Regular Board Session of the Board of Directors

BANKS SCHOOL DISTRICT 13

Banks, OR

Monday, October 19, 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. Flag Salute
   1.3. Roll Call
   1.4. Public Welcome/Recognition
   The Banks School District Board of Directors welcomes the public to our October 19th, 2026 Regular Business Meeting. The Board appreciates your participation in the education of our students and welcomes your continued engagement.
   1.5. Approval of Agenda
   1.6. Banks High School Leadership
   Sawyer Peters, BHS ASB Leadership
2. Recognitions
   2.1. Indigenous Peoples Day, October 12th, 2026
   2.2. CDL Opportunity - Driving Their Own Futures
   NWESD Driving Their Own Futures Article
   2.3. Regional Progress in Early Literacy
   Brian Sica, Superintendent
3. Audience Comment
   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.
4. Presentations/Reports
   4.1. OSAA Adoption of Flag Football
   Cole Linehan, Athletic Director
   4.2. Superintendent's Report
   Brian Sica, Superintendent
   The Board will hear the Superintendent's monthly update on the District's business affairs and events, and should ask clarifying questions as needed.
   4.3. Financial Update
   Jennifer Collins, Business Manager
   The Board will hear the monthly financial update and should ask clarifying questions as needed.
   4.4. Integrated Guidance Annual Report
   Caitlin Everett, Director of Student Services
   4.5. Division 22 Annual Assurances
   Caitlin Everett, Director of Student Services

5. Consent
   5.1. Approval of September 14th, 2026 Regular Board Meeting Minutes
   5.2. Approval of September 14th, 2026 Board Work Session Minutes
   5.3. Routine Personnel Matters
        Classified: None at this time
        Licensed: None at this time
        Other: None at this time
        5.3.1. New Hires:
            Jill Leishman, Temporary Instructional Assistant I, BMS, .8125 FTE
            Kayla Farrell, District Office Administrative Assistant, .8125 FTE
   5.4. ESS Annual Contract Addendum
        This annual addendum is to approve the 2026-27 Substitute rates.
   5.5. Notice of CTE Revitalization Grant
   5.6. Banks School District Bond Oversight Committee Report
        The Board will receive an update from the Board Oversight Committee
6. Discussion Items
   6.1. First reading of proposed policy GCBDA/GDBDA-AR1; Family and Medical Leave
        This minor proposed policy update reflects the new District process for Paid Leave Oregon wage replacement.
   6.2. Legislative Priorities
        Ron Frame, Board Chair & Brian Sica, Superintnedent
7. Action Items
   7.1. Approve the Superintendent's Evaluation criteria and goals
        The Board should take action to approve the Superintendent's Evaluation criteria and goals.
   7.2. Nominate for Board Chairman
   7.3. Approval/Vote for Board Chair
   7.4. Nominate for Vice Chair
   7.5. Approval/Vote for Vice Chair
8. Closing
   8.1. Upcoming items
        8.1.1. 10/19/26-10/23/26: Homecoming Week
        8.1.2. 10/29/26: HS/MS Music Concert
        8.1.3. 10/30/26: No School
        8.1.4. 11/4/26-11/5/26 - Conferences
        8.1.5. 11/6/26: No School
        8.1.6. 11/9/26: November Board Meetings
        8.1.7. 11/9/26: Joint Session with Banks City Council *POSTPONED*
        8.1.8. 11/9/26: Upcoming Board Training
            Corissa Mazurkiwiecz, Board Vice Chair
        8.1.9. 11/11/26: Veterans Day - No School
        8.1.10. 11/23/26-11/27/26: Fall Break - No School
   8.2. Board Comments
9. Adjourn

More Third Graders on Track With Reading in Northwest Oregon

A Vernonia Elementary student reads in the library. Nearly 45% of Vernonia School District's third graders were proficient in reading last year compared to 24% five years ago. Vernonia adopted a new reading curriculum called HMH Into Reading this year and established a system to regularly track and assess student progress. Photo by Tracey Goldner.

HILLSBORO – In a region with just over 7,000 third graders, the number reading proficiently is trending up. Last year, 46.4% of those third graders -- or about 3,300 -- were reading at grade level. That's up about 130 third graders compared to the previous year.

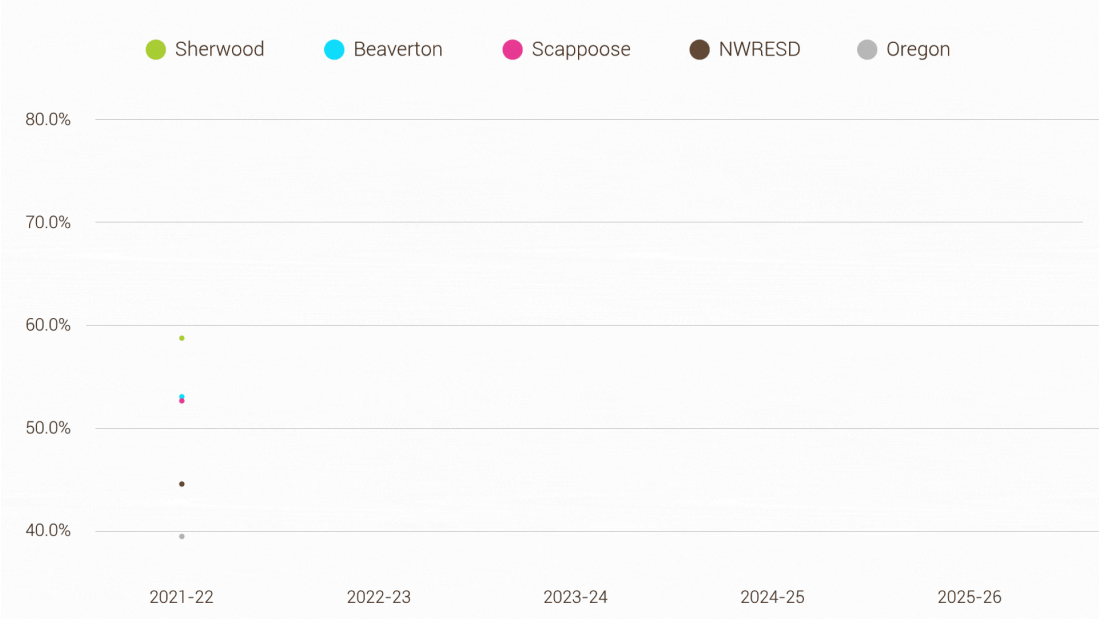
The increase represents a 2.3 percentage point change for the region, which includes the 20 school districts in Clatsop, Columbia, Tillamook and Washington counties. It's still more than 5 percentage points below pre-pandemic levels.

Being proficient means students can read well enough to identify a story's central idea and answer questions about that story and write an essay. Statewide, 41.5% of third-graders are proficient.

As school districts adopt research-backed instructional strategies and focus on closing long-standing gaps in student achievement that are often predicated by a child's socioeconomic status, several have made notable gains.

Banks (+10), Beaverton (+3.8), Knappa (+9.4), Rainier (+22), Scappoose (+7.7), Tigard-Tualatin (+3.5) and Vernonia (+9) showed strong growth in third-grade reading outcomes compared to last year. Additionally, Seaside, Sherwood, St. Helens and Tillamook saw strong and steady growth over five years.

Graph of Top Three Districts with Most Proficient Third Graders Compared to the State, Region



A graph showing Beaverton, Scappoose and Sherwood school district's third grade reading and writing proficiency scores compared to the four-county region of northwest Oregon and the state. Graph by Megan Mahoney.

Northwest Regional Education Service District's early literacy experts offer a suite of opportunities for schools to engage in improvement, no matter where they're starting from. All 20 school districts in the region are accessing a variety of tailored supports, including:

- Teaching educators brain science and how children learn to read
- Helping teachers adopt research-backed practices for teaching reading
- Creating school-wide systems so everyone is working together

"In districts with thousands of third graders, each percentage point is hard fought and represents hundreds of students," says Laurel Fischer, an early literacy program administrator at Northwest Regional Education Service District.

"In districts with several dozen or a few hundred in each grade, we can see large jumps in the data once schools adopt evidence-based instruction and help teachers implement high levels of engagement strategies with students."

One ongoing challenge for Oregon's educational leaders is that families can opt their students out of these state tests. Participation has been ticking up in recent years, but 6% of third graders in our region did not take the exam last year.

Recommended Contacts for Interviews and Commentary:

- **Laurel Fischer**, Early Literacy Program Administrator at Northwest Regional Education Service District
    - Focus areas: science of reading instruction, data-based decision-making, high-quality teaching strategies

- **Ryan Blasquez**, Executive Director of Instructional Services at Northwest Regional Education Service District
    - Focus areas: literacy systems, statewide improvement goals

- **Marjorie Salter**, Principal of Banks Elementary School, Banks School District
        - Banks works with Oregon Response to Instruction and Intervention, heavy emphasis on foundational reading and writing skills and systems-level data tracking and responding with tailored instruction, steady increases over five years from 34.3% in 2021-22 to 50% in 2025-26.

- **Kendra Schlegel**, Elementary Director of Title I and Title III, Vernonia School District
        - Vernonia works with Oregon Response to Instruction and Intervention, heavy emphasis on core reading instruction, steady increases over five years from 24.3% proficient in 2021-22 to 43.9% in 2025-26.

- **Megan Keplinger**, Principal of Hudson Park Elementary, Rainier School District
        - Rainier has focused on improving attendance, community outreach and high-dosage tutoring, steady increases over five years from 15.8% proficient in 2021-22 to 44% proficient in 2025-26.

- **Carrie Palenske**, Intervention Teacher, Hilda Lahti Elementary, Knappa School District -
        - Knappa has focused on increasing opportunities for students to engage in lessons in the classroom, steady increases over five years from 6.3% in 2021-22 to 40% in 2025-26.

To learn more about how schools in our region are improving literacy, read: Becoming a Great Reader Doesn't Happen By Accident, Far Too Many Students Lag in Reading: Here's What We're Doing About It. Learn more about our Early Literacy supports.

About Northwest Regional Education Service District

Northwest Regional ESD is Oregon's largest education service district, serving students, educators, child care providers and families in Clatsop, Columbia, Tillamook and Washington counties. Our region includes both large, urban school districts in Washington County and smaller, rural districts along the Columbia River, the Coast Range and the North Oregon coast.

Headquartered in Hillsboro, with service centers in St. Helens, Astoria and Tillamook, we support 20 school districts and more than 94,500 students. Our agency partners with schools to deliver cost-effective services in special education, technology, professional development and school improvement, as well as operational support in business services, communications and human resources.

100 GENERAL FUND | Revenue & Expense Summary
Fiscal Year 2026 - 2027
For the Period Ending September 30, 2026

REVENUES	Period 1 Actual Jul '26	Period 2 Actual Aug '26	Period 3 Actual Sept '26	Period 4 Projected Oct '26	Period 5 Projected Nov '26	Period 6 Projected Dec '26	Period 7 Projected Jan '27	Period 8 Projected Feb '27	Period 9 Projected Mar '27	Period 10 Projected Apr '27	Period 11 Projected May '27	Period 12 Projected Jun '27	Projected 2026-27 Totals	Adopted 2026-27 BUDGET	Year-To-Date 2026-27 Actuals	Variance Budget vs. Projected	% of Budget
STATE SCHOOL FUND FORMULA:																	
Local Taxes		-	10,230	4,509	2,216,122	1,821,442	54,601	19,217	73,275	11,646	19,365	71,894	4,292,070	4,299,439	10,230	(2,861)	0%
County School Funds	-	-	2,294	7,126	5,389	-	5,416	-	2,036	5,318	-	3,553	28,837	35,000	2,294	3,869	7%
State School Fund	1,621,666	810,347	810,347	747,588	918,638	741,732	771,563	939,259	735,029	663,755	711,518	287,482	6,516,564	9,579,728	3,242,360	(179,196)	34%
Common School Fund	80,835	-	-	12,476	15,331	12,379	12,876	15,675	12,267	11,077	11,874	4,798	108,754	159,874	80,835	(29,715)	51%
State Managed Timber	-	-	-	58,529	71,920	58,070	60,406	73,535	57,546	51,966	55,705	22,507	510,184	750,000	-	239,816	0%
SSF Formula Total	**1,702,501**	**810,347**	**822,871**	**830,228**	**3,227,400**	**2,633,624**	**904,861**	**1,047,686**	**880,153**	**743,762**	**798,462**	**390,234**	**11,456,409**	**14,824,041**	**3,335,719**	**31,913**	**23%**
Local Sources (1000)	15,044	14,187	39,721	15,721	15,283	23,976	25,443	20,787	22,177	19,801	30,166	15,211	188,564	239,000	68,952	(18,516)	29%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Sources (3000)	-	-	-	12,406	12,406	12,406	12,406	12,406	12,406	12,406	12,406	12,406	111,656	148,875	-	37,219	0%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Revenue	**1,717,545**	**824,534**	**862,592**	**858,355**	**3,255,090**	**2,670,006**	**942,711**	**1,080,879**	**914,736**	**775,969**	**841,034**	**417,851**	**11,756,630**	**15,211,916**	**3,404,671**	**(3,455,286)**	**22%**
Beginning Fund Balance (5400)	1,589,500	-	-	-	-	-	-	-	-	-	-	-	1,589,500	1,589,500	-	-	0%
Total Monthly Revenues	**3,307,045**	**824,534**	**862,592**	**858,355**	**3,255,090**	**2,670,006**	**942,711**	**1,080,879**	**914,736**	**775,969**	**841,034**	**417,851**	**13,346,130**	**16,801,416**	**3,404,671**	**(3,455,286)**	**20%**
CUMULATIVE RESOURCES	**3,307,045**	**4,131,579**	**4,994,171**	**5,852,526**	**9,107,616**	**11,777,621**	**12,720,332**	**13,801,211**	**14,715,946**	**15,491,915**	**16,332,950**	**16,750,800**					
EXPENDITURES BY OBJECT																	
Salaries (100)	121,277	144,657	553,066	612,763	610,767	608,185	605,163	608,321	623,558	598,203	608,927	1,144,375	6,020,262	6,947,817	819,000	108,556	12%
Employee Benefits (200)	72,444	85,966	352,160	381,112	409,449	406,012	386,397	406,672	407,930	383,375	409,305	772,132	3,962,382	4,548,599	510,569	75,648	11%
Purchased Services (300)	40,898	126,497	217,782	170,250	333,408	221,805	302,423	197,503	264,207	263,045	324,606	298,671	2,375,917	2,802,100	385,176	41,007	14%
Supplies & Materials (400)	12,039	29,042	44,223	33,087	25,586	17,371	20,831	25,094	25,094	26,643	24,880	21,407	219,994	301,100	85,304	(4,197)	28%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Insurance/Other (600)	12,277	202,977	4,757	2,833	5,773	3,278	2,487	2,864	1,260	1,103	1,502	2,141	23,240	244,500	220,011	1,250	90%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	987	91,667	518,646	611,300	611,300	-	-	0%
Total Operating Expenditures	**258,934**	**589,139**	**1,171,987**	**1,200,045**	**1,384,983**	**1,256,650**	**1,317,300**	**1,240,454**	**1,322,049**	**1,273,357**	**1,460,887**	**2,757,371**	**13,213,094**	**15,455,416**	**2,020,060**	**222,262**	**13%**
Contingency (810)	-	-	-	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	500,000	500,000	-	(0)	0%
Unapprop. Ending Fund (820)	-	-	-	94,000	94,000	94,000	94,000	94,000	94,000	94,000	94,000	94,000	846,000	846,000	-	-	0%
Total Monthly Expenditures	**258,934**	**589,139**	**1,171,987**	**1,349,600**	**1,534,538**	**1,406,206**	**1,466,855**	**1,390,009**	**1,471,604**	**1,422,913**	**1,610,442**	**2,906,926**	**14,559,094**	**16,801,416**	**2,020,060**	**222,262**	**12%**
CUMULATIVE EXPENDITURES	**258,934**	**848,073**	**2,020,060**	**3,369,660**	**4,904,198**	**6,310,404**	**7,777,259**	**9,167,268**	**10,638,873**	**12,061,785**	**13,672,228**	**16,579,154**					
Month-end Fund Balance	**3,048,111**	**3,283,506**	**2,974,111**	**2,482,866**	**4,203,417**	**5,467,217**	**4,943,073**	**4,633,942**	**4,077,074**	**3,430,130**	**2,660,722**	**171,647**			**1,384,611**	**(3,677,548)**	
EXPENDITURES BY FUNCTION																	
Instruction (1000)	2,298	8,903	640,936	711,407	718,627	760,242	717,780	735,468	725,623	706,335	768,354	1,683,745	7,527,582	8,263,769	652,137	84,051	8%
Support Services (2000)	256,636	580,236	531,051	488,638	666,355	496,409	599,520	504,985	596,425	566,035	600,866	554,980	5,074,212	6,580,347	1,367,923	138,212	21%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Uses (5000)	-	-	-	-	-	-	-	-	-	987	91,667	518,646	611,300	611,300	-	-	0%
Total Operating Expenditures	**258,934**	**589,139**	**1,171,987**	**1,200,045**	**1,384,983**	**1,256,650**	**1,317,300**	**1,240,454**	**1,322,049**	**1,273,357**	**1,460,887**	**2,757,371**	**13,213,094**	**15,455,416**	**2,020,060**	**222,262**	**13%**
Contingencies (6000)	-	-	-	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	500,000	500,000	-	(0)	0%
Unapprop. Ending Fund (7000)	-	-	-	94,000	94,000	94,000	94,000	94,000	94,000	94,000	94,000	94,000	846,000	846,000	-	-	0%
Total Monthly Expenditures	**258,934**	**589,139**	**1,171,987**	**1,349,600**	**1,534,538**	**1,406,206**	**1,466,855**	**1,390,009**	**1,471,604**	**1,422,913**	**1,610,442**	**2,906,926**	**14,559,094**	**16,801,416**	**2,020,060**	**222,262**	**12%**
CUMULATIVE EXPENDITURES	**258,934**	**848,073**	**2,020,060**	**3,369,660**	**4,904,198**	**6,310,404**	**7,777,259**	**9,167,268**	**10,638,872**	**12,061,785**	**13,672,227**	**16,579,153**					
Month-end Fund Balance	**3,048,111**	**3,283,506**	**2,974,111**	**2,482,866**	**4,203,418**	**5,467,218**	**4,943,073**	**4,633,942**	**4,077,074**	**3,430,131**	**2,660,722**	**171,647**			**1,384,611**	**(3,677,548)**	

September Financial Report

For the month of September, the District has approximately $2 million in expenditures, representing about 12% of our total budget. Although we are still early in the fiscal year, expenditures are within our budget appropriations, and we have not identified any immediate budget concerns.

