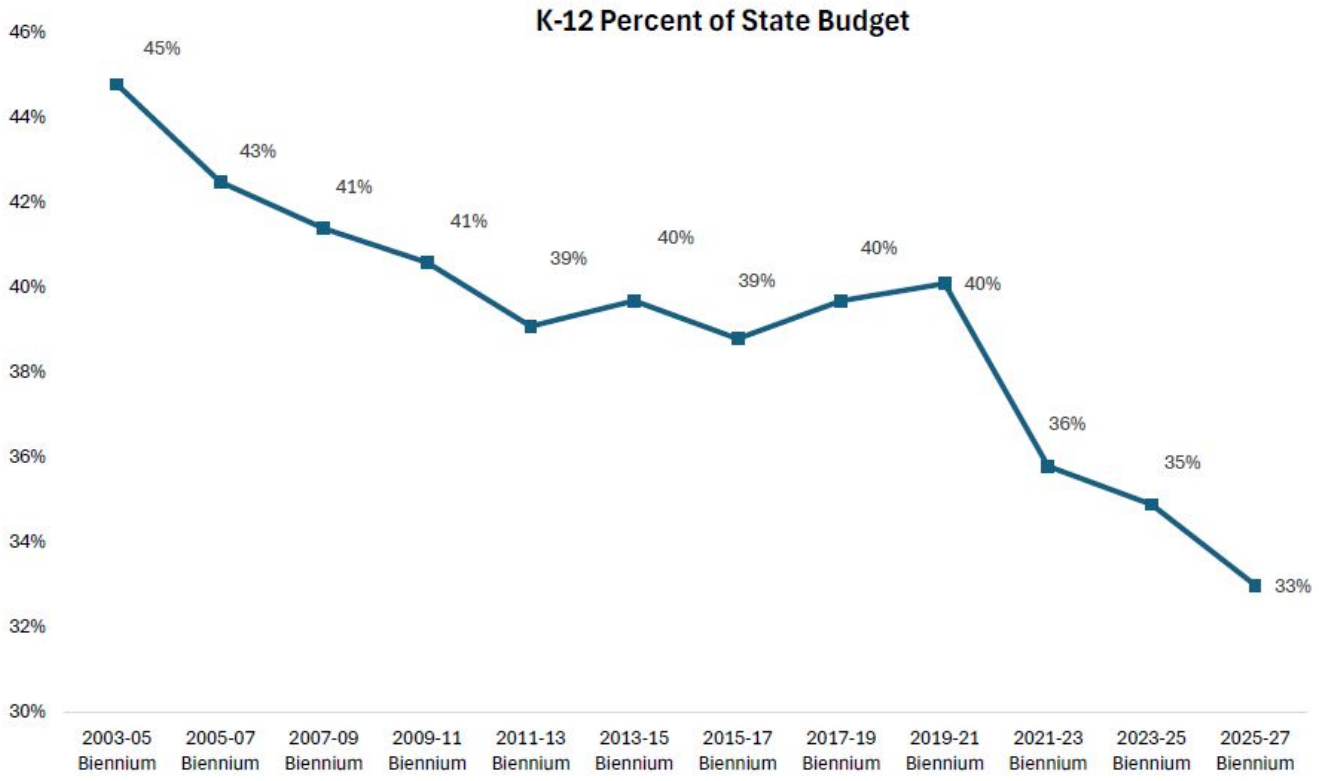
BEAVERTON SCHOOL DISTRICT

Additional K-12 resources over the years -
Student Investment Account (SIA) and High School Success (HSS)



BEAVERTON SCHOOL DISTRICT

State K-12 resources over the years



BEAVERTON SCHOOL DISTRICT

Impact of new Current Service Level (CSL) calculation

- Super helpful!
- Better reflects real costs and roll ups
- It’s a necessary and important technical adjustment

BEAVERTON SCHOOL DISTRICT

Budget pressures

- Growth in IEP students and significant growth in SPED costs
- High Cost Disability funded at 32% in 2023-24 (down from 41% in 2022-23)
- PERS increases
- Bargaining agreements
- Behavioral Health and Wellness
- New and Unfunded Requirements

Local Context Matters

- Different sizes
- Different student demographics
- Different student needs
- Different funding sources (e.g., levies, bonds, timber, etc.)
- Rural and suburban
- Impact of federal actions

Informed Policy through Relationships

Build and sustain trusted relationships with educators, families, students, and community partners

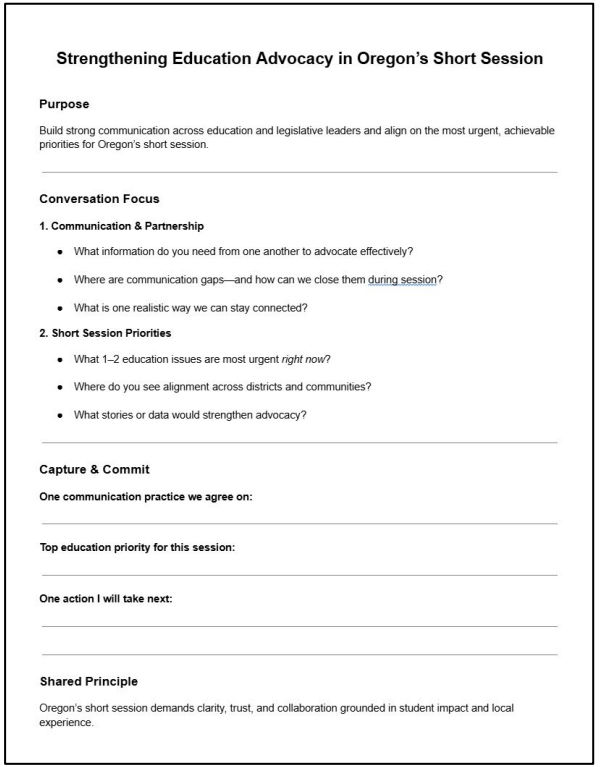
Actively seek answers and perspectives from multiple stakeholders before taking positions

Use collective insight to advocate for schools with clarity, credibility, and impact

Table Conversations

Focus:

- Communication Channels (5-15 minutes)
- Legislative Priorities for the Short Session (15-25 minutes)



Strengthening Education Advocacy in Oregon's Short Session

Purpose

Build strong communication across education and legislative leaders and align on the most urgent, achievable priorities for Oregon's short session.

Conversation Focus

1. Communication & Partnership

- What information do you need from one another to advocate effectively?
- Where are communication gaps—and how can we close them during session?
- What is one realistic way we can stay connected?

2. Short Session Priorities

- What 1–2 education issues are most urgent *right now*?
- Where do you see alignment across districts and communities?
- What stories or data would strengthen advocacy?

Capture & Commit

One communication practice we agree on:

Top education priority for this session:

One action I will take next:

Shared Principle

Oregon's short session demands clarity, trust, and collaboration grounded in student impact and local experience.

BEAVERTON SCHOOL DISTRICT

Commitments and Table Reports

- Debrief
- Table Reports

BEAVERTON SCHOOL DISTRICT

Final Words



To Whom It May Concern,

On behalf of the Banks School District Board of Directors and Superintendent Dr. Brian Sica, thank you for the opportunity to provide additional context regarding the application titled *Banks Union High School* and the proposed designation on the National Historic Registry.

We want to begin by acknowledging the deep care many members of our community have for this building and the role it has played in the shared history of Banks. We respect that connection and appreciate the thoughtful advocacy that has brought this application forward. At the same time, as the elected governing body of the District, we have a responsibility to weigh historical interest alongside student safety, educational adequacy, fiscal stewardship, and long-term community impact.

For clarity, this letter is a formal response opposing the designation of the Banks District Administration Building, located at 12950 Main Street, Banks, Oregon. While the application references an address of 13050 Main Street, that address corresponds to the current high school and will remain the address following completion of the new construction.

The building under consideration is registered with the Oregon Department of Education as the "District Administration Building." After extensive study and public process, the Board determined that this structure has reached the end of its useful life and must be removed as part of the District's long-term facilities plan.

In January 2025, the Board adopted a 20-Year Master Plan for the District campus. That plan included removal of the District Administration Building, an auxiliary gymnasium, and two wings of the existing high school. This decision was not made lightly, nor was it sudden.

Historical context has been considered for decades. In the 1980s, the Washington County Museum conducted a county-wide inventory of cultural and historic resources. That inventory was not adopted. When Washington County formally adopted its Cultural Resources Inventory in 1989 through a public process, the Banks Union High School building was not included. In fact, there are no properties in Banks listed on the adopted County inventory. That same year, the Banks City Council considered placing several properties, including this building, into a historic overlay. At that time, the building was determined to lack architectural distinction and to lack integrity due to surrounding development. The Council also recognized that additional regulatory requirements would impose an economic burden on the District and local taxpayers.

Over the following decades, the District made multiple attempts to address facility needs through bond measures. While two measures passed prior to 2012, they did not provide sufficient funding to address the growing maintenance demands of the aging structure. By the early 2000s, the building was deemed unsafe for student use due to insufficient seismic capacity, and most of it became unoccupied.

In 2018 and 2019, a facilities planning committee made up of staff and community members evaluated District buildings and recommended removal of the administration building. That work

DRAFT

resumed in earnest in 2023 and 2024 as part of preparation for a bond election and a comprehensive master planning process. Throughout that time, all conceptual plans presented to the public showed removal of the building. Additionally, following the passage of the Bond Authorization, the Board also directed the District's architectural firm to explore two scenarios: one that removed the building and one that attempted to incorporate it.

The resulting master planning process, conducted over six months in late 2024, involved monthly Board meetings with unlimited public comment, multiple supplemental work sessions, open community forums, one-on-one meetings, and direct engagement with concerned community members, including the Banks Historical Society.

After evaluating all reasonable alternatives, including renovation, adaptive reuse, partial deconstruction, and long-term mothballing, and after consulting licensed architects, structural engineers, cost estimators, and construction managers, the Board reached the following conclusions:

- The building does not meet current seismic or life-safety standards, and a comprehensive retrofit would be required for any continued use.
- Adaptive reuse would not provide the instructional spaces or technological infrastructure needed for a modern high school.
- Incorporating the building would add an estimated $4–6 million to the project budget or require equivalent reductions in scope.
- Partial deconstruction or mothballing would leave unresolved hazardous-materials concerns and ongoing maintenance liabilities.

Based on these findings, the Board formally concluded at its public meeting on January 28, 2025, that demolition is the only prudent and fiscally responsible option.

Importantly, opposition to this designation does not reflect a disregard for history. To the contrary, the District has taken extensive steps, in coordination with the State Historic Preservation Office, a historical architectural firm, and a community-based Traditions and Innovation Committee, to preserve and honor the building's legacy. These steps include preservation and reuse of original fixtures, relocation of historic artwork and murals, creation of a coffee table book documenting the building's history, a publicly accessible digital archive, and a student-produced documentary on the history of Banks High School.

