



Board Work Session of the Board of Directors
BANKS SCHOOL DISTRICT 13
Banks, OR
Monday, February 9, 2026

Note: The District will endeavor to provide the following services if requested 48 hours prior to the meeting: qualified bilingual interpreters or qualified sign language interpreters. These services are provided at no cost to recipient. To obtain services, call 503-324-8591 at least 48 hours prior to this meeting.

1. Preliminaries
 - 1.1. Call to Order
 - 1.2. Roll Call
 - 1.3. Approval of Agenda
2. Discussion Items
 - 2.1. Science Sequence Adoption
Darla Waite-Larkin, Caitlin Everett & Jacob Pence
 - 2.2. Bond Update
John Abel, Cornerstone
3. Adjourn

SCIENCE EDUCATION WILL INVOLVE LESS:**SCIENCE EDUCATION WILL INVOLVE MORE:**

Rote memorization of facts and terminology

Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning.

Learning of ideas disconnected from questions about phenomena

Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned

Teachers providing information to the whole class

Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance

Teachers posing questions with only one right answer

Students discussing open-ended questions that focus on the strength of the evidence used to generate claims

Students reading textbooks and answering questions at the end of the chapter

Students reading multiple sources, including science-related magazine and journal articles and web-based resources; students developing summaries of information.

Pre-planned outcome for "cookbook" laboratories or hands-on activities

Multiple investigations driven by students' questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas

Worksheets

Student writing of journals, reports, posters, and media presentations that explain and argue

Oversimplification of activities for students who are perceived to be less able to do science and engineering

Provision of supports so that all students can engage in sophisticated science and engineering practices

Dear Banks School District Families,

I am writing to share an update on our current science curriculum adoption process and an important related change we are considering at the high school level.

To better support student learning and ensure access to standards-aligned instruction for all students, we are planning to move to a common science course sequence for all students. As you may be aware, graduation requirements include 3 credits of science. We are charged with ensuring that those three credits contain all of the Oregon State Science Standards at the high school level.

At this time, we are considering two possible science sequence options, each aligned with a high-quality curriculum under review:

Option 1: Patterns HS Science for All - a Physics First Sequence

- 9th grade: Physics
- 10th grade: Chemistry
- 11th grade: Biology or AP Biology
- 12th grade: Optional additional fourth science (including AP and science electives - see FAQ below with the list of options)
- Earth and Space Science standards would be integrated across all three courses.
- This sequence aligns with the **Patterns High School Science for All** curriculum.
[Learn more about and view the Patterns curriculum here](#)
- Here also is a two page document that outlines the [Design Principles](#) of the curriculum.

Option 2: OpenSciEd - a Biology First Sequence

- 9th grade: Biology
- 10th grade: Chemistry
- 11th grade: Physics
- 12th grade: Optional additional fourth science (including AP and science electives - see FAQ below with the list of options)
- Earth and Space Science standards would also be integrated across all three courses.
- This sequence aligns with the **OpenSciEd High School** curriculum.
- You can [learn more about the OpenSciEd Curriculum here](#).
- You can [view the OpenSciEd curriculum here](#)

Both curriculum options are research-based, high quality, and adaptable to meet the needs of our learners. They are also well supported with professional learning opportunities for our teachers.

We are seeking community input as we make this important decision. We have two opportunities for you to ask questions and share your input. We are having a Community Curriculum Night on INSERT DATE where you can share your feedback in person, and/or you

can share your questions and feedback by completing the survey linked here: [Science Sequence Survey](#). We highly value the perspectives of our families and community members in this process, so thank you for your engagement!

For our current high school families, this year’s Freshman will be taking Chemistry next year (as both options have chemistry as the second course). For our current 8th graders, they will take the first course in the sequence we choose this spring (either Physics or Biology). For our current Sophomores, they will be able to choose from a list of possible courses to take in their junior year, depending on what they have already taken (their options will be similar to this year’s Juniors). Those options will be shared before we begin forecasting for next year.

Below are frequently asked questions and answers if you would like more information before the survey. Please also feel free to contact me directly. Thank you for your continued partnership as we work to strengthen science learning for all students.