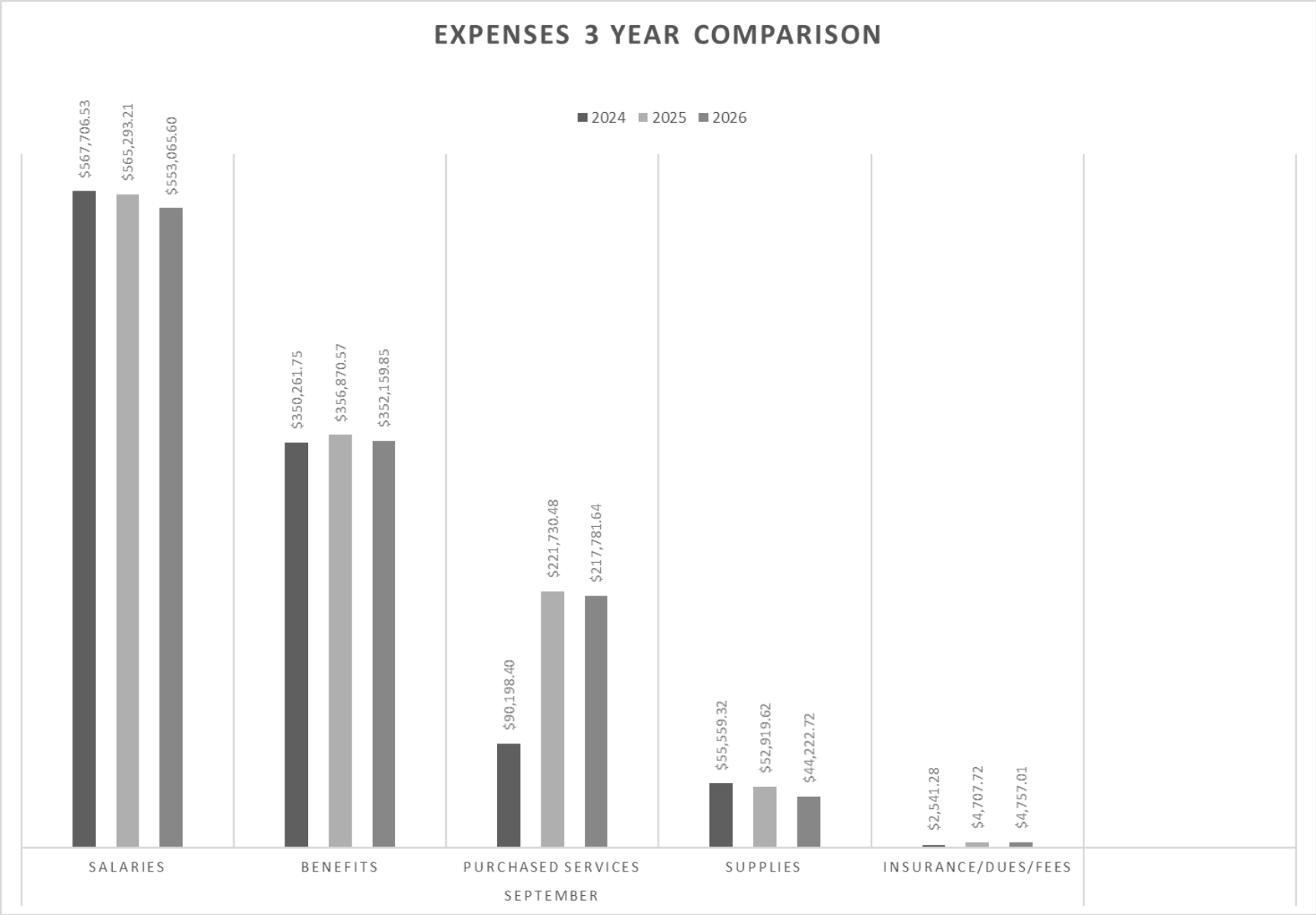
We have not yet received any current-year property tax revenue. We typically begin receiving these revenues in late October or November, so we will have a better understanding of our revenue position as those payments come in.

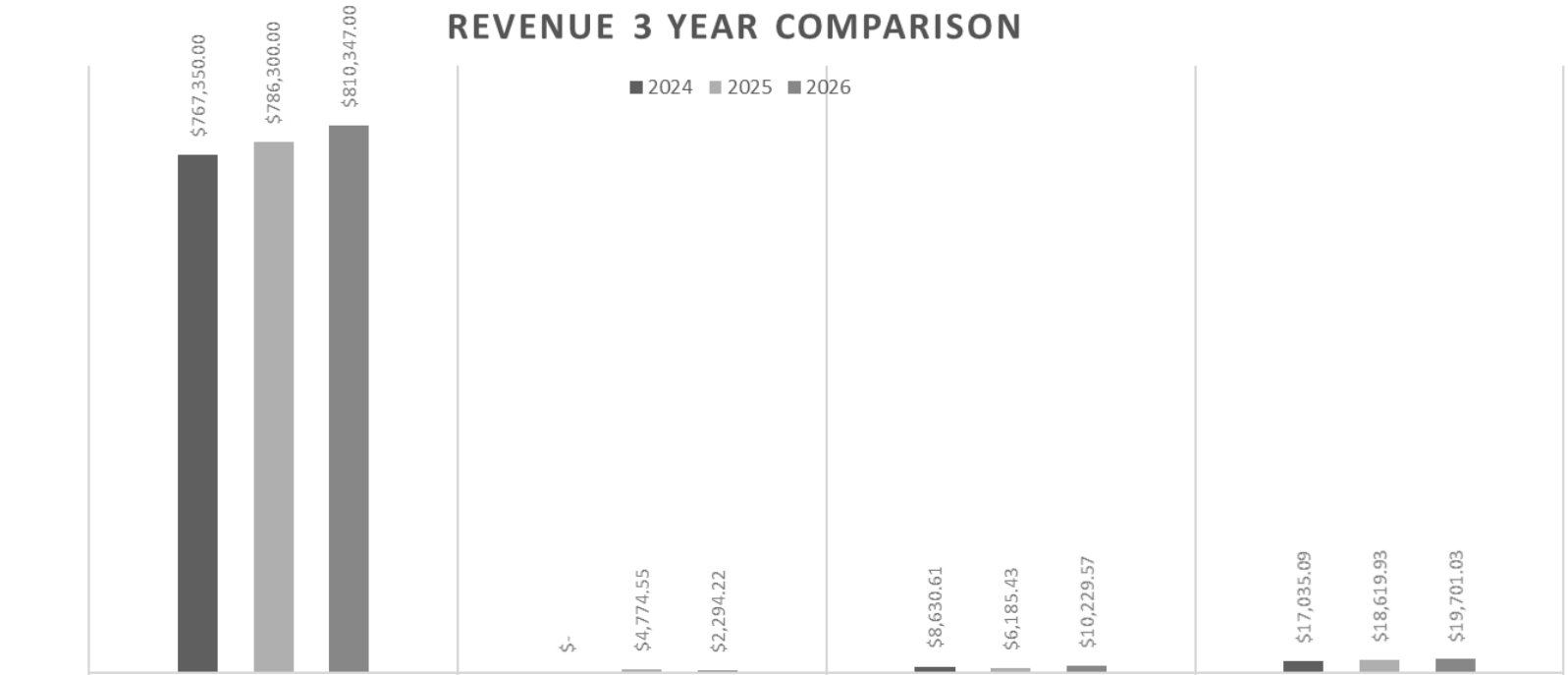
One of our primary areas of focus continues to be student enrollment. Enrollment is currently down, and I will be making adjustments to our enrollment estimates with the Oregon Department of Education (ODE). ODE has indicated that many districts are experiencing similar enrollment challenges and will need to adjust their estimates. ODE is planning an early reconciliation of the State School Fund in November, which should provide a clearer picture of how enrollment changes may affect District funding.

We are also monitoring the expiration of our PERS side account, which is scheduled to expire in June 2027. At that point, we will still have one additional year of PERS bond payments, and our PERS contribution rates are expected to return to the general contribution rates. Based on current estimates, this could result in an increase of approximately 3% in our PERS rates. This will be an important consideration as we begin planning the 2027–28 budget.

The District's annual audit began on September 28. At this time, there are no significant updates to report. All bank statements and liabilities have been reconciled.

Overall, the District remains within its budget appropriations, and financial activity is progressing as expected. We will continue to monitor enrollment, State School Fund revenue, property tax receipts, and future PERS costs as we move through the fiscal year.


EXPENSES 3 YEAR COMPARISON
2024
2025
2026
$567,706.53
$565,293.21
$553,065.60
$350,261.75
$356,870.57
$352,159.85
$90,198.40
$221,730.48
$217,781.64
$55,559.32
$52,919.62
$44,222.72
$2,541.28
$4,707.72
$4,757.01
SALARIES
BENEFITS
PURCHASED SERVICES
SUPPLIES
INSURANCE/DUES/FEES
SEPTEMBER



September

	State Funds	Common School Funds	Property Taxes	Other Local Revenue
2024	$767,350.00	$-	$8,630.61	$17,035.09
2025	$786,300.00	$4,774.55	$6,185.43	$18,619.93
2026	$810,347.00	$2,294.22	$10,229.57	$19,701.03

Banks SD 13 - Reporting Rollup of Budgets 25-27

	Description	FSI (CSI/TSI)	Early Literacy	EIIS	HSS	SIA
1	**Total Allocation 2025-26**	**$68,612.36**	**$71,406.40**	**$3,601.89**	**$332,775.18**	**$1,018,124.46**
2	Total Budgeted Amounts 2025-26	$68,612.36	$71,406.40	$3,601.89	$332,775.18	$1,018,124.46
3	Unbudgeted (Autocalculate) 2025-26	$0.00	$0.00	$0.00	$0.00	$0.00
4	Total Reported Spent Q1 2025-26	$0.00	$0.00	$0.00	$0.00	$0.00
5	Total Reported Spent Q2 2025-26	$25,442.29	$21,780.09	$0.00	$102,031.50	$260,685.60
6	Total Reported Spent Q3 2025-26	$0.00	$0.00	$0.00	$0.00	$0.00
7	Total Reported Spent Q4 2025-26	$43,170.07	$31,469.52	$0.00	$230,743.68	$757,438.86
8	**Total Reported Spent (Autocalculate) 2025-26**	**$68,612.36**	**$53,249.61**	**$0.00**	**$332,775.18**	**$1,018,124.46**
9	Unspent 2025-26 (Autocalculate)	$0.00	$18,156.79	$3,601.89	$0.00	$0.00
10						
11	**Total Allocation 2026-27**	**$45,777.22**	**$75,440.47**	**$3,980.83**	**$354,100.05**	**$1,068,652.47**
12	Total Budgeted Amounts 2026-27	$45,777.22	$92,477.73	$3,980.83	$354,100.05	$1,068,652.47
13	Unbudgeted (Autocalculate) 2026-27	$0.00	-$17,037.26	$0.00	$0.00	$0.00
14	Total Reported Spent Q1 2026-27	$0.00	$0.00	$0.00	$0.00	$0.00
15	Total Reported Spent Q2 2026-27	$0.00	$0.00	$0.00	$0.00	$0.00
16	Total Reported Spent Q3 2026-27	$0.00	$0.00	$0.00	$0.00	$0.00
17	Total Reported Spent Q4 2026-27	$0.00	$0.00	$0.00	$0.00	$0.00
18	**Total Reported Spent (Autocalculate) 2026-27**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
19	Unspent 2026-27 (Autocalculate)	$45,777.22	$75,440.47	$3,980.83	$354,100.05	$1,068,652.47

Progress Monitoring	2025/2026 Q2	2025/2026 Q4
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.	Medium	Firmly in place
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.	Medium	Medium
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.	High	High
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.	High	Firmly in place
Gaining Traction: Intermediate Changes (6-18 months)	For PM 5-10, select your response from the dropdown	For PM 5-10, select your response from the dropdown
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.	Medium	Medium

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.	Medium	High
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.	Medium	High
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.	High	High
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.	Medium	High
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/extra curricular 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.	Medium	Medium

Profound Progress: Substantial and Significant Changes (18 months+)	For PM 11-15, select your response from the dropdown	For PM 11-15, select your response from the dropdown
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.	Medium	Medium
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.	High	High
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.	Low	Medium
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 students strengths and interests, to improve their practice and advance professional learning.	Medium	Medium

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.	Medium	Medium

Banks School District
Report on Compliance with Public School Standards
2025-26 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 2025-26 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 2027-28 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
Sections (1) and (2) TAG Plan Requirements			
581-022-2500 Programs and Services for TAG Students – **Sections (3) and (4): Instruction Requirements**	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
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

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
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 Skills: Local Performance Assessment Requirement	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
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

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
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
581-022-2323 Preserving Student Instructional Time	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
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

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
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
581-022-2307 Educational Equity Advisory Committees	**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
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	**Not in compliance**	The district is complying with the majority of the required elements of the plan, but does not have a formal written Substance Use Prevention and Intervention Plan in place.	The District will engage with our staff and School Board to create and approve a Substance Use and Intervention Plan during the 2026-27 School Year
581-022-2205 Policies on Reporting of Child Abuse	**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
581-022-2210 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
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

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
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

Division 22 Standards Assurances for the 2025-26 School Year

October 19th, 2026

Presented by: Caitlin Everett

Overview

What are the Division 22 Standards?

- Standards for Public Elementary and Secondary Schools: all Oregon administrative rules (OARs) set out in Chapter 581, Division 22.

  Example: 581 - 022 - 0102 Definitions
  Chp. Div. Rule Title

- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.

- Compliance with these rules ensures a baseline level of service across the state.

Division 22 Rule Categories

Division 22 standards include over 50 rules.

Priorities for
STUDENT SUCCESS

1. High-quality learning experiences
2. Aligned & focused educational systems
3. Engaged partners & communities
4. Safe & inclusive schools
5. Committed & supported staff

Oregon's Reimagined Accountability Framework (pg. 3):

Snapshot: Division 22 Rules

High quality learning experiences

- Diploma Requirements
- Instructional Materials Adoption

Aligned & focused educational systems

- Required Instructional Time
- Comprehensive School Counseling

Engaged partners & communities

- Complaint Procedures
- Educational Equity Advisory Committees

Safe & inclusive schools

- Substance Use Prevention & Intervention Plan
- Every Student Belongs

Committed & supported staff

- Teacher and Administrator Evaluation and Support

What are the requirements for each of the rules?

Consult the following resources for information:

Resource	Description
ODE's Rules at a Glance Summary	Provides a high-level summary of each rule
Secretary of State's Oregon Administrative Rules Database	Consult the text of the OAR for all of the specific details
ODE's Division 22 Standards Newsletter	Biannual publication that highlights new/revised rules, clarifies existing rules; provides insights on how the standards intersect with current issues and trends in K-12 education, as well as resources and promising practices

What are the Division 22 Standards Assurances?

Combined Accountability Model

Districts report annually on compliance with each of the standards and include an explanation and corrective action plan for any rule with which the district is out of compliance.

Local Accountability

Districts must:

- report to their local school board by Nov 1
- make a report available on the district website by Nov 1

State Accountability

- Districts must submit assurances to ODE by Nov 15
- ODE reviews all submissions and follows up with districts that have self-reported as being out of compliance

Division 22 Standards & Assurances of Compliance "The Why"

- Signals our commitment to providing a high-quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.

What happens if the district is out of compliance?

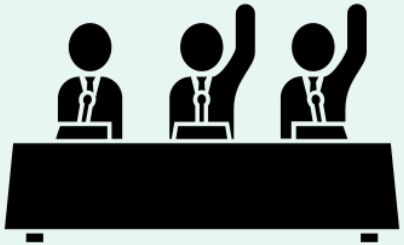
- ODE reviews the district's proposed corrective action plan and either approves or rejects it.
- If the plan is not approved as submitted, ODE contacts the district and provides technical assistance and support.
- Once the district has an approved plan in place, ODE specialists may continue to provide support, as needed.
- The corrective action must be complete by the beginning of the next school year.
- If a district fails to come back into compliance after an opportunity for corrective action, ODE may withhold a portion of the district's State School Fund monies.

Report for the 2025-26 School Year

Division 22 Waivers for 2025-26

- 581-022-2115(3) Assessment of Essential Skills:
  - **Essential Skills Graduation Requirements** are waived for students graduating through the end of the 2027-28 school year.
  - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- OAR 581-022-2120 Essential Skill Assessments for English Language Learners
  - This related policy requirement has also been waived through the end of the 2027-28 SY.

Rule Now in Effect for the 2025-26 SY



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.

Revisions as a Result of HB 2453

Educational Equity Advisory Committees

- Advisory Role: Committees now advise the superintendent, not the school board.
- Public Meeting Law: Committees are no longer subject to public meeting requirements.
- Membership Selection: The superintendent now selects committee members; board approval is no longer required.

Rule Revision in Effect for the 2025-26 SY

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 TAG Requirements

Identification of Academically Talented and Intellectually Gifted Students

New for 2025-26:

- Any person may recommend a student they know to be screened throughout the school year.
- A definition of “screen” has also been added to the rule.

Preserving Student Instructional Time

OAR 581-022-2323 Implements Executive Order 26-06

- Districts that reduced student instructional time levels during the 2025-2026 or 2026-2027 school years must submit to ODE either:
  - a plan to restore student instructional time by the 2027-2028 school year or
  - evidence of the district school board approving the decision to not restore student instructional time and a public posting of the justification for that decision
- A district may not reduce student instructional time during the 2026-2027 school year.

Areas of Strength

Banks was one of the first small districts to implement an Equity Advisory Committee (Banks Student Success Committee), this group has made real improvements to our work in service of our students from marginalized student groups, and has served as a guiding voice to center our students' needs.

Banks has also embraced the Transformational Social Emotional Learning standards, focusing on staff professional development and integration into all subject areas. Our Washington County TSEL grant has been instrumental in implementing this work.

District Report on Compliance with Division 22 Standards

Banks has worked proactively to ensure we remain in compliance with Division 22 areas, including recent changes such as the Equity Advisory Committee, TSEL implementation, and updating our TAG identification processes and plans.

However, there is one area of non compliance, we do not have a formal Substance Use and Intervention Plan.

Corrective Action Implementation

We will engage our community this year to formally create a Substance Use Prevention and Intervention Plan and bring it to the School Board for approval.

We already have many pieces of the plan requirements in place, such as comprehensive Health curriculum, drug and alcohol policies, and lessons on synthetic opioids (Fentanyl). Creating a formal plan will ensure we are meeting all requirements and continue to refine our practices.