At the time of this submission, the District is well into the construction process. Design, permitting, and pre-construction work is complete, and deconstruction and demolition activities began in December 2025. In January of 2026 the District will complete the selective demolition of the building which will preserve materials for repurposing, removal of artifacts, and hazardous abatement. Complete demolition will be completed in early February, 2026. Any reversal or delay at this stage would result in significant additional costs to local taxpayers and create confusion and false expectations within the community.

DRAFT

For these reasons, while we sincerely appreciate the intent behind this application, the Banks School District Board of Directors respectfully opposes designation of the Banks District Administration Building on the National Historic Registry. We believe such a designation, at this stage, would not change the physical outcome but would risk misunderstanding about what is feasible or legally permissible. Instead, we remain committed to honoring our community's history through the comprehensive and meaningful mitigation strategies already underway.

Thank you for your time, care, and consideration.

Sincerely,

Ron Frame
Chair, Banks School District Board of Directors

Dr. Brian Sica
Superintendent, Banks School District

DRAFT



Fourth and fifth graders at Vernonia Elementary

About Northwest Regional Education Service District

Our Service Area



Clatsop County

Astoria
Jewell
Knappa
Seaside
Warrenton-Hammond



Columbia County

Clatskanie
Rainier
Scappoose
St. Helens
Vernonia



Tillamook County

Neah-Kah-Nie
Nestucca Valley
Tillamook



Washington County

Banks
Beaverton
Forest Grove
Gaston
Hillsboro
Sherwood
Tigard-Tualatin

Our Leadership



Dan Goldman,
Superintendent



Becky Tymchuk, Chair
Zone 5



Maureen Wolf,
Vice Chair, Board
Member At-Large



Christine Riley
Zone 1



Doug Dougherty
Zone 2



Dorian Russell
Zone 3



Michelle Graham
Zone 4



Paul Jarrell
Higher Education



Mjere Simantel
Social Services



Ernest Stephens
Business



Ryan Hamilton, a professional learning coach who mentors 9GS student interns

How We're Working Together to Support Banks Kids

At Banks High School, students are joining nearly 35 schools across the region in the 9th Grade Success Network, an initiative designed to help more freshmen stay on track to graduate by the end of their first year. Research shows **students who earn at least six credits as freshmen are 3.5 times more likely to graduate on time.**

Through the network, student interns learn to conduct empathy interviews, run surveys, analyze real-time data and design student-led interventions that strengthen school connection, especially for students who have been historically marginalized.

Story: 9th Grade Success Network Imagines a High School Experience Where Everyone Feels Connected

Spotlight on Data: Banks by the Numbers



74 6th graders and **13** high school student leaders attended Outdoor Science School (2024-25)



12 kids served through EI/ECSE (May 2025).



10 students enrolled in the Migrant Education Program (2024-25).



1 student attended a social emotional learning school (2024-25).



10 special ed. staff support the district in specialty areas (as of fall 2025).



2 staff participating in the Aspiring Administrators program (as of fall 2025).

Notable participation in professional learning and systems support

- 9th Grade Success Network
- Early Literacy Supports
- English Language Learners
- Multi-tiered Systems of Support (MTSS) Data Tools (i.e., ION & pilot)
- Oregon Virtual Education (ORVED)
- Outdoor Science School
- Regional Mentoring Network
- STEM Hub

These are highlights and not a comprehensive list of current services.



2026-27 Local Service Plan

Hillsboro Early Childhood Center

The Scope of the Local Service Plan

A. **Core services,** i.e. shared services, available to all component school districts

B. **Menu of services** available by district request

C. **Integrated Guidance Technical Assistance Plan**



Note: While the Local Service Plan does not include grant and other value added services for the purpose of board approval, we cover that information in jobalike conversations for the purpose of evaluation and submit in board packets to provide context of the full scope of services provided.

Role of the School Board

ORS 334.175

Each year an Education Service District's Local Service Plan must be:

1. adopted by the board of the education service district
2. approved on or before March 1 by resolution of two-thirds of the component school districts that have at least a majority of the pupils



4.5% of the State School Fund ADMw flows through ESDs.

Here's how that gets sliced up

10%
funds ESD operations

90%
directed by school districts

75%
goes to individual school district accounts based on ADMw

25%*
of school district allocations are spent on core services (i.e., shared services)

**4% for BSD and HSD*

Core Services

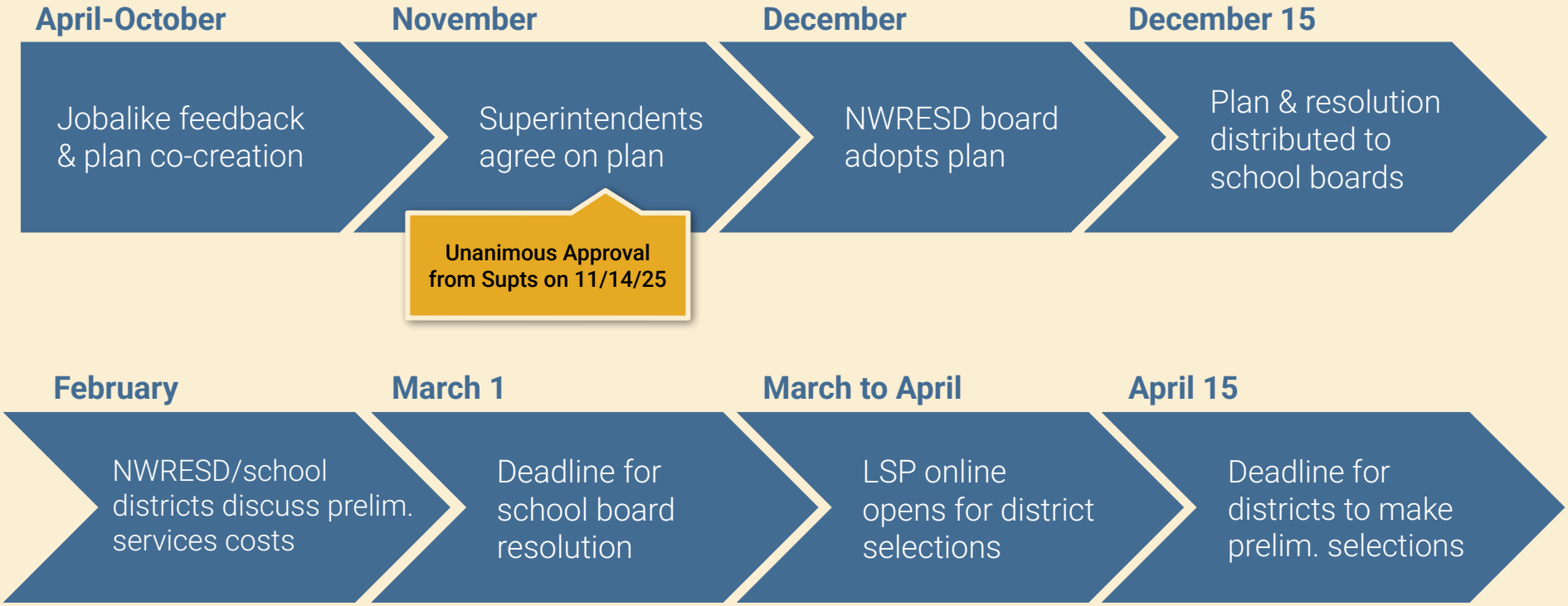
According to ORS 334.15, the goal of our core services are to:

a) Assist component school districts in meeting the requirements of state and federal law;
b) Improve student learning;
c) Enhance the quality of instruction provided to students;
d) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
e) Maximize operational and fiscal efficiencies for component school districts.



antkwak Early Learning Center

Local Service Plan Development Timeline



Core

County Allocations

Technology

- Cybersecurity Services
- Emergency Closure Network (FlashAlert)
- Forecast 5
- Help Desk
- Library Services (Follett Destiny Library, Resource Manager and Textbook)
- Network Services
- Restraint and Seclusion App
- Technical Engineering Cooperative
- Career, College and Workforce Connection Software (SchooLinks)

Administration

- Regional Compensation Analysis
- Aspiring Administrators

Education Programs

- Instructional Services
  - Early Literacy
  - 9th Grade Success Network
  - BASES: Behavior Attendance and Social Emotional Supports
    - *Attendance Services*
    - *Social Emotional Learning*
    - *MTSS Coaching*
    - *School Safety & Prevention*
  - Grant Writing

- Workforce Development
  - Career & College Readiness (CCR)



Cascade Academy Graduation

Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



Menu

Administration

- Communications Management FTE
- Educator Pipeline Programs (formerly Grow Your Own, Classified Mentoring & Diverse Educator Pathways)
- Executive & Principal Coaching
- Fiscal Services (Payroll, Business Office Management, etc.)
- Human Resources Investigations
- Civil Rights and Title IX Coordination
- Medicaid Reimbursement
- Spanish Language Interpretation and Translation

Early Learning

- Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations



Menu

Education Programs

- Attendance & Re-engagement Services
- Cascade Education Corps
- Dual Credit Programming - Willamette Promise
- Junior Achievement: Biztown and Finance Park
- MTSS Data System Platform & Technical Support
- Northwest Regional Outdoor Science School
- Oregon Virtual Education (ORVED)
- PCC Mobile Welding Outreach and Training Center



Menu

K-12 Special Education

- Audiology
- Augmentative and Alternative Communication and Assistive Technology
- Autism Spectrum Disorder (ASD) Services
- Behavioral Support Consultation
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard-of-Hearing Services and Classrooms
- FM Rentals
- Learning Specialists
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- Pre-Employment Transition Services (Pre-ETS, Formerly YTP)
- School Psychology Services
- Speech-Language Pathology Services
- Social Emotional Learning Schools
    - Cascade Academy
    - Cascade/Pacific Intensive Classroom
    - Columbia Academy K-6
    - Levi Anderson Learning Center
    - Meadowlark Academy K-5
    - Pacific Academy



Menu

Technology

- Attendance Reconnection System
- Criminal Background Check System
- District Technology Purchasing
- Help Desk
- Learn360 Streaming Video
- Oregon Data Suite
- Public School Works
- Restraint and Seclusion
- School ERP Pro
- Synergy Student Information System
- Technical Engineering Cooperative



Student Success Act/ Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts to make progress toward the goals of the Student Success Act.