Sincerely,
 Caitlin Everett
 Assistant Director of Teaching and Learning & BMS Principal
 Banks School District

High School Science Adoption - Frequently Asked Questions

Q: What course would students take next year if we switch to either pathway?

For next year’s high schoolers, these would be the course they take if we choose Patterns (Physics First) or OpenSciEd (Biology First):

Year 1 Implementation	Freshman - class of 2030	Sophomores - class of 2029	Juniors - class of 2028 (choose 1 credit from these options)	Seniors - class of 2027 (optional 4th science credit)
Patterns (Physics First)	Physics	Chemistry	Draft course options (still under refinement): Chemistry, Physics, Biology, AP Environmental Systems, Small Animal Care, or Animal Science	Draft course options (still under refinement): Chemistry, Physics, Biology, AP Environmental Systems, Small Animal Care, or Animal Science
OpenSciEd (Biology First)	Biology	Chemistry	Draft course options (still under refinement): Chemistry, Physics, Biology, AP Environmental Systems, Small Animal Care, or Animal Science	Draft course options (still under refinement): Chemistry, Physics, Biology, AP Environmental Systems, Small Animal Care, or Animal Science

*AP Biology would be offered the following year (2027/28)

Year 2 Implementation	Freshman - class of 2031	Sophomores - class of 2030	Juniors - class of 2029 (choose 1 credit from these options)	Seniors - class of 2028 (optional 4th science credit)
Patterns (Physics First)	Physics	Chemistry	Biology or AP Biology (w/teacher approval)	Draft course options (still under refinement): AP Biology, Small Animal Care, or Animal Science, Additional option?
OpenSciEd (Biology First)	Biology	Chemistry	Physics	Draft course options (still under refinement): AP Biology, Small Animal Care, or Animal Science, Additional option?

Q: Why is there only one option for freshman and sophomores rather than a “college track” option?

A: We believe that all students should have the option to go to college if they decide that for themselves. We also believe that it is too early to ask an 8th grader who is forecasting for their freshman science class to decide if they are on a “college track.” Students need time to explore their interests and strengths. By having a consistent, rigorous course for all students, we can ensure they are prepared for any future they choose to pursue. Additionally, this model has been shown to have positive impacts on the course passage rates, science achievement, AP science course enrollment, and AP test passage rate.

Q: Why is the proposal for a three course sequence?

A: Our current science course program has multiple ways to earn three credits, with the most commonly chosen option being Physical science + Biology + Science elective or other core science. This sequence does not provide consistent access to all standards. There are simply too many physical science standards to cover in one year, and there is no room to add in the required earth science standards. In order to provide access to all standards in a way that supports student learning, our team is proposing that we teach physics and chemistry separately along with a Biology course. Earth and Space Science standards would be woven into each of the three courses, based on related topics. The science electives we offer, while engaging for our students and covering a variety of topics of interest, do not address very many of the standards. Our proposal is to keep these science elective options, but as an optional 4th science, or they could be used for science credit recovery as long as students attempt the full core sequence.

Q: What if my student doesn’t pass one of the courses in the sequence, do they have to take it again to graduate?

A: No, we would require that all students attempt both semesters of each of the three courses, but if they do not pass they will be allowed to take a science elective to recover the credit rather than retaking the same course they did not pass.

Q: Why did we not change the course sequence with previous adoptions (e.g. Health or Language Arts)?

A: Our existing sequences in those subject areas were already suited to covering all standards for all students, this was not the case with our existing science course pathways.

Q: Will students be successful with these changes?

A: Many districts across the state have moved to common three course science sequences since the adoption of the Next Generation Science Standards in 2014. We have had the opportunity to review some districts' data as they implemented these changes, and the results have been overall quite positive. In each case we were able to review, after districts implemented they found that science course failure rates declined, AP/IB science course enrollment and passage rate went up, and science achievement scores increased.



Science Adoption Update

February 9, 2026



The Brave Experience is realized when the Banks School District engages, challenges, and prepares, EVERY student so they feel Happy and Proud.

What does a high quality, rigorous science education look like?