Looking Ahead: Compliance for the 2026-27 SY

New Requirements

Required Instructional Time

- EO 26-06 and OAR 581-022-2320 require districts to annually report the student instructional time provided during the previous school year.
- For 2025-26 this will be done through the Division 22 Assurance process.
- As a result of EO 26-06, **the State Board of Education may not grant waivers for the instructional time requirement** set forth in OAR 581-022-2320, except in the case of declared national or state disaster or public health emergency.

Revised Graduation Requirements for 2027

Diploma and Modified Diploma Requirements

Credit requirements for students graduating on or after January 1, 2027 include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education & Career Path Skills.

BHS already has these courses in place.

Revised Safety Requirements

Emergency Plans and Safety Programs

- Plans and drills required for procedures related to: Evacuate (fire drill), Lockdown, Secure, Shelter, Hold, and Earthquakes.
- Tsunami plans and drills required for schools in the inundation zone
    - <u>Not applicable to Banks</u>
- School boards must consider an emergency alert system if not in use.
    - Banks already uses Flash Alert

Revised Evaluation Requirements

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.

Banks district office leaders are working on this project this year.

Regular Board Session
Monday, September 14, 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

     I make a motion to approve the September 14th, 2026 agenda as presented. This motion, made by Leslee Sipp 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
   - 1.6. Banks High School Leadership

     BHS Leadership student, Sawyer Peters was present to share an update on the current affairs of the high school. Fall Sports and Club updates were shared. Homecoming is the week of October 19th and student recognitions will begin soon.
2. Recognitions

   We thank our Elementary staff and students for their literacy accomplishments.
   - 2.1. Early Literacy Program
3. Audience Comment

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

     Dr, Sica shared his monthly update. Director of Technology, Max Sigander will now serve as the Administrator for the district's new online school, Banks Trailhead Academy. The new programs' progress was shared including that we are moving towards being able to provide schooling for Homeschool students as well.
     Enrollment is currently down. However, housing permits have started and are expected in the spring of 2027. Discussed E-rate and upcoming school Accountability updates are to be shared at a future Board meeting.

     The full presentation is attached to the Board agenda.
   - 4.2. Financial Update

Business Manager, Jennifer Collins, shared this month's financial update including a few upcoming changes including ODE's new chart of accounts. We are a pilot district for the ODE Chart of Accounts update, and the transition will be a large undertaking for the Business staff.

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 August 10th, 2026 Regular Board Meeting Minutes

5.2. Approval of August 10th, 2026 Board Work Session Minutes

5.3. Routine Personnel Matters

6. Discussion Items

6.1. Read & discuss updated Policy KNA & KNA AR1/2

The Board reviewed the updated policies KNA & KNA AR1; Federal agents on campus. The Board had no questions. The Board is asked to approve the policies as an Action item.

7. Action Items

7.1. Approve Updated Policy KNA & KNA AR 1

I move to approve Policy KNA and KNA AR1 as presented. This motion, made by Corissa Mazurkiewicz 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

7.2. Instructional Materials Adoption Timeline

I move to approve the Instructional Materials Adoption timeline as presented. This motion, made by Leslee Sipp 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
The State is proposing a new timeline.

Postpone for one more year, the K-5 adoption.

Ms. Everett shared

8. Closing

8.1. Upcoming items

8.1.1. September 18th: Superintendent's Coffee Chat; 9:00-10:00 am, Banks Fire Station

8.1.2. September 23rd: Bond Oversight Committee Meeting, 5:30-7:00, BMS

8.1.3. October 19th, 2026: Next Board Meeting

8.1.4. November 4th & 5th, 2026: Fall Conferences

8.2. Board Comments

Member Streblow - great to be at the staff breakfast. Excited to see the Bond progress. Grateful for the financial and bond updates.

Member Sipp - Appreciates the Board
Member Moore - Pleased to see the District being proactive and "ahead of the game". Feels the District is being managed well and is grateful for the District and Board team.
Member Mazurkiewicz - Echos the Board member's sentiments, Appreciates the work on the curriculum and the transparency.
Board Chariman Frame - Shared his excitement for the recent CTE grant. Will be attending a legislativ

9. Adjourn
   Adjourned at 6:45 pm.

Banks High School

As of 9/14/26

Presented by ASB Officers

First Day of School

We welcomed the Freshman class to the High School on August 24 and the rest of the students joined them on August 25.

Things are off to a great start!

Sports

Sports teams are looking forward to competing in 4a this year.

Volleyball: Placed second at the Estacada tournament this last weekend and is looking forward to starting league on September 23rd against Tillamook.

Football: Has had successful start to their season and starts league play against Woodburn on Friday.

Cross Country: The boys team is ranked third in Cowapa League. The girls team is tiny but mighty and hoping to make it in the top 3 at the State Meet this year.

Boys Soccer: Has wins against Taft and Estacada in preseason and have two more non league games this week. They also start league play against Tillamook next week.

Girls Soccer: Beat Taft and Dayton. They have one more non league game this week followed by their first league game against Tillamook next week.

Go Braves!

Clubs

FFA: Leadership camp is September 20-21 for the officers at Camp Rilea. Their first advent of the year is October 14 and it's the FFA showdown where students will have an opportunity to try different events that will happen throughout the year.

Drama: Auditions for "Just Another High School Play" are September 15 and 16 from 3:30 to 5:30 and the performance is the weekend of December 11 - 13.

Multicultural Club:

FAD:

Science Field Club: The first field trip is tentatively being planned for September 25 at the Bird Alliance of Oregon to learn about plant and animal identification.

Robotics: Robotics will start meeting on Tuesdays and Fridays.

Culinary Club: Club meetings start this week to start and get activities started.

Past Events and Upcoming Dates

Events Last Month

- School Started
- Beginning of Fall Sports

Upcoming Events/Dates

- Homecoming -- Week of October 19th and Homecoming Dance October 24th
- Blood Drive - October 28th

Student Recognition

We are looking forward to continuing student recognitions this year. Coming soon …

Banks School District Board of Directors
September 2026 Regular Business Meeting
Superintendent's Report

A Great Start to the School Year

We are off to a great start to the 2026-27 school year. As always, the beginning of a new school year brings tremendous energy to our schools, and it has been exciting to see students and staff settle quickly into the year.

We began by welcoming back both our returning staff and a great group of new teachers and employees joining the Banks School District. Our staff returned with enthusiasm and a clear focus on creating a positive, engaging learning environment for every student.

We also had the opportunity to begin the year with a community event that brought together members of the School Board, the Mayor, City Council members, staff, and other community partners. Events like this are an important reminder of the strong connection between our schools and the broader Banks community.

Most importantly, our students are back in classrooms and engaged in learning. As I have visited schools during the first weeks of the year, I have seen students actively participating, teachers establishing strong classroom routines, and a positive energy throughout the District.

Enrollment

Our overall enrollment continues to be an area we are watching closely. We currently have approximately **1,035 students**, compared with approximately **1,060 students last year**.

There are, however, some encouraging signs within those numbers. Our kindergarten class has grown to more than **70 students**, compared with approximately **55 kindergarten students last year**. While that represents a significant increase, our incoming classes remain smaller than the average size of the senior classes that have been graduating from Banks High School. As a result, we will likely continue to experience some enrollment pressure in the near term.

We are also continuing to expand **Banks Trailhead Academy**, including developing additional pathways designed to serve homeschooled students and families who are looking for flexible educational options while maintaining a connection to the Banks School District. This work provides another opportunity to serve students within our community who might otherwise pursue educational options outside the District.

Looking a little further ahead, residential growth should begin to provide some additional enrollment opportunities. Both the eastside and westside housing developments are expected to begin welcoming residents during the first half of **2027**. We will continue monitoring those developments and considering their potential impact on future enrollment and facility needs.

E-Rate

Another issue we are monitoring is the future of the federal **E-Rate program**. E-Rate has provided schools and libraries with discounted internet connectivity and network infrastructure for nearly 30 years and is an important source of technology funding for school districts.

In June, the Federal Communications Commission began a formal rulemaking process examining whether the program should be significantly narrowed or restructured. Among the options being considered are reducing support for schools with lower percentages of students qualifying for free and reduced-price meals, changing discount levels, eliminating or limiting certain infrastructure costs, and potentially restricting E-Rate support primarily to rural or high-cost areas or areas served by only one internet provider.

It is important to emphasize that **these are proposals and no final decision has been made**. The current E-Rate funding cap for 2026 is approximately $5.2 billion nationally, with anticipated demand of about $3.5 billion. The FCC has stated that part of its review is intended to determine whether the program can be reduced or restructured given improvements in broadband availability and other federal investments in connectivity.

For Banks, E-Rate helps reduce the cost of providing the internet connectivity and network infrastructure that are now fundamental to school operations and instruction. A significant reduction in federal support could ultimately shift additional technology costs to the District's general fund. We will continue to follow the FCC process closely and assess the potential impact on Banks School District as more information becomes available.

Looking Ahead

Finally, a scheduling reminder for the Board: the **October Board meeting has been moved to Monday, October 19**, due to scheduling conflicts. Board calendars have been updated to reflect the change. During that meeting you will hear from staff regarding our implementation of the state's new accountability system. A primer from the Oregon Department of Education is available at this link.

As we move through the first several weeks of school, our focus remains on supporting our students and staff, monitoring enrollment, continuing the important work underway throughout the District, and building on what has been a very positive beginning to the 2026-27 school year.

Committee Updates

Student Success Committee

The student success committee will have its first meeting of the year later in September. This will be the third year of the committee's work, and as such we opened up new applications last spring as our member's two-year terms expired. While some committee members moved on or graduated, we are welcoming back several members who will continue their work. Additionally,

we are welcoming a new student member. The committee would like to have at least one additional student serve, so additional student recruitment efforts are currently underway.

Last year, the committee focused on the following topics and action items:

- Starting student-led multicultural student unions at the middle and high school
- Providing input on inclusive hiring practices
- Providing input on professional development needs related to promoting student belonging and safety
- Reviewing and providing feedback on district bias incident response practices
- Analyzing and discussing disaggregated attendance data to identify gaps and opportunities in our attendance practices

In its May meeting, the committee also discussed possible focus topics for this school year. The committee agreed to work on the following topics:

- Involvement in the social studies adoption process to ensure multiple perspectives and culturally sustaining representations and practices are present in the chosen curricula.
- Supporting the work of elevating student voice through empathy interviews.
- Analysis of needs across the district and how budget cuts may affect marginalized student groups.
- Analyze program participation and achievement of focal student groups.

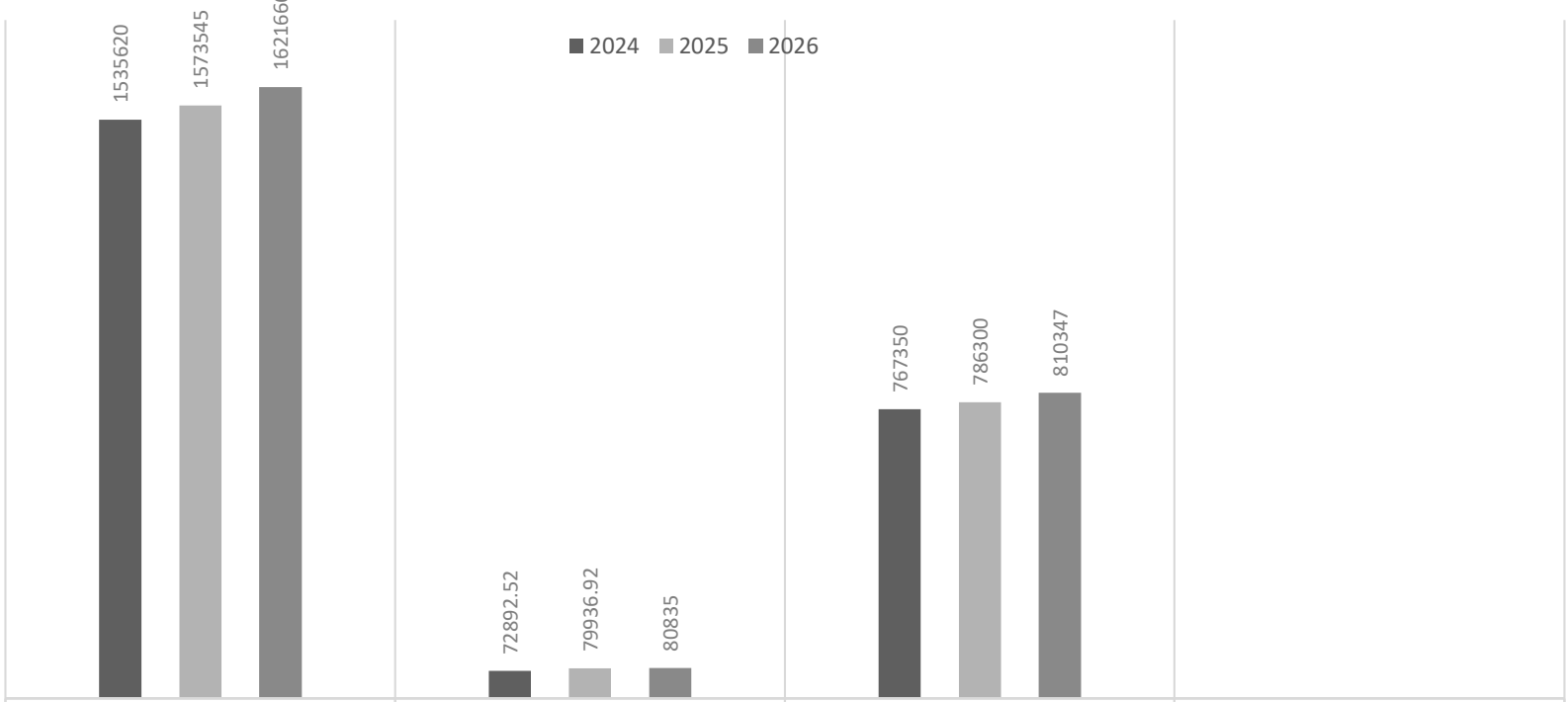
Community Curriculum Advisory Committee

The Community Curriculum Advisory Committee will have its first meeting later in September (date TBD) to begin its work on the secondary social studies adoption. Additionally, a proposed long term adoption timeline has been developed based on the forthcoming 2026-2035 proposed state adoption schedule, which is scheduled to go before the State Board for a first read this September, followed by a second read and potential adoption in October 2026. The CCAC will be asked to weigh in on the proposed Banks adoption schedule aligned with the new state schedule. Additionally, the team will review our adoption process and timeline from last year to provide input on how we might adjust this year. Finally, the team will review science adoption implementation successes and challenges so far.

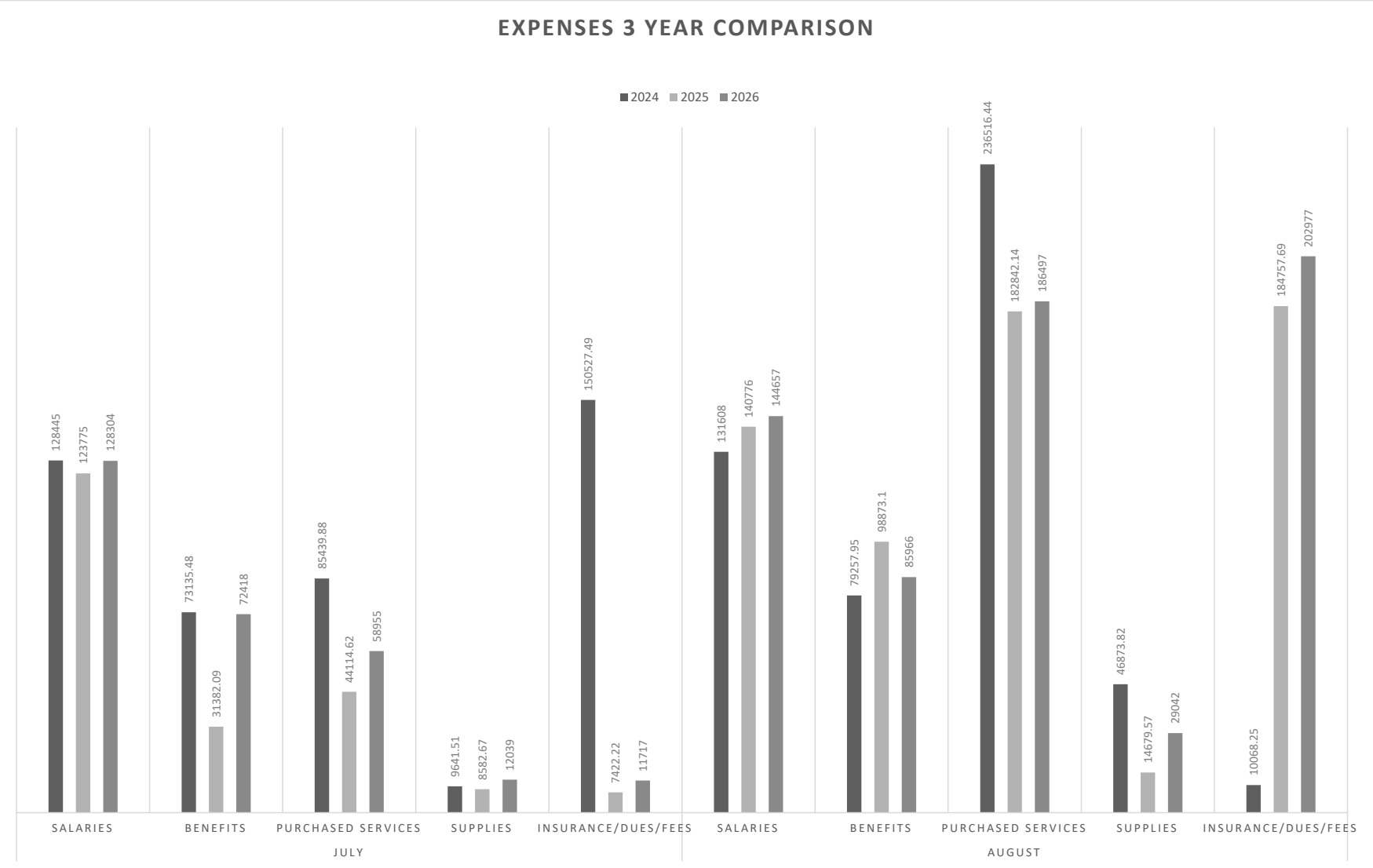
100 GENERAL FUND | Revenue & Expense Summary
Fiscal Year 2026 - 2027
For the Period Ending August 31, 2026