Jewell School District

Student Success Act/Integrated Guidance Technical Assistance Plan

- 9th Grade Success Network
- Behavior Attendance and Emotional Supports (BASES)
  - Attendance Services
  - Social Emotional Learning
  - School Safety & Prevention
- Communications Technical Assistance
- Community Engagement and Family Partnerships Technical Assistance
- Comprehensive Support and Improvement/Targeted Support and Improvement (CSI/TSI)
- Early Literacy Supports
- Instructional Rounds
- Small/Rural Grant Support Technical Assistance
- Workforce Development and Career and College Readiness

ODE Proposed $7.5m Cut to SSA TA (Early Literacy braided with REN funding)



**Highlighted Programs Identified by ODE for Potential Reduction*



Columbia EI/ECSE Classroom

Grant-Funded and Value-Add Services

Through federal, state and private grants, NWRESD provides certain services at no cost to school districts. *(Not part of the Local Service Plan.)*



Grant-Funded and Value-Add

- Attendance Services
- Child Care Resource and Referral (Clatsop, Columbia, Tillamook)
- Courier
- CTE Revitalization Washington County
- Early Intervention/Early Childhood Special Education (EI/ECSE)
- Early Learning Hub (Clatsop, Columbia, Tillamook)
- English Language Learner Consortium (Title III)
- Health Education Training Application
- Instructional Technology Professional Learning
- Migrant Education Program
- Oregon Math Project (STEM HUB)
- Oregon Response to Instruction and Intervention (ORTIi)
- Regional Educator Network (REN)
  - **Projected Programs:**
    - *Early Literacy Supports*
    - *Instructional Coaching Network*
    - *Regional Mentoring*
    - *Cascade Alliance for Equity*
- Regional Inclusive Services
  - *Autism Spectrum Disorder Services*
  - *Blind Visually Impaired (BVI) Student Services*
  - *Deaf and Hard-of-Hearing Services*
  - *Deafblind Services*
  - *Regional Equipment Center*
  - *Traumatic Brain Injury Team*
- School Safety and Prevention System
- SPED Regional Technical Assistance Program (RTAP)
- Spot Vision Screener
- STEM Hub (Clatsop, Columbia, Tillamook)
- Youth Transition Program (YTP)

**Highlighted Programs Identified by ODE for Potential Reduction*

Proposed Motion

I move to approve the 2026-27 Local Service Plan as presented.

Northwest Regional
Education Service District

December 12, 2025

TO: Banks School District Board of Directors
FR: Dan Goldman, Superintendent of Northwest Regional Education Service District
RE: The 2026-27 Local Service Plan

Colleagues:

It's my pleasure to present the 2026-27 Local Service Plan. As your education service district partner, our goal is to connect school districts to services and resources that might otherwise be out of reach or unaffordable. In the pages that follow, I hope you get a sense of our existing and potential partnership opportunities to support your school district's students.

Our strategic plan, created in collaboration with the school districts in our service area, outlines a shared vision that every student is educated, equipped and inspired to achieve their full potential and enrich their communities. Through our special educators, technology staff, early learning educators, professional learning team, and many more specialists throughout our organization, we humbly offer our services in pursuit of this vision.

It's a pleasure to work alongside you and your educational staff.

In partnership,



Dan Goldman, Superintendent

Supplementary Materials: Attached with this cover letter, you'll find the Proposed 2026-27 Local Service Plan which includes Summaries of Grant and Value-Add Services; Presentation Slides which include a District Profile with current services; a Proposed Resolution; and the 2026-27 LSP Timeline.

Proposed Motion: "BE IT Resolved, the Board of Directors adopts the 2026-27 Local Service Plan as presented."

Clatsop County
503-325-2862
785 Alameda Ave,
Astoria, OR 97103

Columbia County
503-366-4100
800 Port Avenue
St. Helens, OR 97051

Tillamook County
503-842-8423
2515 3rd Street
Tillamook, OR 97141

Washington County
503-614-1428
5825 NE Ray Circle
Hillsboro, OR 97124



2026-27 Local Service Plan

A framework for our partnership with school districts in Clatsop, Columbia, Tillamook and Washington counties

Table of Contents

Local Service Plan

About the Local Service Plan **3**
- Service Area 4
- Board of Directors 5
- Key Management 6
- Timeline for Plan Development 7
- How the Local Service Plan is Funded 8

Core Services **9**

Menu Services **12**
- Administration 13
- Early Learning 14
- Instruction 15
- K-12 Special Education 17
- Technology 21

Student Success Act Technical Assistance Plan **23**

Appendix

Proposed Resolution Authorizing NWRESD Local Service Plan for 2026-27 ..... **27**

Grant Funded & Value-Add Services **28**



Cover photo: A preschooler plays with a leaf at our Hillsboro Early Childhood Center. This child attended our Better Together classes, where children of all abilities learn and play side-by-side. Better Together classes are available to preschoolers in Astoria, Beaverton, Hillsboro, St. Helens, Tillamook and Tualatin.

About the Local Service Plan

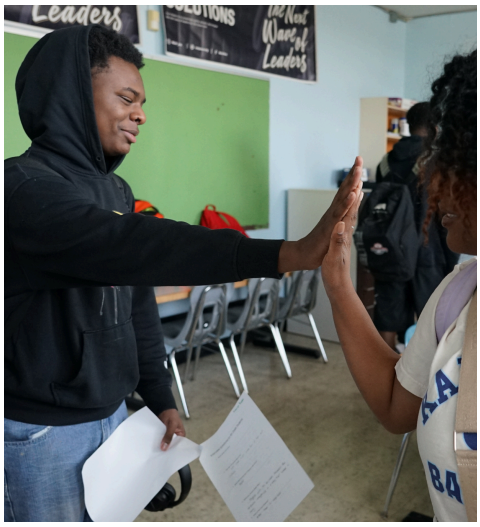
Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission "to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level."

The local service plan is the framework for how we serve our 20 partner school districts in Clatsop, Columbia, Tillamook and Washington counties. According to ORS 334.175, the local service plan must address special education services, technology support, school improvement services, and administrative services.

It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.





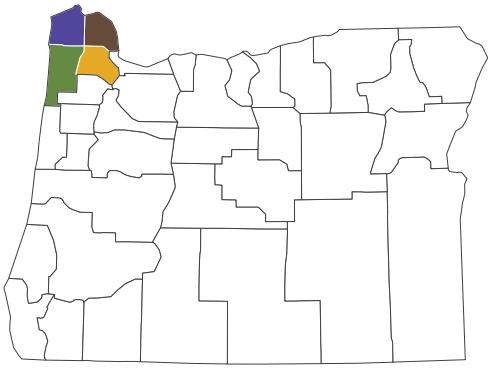


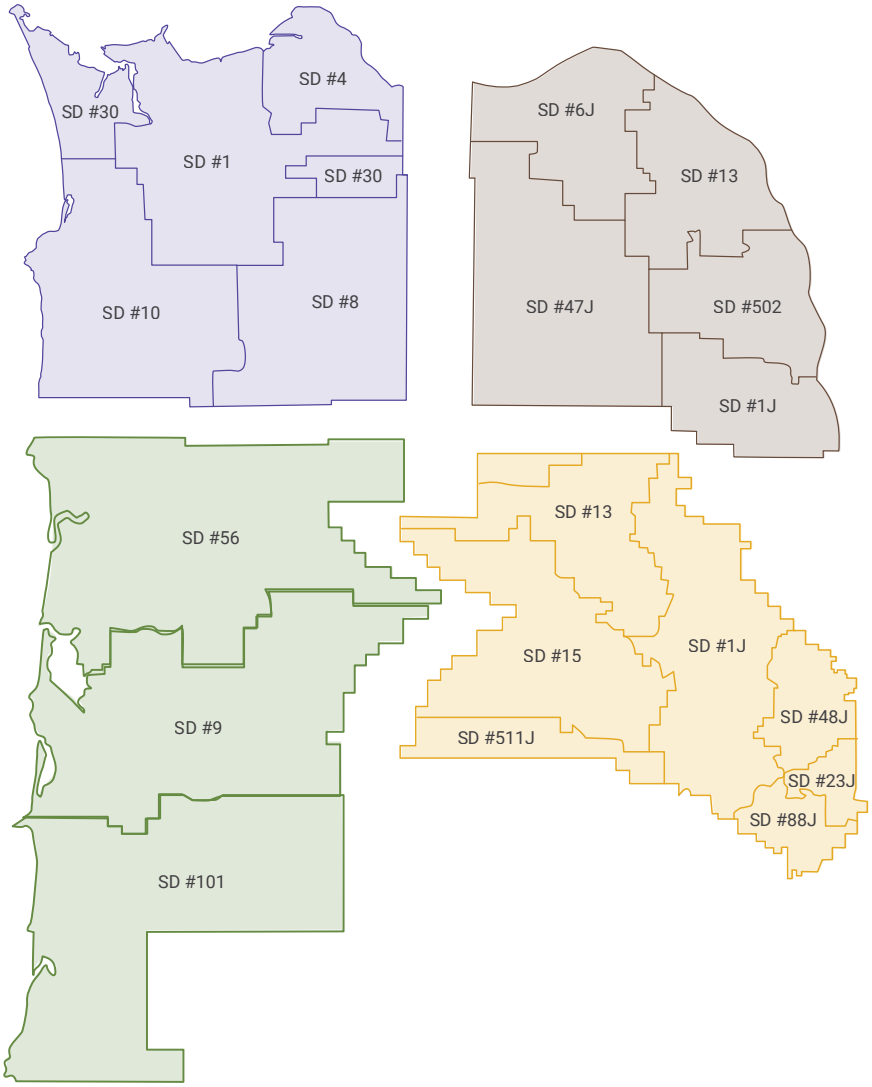


Getting more students on track to graduate starts much earlier than senior year. Through our 9th Grade Success Network, schools rethink their practices and adjust their systems so more students obtain six credits by the end of their freshman year -- setting them up for success.

Raeya, then a sophomore at Astoria High School, with her freshman transitions teacher Candace Chapman. Jackie, then a senior at Southridge High School in Beaverton, a 9th Grade Success Network student intern. Knowyn, then a freshman at Beaverton High School, a student who successfully recovered credits after accessing several of the school's on-track supports.

Service Area





Clatsop County

SD #1	Astoria
SD #8	Jewell
SD #4	Knappa
SD #10	Seaside
SD #30	Warrenton-Hammond

Columbia County

SD #6J	Clatskanie
SD #13	Rainier
SD #1J	Scappoose
SD #502	St. Helens
SD #47J	Vernonia

Tillamook County

SD #56	Neah-Kah-Nie
SD #101J	Nestucca Valley
SD #9	Tillamook

Washington County

SD #13	Banks
SD #48J	Beaverton
SD #15	Forest Grove
SD #511J	Gaston
SD #1J	Hillsboro
SD #88J	Sherwood
SD #23J	Tigard-Tualatin

Board of Directors



Becky Tymchuk, Chair
Zone 5: Beaverton (Aloha, Beaverton, Mountainside and Southridge attendance areas)



Maureen Wolf, Vice Chair
Board Member At-Large



Christine Riley
Zone 1: Gaston, Sherwood and Tigard-Tualatin



Doug Dougherty
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook and Warrenton-Hammond



Dorian Russell
Zone 3: Hillsboro



Michelle Graham
Zone 4: Beaverton (Sunset and Westview High School attendance areas), Clatskanie, Rainier, Scappoose, St. Helens and Vernonia



Paul Jarrell
Higher Education



Mjere Simantel
Social Services



Ernest Stephens
Business position

Key Management



Dan Goldman

Superintendent
nwresd.org/about/contact-us



Catherine Dalbey

Chief Human Resources Officer
cdalbey@nwresd.k12.or.us



Megan Logan

Chief Academic Officer
mlogan@nwresd.k12.or.us



Stuart Long

Chief Information Officer
slong@nwresd.k12.or.us



Jordan Ely

Chief Financial Officer
jely@nwresd.k12.or.us

Timeline for Plan Development

In early fall, school districts collaborate with NWRESD to design the local service plan (LSP). The LSP is then formally approved by school district superintendents, NWRESD's board of directors, and the 20 regional school boards, according to the timeline below. Implementation begins the following school year.