SCIENCE EDUCATION WILL INVOLVE LESS:	SCIENCE EDUCATION WILL INVOLVE MORE:
Rote memorization of facts and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning.
Learning of ideas disconnected from questions about phenomena	Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance
Teachers posing questions with only one right answer	Students discussing open-ended questions that focus on the strength of the evidence used to generate claims
Students reading textbooks and answering questions at the end of the chapter	Students reading multiple sources, including science-related magazine and journal articles and web-based resources; students developing summaries of information.
Pre-planned outcome for "cookbook" laboratories or hands-on activities	Multiple investigations driven by students' questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas
Worksheets	Student writing of journals, reports, posters, and media presentations that explain and argue
Oversimplification of activities for students who are perceived to be less able to do science and engineering	Provision of supports so that all students can engage in sophisticated science and engineering practices

Science Adoption Timeline

Sept

Kickoff Meeting

Dec

CCAC receives Teacher input on top choices

March-Apr

CCAC + teachers analyze feedback and pilot data in March & Apr. meetings to develop recommendations

Teachers review curricular options

Oct-Nov

CCAC review top options and give feedback at Jan. & Feb. meetings. Teachers pilot lessons

Jan-Feb

Curriculum recommended to the Board

May-June

Science Adoption Status - K-12

Curriculum Pilots

- Elementary:
 - Twig (by Imagine Learning)
 - Discovery Techbook (by Discovery Education)
- Middle:
 - Twig (by Imagine Learning)
 - OpenSciEd (open source)
- High:
 - OpenSciEd (open source)
 - Patterns High School Science for All (open source)

High School Science Sequence

- Spring 2025: The High School team identified a need to change the way standards were being addressed which led to adjusting the course sequence...
 - To ensure all students are receiving all science standards
 - To allow for appropriate levels of rigor in each discipline
 - To ensure all students are prepared to take AP science courses or pursue a STEM college major or career if they choose
- Fall and Winter 2025: High school team reviewed all of the curricular options and narrowed them down to a remaining two high quality options: Patterns High School Science for all and OpenSciEd High School Science. These two curricula are tied to specific course sequences (see next slide)

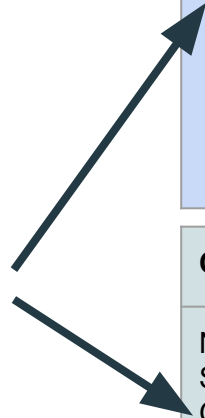
HS Science Sequences: Present & Future Options

Current Science Course Pathways

	Grade Level	Course
Current Sequence	9	Physical Science
	10	Biology
	11	Any other science class
	12	Optional additional science class
Current Sequence "College Track"	9	Biology
	10	Chemistry
	11	Any other science class
	12	Optional additional science class

Patterns	Grade Level	Course
New Sequence Option 1	9	Physics
	10	Chemistry
	11	Biology or AP Biology
	12	Optional additional science class

OpenSciEd	Grade Level	Course
New Sequence Option 2	9	Biology
	10	Chemistry
	11	Physics
	12	Optional additional science class



Community Input Opportunities

- **HS Science Sequence Email** - this will be sent to families K-12 after the course list on the FAQ has been finalized later this week.
- **Survey** - there is a survey in the email where families can share their input and ask questions.
- **Science Adoption Curriculum Night** - will be scheduled for April (exact date TBD), to take in-person feedback prior to adoption decisions and accompanying course sequence changes.

Questions and Discussion

BOND PROJECT UPDATES

1. PROJECT UPDATES
2. OVERALL TIMELINE REVIEW
3. BUDGET & BIDDING UPDATES
4. BOND WISH LIST REVIEW



BOND PROJECT UPDATES

Banks High School Project

- P&C Mobilized
 - Fencing, Trailers, Temp Power, Craft Parking agreement, etc
- Demolition Well Underway
 - South Wing of HS, Boiler Room, Breezeway
- Underground Investigations
 - Heating Oil Tank(s)
- Re-routing of utilities for remaining BHS areas
- Temp Facilities and modifications for during Construction
- Walk through with Fire Marshall completed (egress review)
- Land Use Hearing with City of Banks Feb 24th, 6:30pm