REVENUES	Period 1 Actual Jul '26	Period 2 Projected Aug '26	Period 3 Projected Sept '26	Period 4 Projected Oct '26	Period 5 Projected Nov '26	Period 6 Projected Dec '26	Period 7 Projected Jan '27	Period 8 Projected Feb '27	Period 9 Projected Mar '27	Period 10 Projected Apr '27	Period 11 Projected May '27	Period 12 Projected Jun '27	Projected 2026-27 Totals	Adopted 2026-27 BUDGET	Year-To-Date 2026-27 Actuals	Variance Budget vs. Projected	% of Budget
STATE SCHOOL FUND FORMULA:																	
Local Taxes	-	-	7,369	4,509	2,216,122	1,821,442	54,601	19,217	73,275	11,646	19,365	71,894	4,299,439	4,299,439	-	-	0%
County School Funds	-	-	1,331	7,126	5,389	-	5,416	-	2,036	5,318	-	3,553	30,168	35,000	-	4,832	0%
State School Fund	1,621,666	810,347	810,347	810,347	810,347	810,347	810,347	810,347	810,347	810,347	810,347	-	7,293,123	9,579,728	2,432,013	(145,408)	25%
Common School Fund	80,835	-	12,478	12,476	15,331	12,379	12,876	15,675	12,267	11,077	11,874	4,798	121,232	159,874	80,835	(42,193)	51%
State Managed Timber	-	-	58,537	58,529	71,920	58,070	60,406	73,535	57,546	51,966	55,705	22,507	568,721	750,000	-	181,279	0%
SSF Formula Total	**1,702,501**	**810,347**	**890,061**	**892,987**	**3,119,109**	**2,702,238**	**943,645**	**918,774**	**955,471**	**890,354**	**897,292**	**102,751**	**12,312,682**	**14,824,041**	**2,512,848**	**(1,489)**	**17%**
Local Sources (1000)	15,044	14,187	16,661	15,721	15,283	23,976	25,443	20,787	22,177	19,801	30,166	15,211	234,456	239,000	-	(4,544)	0%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Sources (3000)	-	-	12,406	12,406	12,406	12,406	12,406	12,406	12,406	12,406	12,406	12,406	124,063	148,875	-	(24,813)	0%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Revenue	**1,717,545**	**824,534**	**919,128**	**921,114**	**3,146,798**	**2,738,620**	**981,495**	**951,967**	**990,054**	**922,561**	**939,864**	**130,368**	**12,671,200**	**15,211,916**	**2,512,848**	**(2,540,716)**	**17%**
Beginning Fund Balance (5400)	1,589,500	-	-	-	-	-	-	-	-	-	-	-	1,589,500	1,589,500	-	-	0%
Total Monthly Revenues	**3,307,045**	**824,534**	**919,128**	**921,114**	**3,146,798**	**2,738,620**	**981,495**	**951,967**	**990,054**	**922,561**	**939,864**	**130,368**	**14,260,700**	**16,801,416**	**2,512,848**	**(2,540,716)**	**15%**
CUMULATIVE RESOURCES	**3,307,045**	**4,131,579**	**5,050,707**	**5,971,821**	**9,118,619**	**11,857,239**	**12,838,734**	**13,790,701**	**14,780,755**	**15,703,316**	**16,643,180**	**16,773,548**					
EXPENDITURES BY OBJECT																	
Salaries (100)	128,304	144,657	622,061	612,763	610,767	608,185	605,163	608,321	623,558	598,203	608,927	1,144,375	6,642,323	6,947,817	272,961	32,533	4%
Employee Benefits (200)	72,418	85,966	416,038	381,112	409,449	406,012	386,397	406,672	407,930	383,375	409,305	772,132	4,378,420	4,548,599	158,384	11,796	3%
Purchased Services (300)	58,955	126,497	170,518	170,250	333,408	221,805	302,423	197,503	264,207	263,045	324,606	298,671	2,546,435	2,802,100	185,452	70,213	7%
Supplies & Materials (400)	12,039	29,042	45,265	33,087	25,586	17,371	20,831	25,094	25,094	26,643	24,880	21,407	265,259	301,100	41,081	(5,240)	14%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Insurance/Other (600)	11,717	202,977	6,040	2,833	5,773	3,278	2,487	2,864	1,260	1,103	1,502	2,141	29,280	244,500	214,694	527	88%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	987	91,667	518,646	611,300	611,300	-	-	0%
Total Operating Expenditures	**283,433**	**589,139**	**1,259,923**	**1,200,045**	**1,384,983**	**1,256,650**	**1,317,300**	**1,240,454**	**1,322,049**	**1,273,357**	**1,460,887**	**2,757,371**	**14,473,016**	**15,455,416**	**872,572**	**109,827**	**6%**
Contingency (810)	-	-	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	416,667	500,000	-	(83,333)	0%
Unapprop. Ending Fund (820)	-	-	70,500	70,500	70,500	70,500	70,500	70,500	70,500	70,500	70,500	70,500	705,000	846,000	-	(141,000)	0%
Total Monthly Expenditures	**283,433**	**589,139**	**1,372,089**	**1,312,211**	**1,497,149**	**1,368,817**	**1,429,467**	**1,352,620**	**1,434,215**	**1,385,524**	**1,573,054**	**2,869,537**	**15,594,683**	**16,801,416**	**872,572**	**(114,506)**	**5%**
CUMULATIVE EXPENDITURES	**283,433**	**872,572**	**2,244,661**	**3,556,873**	**5,054,022**	**6,422,839**	**7,852,305**	**9,204,925**	**10,639,141**	**12,024,664**	**13,597,718**	**16,467,255**					
Month-end Fund Balance	**3,023,612**	**3,259,007**	**2,806,045**	**2,414,948**	**4,064,597**	**5,434,401**	**4,986,429**	**4,585,776**	**4,141,614**	**3,678,652**	**3,045,462**	**306,293**			**1,640,276**	**(2,426,210)**	
EXPENDITURES BY FUNCTION																	
Instruction (1000)	2,298	8,903	712,915	711,407	718,627	760,242	717,780	735,468	725,623	706,335	768,354	1,683,745	8,240,497	8,263,769	11,201	12,071	0%
Support Services (2000)	281,134	580,236	547,007	488,638	666,355	496,409	599,520	504,985	596,425	566,035	600,866	554,980	5,621,219	6,580,347	861,370	97,757	13%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Uses (5000)	-	-	-	-	-	-	-	-	-	987	91,667	518,646	611,300	611,300	-	-	0%
Total Operating Expenditures	**283,432**	**589,139**	**1,259,923**	**1,200,045**	**1,384,983**	**1,256,650**	**1,317,300**	**1,240,454**	**1,322,049**	**1,273,357**	**1,460,887**	**2,757,371**	**14,473,016**	**15,455,416**	**872,571**	**109,829**	**6%**
Contingencies (6000)	-	-	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	416,667	500,000	-	83,333	0%
Unapprop. Ending Fund (7000)	-	-	70,500	70,500	70,500	70,500	70,500	70,500	70,500	70,500	70,500	70,500	705,000	846,000	-	141,000	0%
Total Monthly Expenditures	**283,432**	**589,139**	**1,372,089**	**1,312,211**	**1,497,149**	**1,368,817**	**1,429,467**	**1,352,620**	**1,434,215**	**1,385,524**	**1,573,054**	**2,869,537**	**15,594,683**	**16,801,416**	**872,571**	**334,162**	**5%**
CUMULATIVE EXPENDITURES	**283,432**	**872,571**	**2,244,660**	**3,556,871**	**5,054,021**	**6,422,837**	**7,852,304**	**9,204,924**	**10,639,140**	**12,024,663**	**13,597,717**	**16,467,254**					
Month-end Fund Balance	**3,023,613**	**3,259,008**	**2,806,047**	**2,414,949**	**4,064,598**	**5,434,402**	**4,986,430**	**4,585,777**	**4,141,615**	**3,678,653**	**3,045,463**	**306,294**			**1,640,276**	**(2,426,210)**	

REVENUE 3 YEAR COMPARISON



	July		August	
	State Funds	Common School Funds	State Funds	Common School Funds
2024	1535620	72892.52	767350	
2025	1573545	79936.92	786300	
2026	1621666	80835	810347	


EXPENSES 3 YEAR COMPARISON
2024
2025
2026
128445
123775
128304
73135.48
31382.09
72418
85439.88
44114.62
58955
9641.51
8582.67
12039
150527.49
7422.22
11717
131608
140776
144657
79257.95
98873.1
85966
236516.44
182842.14
186497
46873.82
14679.57
29042
10068.25
184757.69
202977
SALARIES
BENEFITS
PURCHASED SERVICES
SUPPLIES
INSURANCE/DUES/FEES
JULY
SALARIES
BENEFITS
PURCHASED SERVICES
SUPPLIES
INSURANCE/DUES/FEES
AUGUST

August Financial Report

The August financial report reflects the early stages of the 2026–27 fiscal year. We are still setting up our first payroll of the new fiscal year, so some projected payroll amounts and expenditures will continue to be updated as the year progresses. At this point, revenue and expenses are generally tracking as projected, and we have not seen anything unexpected. It is still early in the fiscal year, so we will have a clearer picture as the year progresses.

The District received its Quarter 4 timber revenue, totaling $86,860.23. This brings our total timber revenue received in 2025-26 to approximately $382,000. Timber revenue for the 2026–27 fiscal year will continue to be an area we monitor closely as we develop and update our revenue projections.

One of our primary areas of focus this year will be monitoring Average Daily Membership (ADM). Student enrollment continues to fluctuate as students enroll in the District and others transfer out. We expect to have more accurate enrollment numbers in October, which will allow us to better assess the impact on State School Fund revenue and make any necessary adjustments to our projections.

We will also be watching District expenses closely throughout the year. At this time, our budget projections appear to be in good shape for 2026–27. However, we are also looking ahead to the 2027–28 school year, making it important to monitor spending carefully and maintain a clear understanding of our ongoing financial commitments.

The District's annual audit will begin in the next couple of weeks. Open enrollment for the District has also recently concluded, and we will continue to monitor enrollment numbers as those results are reflected in our student counts.

Work is also beginning on Oregon's new Chart of Accounts. As a pilot district and early adopter, the Business Office will continue working with the Oregon Department of Education (ODE) and other pilot districts throughout the 2026–27 school year to help develop and implement the new accounting structure. This will remain a significant area of focus for the Business Office this year.

Overall, the District's financial activity for the beginning of the 2026–27 fiscal year is in line with expectations. While there is still limited data available this early in the year, we will continue to closely monitor ADM, timber revenue, and expenditures and will make adjustments to our projections as additional information becomes available.

Regular Board Session
Monday, August 10, 2026 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 August 10th, 2026 agenda as presented. This motion, made by Leslee Sipp 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
2. Recognitions
   2.1. Summer Learning Program
   The District secured a grant for a summer learning program which allowed us to provide low-cost care options for students over the summer. The programs were robust and had good participation. Champions continue to be a strong partner of ours, providing before and after school, as well as summer care.
3. Audience Comment
   No Public comments were received.
4. Presentations/Reports
   4.1. Superintendent's Report
   Dr. Sica shared an update on the ongoing progress of the District. Summer work included a review of District processes to improve efficiency.

- Discussed a recent Senate Bill regarding attendance, grad rate and various literacy reporting.
- May need to move the October meeting to accommodate a joint session.
- The Board will be asked to approve a new policy in September (insert details).
- Shared an update on budget revenue.
- Shared a list of the committees that Board members can participate in.

The full report is attached to the agenda.

   4.2. Financial Update
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
The financial update is attached to the agenda. Board members should email the Business Manager with any questions.

5.1. Approval of Regular Board Meeting Minutes, June 8, 2026
5.2. Approval of Board Work Session Minutes, June 8, 2026
5.3. Routine Personnel Matters
5.4. Adopt new Banks School District Science Curriculum Addendum
5.5. Approve Administrative Assistant job description

6. Discussion Items
   6.1. Auxiliary Gym Naming Process
   The Board agreed that it is fine to wait on the name signage until a decision is made. The district will survey the community, staff and students, for naming ideas and feedback.
7. Action Items
8. Closing
   8.1. Upcoming items
      8.1.1. 8/18/2026: Welcome Back Breakfast
      8.1.2. 8/18/2026-8/21/2026: Teacher Inservice
      8.1.3. 8/24/2026: First Day for 6th, 9th & New Students
      8.1.4. 8/25/2026: First day for 1st-12th grades
      8.1.5. 9/14/2026: Next Board Meeting
   8.2. Board Comments
   Member Streblow: Great to see all the progress and to know that the locker rooms will be ready for the school year. Is looking forward to the school year.

   Member Sipp: Excited to be back and is excited about the construction progress. Gave a shout-out to the FFA students for their participation in the fair recently.

   Member Mazurkiweicz: Many of our students have been affected by loss over the summer and wonders what we can do as a learning community to come together to help support the impacted students. Is also really excited for the students, and for work and problem solving needed for the multiple construction projects.

   Chairman Frame: XXXXXX, Looking forward to the school year.
9. Adjourn

Northwest Regional Education Service District

Interim Monthly Government Relations Update - June/July Edition

"What's Next in Ed Tech, AI and Social Media"

Sen. Reynolds, Rep. Dobson, Rep. Levy, and Rep. Wallan are leading a push to put significant limits on AI and screentime in public schools in Oregon. They hosted a "What's next in EdTech, A.I. and Social Media" virtual townhall in June, please find a link to the recording here. Current policies being floated are:

- No screens or individual devices in Pre-K through 2nd grade
- Screen time limits for older children
- Codifying the cell phone ban executive order
- Requirements for Ed Tech companies to register with the state and align with curriculum and state education goals
- Data protections for students

Some initial concerns with the policy ideas is adequate technology literacy for students that is not stunted going into 3rd grade; interim testing has been extended down to Kindergarten and many of the test providers require screens to complete; while some students have access to devices at home other students rely on school to interact with any sort of technology.

Interim Legislative Work Groups

QEM Modernization Work Group

SB 1555 would have disbanded the Quality Education Commission (QEC) and changed how the Quality Education Model (QEM) was calculated. While this modernization effort may be necessary, legislative champions (Sen. Sollman and Rep. Ruiz) did not have buy-in before they launched the concept and it failed during the 2026 Short Session. Rep. McLain has started convening stakeholders to discuss what QEM modernization looks like and what changes stakeholders would like to see from SB 1555. It is unclear who will introduce future legislation on this topic, but it could morph beyond the QEM and QEC and address more broadly education funding.

Class Size Bargaining

After HB 4011(2026) failed to progress through the House Labor Committee, Rep. Grayber (Chair of House Labor) has convened a work group on class size as a mandatory subject of bargaining. Rep. Rieke Smith, Rep. Fragala, Rep. McIntire are also a part of the group. Rep. Rieke Smith and Rep. Fragala, both of whom are on the House Education Committee are facilitating

the conversation. There is still strong interest from labor in doing things around class size. In a conversation with Rep. Grayber after the first work group meeting, she did not seem to think there would be consensus on a path forward.

Leadership Changes at ODE and SBE

Lindsay Baker New Interim Deputy Director of Operations

With Dr. Tenneal Wetherall's departure, Lindsay Baker, ODE's Strategic Initiatives Officer, will serve as Interim Deputy Director of Operations. The Strategic Initiatives Officer position will not be backfilled at this time. Later this year we will begin a recruitment process for a permanent Deputy Director of Operations. Reach out to Lindsay regarding any of ODE's operational areas (Child Nutrition Services, Finance & Administration, Information Technology, Human Resources, and Transportation & Fingerprinting).

State Board of Education Changes

- Becky Tymchuk, a NWRESD Board Member, has stepped off the State Board (was a non-voting member board advisor).
- Shimiko Montgomery's term has expired. While she had sought reappointment and had hoped to be the next Chair. The governor declined to reappoint her.
- Vicky López Sánchez of PCC will no longer be on the Board
- New Leadership for the State Board will likely be as follows:
    - Cynthia Richardson, Chair
    - Libra Forde, Vice-Chair
    - Mona Khalil, Second Vice-Chair

WEA Education Summit - August 27

Join the Westside Economic Alliance on August 27 at PCC Rock Creek to hear from three education leaders as they break down what they think underlies Oregon's Education System's woes. They will be facilitated by Senator Courtney Neron Misslin, a retired teacher, who currently serves on the Senate Interim Committee on Education.

Featuring:

- Travis Reiman, Superintendent of Hillsboro School District
- Dan Goldman, Superintendent of Northwest Regional Education Service District
- Andy Saultz, Dean of Lewis & Clark Graduate School of Education and Counseling

Gov. Kotek Releases Prosperity Council Report

On June 25, 2026, the Governor's Prosperity Council delivered its final report to Governor Kotek: *Recommendations for Oregon's Long-Term Competitiveness and Prosperity*. Kotek created the Governor's Prosperity Council in January 2026 to advise her on near- and long-term strategies to achieve the goals in her Prosperity Roadmap. The Council's 15 members represent different regions of the state, critical industry sectors, and labor - dedicated to the advancement of Oregon's economic prosperity and growth. Their charge is to recommend actionable steps to accelerate Oregon's economy, create good paying jobs, and recruit and grow Oregon's businesses. Many of the Council's recommendations will be turned into legislation and shape the workforce development conversation. A few key highlights include:

- Recommendations to reform the corporate activities tax (CAT) in a revenue neutral way, focusing on increasing the filing and taxability threshold from $1 million to $2 million to reduce burdens on small business, while also moving to a subtractive method that allows a complete deduction of input costs while preserving the administrative structure. (See page 19).
- While the talent development section (see pages 29-31) has the greatest nexus to education, it is primarily focused on higher education. However, the report suggest the state should aim to rank in the top 10 for math and reading; expand STEM and AI programs; and expand career connected learning, apprenticeships, bridge programs, dual credits, and industry partnerships.

Governor Kotek's Early Childhood Care and Learning System Roundtable Update

The Governor's Early Childhood Care & Learning Systems Roundtable has been charged with advancing statewide expansion of access to affordable, high-quality, equitable 0-3 care and preschool options, regardless of zip code, through scalable, sustainable strategies.

Phase 1 of the Roundtable is focused on Improving and strengthening existing programs to make the best use of existing resources. Phase 1 is taking place from April through September, 2026. Phase 2 of the Roundtable will focus on infant-toddler care, and Phase 3 will focus on expanding access to preschool care.

Currently, Children's Institute, the convener of the roundtable on the Governor's behalf is soliciting input on Phase 1. Here are the ways people can be involved:

- Attend a Roundtable Listening Session.The last roundtable is July 28th from 6-7 p.m. RSVP here.
- Complete the Roundtable Survey. You can also share this survey with your networks - we have provided a sample e-mail. The survey will close on Friday, August 7.