How the Local Service Plan is Funded

The State School Fund (SSF) is Oregon's largest investment, equating to $10.2 billion in the 2025-27 biennium. A share of 95.5% of the SSF goes directly to K-12 school districts and a share of 4.5% goes to education service districts for administering regional services.

The state and local revenues within the SSF formula provide more than 80% of general operating dollars to school districts and education service districts statewide. For NWRESD specifically, the SSF formula accounts for roughly 22% of our total budgeted resources.

Of the SSF money we receive, 90% is allocated to districts based on weighted student population (ADMw) and 10% supports NWRESD operations.

Of the school district allocations, 75% goes directly to school district ESD accounts and 25% to core services.

School district ESD accounts can be used to purchase services through the local service plan menu. Money can also be flowed through to districts. Districts can also purchase services outside of their ESD accounts.

Core services, which are shared services available to all school districts, are first approved by component school district superintendents and then by component school district boards.

4.5% of the State School Fund ADMw **flows through ESDs.**

10%
funds ESD operations

90%
directed by school districts

75%
goes to individual school district accounts based on ADMw

25%*
of school district allocations are spent on core services (i.e., shared services)

**4% for BSD and HSD*



Two toddlers play together during the soft open and name dedication ceremony of the antkwak Early Learning Center, located in Hillsboro. The center officially opened in July 2025 and will serve an estimated 2,000 children annually through evaluations. Hundreds more will attend special education programs.

Core Services

Core services are first approved by component school district superintendents and then by component school district boards. These services are available to all school districts and represent 25% of the local service plan allocations for school districts.

9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate high school within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years.

Aspiring Administrators

Our Aspiring Administrators program provides educators who are interested in moving into administrator positions with leadership training and coaching.

Behavior, Attendance, and Social Emotional Systems

Our BASES team supports districts with school culture and climate goals through a multi-tiered system of support (MTSS) lens. The team provides training and supports around positive behavioral interventions (PBIS), MTSS, and attendance best practices.

Career and College Readiness

We expand college credit and career and technical education (CTE) opportunities for all students, with a focus on students furthest from access and opportunity in our education systems. We support educators and districts through CTE guidance, program support, career readiness resources, work-based learning and career services like guest speakers, resume workshops and career fairs.

Career, College and Workforce Connection Software

We provide districts with access to SchooLinks, which is a web-based platform that helps districts track and centralize their career and college readiness efforts. The tool includes work-based learning and industry partner components. Optional features include social-emotional learning for elementary students, course planning and forecasting. Our team will support your district with implementation.

County Allocations

Through core, each county subset of school districts receives flexible funding to support localized regional priorities agreed upon by the school district superintendents.

Cybersecurity Services

Cybersecurity services include advising on policy and procedure, security management of technology applications, and incident response during cyber threats and attacks.

Early Literacy Supports

Our early literacy work is rooted in the science of reading, evidence-based practices and Oregon's 2023 Early Literacy Success Initiative. We offer professional development, coaching and leadership support focused on reading, teaching and data use. We also support educators to receive LETRS certification, with additional graduate credit and mentoring through Eastern Oregon's reading clinic. We view skilled reading as a civil right and design programs collaboratively to serve our region

Emergency Closure Network

We provide districts with access to an emergency communication system (FlashAlert) for sharing emergency information, school delays and closures with their communities and the local media.

Forecast 5

We provide Forecast 5 analytics tools to help K-12 educational leaders leverage district, demographic and peer data to develop future focused strategies for managing limited resources, achieving education outcomes and improving academic ROI in today's challenging budget environment.

Grant Services

We provide grant writing and management to school districts seeking competitive grants, including state, federal and private grants. Grant writers connect with school district teams to envision, plan and convey projects and match them to grant opportunities.

Library Services (Follett Destiny Library, Resource Manager and Textbook)

We host and support Follett's Destiny Library Management System, which provides a full service suite of school library software for managing inventory, check in/out, fees, and users.

Destiny is an internet-based library, textbook and resource management system designed specifically to support K-12 education. We provide software hosting, support, student information system integration and training.

Network Services

We keep districts connected to the internet with a full suite of network management and connectivity services. We provide a sustainable model that increases speed and redundancy while maintaining low costs for school districts.

Regional Compensation Analysis

We contract with RS2 for statewide licensed salary and regional administrator comparisons.

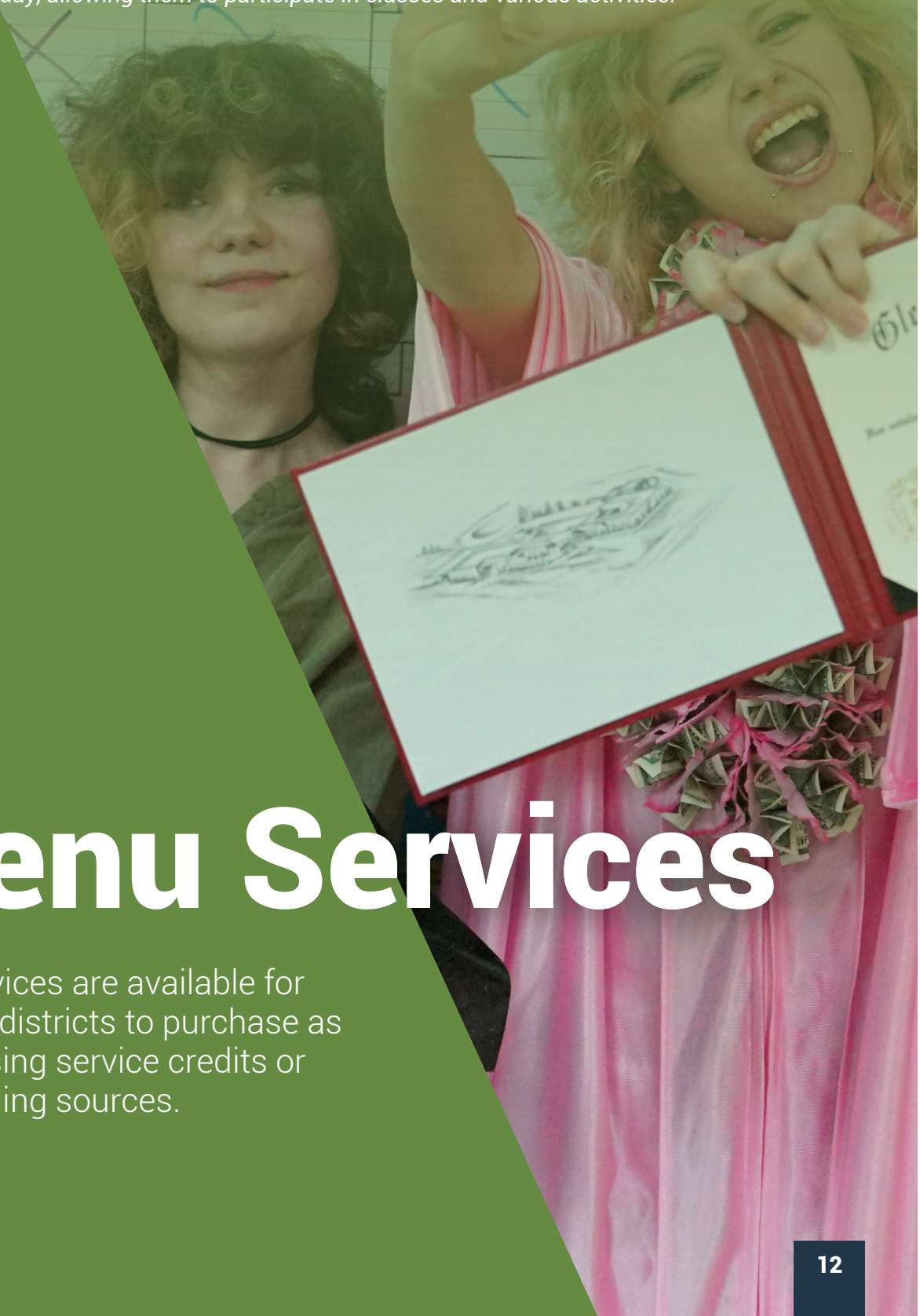
Restraint and Seclusion

The Restraint and Seclusion Application is a custom-built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education (ODE) requires a precise count and reporting of these incidents based on a number of student criteria. This application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.

Students from Cascade Academy celebrated their graduation in June. This social-emotional learning school in Beaverton, which is operated by Northwest Regional Education Service District, supports about 50 middle and high school students with significant behavioral challenges. Students receive supports throughout the school day, allowing them to participate in classes and various activities.



Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.

Administration

Civil Rights and Title IX Coordination

NWRESD offers support services to ensure compliance with federal and state civil rights laws, including Title IX, which prohibits discrimination based on sex in education. Services include consultation on policies and procedures, support in responding to incidents, and assistance in building systems that promote equity, access, and accountability.

Communication Management FTE

Districts can contract for dedicated support from a communications manager in increments of 0.25 FTE. The communications manager would work in the district to advise and execute communications strategy and serve as a public information officer. They would be a member of a larger communications team at NWRESD and have direct access to coaching, mentoring and support.

Educator Pathways

Our Educator Pathways program partners with school districts to cultivate a diverse pipeline of future teachers. The program offers three distinct tracks designed for individuals from a variety of backgrounds who aspire to become licensed educators. These tracks include current classified staff, individuals from racially and culturally diverse communities and high school students interested in pursuing education careers.

Executive & Principal Coaching

Executive coaching is available on a weekly, biweekly, once every three weeks or monthly basis. These sessions will be specifically tailored to the district's and superintendent's needs. Coaching and problem-solving conversations will help participants build their leadership skills, understand the politics surrounding their position, find solutions to complex challenges and increase their confidence and improve their ability to make an educational impact.

Fiscal Services

NWRESD provides school districts with a full range of fiscal services, including accounting, budgeting, payroll processing, and financial reporting.

Human Resources Investigations

We provide impartial, thorough and timely investigation services to support our component districts in addressing workplace and school-related concerns. Each investigation is tailored to the situation to ensure that districts can respond to sensitive matters consistently, transparently and aligned with best practices.



Medicaid Reimbursements

We offer districts the opportunity to participate in school Medicaid Billing and Medicaid Administrative Claiming in Oregon.

Medicaid reimburses schools for health and related services provided to Medicaid-enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP).