BOND PROJECT UPDATES

Banks Auxiliary Gym Project

- Five Star Builders to mobilize soon
 - Fencing, Laydown Area, Craft Parking
- First work will be Building Pad prep and Utilities
- Awaiting Permit after final agency reviews
 - Wa County, Clean Water Services
- Coordinating w/ BMS for site changes and emergency egress
- Bidding Completed
- Working on Final GMP



Banks SD Bond Schedule Updates

Task	2026												2027												2028												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
1 Banks High School																																					Banks High School
2 Early Summer Work (HVAC, Elec, LV)													Early Summer Work (HVAC, Elec, LV)																								
3 BHS S. Wing & DO Demo Permit Receipt													BHS S. Wing & DO Demo Permit Receipt																								
4 Community Gym Demo Permit Receipt													Community Gym Demo Permit Receipt																								
5 BHS Site Mobilization													BHS Site Mobilization																								
6 Demolition													Demolition																								
7 Land Use Hearing													Land Use Hearing																								
8 Early Grading Permit Receipt (approx)													Early Grading Permit Receipt (approx)																								
9 Start Grading start (approx)													Start Grading start (approx)																								
10 BHS Locker Room Remodel													BHS Locker Room Remodel																								
11 Bldg Addition Building Permit Receipt (approx)													Bldg Addition Building Permit Receipt (approx)																								
12 Bldg Addition Construction													Bldg Addition Construction												Bldg Addition Construction												
13 Bldg Addition Complete																									Bldg Addition Complete												
14 BHS Sitework																									BHS Sitework												
15 Banks Middle School																																					Banks Middle School
16 Land Use Hearing													Land Use Hearing																								
17 Site Mobilization													Site Mobilization																								
18 Early Grading Permit Receipt (approx)													Early Grading Permit Receipt (approx)																								
19 Start Grading start (approx)													Start Grading start (approx)																								
20 Building Permit Receipt (approx)													Building Permit Receipt (approx)																								
21 Aux Gym Construction													Aux Gym Construction												Aux Gym Construction												
22 Banks Elementary School																																					Banks Elementary School
23 Boiler Replacements													Boiler Replacements																								
24 Rooftop Unit Replacements													Rooftop Unit Replacements																								

BHS BUDGET / BIDDING UPDATES

PROJECT 50% CD ESTIMATE SUMMARY WITH VE

Break Down	Budget	50% CD + *VE	Delta	% Delta
Building	33,752,350	31,946,485	(1,805,865)	-5%
Locker Room	1,000,000	1,950,642	950,642	95%
Site	2,769,500	3,212,434	442,934	16%
GET	695,000	738,425	43,425	6%
Total:	\$ 38,216,850	\$ 37,847,987	\$ 368,863	0.97%

Summary: After 50% CD Bidding we are currently estimated at <\$368,863> Under Budget

Bidding Stats: over 140 subcontractor bids received

Good time for Owner bidding with subcontractor community hungry for work

Review Budget Tracking Log

Next Steps: Approve First Round of Bidders for early work and procurement

100% CD Set due 2/13/26. P&C to confirm Bid \$'s, and re-bid specific scopes

Final GMP to be completed by end of March 2026.

AUX GYM BUDGET / BIDDING UPDATES

Bidding Summary

- Bidding Completed
 - Total Cost after bid reviews coming in at Budget which is \$5.62M
 - Great bid coverage on some items (HVAC, Plumbing, Earthwork, Masonry)
 - OK bid coverage on some (Electrical, Painting, Concrete)
 - A few items will need to solicit more bids (Expansion joint between MS and new Aux Gym)
- Looking at a few more VE items to save \$ (ie. Expansion joint, asking subs for ideas)
- Next Steps: Review & Approve early work items (ie Earthwork, Concrete, Masonry)
 - Finalize GMP
- Summary: Bidding was within our allotted budget amount. Maintenance Area is included in the base bid budget. Team Room Alternate total was \$650k. Working on option for Shell Out cost.