  English: https://www.surveymonkey.com/r/H8GGYZT
  Spanish: https://es.surveymonkey.com/r/H7QTTNT

Do you need this survey in Simplified Chinese, Vietnamese, or Russian? E-mail elena.barreto@childinst.org.

Questions? Contact Jenna Jones, Director of Government Relations - jejones@nwresd.k12.or.us or 503-850-8353 (call or text)

Superintendent’s Report to the Banks School Board

Summer 2026 Update

Summer District Operations and Preparation

Although students and most school-based staff are away during the summer, significant work continues throughout the district. This summer, district leadership and year-round staff have focused on improving the systems that support the daily operations of the district, including human resources, business services, facilities, and other administrative functions. This work is intended to strengthen efficiency, improve consistency, and ensure that our schools and departments are prepared to support students and staff throughout the coming year.

Staff have also been preparing for the return of students, including implementing curriculum changes and preparing the materials, training, and support necessary for successful instruction. The most significant curriculum change for the 2026–27 school year is the implementation of the district’s new science curriculum.

The district is also preparing to implement the new statewide accountability system established through Senate Bill 141. This work will require coordination among district leadership, principals, teachers, and support staff as we align district goals, improvement plans, instructional systems, and reporting practices with the new state requirements.

Bond and Facilities Work

Banks Elementary School

Several important facility improvements are underway or have been completed at Banks Elementary School. These projects include the installation of new boilers and new rooftop heating and ventilation units. Together, these improvements will increase the reliability and efficiency of the school’s mechanical systems and improve the learning environment for students and staff.

Auxiliary Gym

Construction of the auxiliary gym continues to progress. The project remains on track for a late fall or early winter opening. Once completed, the facility will provide additional instructional, athletic, and community-use space.

Locker Rooms

The high school locker room project will be completed in time for the beginning of fall sports. The renovated men's and women's locker rooms now have equal space and comparable layouts. The project also created additional space for officials and other event-related needs.

High School Addition

During excavation for the high school addition, an underground oil tank and associated contaminated soil were discovered. The tank and affected soil were properly removed and remediated in accordance with Oregon Department of Environmental Quality standards.

The remediation work caused a delay in the original construction schedule. In response, the contractor developed a recovery and acceleration schedule. That plan is currently being followed, and the project is slightly ahead of the revised pace established in the recovery schedule.

The anticipated move-in date remains August 2027.

Looking Ahead

October Joint Work Session

The Board may wish to consider changing the date of the joint work session currently planned for October. Additional discussion will be needed to determine the preferred date and confirm availability with the other participating entities. This will be discussed in the August Board meeting.

Immediate Policy Action (September Meeting)

The Board will be asked to consider a policy through a single-reading process because of a new Oregon law taking effect in late September 2026. The policy relates to district procedures for notifying the community if Immigration and Customs Enforcement officers enter or seek access to a district campus.

Because the law will take effect before the Board's normal policy-adoption timeline could be completed, expedited consideration will be necessary. The administration will provide the proposed policy, applicable legal references, and recommended procedures for the Board's review.

E-Rate Funding

The federal E-Rate program has been used by the district to reduce the cost of internet access, network infrastructure, and other eligible connectivity services. Potential reductions to the

E-Rate program would not have an immediate financial effect on the district because Banks has already exhausted its available allocation for the next two years. However, reductions in future E-Rate funding could significantly limit the district's ability to maintain and improve the connected services required for instruction, communication, safety, and district operations.

Issues to Monitor Throughout the Year

2027 Legislative Session

The district will continue monitoring and participating in discussions related to the 2027 legislative session. Two early topics are particularly important to Banks School District and other Oregon school districts.

Current Service Level Funding

The methodology used to calculate the Current Service Level for the State School Fund was updated during previous legislative sessions. As a result, there appears to be broader agreement than in recent years regarding the preliminary funding target for the 2027–29 biennium.

Although there is greater consensus regarding the amount needed to maintain current services, identifying the revenue necessary to reach that target will remain extremely difficult. This challenge is due in significant part to reduced state revenue associated with the federal HR-1 tax legislation and the resulting effects on state Medicaid obligations and other human services programs.

These financial pressures will create increased competition for limited state General Fund resources, including the resources needed to adequately fund Oregon's public schools.

Special Education Funding

The district will also continue advocating for full and adequate state funding of special education services. Oregon school districts collectively redirect approximately $400 million from their general operating funds each biennium to provide legally and ethically required services for students with disabilities.

The state's special education funding formula is currently capped at 11% of district enrollment. However, many districts, including Banks, serve special education populations approaching 15% of enrollment. The current funding model provides very limited relief for districts serving students above the 11% cap.

These services are essential and legally required. However, when the state does not fully fund them, districts must use General Fund resources that would otherwise support classroom instruction, staffing, programs, and other services for students. Banks School District will

continue advocating for a funding model that more accurately reflects the actual number of students receiving special education services and the cost of meeting their needs.

Accountability, Goals, and Board Reporting

The implementation of Oregon's new accountability system will be a major area of focus throughout the 2026–27 school year. The district will provide the Board with regular updates regarding state requirements, district performance measures, improvement strategies, and progress toward established goals.

The preliminary schedule for these updates is as follows:

September: Presentation of district goals and accompanying action plans for the 2026–27 school year.

October: The first of three required accountability reports to the Board.

April: The second of three required accountability reports to the Board.

June: The third of three required accountability reports to the Board.

Additional reports and updates will be scheduled throughout the year in accordance with state requirements and the Board's adopted calendar. These reports will allow the Board and community to monitor progress, understand emerging challenges, and evaluate the effectiveness of the district's improvement strategies.

Board Representation on Committees

In September of 2025 the Board and Superintendent re-engaged with our agreements, in particular those that referenced Board involvement on Superintendent Advisory Committees. The following committees were in place during the 2025-2026 school year and the Board representative is listed. A list of committees will be available in August where board members will have the opportunity to express interest in joining.

- Bond Steering Committee/Owner/Architect/Contractor
    - Meets weekly to review changes in scope, timeline, and budget. Previews items to be discussed in other committees and public events. Is the main decision making body for the Bond Projects.
- Bond Management Team (**Will Moore)**
    - Meets weekly for informal status checks with our owner's representative. The Banks City Council/School Liaison also participates
- Bond Oversight Committee

    - Meetings quarterly or as needed to inform the superintendent, board, and community if the district is working within the “bond promise”. Formally reports to the board following every meeting.

- Community Curriculum Advisory Team
    - Reviews the work of our internal curriculum teams. Give community voice to our implementation of state standards and appropriate curricular materials.
- Contract Negotiations/Review (**Will Moore?)**
    - Meets in the Spring to collaborate with our labor partners regarding contracts. Procedures are explicitly outlined in statute and CBA’s In the Spring of 2027, we will be working with our Classified Bargaining Unit.
- Strategic Plan Review
    - The Banks School District Strategic Plan is set for its five year review during the 2027-2028 school year. A committee will be established in the Spring of 2027 to formalize the process.
- Student Success Committee
    - By statute, Board Members and Superintendents are not to be on this committee

July Financial Report

The July financial report is still a work in progress. We are currently setting up payroll for the 2026–27 fiscal year, and the projected payroll amounts included in this report are based on 2025–26 data. These figures will be updated as the new payroll is finalized and purchase orders and other expenditures are fully encumbered.

The District has received its double State School Fund payment for July. The payment was calculated using an Average Daily Membership (ADM) of 1,060. We will continue to monitor enrollment closely as student counts become available and will adjust revenue projections as needed throughout the year.

In the spring of the 2025–26 school year, we successfully completed the migration of our financial software to the cloud-hosted platform as part of an early implementation. While this transition will require some adjustments during the 2026–27 fiscal year, we expect the new system to improve efficiency and streamline our financial operations.

We are also working to expand online services for our families by implementing an online student fee payment system. Once completed, families will have the option to conveniently pay student fees online if they choose.

Banks School District is participating as an early adopter as a pilot district for Oregon's new Chart of Accounts. Throughout the 2026–27 school year, we will work collaboratively with the Oregon Department of Education (ODE) and other pilot districts to help develop and implement the new accounting structure. This will be a significant undertaking and one of the Business Office's primary areas of focus this year.

Finally, the District has not yet received Quarter 4 timber revenue. We anticipate receiving those funds soon and will provide an update once they have been received.

100 GENERAL FUND | Revenue & Expense Summary
Fiscal Year 2025-26
For the Period Ending July 31, 2026

REVENUES	Period 1 Actual 26-Jul	Period 2 Projected 26-Aug	Period 3 Projected 26-Sep	Period 4 Projected 26-Oct	Period 5 Projected 26-Nov	Period 6 Projected 26-Dec	Period 7 Projected 27-Jan	Period 8 Projected 27-Feb	Period 9 Projected 27-Mar	Period 10 Projected 27-Apr	Period 11 Projected 27-May	Period 12 Projected 27-Jun	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	4,299,439	-	(271,067)	
County School Funds	-	-	-	-	17,500	-	-	-	-	-	17,500	-	35,000	35,000	-	-	
State School Fund	1,621,666	810,638	810,638	810,638	810,638	810,638	810,638	810,638	810,638	810,638	810,638	-	8,106,380	9,579,728	1,621,666	(1,473,348)	17%
Common School Fund	80,835	-	-	-	-	-	80,835	-	-	-	-	-	80,835	159,874	80,835	(79,039)	51%
State Managed Timber	-	-	-	-	187,500	-	-	187,500	-	-	187,500	187,500	750,000	750,000	-	-	
SSF Formula Total	**1,702,501**	**810,638**	**819,528**	**815,202**	**1,937,234**	**3,663,514**	**922,208**	**1,016,839**	**882,473**	**822,521**	**1,026,336**	**284,094**	**13,000,587**	**14,824,041**	**1,702,501**	**(1,823,454)**	**11%**
Local Sources (1000)	-	19,538	17,035	15,389	13,655	25,111	24,545	1,976	19,279	20,629	21,931	22,893	201,981	239,000	-	(37,019)	0%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Sources (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	148,875	-	(148,875)	
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Revenue	**1,702,501**	**830,176**	**836,563**	**830,591**	**1,950,889**	**3,688,625**	**946,753**	**1,018,815**	**901,752**	**843,150**	**1,048,267**	**306,987**	**13,202,568**	**15,211,916**	**1,702,501**	**(2,009,348)**	**11%**
Beginning Fund Balance (5400)	1,589,500	-	-	-	-	-	-	-	-	-	-	-	1,589,500	1,589,500	-	-	0%
Total Monthly Revenues	**3,292,001**	**830,176**	**836,563**	**830,591**	**1,950,889**	**3,688,625**	**946,753**	**1,018,815**	**901,752**	**843,150**	**1,048,267**	**306,987**	**14,792,068**	**16,801,416**	**1,702,501**	**(2,009,348)**	**10%**
CUMULATIVE RESOURCES	**3,292,001**	**4,122,177**	**4,958,740**	**5,789,331**	**7,740,220**	**11,428,845**	**12,375,598**	**13,394,413**	**14,296,165**	**15,139,315**	**16,187,582**	**16,494,569**					
EXPENDITURES BY OBJECT																	
Salaries (100)	128,304	145,097	596,092	582,346	577,577	574,784	573,068	575,455	569,963	530,462	573,558	1,433,954	6,732,355	6,947,817	128,304	(215,462)	2%
Employee Benefits (200)	72,418	87,382	367,775	328,473	364,207	358,743	318,807	359,227	359,843	287,002	366,973	904,017	4,102,450	4,549,599	72,418	(447,149)	2%
Purchased Services (300)	58,955	236,516	90,198	126,199	361,294	260,190	239,380	192,088	159,588	204,911	266,120	421,716	2,558,200	2,801,100	58,955	(242,900)	2%
Supplies & Materials (400)	12,039	46,874	55,559	26,550	32,442	9,806	17,536	36,635	28,783	24,928	18,563	28,174	325,850	301,100	12,039	24,750	4%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Insurance/Other (600)	11,717	10,068	2,541	3,716	2,627	763	1,139	1,402	4,205	1,463	1,137	3,489	32,550	244,500	11,717	(211,950)	5%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	-	-	611,300	611,300	611,300	611,300	-	100%
Total Operating Expenditures	**283,432**	**525,937**	**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**	**3,402,650**	**14,362,705**	**15,455,416**	**894,732**	**(1,092,711)**	**6%**
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	560,300	560,300	500,000	-	60,300	0%
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	846,000	846,000	846,000	-	-	0%
Total Monthly Expenditures	**283,432**	**525,937**	**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**	**4,808,950**	**15,769,005**	**16,801,416**	**894,732**	**(1,032,411)**	**5%**
CUMULATIVE EXPENDITURES	**283,432**	**809,370**	**1,921,535**	**2,988,819**	**4,326,966**	**5,531,251**	**6,681,181**	**7,845,988**	**8,968,371**	**10,017,136**	**11,243,488**	**16,052,438**					
Month-end Fund Balance	**3,008,569**	**3,312,807**	**3,037,205**	**2,800,512**	**3,413,254**	**5,897,594**	**5,694,417**	**5,548,425**	**5,327,794**	**5,122,179**	**4,944,094**	**442,132**			**807,769**	**(976,937)**	
EXPENDITURES BY FUNCTION																	
Instruction (1000)	2,298	29,854	682,100	668,859	682,820	745,474	650,404	680,291	666,543	564,664	739,702	1,989,408	8,100,118	8,263,769	2,298	(163,651)	0%
Support Services (2000)	281,134	496,084	430,065	398,423	655,327	458,812	499,526	484,517	455,840	484,102	486,649	862,242	5,711,587	6,580,347	281,134	(868,760)	4%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Uses (5000)	-	-	-	-	-	-	-	-	-	-	-	611,300	611,300	611,300	-	-	
Total Operating Expenditures	**283,432**	**525,937**	**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**	**3,462,950**	**14,423,004**	**15,455,416**	**283,432**	**(1,032,412)**	**2%**
Contingencies (6000)	-	-	-	-	-	-	-	-	-	-	-	500,000	500,000	500,000	-	-	0%
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	-	-	-	-	-	846,000	846,000	846,000	-	-	0%
Total Monthly Expenditures	**283,432**	**525,937**	**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**	**4,808,950**	**15,769,004**	**16,801,416**	**283,432**	**(1,032,412)**	**2%**
CUMULATIVE EXPENDITURES	**283,432**	**809,370**	**1,921,535**	**2,988,817**	**4,326,964**	**5,531,250**	**6,681,180**	**7,845,987**	**8,968,371**	**10,017,136**	**11,243,487**	**16,052,437**					
Month-end Fund Balance	**3,008,569**	**3,312,807**	**3,037,205**	**2,800,514**	**3,413,255**	**5,897,595**	**5,694,418**	**5,548,425**	**5,327,795**	**5,122,179**	**4,944,095**	**442,132**			**807,769**	**(976,937)**	

Regular Board Session
Monday, June 8, 2026 6:10 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 June 8th, 2026 agenda as presented. This motion, made by Leslee Sipp 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
     BHS Rep, Sawyer Peterson, presented an update on the high school 2026 accomplishments, events and activities. The full report is attached to the agenda.
2. Recognitions
   - 2.1. 2026 Graduates
   - 2.2. 2026 Retirees
3. Audience Comment
4. Presentations/Reports
   - 4.1. Science Field Club
     Science Field Trip Club members were present to share information about their club, inlcuding the club's mission, membership, prior and upcoming trips. The full report is attached to the agenda.
   - 4.2. Superintendent's Report
     Dr. Sica presented the June Superintendent's report. The full report is attached to the agenda.
   - 4.3. Financial Update
     Business Manager, Jennifer Collins presented the June Fiscal report to the Board. The full report is attached to the agenda.
5. Consent
   I make a motion to approve the Consent Agenda Items 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

5.1. Approval of May 11th, 2026 Board Work Session Minutes
5.2. Approval of May 11th 2026 Regular Board Meeting Minutes
5.3. Approve Minutes for the May 14th, 2026 First Meeting of the Budget Committee
5.4. Approval of May 14th 2026 Special Session Board Meeting Minutes
5.5. Routine Personnel Matters
5.6. Approve (2nd Reading) of OSBA Policy Updates
5.7. Adopt the new Banks School District Science Curriculum
5.8. Approve Furniture Vendor for Bond Project
5.9. Approve summer overnight, out of state field trip for Boys Basketball.
5.10. Approval of School and Building Use Fees 2026-27
5.11. Bond Oversight Committee

6. Discussion Items
7. Action Items

7.1. 2026-27 Organizational Appointments & Designations; **2526-JUN01**
I make a motion to approve Resolution 2526-JUN01 for Organizational Appointments and Designations. 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

7.2. Adopt the 2026-27 Banks School District Budget
I motion to approve RESOLUTION #2026-JUNE-08, which includes resolutions to adopt the budget, make appropriations, impose tax levies, and categorize each tax by its Measure 5 category for fiscal year 2026-27. 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

7.3. Approval of the 2026-2029 BEA Bargaining Agreement
I move to approve the 2026-2029 Licensed Collective Bargaining agreement between the Banks School District and the Banks Education Association, pending successful ratification by the association. 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

7.4. Approval of the 1 year extension of the Superintendent's contract
I make a motion to approve the 1 year Superintendent's Contract extension. 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

7.5. Elect 2026-27 Board Chair

7.5.1. Nominate 2026-27 Board Chair

I make a motion to nominate Ron Frame for Board Chair for the 2026-27 school year. 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

7.5.2. Elect 2026-27 Board Chair

7.5.3. Vote for 2026-27 Board Chair

7.6. Elect 2026-27 Board Vice Chair

7.6.1. Nominate Vice Chair for the 2026-27 School Year

I make a motion to elect Corissa Mazurkiewicz as the 2026-27 Board Chair. This motion, made by Ron Frame 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

7.6.2. Elect 2026-27 Board Vice Chair

7.6.3. Vote for 2026-27 Board Vice Chair

8. Closing

8.1. Upcoming items

8.1.1. 8/4/2026: National Night Out

8.1.2. 8/10/2026: Next Board Meeting

8.1.3. 8/25/2026: First Day of School for 1st-12th grades

8.2. Board Comments

Board members shared closing comments.

9. Adjourn

BHS SCIENCE FIELD CLUB

Sparking curiosity outside of the classroom

OUR MISSION & PURPOSE

- **Bridging the Gap:** As a small, rural school, us students rarely get science-focused field trips or direct access to labs, research centers, wildlife programs, and tech companies.
- **Real-World Experience:** This club fills that void by providing hands-on exposure to STEM environments outside the classroom.
- **Building Crucial Skills:** Beyond science, we focus on developing leadership, planning, teamwork, and communication skills essential for college and future careers.