The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

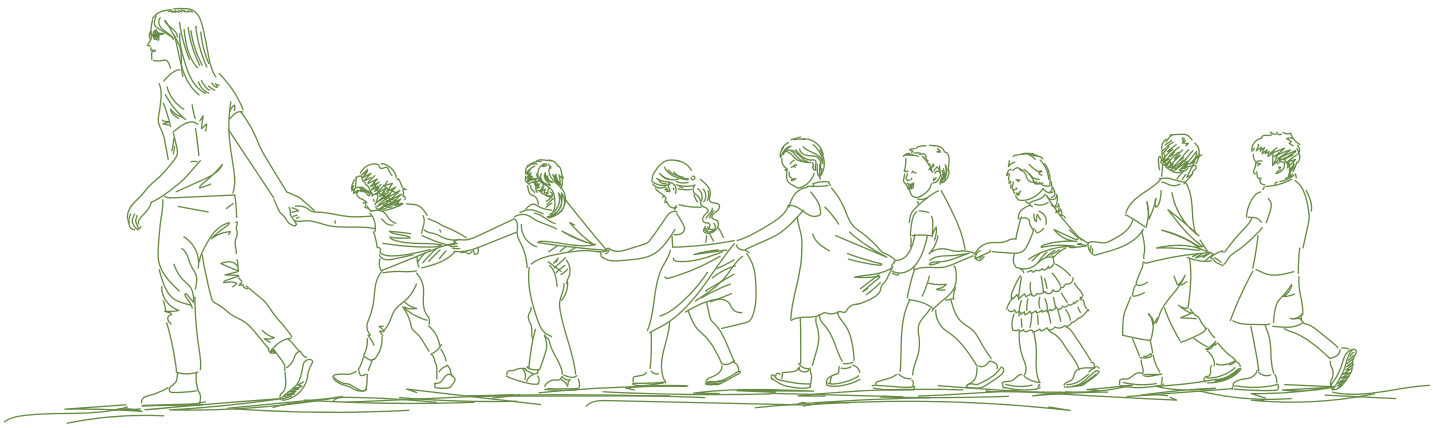
Spanish Language Interpretation and Translation

We offer translation (written) and virtual and in-person interpretation in Spanish to component districts.

Early Learning

Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations

EI/ECSE evaluations look at a child's development and whether special education supports could build skills to further a child's individual developmental progress. Children who are found to be eligible for EI/ECSE receive free services.



Instruction

Attendance

We partner with district and school attendance teams to implement effective and meaningful attendance structures. The work we do grows community awareness about the importance of regular attendance and strengthens school-to-home connections.

Cascade Education Corps

Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

Dual Credit Programming - Willamette Promise

In collaboration with local high schools and higher education institutions, students earn college credits while they are still in high school. Willamette Promise focuses on cooperation between high school teachers and college faculty to ensure students are working and learning at a college level. We specifically seek to engage historically underserved students, including students of color and first-generation college goers.

Junior Achievement: Biztown and Finance Park

We offer districts the opportunity to use service credits to partner with Junior Achievement and Biztown. This partnership offers students in the region a simulated experience to practice real-world business and entrepreneurial skills at the local Finance Park.

Multi-tiered Systems of Support (MTSS) Data System Platform and Technical Support

We provide software and support for data-based screening and progress monitoring of system-wide intervention efforts, identifying individual student needs, and monitoring student progress.

Northwest Regional Outdoor Science School

Northwest Regional Outdoor Science School is an overnight experience for sixth grade students. In an immersive experience, students learn about the natural world at one of our sites in northwest Oregon. Each site's 12 to 13 staff members are supported by high school volunteers.

Oregon Virtual Education (ORVED)

Oregon Virtual Education (ORVED) offers a suite of online standards-based courses taught by Oregon-certified teachers.

PCC Mobile Welding Outreach and Training Center

In partnership with Union Pacific, this mobile training center brings state-of-the-art welding instruction directly to high schools across Washington and

Columbia counties. Students gain hands-on experience using professional equipment while earning microcredentials and college credit through Portland Community College (WLD190A/B). The program provides accessible, career-connected learning pathways that prepare students for high-demand jobs in the skilled trades and help address regional workforce needs.

Re-engagement Services

We employ a team of attendance advisers to work directly with school districts on returning as many students as possible to the classroom. Acting on attendance referrals from schools, our team uses a restorative and culturally responsive approach when contacting parents. Along with providing resources and identifying the root cause of absenteeism, the adviser can also provide information on Oregon laws that require students to attend school.

Our team's focus is first on re-engagement while still meeting Oregon attendance laws, as re-engagement has proven much more effective than truancy citations.

K-12 Special Education

Audiology

Our audiology program supports students from birth to age 21. A licensed audiologist provides testing, consultation and workshops. Our two audiometric booths located at the Washington Service Center are used for audiological evaluations, including initial evaluations and re-evaluations to determine eligibility for Deaf and hard-of-hearing special education services.

Augmentative and Alternative Communication and Assistive Technology

We help educational teams identify, select and acquire alternative communication and assistive technology devices and/or systems. We also provide any needed training, resources and technical assistance for using those devices and systems.

Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

Behavioral Support Consultation

Evidence-based behavior support consultation targets a specific area of need and may include the development of a functional behavior assessment or behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our braillist provides braille services to several school districts.

Cascade Academy

Cascade Academy is an educational behavioral program located in Beaverton, serving students in grades 7 through 12. Local district teams refer students when they need a small, supportive academic environment with a strong behavioral focus. A consulting school psychologist and district team work with a team of behavioral specialists and special education teachers to meet the student's academic, social, emotional and behavioral needs.

Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Cascade/Pacific Intensive Classroom

The classroom functions as a self-contained program within Cascade and Pacific Academy, serving students in grades 6-10 who need significant adult support to participate in an academic setting. Students have the potential to access grade-level instruction, but mental health or behavioral needs will have resulted in cumulative academic and social emotional skill deficits.

Students may be far behind their peers and unable to participate in small group instruction, even at the appropriate skill-level. Targeted skills include participating in whole group instruction, maintaining emotional regulation for extended periods of time, and using appropriate communication skills in the school setting. Students typically need one-to-one support for much of the day.

Columbia Academy K-6

Columbia Academy K-6 program annual slots can be purchased as well as daily rates pending availability. The Columbia Academy K-6 program is a special education placement targeting students in grades K-6 who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into one of three classrooms based on grade level and programming needs. Currently, two classrooms serve elementary-age students.

Program staff are highly trained to provide behavioral support, collaboration and unique supervision needed for students to help learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students will access core academic instruction at their appropriate grade level and receive needed specially designed instruction to work toward grade-level content standards.

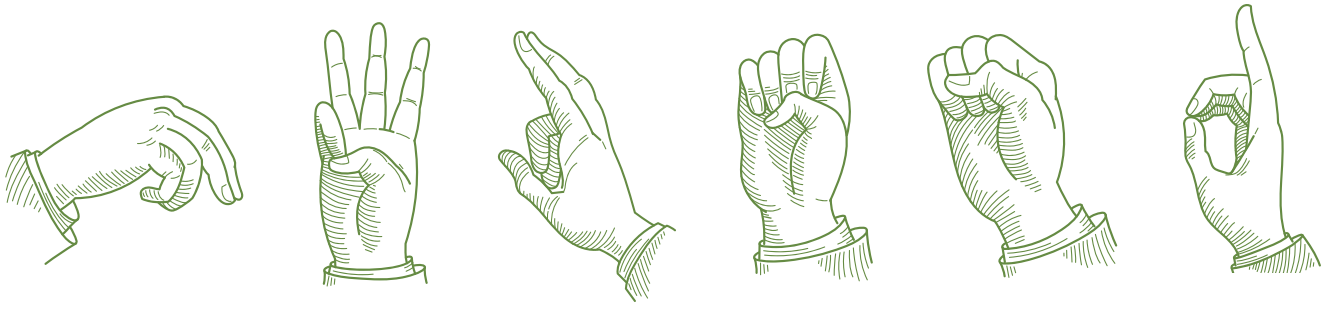
Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Deaf and Hard-of-Hearing Classroom

Our Deaf and hard-of-hearing classroom hosts kindergarten to sixth grade students. Learning alongside peers with similar communication modalities facilitates linguistic and social emotional development. Some children in the program use sign language as their primary mode of communication and others choose a more auditory path. Students communicate with their teacher through their primary modality and attend school with those who share their culture and communication system.

Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction — which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.



FM Rentals

We rent FM systems to districts for use with students who experience hearing loss and need technology to support access to their instructional program.

Learning Specialists

Learning specialists hold an Oregon license with an endorsement in the area of their assignment. Instruction will include the development of academic, social, behavioral, and workforce skills.

Additional job responsibilities include case management, IEP development, assessment and data collection, scheduling meetings, parent/guardian communication, management of support staff, and collaboration with general education teachers, youth transition program (YTP) teachers, social service and business partners.

The teacher works with other instructional providers to ensure equitable access to teaching and learning.

Levi Anderson Learning Center

Levi Anderson Learning Center, located at St. Mary's Home for Boys, is a day treatment program serving boys in grades 6-12. Curriculum, instruction and assessment are linked to the Oregon State Standards. Students receive mental health and behavioral supports individually and in small groups throughout the school day.

Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities. The focus of the program builds on social emotional learning throughout the school day.

Classroom staff are trained in trauma-informed care and collaborative problem solving and coordinate with the St. Mary's behavioral support team.

Meadowlark Academy K-5 (Columbia County)

Meadowlark Academy K-5 program annual slots can be purchased as well as daily rates pending availability. The Meadowlark program is a special education placement targeting students in grades K-5 who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into classrooms based on grade level and programming needs.

Program staff are highly trained to provide behavioral support, collaboration and unique supervision needed for students to help learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students will access core academic instruction at their appropriate grade level and receive needed specially designed instruction to work toward grade-level content standards.

Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Nursing Services

Our nursing team provides direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with us to provide nursing services to students based on a physician's order or as designated in the individual IFSP/IEP.

Occupational Therapy (OT) Services

Our occupational therapy team assesses fine motor, visual motor, visual perceptual, motor coordination and sensory processing skills. Practitioners — occupational therapists and occupational therapy assistants — provide strategies and resources to promote independence, participation, strength, well-being and safety in the educational setting.

They make adaptations to tasks and tools, model, consult, coach and teach skills. They may also facilitate assistive technology and equipment usage to remove barriers and support student success in academics, self-care and social participation.

Pacific Academy

Pacific Academy is an educational program with mental health supports located in Beaverton. It serves students grades 6-12. Local district teams refer students when they need a small, supportive academic environment with a mental health focus.

A consulting school psychologist and district team work with mental health staff and special education teachers to meet the student's academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Physical Therapy (PT) Services

Our team provides school-age physical therapy services to address the gross motor needs of students in area school districts. Physical therapists evaluate the functional skills of students with disabilities to identify barriers to physically access and participate in school. Physical therapists consult and collaborate with the student's educational team. Physical therapists and physical therapist assistants teach strategies to classroom staff that support safe access and participation for the student in all settings throughout each school day.