GROWTH & ENGAGEMENT

- **30+ Active Members:** Incredible student turnout and consistent engagement throughout our very first year.
- **Student-Led Initiative:** Founded to give peers a meaningful, fun way to explore science together.

REGULAR MEETINGS

THE RECAP

Groups present their team slides from the previous trips.

THE BRIEFING

We introduce the next destination and the specific science we will see.

THE LOGISTICS

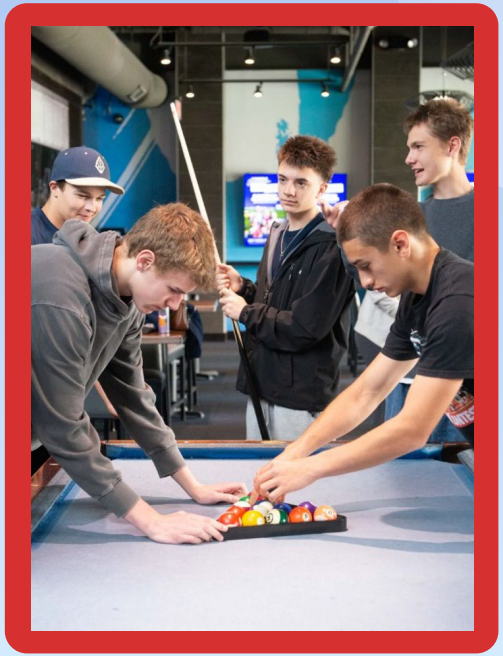
We cover the schedule, safety rules, and trip requirements.

THE TEAMS

Students assemble new Trip Teams for the upcoming visit.

TRIP TEAMS

We use Trip Teams to keep everyone engaged and learning. Roles refresh for each trip to keep things fresh.



TRIP TEAMS

NOTE TAKERS

Write down important facts, observations, and things the group learned.

PHOTOGRAPHERS

Take pictures of exhibits, wildlife, or demonstrations.

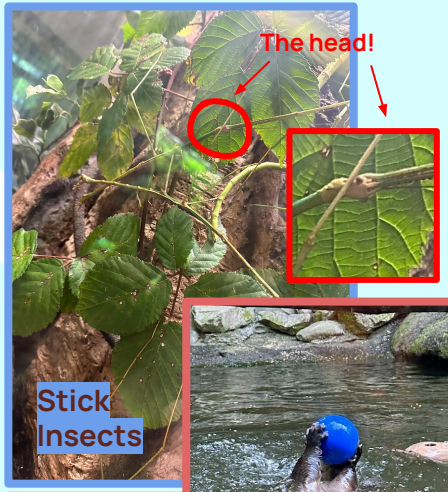
PRESENTATION CREATORS

Build a simple recap slide using the group's notes and photos.

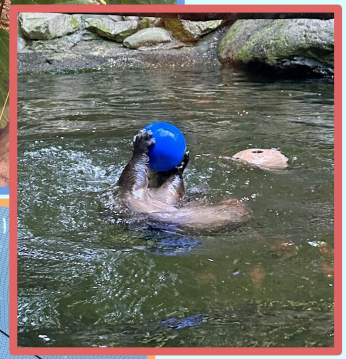
Noah, Mark, and Johnny

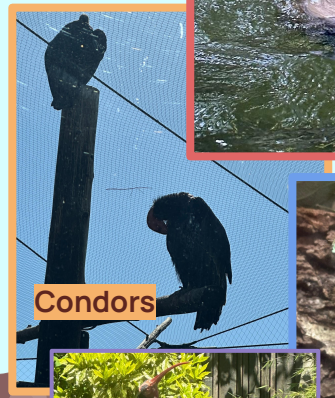
- We started by witnessing an amazing speech by the staff members at the zoo.
- We then proceed through the ticket gate, where we saw some mountain goats.
- After, we all got elephant ears and met with some of the other groups.
- After the group photo, we went to go see the giraffes—they were our favorite.
- On our departure, we explored the fascinating biodiversity of aquatic ecosystems and the specialized environments that sustain them.

Cassidy and Skylar



Stick Insects





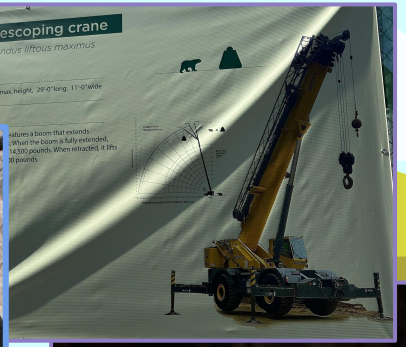
Condors

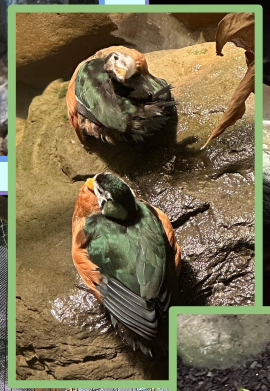
^ Leaf Insect

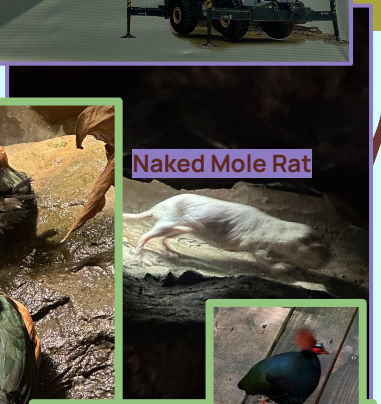
< Ibis I think??

- The otters were very playful, we saw how they streamlined themselves in the water.
- We saw the condors, who have bald heads because they are detritivores, and the baldness helps any gore dry and flake off in the sun.
- We learned that the polar bears Tasul and Conrad were the first in captivity to voluntarily have their blood drawn.
- We got to see how the zoo accommodates different environments. Some of the areas, like the aviary, were very hot and humid.
- We got to see camouflage in action in the bug area, with several different kinds of insect adapted to look like their environment, such as stick and leaf insects.

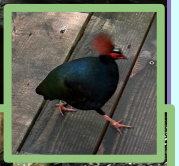
Death Feigning Beetle



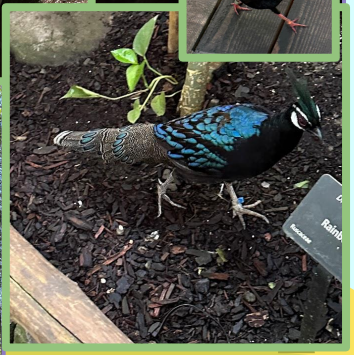




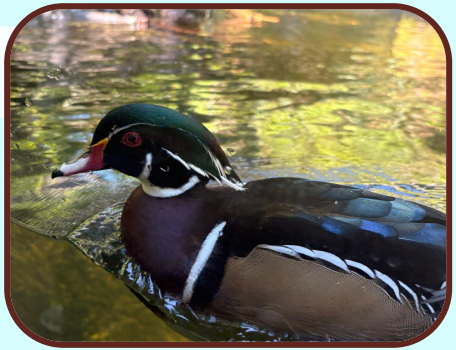
Naked Mole Rat

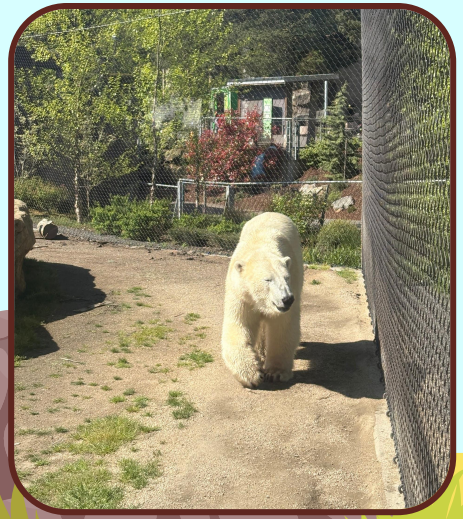


Cougar napping

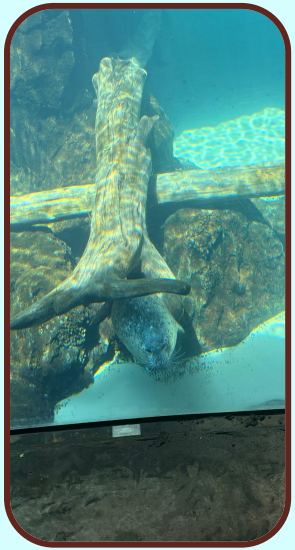


Wyatt, Jack, Terron, and Fisher



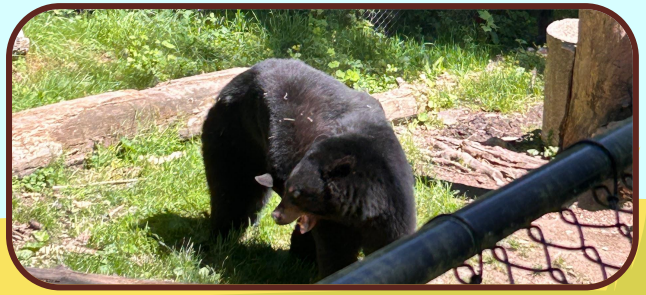


- We started the trip going over instructions and forming groups.
- We first saw a mountain goat, then saw two bears.
- After some more walking we saw birds, elephants and lots of marine animals.
- The best part of this trip was seeing the predators and the giraffes.
- We learned why animals go to the zoo, scientists need to learn how animals live and how to care for them so that they can preserve the species and in some cases save them from extinction.
- RIP zawadi the male lion.



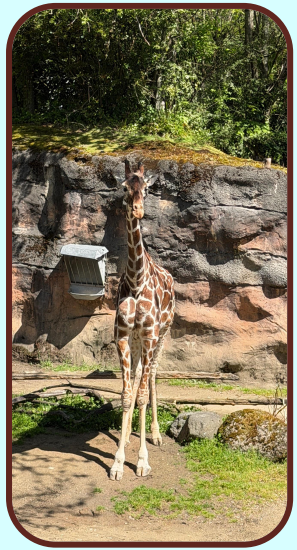
Adelaide, Malia, Leila, and Paula

- We saw the giraffes which were awesome and the otters which were really chill
- Paula had lots of fun mimicking the various animals and she did the sea lion in front of the sea lions
- We ate expensive elephant ears and cotton candy and then looked at the elephants for a while
- We learned how various animals require different habitats due to their different lifestyles, like how the bats were in a darker area

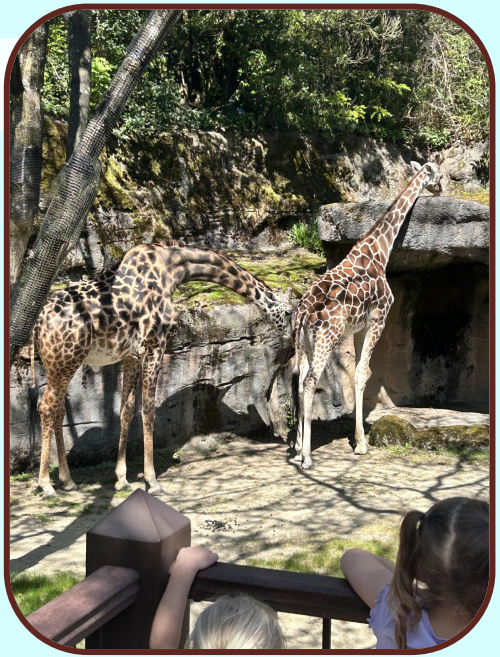


Khloe, Taylor, and Sydney

- We explored the safari and saw lots of animals like lions, giraffes and hippos
- We also learned that otters are very playful and love to swim around in the water
- We also saw the flamingos sleeping on one leg in their habitat



Saiyan, Damian, Ryder, Noah, Emmett, and Finan



- Emmett really wanted to go see the Orangutans, His favorite animal there.
- After entering the park we all stopped and grabbed an elephant ear.
- We went through the safari exhibit, saw giraffes, lions, tigers and rhinos.
- And the penguin exhibit didn't stink as bad as normal.

Jane, Kaitlin, Dylan, Bo, Justin, Kaden, Frank

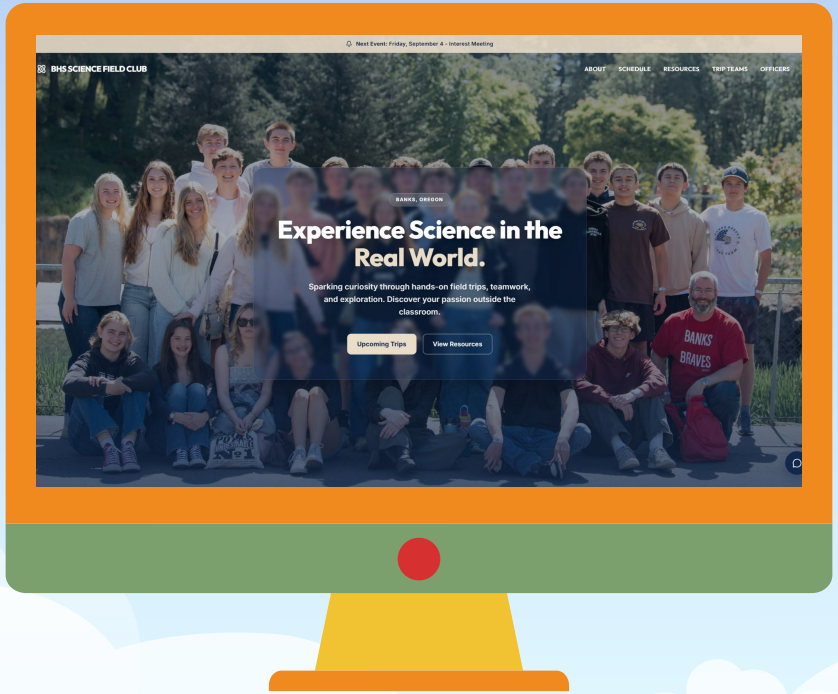
We learned a lot about animals' natural biomes and the specific habitat that the animals require (such as how the bird and reptile area was very warm and humid and the bat area was dark).

We learned about reproduction and why animals just do it in public with no shame. We have to recognize that it is normal animal activity; we have to be mature about animal functions, bodily fluids, and animal instincts.

Jane, Kaitlin, Dylan,
Bo, Justin, Kaden,
Frank

OUR WEBSITE

I developed a custom club website to organize resources, archive our journeys, and showcase student work.



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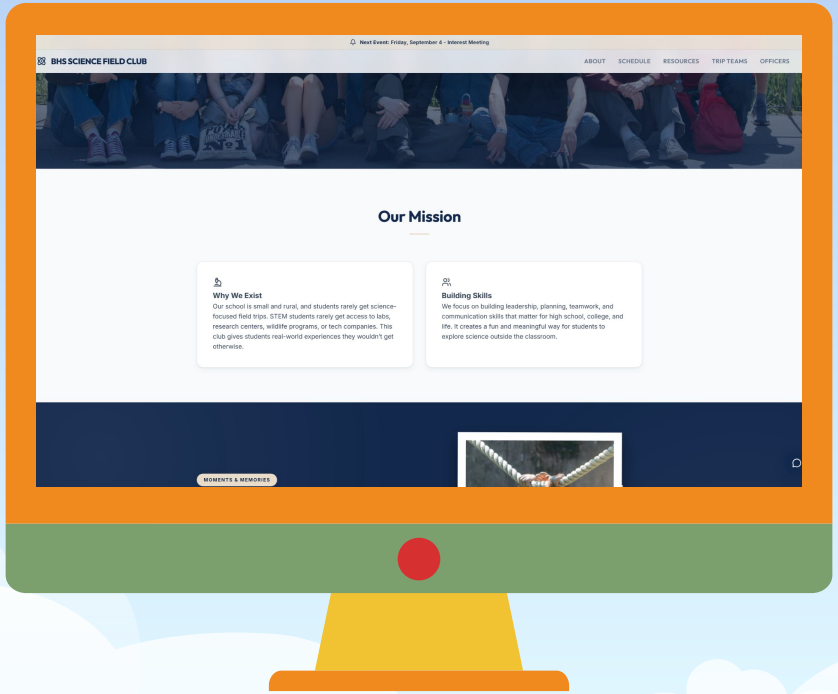

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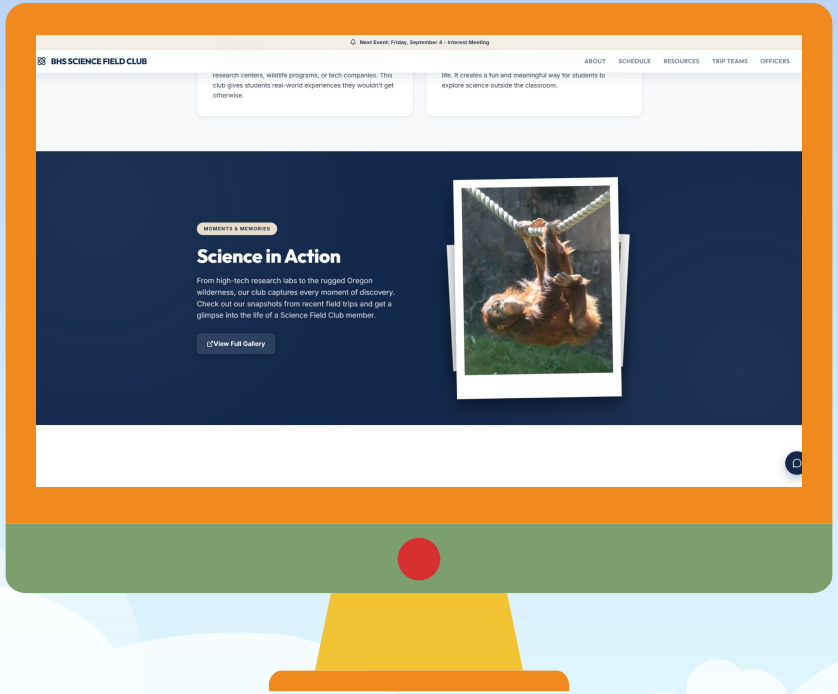