Pre-Employment Transition Services (Pre-ETS, Formerly YTP)

Our Youth Transition Program is a collaboration between school districts and the Office of Vocational Rehabilitation 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 services and supports.

Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.

School Psychology Services

Our psychologists provide expertise in mental health, learning and behavior to schools and their students. They support evaluations for special education eligibility, Functional Behavioral Assessments (FBA), and school law and individualized education plan (IEP) procedures. They help improve academic achievement, promote positive behavioral and mental health, establish safe school climates and strengthen family partnerships.

Speech-Language Pathology Services

Our speech-language pathology team partners with school districts and educational teams to promote language literacy, social learning and engagement. Students receive culturally and linguistically sustaining services.

Our SLPs support students who exhibit the full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

Technology

Attendance Reconnection System

Developed by the Cascade Technology Alliance, this web-based application assists schools in processing and tracking attendance issues. The software provides recording and monitoring for all required forms. It incorporates the steps necessary for districts to return as many students as possible to the classroom and contributes significantly to case resolution rates and is available to school districts, ESDs, and police departments across Oregon.

Criminal Background Check System

We contract with Criminal Information Services, Inc. (CRIS) to provide customized, easy-to-use, online and offline criminal background information at a reduced rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

District Technology Purchasing

We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.

Help Desk

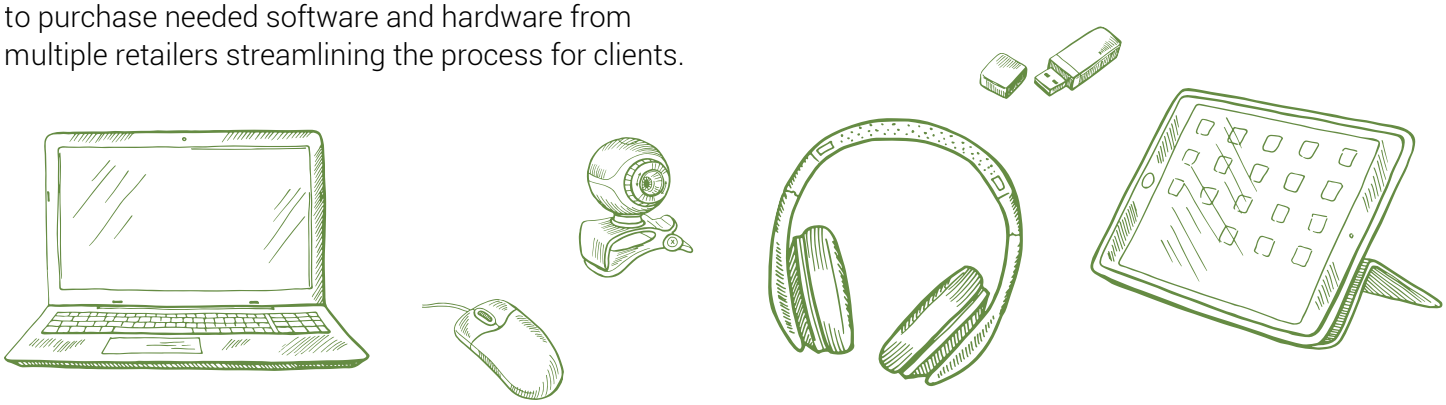
We provide dedicated staffing at the request of districts when they have specific support needs. Our direct site support, technology planning and purchasing, engineering, and remote help desk services are tailored to each district's needs.

Learning360 Streaming Video

We contract with Infobase to provide Learn360, a Technology Services streaming digital content service for K–12 education. Teachers, students, and parents can access more than 130,000 multimedia resources on any internet-enabled device, anytime, anywhere. Does not include: Classroom Video on Demand.

Oregon Data Suite

We contract with Willamette ESD to offer the Oregon Data Suite. The suite is a collection of data services that provide educators with an accessible tool to monitor and analyze key indicators of student success. It uses a visual dashboard to transform district, building, and student data into usable information.



Public School Works

We contract with Works International to provide Public School Works compliance training to local school districts and public entities.

Public School Works is designed to ensure all employees have completed annual training requirements. The widespread use allows districts to pay a nominal fee per employee each year. The software generates email notification to employees and uses a paperless management tracking feature.

School ERP Pro (formerly Infinite Visions)

We contract with Tyler Technologies to host School ERP Pro, a comprehensive enterprise financial and human resources management solution specifically engineered for the K-12 business environment. Modules include: general ledger, budget, accounts receivable, accounts payable, payroll, human resources, grant tracking and inventory.

The employee access web portal allows employees, administrators, and fiscal staff access to work from anywhere. Direct support from Tyler Technologies is included.

Synergy Student Information System

We offer the Synergy Student Information System (SIS), a comprehensive student information system providing single entry for student demographics, scheduling, attendance, grading, transcripts, fees, immunization, and discipline tracking.

Additional Synergy applications and services are also supported, including integration with Zoom and One Roster, online registration, assessment, Inspect Item Bank, GradeCam, MTSS, analytics, SchoolPlay, special education, ParentVue and StudentVue.

Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



A student in the Jewell School District proudly displays the star performer medal she received after graduating from third grade. In one school year, Jewell School District increased regular attendance by 25 percentage points by putting research-based systems and structures into place to better support students and families.

Student Success Act/Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.

9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate high school within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years.

Behavior, Attendance, and Social Emotional Supports (BASES)

Our BASES team supports districts with school culture and climate goals through a multi-tiered system of support (MTSS) lens. The team provides attendance and school safety and prevention services, social-emotional learning support and MTSS coaching for districts and/or schools.

Communications Technical Assistance

Our communications team offers technical assistance, networking and support to educational staff in the region who have a community relations role.

We are available to assist with:

- crisis response
- Student Investment Account community relations plans
- translation and interpretation, including training on how to work with an interpreter
- graphic design
- messaging
- convening and networking around regionally relevant topics

Community Engagement and Family Partnerships Technical Assistance

Oregon districts feature communities, families and students who have been historically and contemporarily underserved, underrepresented, excluded or marginalized from the educational system. When we support your district through training in strengthening family partnerships, advocacy, organizing, and increasing engagement with the community, you will see focal groups that will feel less like an audience for your decisions and more involved as key partners.

Structures of accountability and feedback will bring a sense of transparency and authenticity to district planning. Specific services include access to community surveys and ThoughtExchange and training on how to facilitate story circles and empathy interviews.

Comprehensive Support and Improvement/Targeted Support and Improvement (CSI/TSI)

We serve as a vital link between the Oregon Department of Education and our component districts, helping schools identified for Comprehensive or Targeted Support and Improvement (CSI/TSI) develop goals and strategies to improve student outcomes. We support districts through technical assistance, planning facilitation, and coordination with state initiatives like the Student Investment Account. Our role ensures that school improvement efforts are strategic, equity-driven and aligned with their Integrated Programs plan.

Early Literacy Supports

Our early literacy work is rooted in the science of reading, evidence-based practices and Oregon's 2023 Early Literacy Success Initiative. We offer professional development, coaching and leadership support focused on reading, teaching and data use. We view skilled reading as a civil right and design programs collaboratively to serve our region.

Instructional Rounds

Instructional Rounds is run through our Instructional Coaching Network (ICN). Instructional Rounds is a collaborative, evidence-based process in which educators observe learning across classrooms to identify patterns of practice and determine high-leverage next steps. This disciplined inquiry strengthens instructional systems and supports building more equitable learning experiences for all students and improving student outcomes. The foundation of Instructional Rounds is that it is experience-based professional learning where teachers learn with and from each other, a more powerful and effective method of improving teacher practice in order to move student outcomes.

Small/Rural Grant Support Technical Assistance

Our instructional services team provides grant writing services to small and rural school districts in order to fulfill the requirements of Integrated Guidance.

Workforce Development and Career and College Readiness

We provide educators with professional learning communities, career and technical education (CTE) teacher mentoring, curriculum (e.g. Oregon Employability Skills), resources, summer externships, and grants. Student support includes career fairs, career kits, internships and experiential events. We also provide districts with access to SchooLinks, which is a web-based platform that helps districts track and centralize their career and college readiness efforts.

Appendix



A child who receives Early Childhood Special Education Services plays with blocks. After receiving services from our specialists, she was able to say mama for the very first time.

Northwest Regional
Education Service District

Resolution # _____

Resolution Authorizing NWRESD Local Service Plan for 2026-27

BE IT RESOLVED by the Board of Directors of Banks School District in Washington County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2026-27 school year.

ADOPTED this _____ day of _____ 2026.

ATTEST:

_____
Board Chair

_____
Superintendent

Please email or mail the signed document by March 1, 2026 to:
Valerie White vwhite@nwresd.k12.or.us
Northwest Regional Education Service District
5825 NE Ray Circle Hillsboro, Oregon, 97124

A preschooler from Columbia County plays on the playground during an Early Childhood Special Education class during the summer. Last year, 2,800 students received Early Intervention and Early Childhood Special Education services from our agency.



Grant Funded & Value-Add Services

Through support from federal, state and private grants, NWRESD provides certain services at no cost to school districts.

Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our braillist provides braille services to several school districts.

Blind Visually Impaired Student Fund

This fund was established in 2009 by the Oregon State Legislature to help students transition to educational programs in their neighborhood schools when Oregon's School for the Blind closed. The fund's purpose has since expanded to enhance learning for all students in the state who experience blindness or visual impairment.

Career and Technical Education Washington County Revitalization

This regional initiative expands access to high-quality career and technical education in aerospace, diesel technology, and bioscience. By sharing program slots across districts, students gain college credit, industry credentials, and real-world experience in high-demand fields. The project strengthens equity and collaboration across Washington County, ensuring all students can access pathways to meaningful careers.

Cascade Alliance for Equity (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our Cascade Alliance for Equity offers twice-yearly summits, county belonging collaboratives and employee affinity groups to all districts in our region. Summits reverse traditional roles and place students as the experts and educators as the learners in our shared mission to create more equitable and inclusive learning environments.

Child Care Resource and Referral (CCR&R)

Northwest CCR&R supports child care providers in Clatsop, Columbia and Tillamook counties through training, career advancement opportunities, licensing and other forms of support. The team also advances child care sector planning for the region.

Courier

NWRESD's courier delivers educational materials, technology and other materials between all school districts and NWRESD sites.

Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction — which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.

DeafBlind Services

Through our DeafBlind services as part of Oregon's Regional Inclusive Services, we provide materials and tools that facilitate learning, ensuring that content is accessible and engaging for DeafBlind students. Teachers of the Visually Impaired and Teachers of the Deaf and Hard of Hearing can provide consultation and help support specialized training to educational teams. Through State and National DeafBlind projects, we connect students and families to programs and initiatives that offer additional support and resources.

Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) offers special education services to children found eligible through our screening and evaluations process. Services include specially designed instruction and related services such as physical, occupational, or speech and language therapy.

Most of these services are offered in partnership with school districts, community and Head Start preschools, and other child care facilities. When needed, services are offered in specialized settings.

Early Intervention (EI)

Our Early Intervention (EI) program supports eligible children from birth to age 3 years. The program helps families develop the skills they need to help their children learn and grow. Services are delivered through a parent coaching model at home or in other care-giving settings.



Early Intervention/Early Childhood Special Education (EI/ECSE) Intake and Screening

Screenings are completed at no cost for children from birth to age five. The EI/ECSE intake and screening process determines if a child needs to be evaluated to determine EI/ECSE eligibility.

Evaluations, which are available as a contracted service, look at a child's development and whether special education supports could build skills to further a child's individual developmental progress.

Early Literacy Supports (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. The Regional Educator Network provides educators with access to LETRS (Language Essentials for Teachers of Reading and Spelling) training with an option to participate in graduate-level courses on the science of reading. The grant also reimburses districts for substitute and mileage costs.

Early Learning Hub (Clatsop, Columbia and Tillamook Counties)

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered.

Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive.

English Language Learner Consortium (Title III)

This consortium ensures English learners, including immigrant children and youth, attain English proficiency and achieve academically in English and all other subjects. We assist teachers, including preschool teachers, principals and other school leaders in establishing and sustaining effective language education programs so that students are ready to attend classes in English.

Equity and Family Partnerships (Regional Educator Network)

We work to ensure every student can achieve their full potential by fostering inclusive, antiracist school environments. Our efforts include promoting culturally sustaining teaching, diversifying the educator workforce, removing barriers for marginalized groups, and supporting educators of color through community and advocacy.

Health Education Training Application

This health-related training database provides on-demand training on topics like CPR, medication administration, anaphylaxis and seizure protocols to every educator in our region. This program enables districts to create training records for every educator and ensures educators are up-to-date on their training requirements.

Instructional Coaching Network (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our Instructional Coaching Network provides customized coaching, professional learning and support with instructional rounds. Our team tailors these services and supports to ensure they align with a school's and/or district's improvement goals.

Migrant Education Program (MEP)

MEP ensures children whose families migrate for work in the agricultural, fishing, timber and other similar industries can fully benefit from public education.

The program focuses on:

- family partnership
- kindergarten preparation
- student empowerment
- high school completion

Northwest Early Learning and Parenting Hub (Clatsop, Columbia and Tillamook Counties)

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered.

Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive. Our regional parenting education hub ensures parents have access to parenting education programs, educational workshops and family engagement opportunities.

Oregon Math Project (STEM Hub)

The Oregon Math Project, facilitated by the Northwest STEM Hub, helps promote the Oregon Department of Education's 2+1 Math Pathways pilots, establish professional learning communities focused on equitable math practices, and offer professional development on K-12 Data Reasoning standards.

Oregon Response to Instruction & Intervention (ORTII)

The purpose of Oregon Response to Instruction and Intervention is to provide technical assistance to Oregon school districts implementing response to intervention systems that provide targeted, effective instruction to meet the needs of all students and provide the framework to identify students with specific learning disabilities. The focus of the project is on literacy, early intervention, and the use of evidence-based practices. ORTII has been supported by the Oregon Department of Education since 2006.

Pre-Employment Transition Services (Pre-ETS, Formerly YTP)

Our Youth Transition Program is a collaboration between school districts and the Office of Vocational Rehabilitation 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 services and supports.

Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.

Regional Equipment Center

The Regional Equipment Center provides adaptive equipment and assistive technology devices to special education students experiencing orthopedic impairment, who are blind or visually impaired or Deaf or hard-of-hearing. Equipment center staff consult with therapists to determine students' equipment needs.

Regional Mentoring (Regional Educator Network)

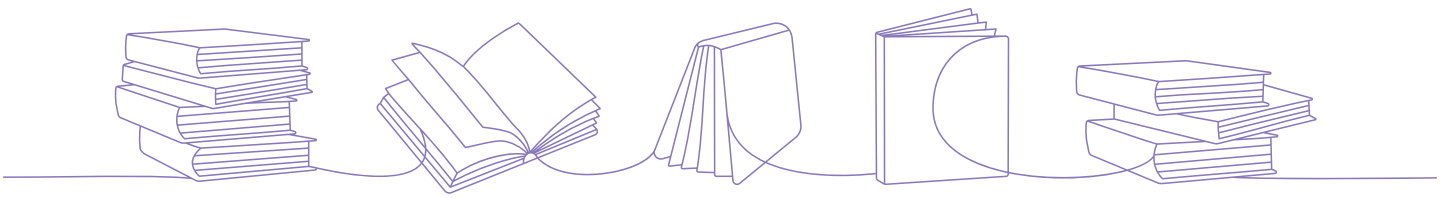
The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our regional mentoring program provides ongoing, individualized support for mentors and novice educators through professional learning opportunities, in-field coaching and cross-district connections. Differentiated strands of support include licensed educators, career and technical educators and classified staff.

Regional Technical Assistance Provider (RTAP)

Through a collaboration with the Oregon Department of Education's Office of Enhancing Student Opportunities and the Oregon Association of Education Service Districts, we provide no-cost regional professional development and targeted technical assistance through a regional technical assistance provider. This provider delivers in-person and virtual support to special education teachers, case managers and directors, which ensures consistent high-quality services for students across Oregon. This support is delivered as part of the state's general supervision requirements.

School Safety and Prevention System

The School Safety and Prevention System was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system provides an integrative approach for aligning



school safety, public education and health systems that is centered in equity, racial equity and access to mental health services.

The program provides technical expertise, consultation, training and system development in responding to threats of violence, sexual incidents, suicidal ideation, bias incidents, and tragedies in the school community.

The program's multi-tiered system of support also includes universal prevention programs aimed at promoting mental health and belonging in schools and preventing bullying, harassment and intimidation.

Spot Vision Screener

The spot vision screener is a device that quickly identifies potential vision problems and determines whether a child needs a more comprehensive eye assessment. This equipment is available for check-out in our professional library.

STEM (Science, Technology, Engineering, Math) Hub

The Northwest STEM Hub serves 15 school districts and their surrounding communities throughout Clatsop, Columbia, Tillamook and rural Washington counties. The team empowers students by removing barriers to STEM education by offering integrated learning experiences for students and families, providing professional development and resources to rural teachers, and partnering with local industry, community organizations, and post-secondary institutions to promote career-connected learning opportunities.

Traumatic Brain Injury (TBI) Services

Our TBI liaison connects educators, families and students to resources both within our region and throughout the state. The TBI liaison also works closely with members of the statewide TBI team, which includes professionals throughout our region who have volunteered to complete professional learning activities needed to provide consultation within their school district.



Fourth and fifth graders at Vernonia Elementary

About Northwest Regional Education Service District

Our Service Area



Clatsop County

Astoria
Jewell
Knappa
Seaside
Warrenton-Hammond



Columbia County

Clatskanie
Rainier
Scappoose
St. Helens
Vernonia



Tillamook County

Neah-Kah-Nie
Nestucca Valley
Tillamook



Washington County

Banks
Beaverton
Forest Grove
Gaston
Hillsboro
Sherwood
Tigard-Tualatin

Our Leadership



Dan Goldman,
Superintendent



Becky Tymchuk, Chair
Zone 5



Maureen Wolf,
Vice Chair, Board
Member At-Large



Christine Riley
Zone 1



Doug Dougherty
Zone 2



Dorian Russell
Zone 3



Michelle Graham
Zone 4



Paul Jarrell
Higher Education



Mjere Simantel
Social Services



Ernest Stephens
Business



Ryan Hamilton, a professional learning coach who mentors 9GS student interns

How We're Working Together to Support Banks Kids

At Banks High School, students are joining nearly 35 schools across the region in the 9th Grade Success Network, an initiative designed to help more freshmen stay on track to graduate by the end of their first year. Research shows **students who earn at least six credits as freshmen are 3.5 times more likely to graduate on time.**

Through the network, student interns learn to conduct empathy interviews, run surveys, analyze real-time data and design student-led interventions that strengthen school connection, especially for students who have been historically marginalized.

Story: 9th Grade Success Network Imagines a High School Experience Where Everyone Feels Connected

Spotlight on Data: Banks by the Numbers



74 6th graders and **13** high school student leaders attended Outdoor Science School (2024-25)



12 kids served through EI/ECSE (May 2025).



10 students enrolled in the Migrant Education Program (2024-25).



1 student attended a social emotional learning school (2024-25).



10 special ed. staff support the district in specialty areas (as of fall 2025).



2 staff participating in the Aspiring Administrators program (as of fall 2025).

Notable participation in professional learning and systems support

- 9th Grade Success Network
- Early Literacy Supports
- English Language Learners
- Multi-tiered Systems of Support (MTSS) Data Tools (i.e., ION & pilot)
- Oregon Virtual Education (ORVED)
- Outdoor Science School
- Regional Mentoring Network
- STEM Hub

These are highlights and not a comprehensive list of current services.



2026-27 Local Service Plan

Hillsboro Early Childhood Center

The Scope of the Local Service Plan

A. **Core services,** i.e. shared services, available to all component school districts

B. **Menu of services** available by district request

C. **Integrated Guidance Technical Assistance Plan**



Note: While the Local Service Plan does not include grant and other value added services for the purpose of board approval, we cover that information in jobalike conversations for the purpose of evaluation and submit in board packets to provide context of the full scope of services provided.

Role of the School Board

ORS 334.175

Each year an Education Service District's Local Service Plan must be:

1. adopted by the board of the education service district
2. approved on or before March 1 by resolution of two-thirds of the component school districts that have at least a majority of the pupils



4.5% of the State School Fund ADMw flows through ESDs.