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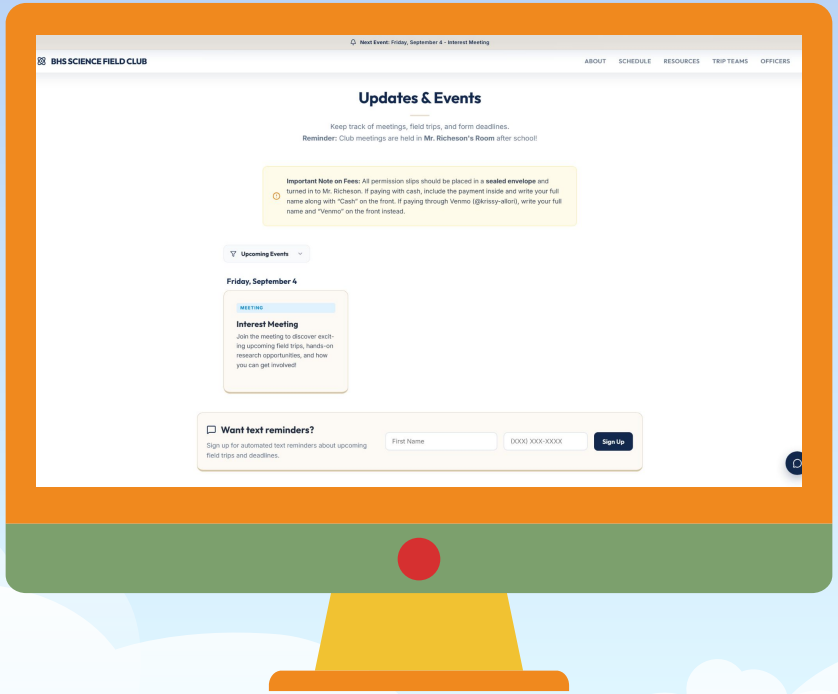

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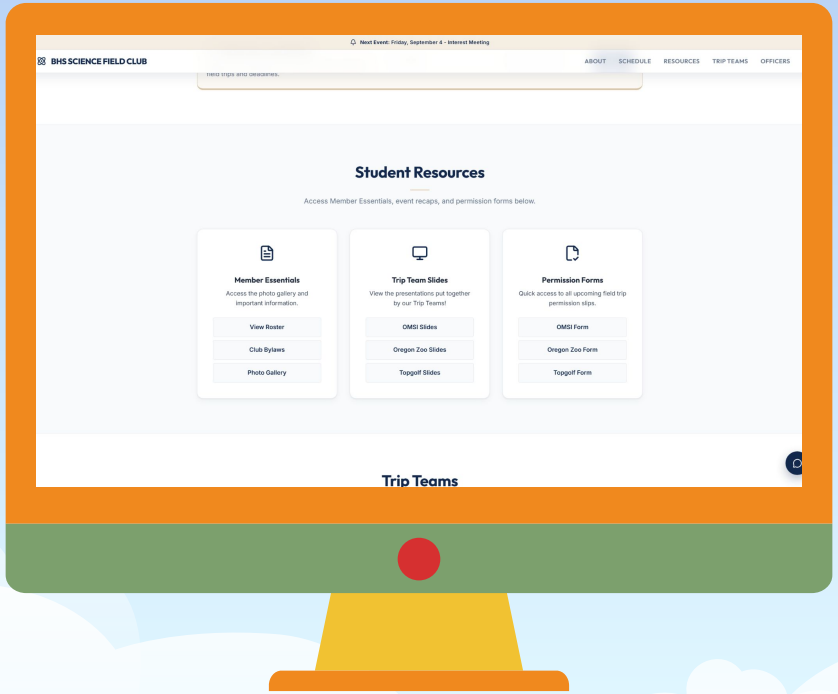

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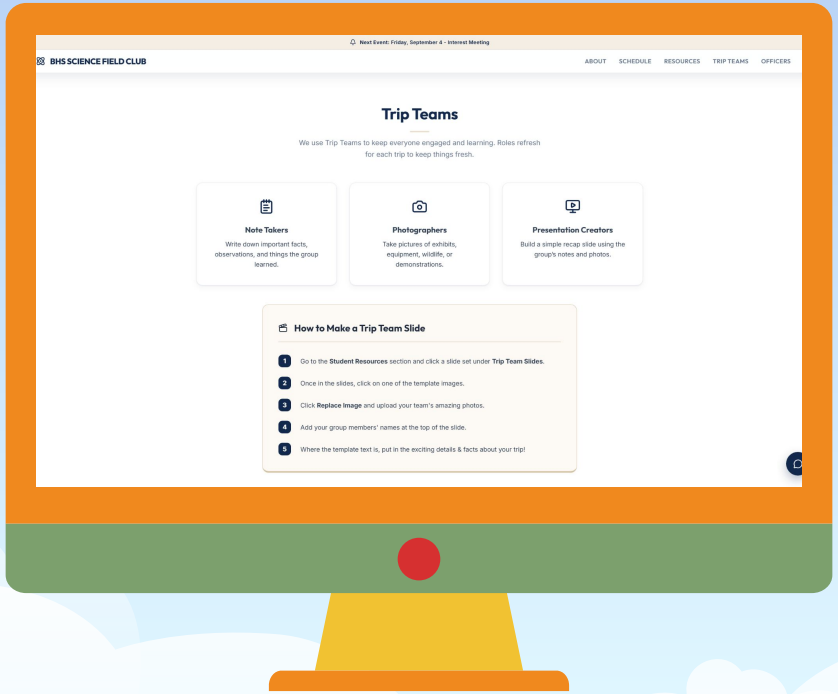

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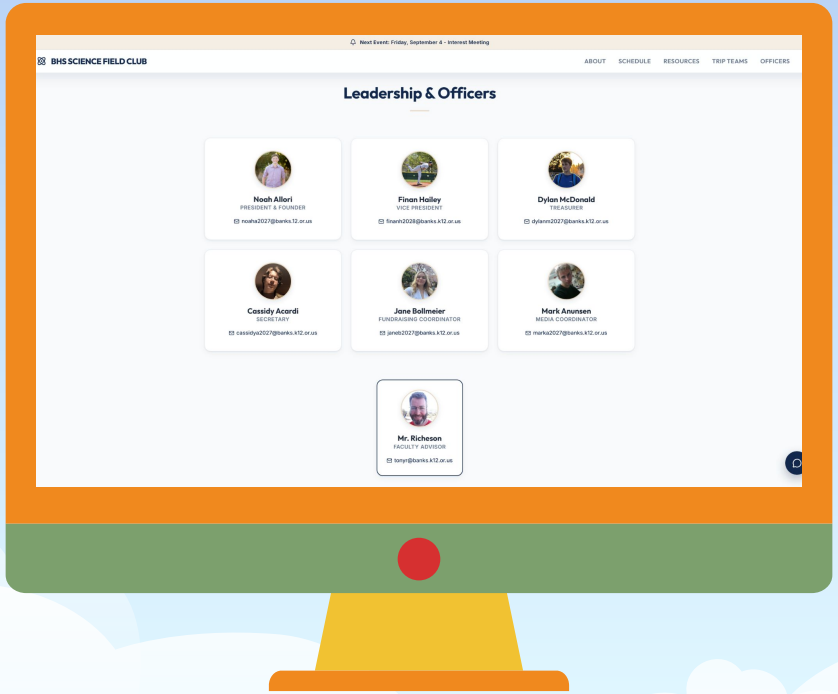

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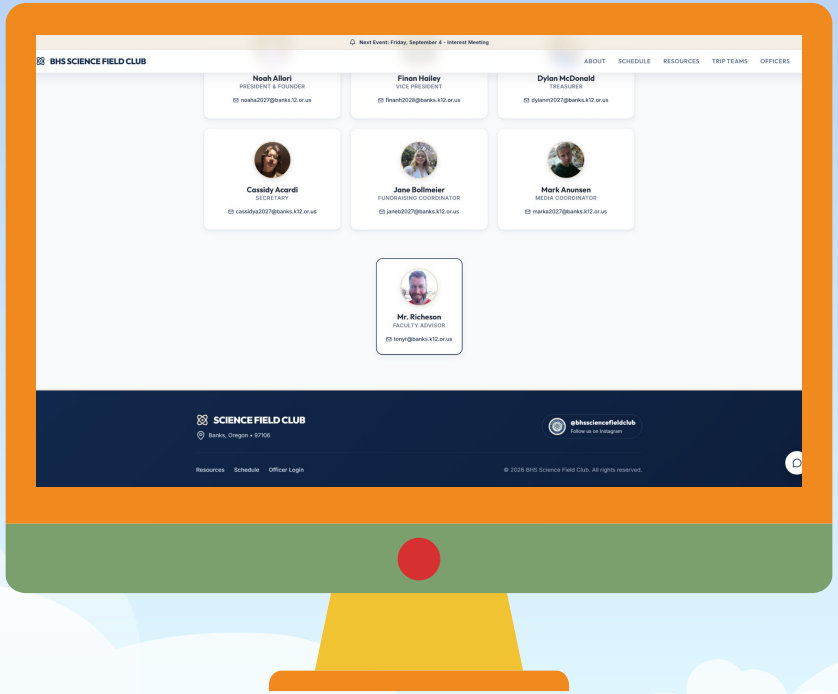


2026 TRIPS

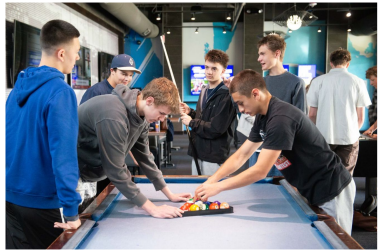
from the Ocean Floor
OMSI

OREGON ZOO

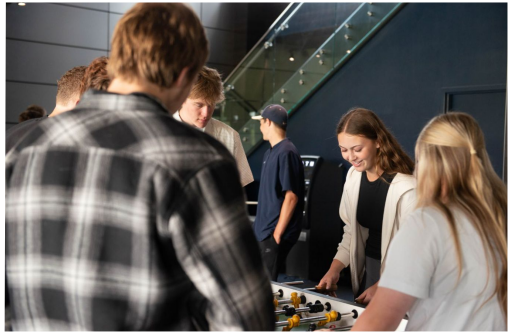
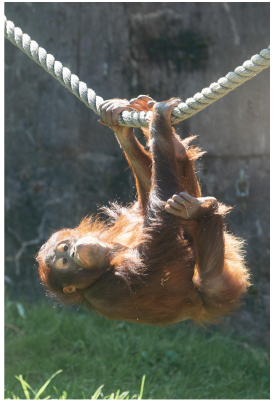
TOPGOLF

SEATTLE
EST 1851
WASHINGTON

Gas Giant



NASH.

ZOO RW

LOOKING AHEAD TO NEXT YEAR

01 FULL-YEAR SCHEDULE

Building on the momentum of our late-year launch, we will establish a consistent, monthly field trip schedule right from the start of the new school year.

02 STRATEGIC PLANNING

Trips will be carefully mapped around testing weeks to ensure balance.

03 SECURING GRANTS

Actively seeking grant opportunities to fund student entry fees, ensuring all trips remain accessible and affordable for every member.

THANKS!

Thanks for listening! Any questions?

Superintendent's Report

June 8, 2026

Cafeteria and Performing Arts Space

Board members have requested a report on the cafeteria/auditorium that focuses on the usage by our performing arts groups.

Background:

In the Spring of 2022 the Banks School District Community approved bond sales of just over $49M. Through premium pricing, state and federal grants, and interest earned, the budget for the project is estimated at approximately $59M. The rapid influx of resources is tremendous for the district and community as it allows for a near full replacement of the high school learning spaces as well as deferred maintenance across campus. However, it falls significantly short of meeting the full needs of the campus. For context, in 2018-2019 the firm DLR led a master planning/pre bond process that estimated the needs of the campus to be over $100M (not adjusted to current dollars). Because of this, the bond promise to the community was narrow:

Requirements:

- Replace the majority of the learning space at the high school with a two-story building
- Improve campus wide circulation and traffic flow
- Remodel the HS locker rooms to modernize and comply with TItle IX
- Add an Auxiliary Gym
- Upgrades to safety and security across the campus
- ES HVAC and Roof Repair.

The district continued to acknowledge that the capital needs far outweighed the scope. As a result, the district created a "wish list" that has evolved over time. The wish list represents projects of high need that are not funded by bond dollars. However, there is potential for wish list items to be funded if actual costs come in below budget. The district will consider adding wish list items in the fall of 2026.

Similarly, in January of 2025 the school board adopted a comprehensive master plan for the campus. The master plan includes upgrades to all facilities and assumes significant community growth.

Cafeteria/Performing Arts Space.

The adopted master plan includes a performing arts center to be added to campus. The center will be designed in coordination with expected upgrades to the east end of the existing high school campus that currently houses our music programs. However, the master plan is a long

range vision and the performing arts center is not part of any current projects. Because of this the cafeteria/auditorium was included in the wish list, with the following items:

- Exterior hallway refresh (paint/flooring)
    - Scheduled for the end of the high school remodel to ensure flow between the new and existing construction
- Interior wall repair (closing off the table storage for aesthetics)
    - Completed, Spring 2026
- Interior Paint
    - Completed Spring 2026
- Modernized Appliances
    - Completed Spring 2026
- HVAC Replacement
    - The Cafeteria HVAC was not operational. The unit has been replaced, however, the transition from no HVAC to a working unit has created challenges due to noise. We are currently managing through operational procedures with a more durable solution added to the wish list.
        - See HVAC Memo.
- New stage lights and curtain.
    - Planned for summer of 2027 pending bond budgets.
- Storage
    - Storage during construction will be a challenge until the project is complete. The former DO, Barn, and South Wing of the HS included storage space for custodial, maintenance, activities and athletics.
    - Replacement spaces are included in the maintenance wing of the Auxiliary Gym, the athletic space of the Auxiliary Gym, the Locker Room Refresh, and the design of the new high school.
        - In addition, the district has purchased two “Conex” storage containers and two portable classroom units.
    - All of the new storage space will be allocated by school administration when time allows.
    - All groups have been asked by school administration to purge items that are not regularly used. This includes everything from old athletic equipment for stage items of past performances.
        - Staff members tasked with leading these groups continue to be encouraged to work with school administration for unique solutions.

Golf Practice Facility

The development of Quail Valley Golf Course has created a void in practice space for the Banks Golf Team. The school Board approved the use of the space south of our Baseball field as the future site of an on-campus practice facility. Holt Homes donated $250K as well as surplus supplies from the former course. The Board also approved a detailed facilities plan in the Fall of 2025 that included a building, practice green, and additional features. A status update is below:

- The board approved Five Star Builders as the CM/GC for the project.
- There has been coordination with Holt Homes on the district receiving the driving range net and poles, but no date is set for delivery.
- A pre-application meeting was held with the City of Banks.
- A neighborhood meeting was conducted
    - See Slidedeck.
- There has been no additional fundraising completed
    - The internal team would like to proceed forward with the construction of the building and hitting net and engage fundraising for completion.
- The golf team has been practicing at Pumpkin Ridge Golf and Country Club in the interim.

Committees and Board Representation.

In September of 2025 the Board and Superintendent re-engaged with our agreements, in particular those that referenced Board involvement on Superintendent Advisory Committees. The following committees were in place during the 2025-2026 school year and the Board representative is listed. A list of committees will be available in August where board members will have the opportunity to express interest in joining.

- Bond Steering Committee/Owner/Architect/Contractor
    - Meets weekly to review changes in scope, timeline, and budget. Previews items to be discussed in other committees and public events. Is the main decision making body for the Bond Projects.
- Bond Management Team (**Will Moore)**
    - Meets weekly for informal status checks with our owner's representative. The Banks City Council/School Liaison also participates
- Bond Oversight Committee
    - Meetings quarterly or as needed to inform the superintendent, board, and community if the district is working within the "bond promise". Formally reports to the board following every meeting.
- Bond Design Team
    - Meets as needed to provide feedback on the design of the new high school addition.
- Long Range Facilities Planning Team
    - Meetings virtually (often asynchronous) and only as needed. Is charged with reviewing "non-bond" requests for facilities improvements (alignment to master plan, budget, etc).
- Traditions and Innovations Committee
    - Meets periodically to determine solutions regarding the transitions occurring from the bond projects.
- Community Curriculum Advisory Team
    - Reviews the work of our internal curriculum teams. Give community voice to our implementation of state standards and appropriate curricular materials.