Here's how that gets sliced up

10%
funds ESD operations

90%
directed by school districts

75%
goes to individual school district accounts based on ADMw

25%*
of school district allocations are spent on core services (i.e., shared services)

**4% for BSD and HSD*

Core Services

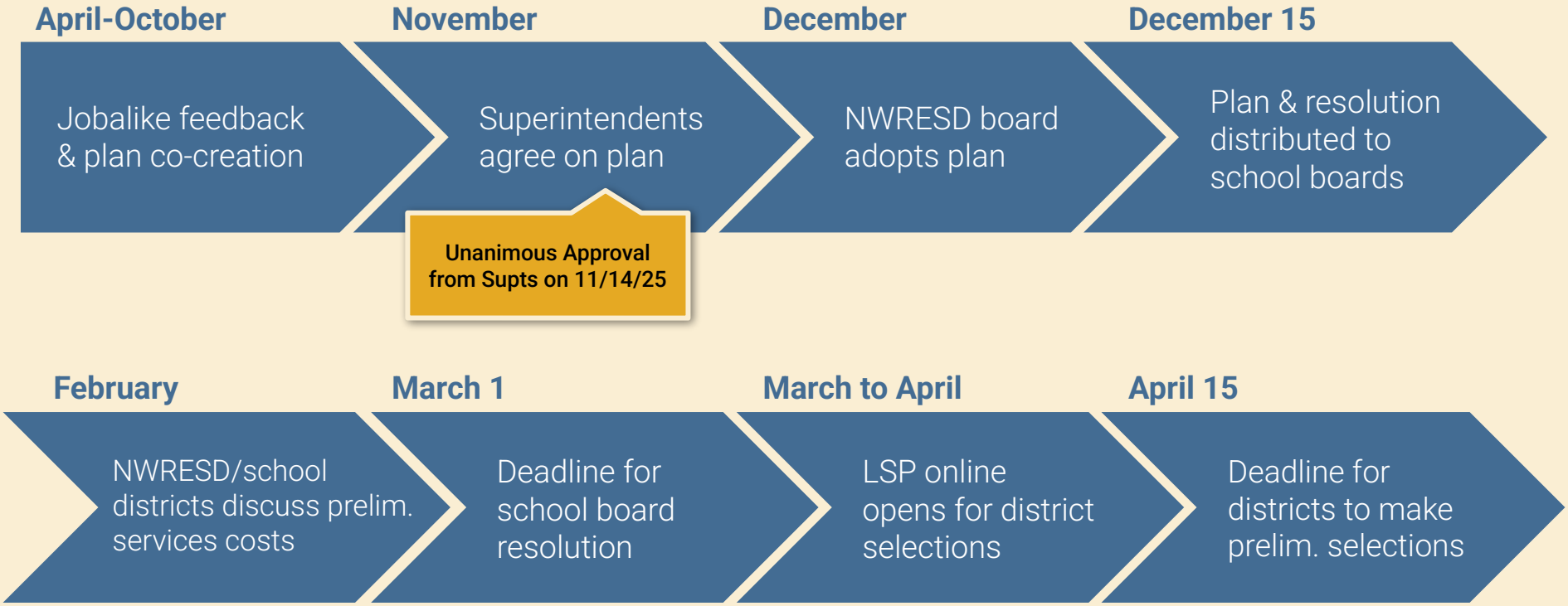
According to ORS 334.15, the goal of our core services are to:

a) Assist component school districts in meeting the requirements of state and federal law;
b) Improve student learning;
c) Enhance the quality of instruction provided to students;
d) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
e) Maximize operational and fiscal efficiencies for component school districts.



antkwak Early Learning Center

Local Service Plan Development Timeline



Core

County Allocations

Technology

- Cybersecurity Services
- Emergency Closure Network (FlashAlert)
- Forecast 5
- Help Desk
- Library Services (Follett Destiny Library, Resource Manager and Textbook)
- Network Services
- Restraint and Seclusion App
- Technical Engineering Cooperative
- Career, College and Workforce Connection Software (SchooLinks)

Administration

- Regional Compensation Analysis
- Aspiring Administrators

Education Programs

- Instructional Services
  - Early Literacy
  - 9th Grade Success Network
  - BASES: Behavior Attendance and Social Emotional Supports
    - *Attendance Services*
    - *Social Emotional Learning*
    - *MTSS Coaching*
    - *School Safety & Prevention*
  - Grant Writing

- Workforce Development
  - Career & College Readiness (CCR)



Cascade Academy Graduation

Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



Menu

Administration

- Communications Management FTE
- Educator Pipeline Programs (formerly Grow Your Own, Classified Mentoring & Diverse Educator Pathways)
- Executive & Principal Coaching
- Fiscal Services (Payroll, Business Office Management, etc.)
- Human Resources Investigations
- Civil Rights and Title IX Coordination
- Medicaid Reimbursement
- Spanish Language Interpretation and Translation

Early Learning

- Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations



Menu

Education Programs

- Attendance & Re-engagement Services
- Cascade Education Corps
- Dual Credit Programming - Willamette Promise
- Junior Achievement: Biztown and Finance Park
- MTSS Data System Platform & Technical Support
- Northwest Regional Outdoor Science School
- Oregon Virtual Education (ORVED)
- PCC Mobile Welding Outreach and Training Center



Menu

K-12 Special Education

- Audiology
- Augmentative and Alternative Communication and Assistive Technology
- Autism Spectrum Disorder (ASD) Services
- Behavioral Support Consultation
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard-of-Hearing Services and Classrooms
- FM Rentals
- Learning Specialists
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- Pre-Employment Transition Services (Pre-ETS, Formerly YTP)
- School Psychology Services
- Speech-Language Pathology Services
- Social Emotional Learning Schools
    - Cascade Academy
    - Cascade/Pacific Intensive Classroom
    - Columbia Academy K-6
    - Levi Anderson Learning Center
    - Meadowlark Academy K-5
    - Pacific Academy



Menu

Technology

- Attendance Reconnection System
- Criminal Background Check System
- District Technology Purchasing
- Help Desk
- Learn360 Streaming Video
- Oregon Data Suite
- Public School Works
- Restraint and Seclusion
- School ERP Pro
- Synergy Student Information System
- Technical Engineering Cooperative



Student Success Act/ Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts to make progress toward the goals of the Student Success Act.





Jewell School District

Student Success Act/Integrated Guidance Technical Assistance Plan

- 9th Grade Success Network
- Behavior Attendance and Emotional Supports (BASES)
  - Attendance Services
  - Social Emotional Learning
  - School Safety & Prevention
- Communications Technical Assistance
- Community Engagement and Family Partnerships Technical Assistance
- Comprehensive Support and Improvement/Targeted Support and Improvement (CSI/TSI)
- Early Literacy Supports
- Instructional Rounds
- Small/Rural Grant Support Technical Assistance
- Workforce Development and Career and College Readiness

ODE Proposed $7.5m Cut to SSA TA (Early Literacy braided with REN funding)





Columbia EI/ECSE Classroom

Grant-Funded and Value-Add Services

Through federal, state and private grants, NWRESD provides certain services at no cost to school districts. *(Not part of the Local Service Plan.)*



Grant-Funded and Value-Add

- Attendance Services
- Child Care Resource and Referral (Clatsop, Columbia, Tillamook)
- Courier
- CTE Revitalization Washington County
- Early Intervention/Early Childhood Special Education (EI/ECSE)
- Early Learning Hub (Clatsop, Columbia, Tillamook)
- English Language Learner Consortium (Title III)
- Health Education Training Application
- Instructional Technology Professional Learning
- Migrant Education Program
- Oregon Math Project (STEM HUB)
- Oregon Response to Instruction and Intervention (ORTIi)
- Regional Educator Network (REN)
  - **Projected Programs:**
    - *Early Literacy Supports*
    - *Instructional Coaching Network*
    - *Regional Mentoring*
    - *Cascade Alliance for Equity*
- Regional Inclusive Services
  - *Autism Spectrum Disorder Services*
  - *Blind Visually Impaired (BVI) Student Services*
  - *Deaf and Hard-of-Hearing Services*
  - *Deafblind Services*
  - *Regional Equipment Center*
  - *Traumatic Brain Injury Team*
- School Safety and Prevention System
- SPED Regional Technical Assistance Program (RTAP)
- Spot Vision Screener
- STEM Hub (Clatsop, Columbia, Tillamook)
- Youth Transition Program (YTP)

Proposed Motion

I move to approve the 2026-27 Local Service Plan as presented.

BANKS SCHOOL DISTRICT
RESOLUTION 2526-FEB01
NWESD LOCAL SERVICE PLAN

Resolution # FEB012526

RESOLUTION AUTHORIZING NWESD LOCAL SERVICE PLAN FOR 2026-27

BE IT RESOLVED by the Board of Directors of Banks School District in Washington County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2026-27 school year.

ADOPTED this 9th day of February 2026.

ATTEST:

_____ _____

Board Chair Date

_____ _____

Superintendent Date

Open Slots for Interdistrict Transfer Students 2026-2027			
Grade	**No of Slots Open 2026-27**		
Kindergarten	10		
1st Grade	16		
2nd Grade	15		
3rd Grade	12		
4th Grade	16		
5th Grade	9		
BES Total	**78**		
6th Grade	7		
7th Grade	3		
8th Grade	7		
BMS Total	**17**		
9th Grade	10		
10th Grade	2		
11th Grade	3		
12th Grade	2		
BHS Totals	**17**		
DISTRICT TOTALS	**112**		

Banks School District
2026-27
Budget Calendar

February 9, 2026, 6 pm	Regular Board Meeting Approve proposed Budget Calendar
March 10, 2026, 6 pm	Regular Board Meeting
April 30, 2026	Publish First Notice of meeting of the Budget Committee
May 8, 2026	Publish Second Notice of meeting of the Budget Committee
May 14, 2026, 6 pm	First meeting of the Budget Committee, including time for Budget 101
May 21, 2026, 6 pm	Possible additional Budget Committee meeting
May 27, 2026, 6 pm	Possible additional Budget Committee meeting
May 28, 2026	Publication of Notice of Budget Hearing (ORS 294.448)
June 8, 2026, 6 pm	Regular Board meeting Public Hearing on 2025-2026 Budget (ORS 294.460)
July 15, 2026	Deadline to certify tax levy to the County Assessor

DRAFT PENDING BOARD APPROVAL

Approved 2.28.25

Banks School District #13

DRAFT #1 - 2026-2027 CALENDAR - *DRAFT* #1

HOLIDAYS, GRADING DAYS, PD DAYS, NON-CONTRACT DAY, CONFERENCE MAKEUP DAY

4 Independence Day

JULY 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 New Teacher Inservice
18-21 Teacher Inservice
24 First Day Grades 6th, 9th & New Students, Elementary Open House
25 First Day Grades 1st-12th

AUGUST 2026 (T=10 S= 6)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Schools closed
7 Labor Day
XXX A Group Kindergarten Full Day
XXX B Group Kindergarten Full Day
X KG - No school for Kindergarten
First day for all Kindergarten

SEPTEMBER 2026 (T=20 S=20)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9 Statewide Inservice
30 Grading Day - Schools closed

OCTOBER 2026 (T=21 S=20)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4-5 Conferences
5 No School Grades K-5
6 No School Grades K-12
11 Veterans Day Schools closed
23-27 Fall Break

NOVEMBER 2026 (T=15 S=14)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

21-31 Winter Break

DECEMBER 2026 (T=14 S=14)						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027 (T=19 S=17)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Winter Break
18 Martin Luther King Day - Schools closed
22 End of first Semester - Schools closed
25 Grading Day - Schools closed

FEBRUARY 2027 (T=19 S=19)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 Presidents' Day

MARCH 2027 (T=18 S=18)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22-26 Spring break - Schools closed

APRIL 2027 (T=22 S=21)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9 Grading Day - Schools closed
30 No School Grades K-5

MAY 2027 (T=20 S=20)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

24 Memorial Day

JUNE 2027 (T=9 S=8)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

10 Students' last day (½ Day)
11 Teachers' Last Day
Juneteenth
11-18 Potential Inclement Weather Makeup Days

DRAFT