- Contract Negotiations/Review (**Will Moore)**
    - Meets in the Spring to collaborate with our labor partners regarding contracts. Procedures are explicitly outlined in statute and CBA's In the Spring of 2026, we will be working with our Licensed Bargaining Unit.
- Student Success Committee
    - By statute, Board Members and Superintendents are not to be on this committee

100 GENERAL FUND | Revenue & Expense Summary
Fiscal Year 2025 - 2026
For the Period Ending May 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 Actual Feb '26	Period 9 Actual Mar '26	Period 10 Actual Apr '26	Period 11 Actual 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	20,673	73,929	8,718	38,640	88,670	4,166,804	4,028,372	4,078,134	138,432	101%
County School Funds	-	-	4,775	-	-	-	3,429	-	-	3,908	-	3,081	15,193	35,000	12,112	(19,807)	35%
State School Fund	1,573,545	786,300	786,300	786,172	786,172	778,649	778,649	778,649	746,316	746,316	710,276	0	9,257,344	9,326,423	9,257,344	(69,079)	99%
Common School Fund	79,937	-	-	-	-	-	-	80,835	-	-	-	5,804	166,576	159,874	160,772	6,702	101%
State Managed Timber	-	-	-	-	105,539	-	-	-	146,867	-	42,857	27,228	322,491	750,000	295,263	(427,509)	39%
SSF Formula Total	**1,653,482**	**786,300**	**797,260**	**792,623**	**1,624,938**	**3,905,780**	**845,259**	**880,157**	**967,113**	**758,942**	**791,772**	**124,783**	**13,928,408**	**14,299,669**	**13,803,625**	**(371,261)**	**97%**
Local Sources (1000)	20,152	16,836	18,620	21,346	15,510	23,342	21,887	20,617	21,550	18,120	18,205	15,430	231,615	191,000	216,186	40,615	113%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Sources (3000)	-	-	-	-	-	-	-	-	-	-	(8,365)	-	(8,365)	98,875	(8,365)	(107,240)	-8%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	1,113	-	-	1,113	-	1,113	1,113	
Other Sources (5000)	-	-	-	-	-	-	-	-	12,000	-	-	-	12,000	-	12,000	12,000	
Total Operating Revenue	**1,673,634**	**803,136**	**815,880**	**813,968**	**1,640,449**	**3,929,122**	**867,146**	**900,774**	**1,000,663**	**778,175**	**801,612**	**140,212**	**14,164,771**	**14,589,544**	**14,024,559**	**(424,773)**	**96%**
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**	**3,929,122**	**867,146**	**900,774**	**1,000,663**	**778,175**	**801,612**	**140,212**	**16,108,055**	**16,197,273**	**15,967,842**	**(89,218)**	**99%**
CUMULATIVE RESOURCES	**3,616,917**	**4,420,053**	**5,235,933**	**6,049,902**	**7,690,351**	**11,619,473**	**12,486,619**	**13,387,392**	**14,388,055**	**15,166,230**	**15,967,842**	**16,108,055**					
EXPENDITURES BY OBJECT																	
Salaries (100)	123,775	140,776	565,293	559,140	553,609	548,172	545,181	544,660	541,940	539,038	541,641	1,370,218	6,573,442	6,757,588	5,203,224	(184,145)	77%
Employee Benefits (200)	31,382	98,873	356,871	325,749	342,956	345,796	345,213	346,631	342,365	344,259	348,880	921,388	4,150,364	4,481,835	3,228,976	(331,471)	72%
Purchased Services (300)	44,115	179,842	221,730	135,813	333,754	187,731	404,942	112,251	306,466	270,403	294,964	342,972	2,834,983	2,558,200	2,492,011	276,783	97%
Supplies & Materials (400)	8,583	(940)	52,920	36,535	25,412	14,064	18,461	22,901	14,285	49,438	17,921	50,725	310,304	325,850	259,579	(15,546)	80%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Insurance/Other (600)	7,422	184,758	4,708	7,896	2,789	1,743	4,084	3,327	2,663	1,917	1,044	2,516	224,867	208,500	222,351	16,367	107%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	-	-	560,300	560,300	560,300	-	-	0%
Total Operating Expenditures	**215,277**	**603,309**	**1,201,522**	**1,065,133**	**1,258,520**	**1,097,506**	**1,317,881**	**1,029,770**	**1,207,720**	**1,205,055**	**1,204,450**	**3,248,119**	**14,654,260**	**14,892,273**	**11,406,141**	**(238,013)**	**77%**
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	-	-	805,000	-	(805,000)	0%
Total Monthly Expenditures	**215,277**	**603,309**	**1,201,522**	**1,065,133**	**1,258,520**	**1,097,506**	**1,317,881**	**1,029,770**	**1,207,720**	**1,205,055**	**1,204,450**	**3,248,119**	**14,654,260**	**16,197,273**	**11,406,141**	**(1,543,013)**	**70%**
CUMULATIVE EXPENDITURES	**215,277**	**818,586**	**2,020,107**	**3,085,240**	**4,343,760**	**5,441,266**	**6,759,147**	**7,788,917**	**8,996,636**	**10,201,691**	**11,406,141**	**14,654,260**					
Month-end Fund Balance	**3,401,640**	**3,601,468**	**3,215,826**	**2,964,662**	**3,346,591**	**6,178,206**	**5,727,471**	**5,598,475**	**5,391,418**	**4,964,539**	**4,561,701**	**1,453,794**			**4,561,701**	**1,453,794**	
EXPENDITURES BY FUNCTION																	
Instruction (1000)	(25,603)	20,343	647,065	635,683	670,485	625,673	740,470	632,475	630,340	674,600	708,770	2,024,472	7,984,771	8,321,414	5,960,299	(336,643)	72%
Support Services (2000)	240,880	582,966	554,457	429,450	588,035	471,833	577,411	397,295	577,380	530,455	495,680	663,347	6,109,189	6,010,559	5,445,842	98,631	91%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Uses (5000)	-	-	-	-	-	-	-	-	-	-	-	560,300	560,300	560,300	-	-	0%
Total Operating Expenditures	**215,277**	**603,309**	**1,201,522**	**1,065,133**	**1,258,520**	**1,097,506**	**1,317,881**	**1,029,770**	**1,207,720**	**1,205,055**	**1,204,450**	**3,248,119**	**14,654,260**	**14,892,273**	**11,406,141**	**(238,013)**	**77%**
Contingencies (6000)	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	-	-	-	-	-	-	-	805,000	-	(805,000)	0%
Total Monthly Expenditures	**215,277**	**603,309**	**1,201,522**	**1,065,133**	**1,258,520**	**1,097,506**	**1,317,881**	**1,029,770**	**1,207,720**	**1,205,055**	**1,204,450**	**3,248,119**	**14,654,260**	**16,197,273**	**11,406,141**	**(1,543,013)**	**70%**
CUMULATIVE EXPENDITURES	**215,277**	**818,586**	**2,020,107**	**3,085,240**	**4,343,760**	**5,441,266**	**6,759,147**	**7,788,917**	**8,996,636**	**10,201,691**	**11,406,141**	**14,654,260**					
Month-end Fund Balance	**3,401,640**	**3,601,468**	**3,215,826**	**2,964,662**	**3,346,591**	**6,178,206**	**5,727,471**	**5,598,475**	**5,391,418**	**4,964,539**	**4,561,701**	**1,453,794**			**4,561,701**	**1,453,794**	

Board Work Session
Monday, May 11, 2026 4:30 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.

Corissa Mazurkiewicz:	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 May 11th, 2026 agenda as presented. This motion, made by William Moore and seconded by Leslee Sipp, 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. DO documentary
   Four students from the FAD club were present to share the District Office documentary that they have been working on. Students spent several months collecting videos, photos and collecting information with a goal of educating the community, but also giving honor to the building and its history.

   Each student shared an intro statement prior to the Board viewing the video.
   2.2. Bond Update
   2.2.1. Scope, budget and timeline
   John Abel with Cornerstone Management presented an update on the Bond timeline and scope of project.

   Highlights include:

   SCHEDULE
   Grading Permit received! A pre-construction meeting was held w/ CWS and Washington County.
   - Erosion Control measures installed, Tree Protection being installed.
   - Grading commenced this week, Concrete crusher to be delivered next week.
   - BHS Substantial Completion is approx 8/12/27
   - Locker Room Renovations have begun
   - Locker Room Substantial Completion is 8/14/26

BUDGET
- Additional value engineering items have been reviewed and approved.
- Value engineering report card system was used to evaluate and recommend items.
- Guaranteed Max Price agreed upon with P&C for the BHS project
- Carrying items for potential "add back" during construction if contingency funds becomes available
OTHER
- Groundbreaking for the BHS Addition was held with a good turnout and spirits were high even in the rain.

Also, shared value engineering decisions that were made, updates on the Auxiliary Gym build including the current schedule and budget. The Middle School gym has occupancy issues now that the Aux gym construction has started as two of the entry/exit doors are not currently usable. 8th Grade promotion will now take place in the high school gym as a result.

John also shared an executive budget summary and details were given to the Board. Furniture vendors will be meeting with Cornerstone soon. Board members asked clarifying questions as needed, and the meeting ended with a walking tour of the site.

3. Adjourn
   Adjourned at 5:30
4. Walkthrough Site Visit (Board Members only)

04-01a: Mutual Materials CMU 4x4x16 Veneer Castle White

		P&C		BRIC		Cornerstone		Average	
SUBJECT	MAX POINTS	Score* (1 to 10)	POINTS SCORED	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score
Cost Efficiency	25	8	20	8	20	8	20	8	20
Design/Assembly/System Impact	25	10	25	10	25	10	25	10	25
Maintenance/Durability	25	10	25	10	25	10	25	10	25
Risk	25	10	25	9	22.5	9	22.5	9.33333333	23.3333333
TOTAL POINTS	**100**		**95**		**92.5**		**92.5**		**93.3333333**

***Scoring Rating: 1 (Poor) to 10 (Excellent)**

Pros	Cons
Cost Effective. Less Labor	
Fewer units, faster installation, lower unit handling; potentially lower material cost for gross area	The overall campus would not be cohesive using Natural Gray, regardless of its size at 4x4x16, 4x8x16.
	This product is not used anywhere on the property.
	4x4x16 CMU better matches the brick coursing and scale. Switching to 8x8x16 CMU units conflict with the established 4x12 brick module and overall brick aesthetic.
	Natural Gray ground face CMU does not work with adjacent material selections including the following: aluminum storefront window system, exterior metal wall panels, sheet metal flashing, cornice, canopy system.....
	Land Use is complete and we would have to let the city know about this change

A

Comments

Intent is to go through the report cards and see if we're not all recommending the change as an "average".

Average scoring:
A = We strongly encourage and recommend the change. We don't think district would have any issues moving forward.
B = "recommend" but want district to make sure district understand small "cons" of the decision.
C = probably no-go, but worthy of carrying on the list.
D = we shouldn't have any.

04-02: Casework - 80% reduction of locks

		P&C		BRIC		Cornerstone		Average	
SUBJECT	MAX POINTS	Score* (1 to 10)	POINTS SCORED	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score
Cost Efficiency	25	10	25	10	25	10	25	10	25
Design/Assembly/System Impact	25	9	22.5	8	20	9	22.5	8.66666667	21.6666667
Maintenance/Durability	25	10	25	10	25	10	25	10	25
Risk	25	10	25	8	20	9	22.5	9	22.5
TOTAL POINTS	**100**		**97.5**		**90**		**95**		**94.1666667**

***Scoring Rating: 1 (Poor) to 10 (Excellent)**

Pros	Cons
Cost Effective	
Keeps Teacher Locks in Scope Remove all other locks in General Classrooms and 1/2 the locks in Science Classrooms	
Allows for add back during future submittal review utilizing any potential contingency available.	
District Office - remove locks from Workroom	
Art Room - Remove half locks on west wall and all locks on casework on east wall.	

Staff Work Room remove locks.

A

Comments
Keep all locks in: Health Room, Graphics, Prep Room, Life Skills Room & DO Conference Room

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B = "recommend" but want district to make sure district understand small "cons" of the decision.
C = probably no-go, but worthy of carrying on the list.
D = we shouldn't have any.

Firm/Individual overall baseline intent on grading:
"B" 80-90 - it's not great, but overall considerations it would be recommended. If you're "neutral" , it's a B.
"C" 70-80- If anyone thinks the savings is probably not worth it, but still open for discussion.
"D" < 70 is "don't do it", overall budget doesn't matter. We shouldn't have any.

07-05: Omit Mechanical Screen (District Office)

		P&C		BRIC		Cornerstone		Average	
SUBJECT	MAX POINTS	Score* (1 to 10)	POINTS SCORED	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score
Cost Efficiency	25	8	20	9	22.5	9	22.5	8.66666667	21.6666667
Design/Assembly/System Impact	25	6	15	8	20	7	17.5	7	17.5
Maintenance/Durability	25	10	25	9	22.5	9	22.5	9.33333333	23.3333333
Risk	25	10	25	8	20	9	22.5	9	22.5
TOTAL POINTS	**100**		**85**		**85**		**85**		**85**

***Scoring Rating: 1 (Poor) to 10 (Excellent)**

Pros	Cons
Elimnates steel roof penetrations eliminating potential areas of system failure.	Different look to the front of the District Office building.
ease of access for maintenance.	
Cost effective.	Design Add Service from Structural for this change - ROM $2,500
Different look at the front of the District Office building. After studying, this is a positive direction.	We would have to let the city know about this change.

Comments
Can be less than 4 sides

B

Intent is to go through the report cards and see if we're not all recommending the change as an "average".

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A = We strongly encourage and recommend the change. We don't think district would have any issues moving forward.
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"D" < 70 is "don't do it", overall budget doesn't matter. We shouldn't have any.

07-06: Unit attached mechanical screen with ABS panels (High School Wing)

		P&C		BRIC		Cornerstone		Average	
SUBJECT	MAX POINTS	Score* (1 to 10)	POINTS SCORED	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score
Cost Efficiency	25	10	25	9	22.5	9	22.5	9.33333333	23.3333333
Design/Assembly/System Impact	25	10	25	9	22.5	9	22.5	9.33333333	23.3333333
Maintenance/Durability	25	6	15	6	15	6	15	6	15
Risk	25	10	25	7	17.5	8	20	8.33333333	20.8333333
TOTAL POINTS	**100**		**90**		**77.5**		**80**		**82.5**

***Scoring Rating: 1 (Poor) to 10 (Excellent)**

Pros	Cons
Significat savings versus alumnium	Alumnium is a more of a durabale product than ABS.
No change to current design method	
Allows for add back during in construction period utilizing any potential contingency available.	

B

Comments
More risk data needed on long term issues.....Heat, discolor, function

Intent is to go through the report cards and see if we're not all recommending the change as an "average".

Average scoring:
A = We strongly encourage and recommend the change. We don't think district would have any issues moving forward.
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"B" 80-90 - it's not great, but overall considerations it would be recommended. If you're "neutral" , it's a B.
"C" 70-80- If anyone thinks the savings is probably not worth it, but still open for discussion.
"D" < 70 is "don't do it", overall budget doesn't matter. We shouldn't have any.

22-14: Use combined storm/overflow system in lieu of separate piping systems

		P&C		BRIC		Cornerstone		Average	
SUBJECT	MAX POINTS	Score* (1 to 10)	POINTS SCORED	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score
Cost Efficiency	25	10	25	8	20	8	20	8.66666667	21.6666667
Design/Assembly/System Impact	25	6	15	6	15	6	15	6	15
Maintenance/Durability	25	6	15	6	15	6	15	6	15
Risk	25	10	25	7	17.5	8	20	8.33333333	20.8333333
TOTAL POINTS	**100**		**80**		**67.5**		**70**		**72.5**

***Scoring Rating: 1 (Poor) to 10 (Excellent)**

Pros	Cons
Cost Savings.	Sazan Comment: Code compliant, but not recommended. The downstream of combination is much larger and will make coordination with architectural difficult. Downspout Nozzles that have water flowing out is an indicator that the roof drains must be cleaned.
Dale had noted a it is routine for the facilities to be on the roof and would notice an overflow.	Dale noted that Distirct had issues with vertical pipe and cows tounge and had to replace at other buildings.

C

Comments

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"C" 70-80- If anyone thinks the savings is probably not worth it, but still open for discussion.
"D" < 70 is "don't do it", overall budget doesn't matter. We shouldn't have any.

22-04 & 22-05: Use Floor Mount Toilets in Lieu of Wall Mount

		P&C		BRIC		Cornerstone		Average	
SUBJECT	MAX POINTS	Score* (1 to 10)	POINTS SCORED	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score
Cost Efficiency	25	10	25	10	25	10	25	10	25
Design/Assembly/System Impact	25	8	20	8	20	8	20	8	20
Maintenance/Durability	25	6	15	6	15	6	15	6	15
Risk	25	10	25	9	22.5	9	22.5	9.33333333	23.3333333
TOTAL POINTS	**100**		**85**		**82.5**		**82.5**		**83.3333333**

***Scoring Rating: 1 (Poor) to 10 (Excellent)**

Pros	Cons
Cost Savings. *Decision is required soon due to schedule rough in work at the locker room.	Sazan Comment: Floor Mount, Wall Discharge, Back Spud. This would make daily cleaning more difficult, but would not otherwise interfere with the functionality. Wall mount is industry standard.
	BRIC Comment: We do not recommend this and Dale indicated NO at the OAC meeting 3/18/2026.
	Possible Design Add Service for this change - ROM $6,500

B

Comments
Provide cost info on floor mounted version Sazan provided as an option.

Intent is to go through the report cards and see if we're not all recommending the change as an "average".

Average scoring:
A = We strongly encourage and recommend the change. We don't think district would have any issues moving forward.
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C = probably no-go, but worthy of carrying on the list.
D = we shouldn't have any.

Firm/Individual overall baseline intent on grading:
"B" 80-90 - it's not great, but overall considerations it would be recommended. If you're "neutral" , it's a B.
"C" 70-80- If anyone thinks the savings is probably not worth it, but still open for discussion.
"D" < 70 is "don't do it", overall budget doesn't matter. We shouldn't have any.

23-05: Point of Use Controls (Locker Room)

		P&C		BRIC		Cornerstone		Average	
SUBJECT	MAX POINTS	Score* (1 to 10)	POINTS SCORED	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score
Cost Efficiency	25	10	25	10	25	10	25	10	25
Design/Assembly/System Impact	25	7	17.5	6	15	7	17.5	6.66666667	16.6666667
Maintenance/Durability	25	6	15	5	12.5	6	15	5.66666667	14.1666667
Risk	25	10	25	7	17.5	7	17.5	8	20
TOTAL POINTS	**100**		**82.5**		**70**		**75**		**75.8333333**

***Scoring Rating: 1 (Poor) to 10 (Excellent)**

Pros	Cons
Signficant Cost Savings.	District Will Not be able to integrate in Direct Digital Control System.
Considers materplan that Gym is intended to be a 20 year old building and will be demolished at that point.	
Venting can be setup to be timed and controlled but locally.	

C

Comments
Verify functionality with owner. Will this meet the districts needs for operation?

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Firm/Individual overall baseline intent on grading:
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"C" 70-80- If anyone thinks the savings is probably not worth it, but still open for discussion.
"D" < 70 is "don't do it", overall budget doesn't matter. We shouldn't have any.

27-01: Reduce AV Scope at Library

		P&C		BRIC		Cornerstone		Average	
SUBJECT	MAX POINTS	Score* (1 to 10)	POINTS SCORED	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score
Cost Efficiency	25	9	22.5	8	20	8	20	8.33333333	20.8333333
Design/Assembly/System Impact	25	8	20	8	20	8	20	8	20
Maintenance/Durability	25	10	25	9	22.5	8	20	9	22.5
Risk	25	10	25	7	17.5	8	20	8.33333333	20.8333333
TOTAL POINTS	**100**		**92.5**		**80**		**80**		**84.1666667**

***Scoring Rating: 1 (Poor) to 10 (Excellent)**

Pros	Cons
Saves money. There is further Savings that can be taken advantage of (aprrox 4K) if only moved to 1 vid conferening	Less flexible to add more equipment in the future due to it not beind AVoIP.
Sytem does not lose funtionality.	
Equipment can still be added in the Future.	

B

Comments
BRIC: Sent to Greenbusch for review 4/13/2026.

Intent is to go through the report cards and see if we're not all recommending the change as an "average".

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"C" 70-80- If anyone thinks the savings is probably not worth it, but still open for discussion.
"D" < 70 is "don't do it", overall budget doesn't matter. We shouldn't have any.

26-06: Reduce Site Lighting Pole Lights

		P&C		BRIC		Cornerstone		Average	
SUBJECT	MAX POINTS	Score* (1 to 10)	POINTS SCORED	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score
Cost Efficiency	25	9	22.5	8	20	9	22.5	8.66666667	21.6666667
Design/Assembly/System Impact	25	7	17.5	3	7.5	8	20	6	15
Maintenance/Durability	25	10	25	9	22.5	9	22.5	9.33333333	23.3333333
Risk	25	10	25	5	12.5	7	17.5	7.33333333	18.3333333
TOTAL POINTS	**100**		**90**		**62.5**		**82.5**		**78.3333333**

***Scoring Rating: 1 (Poor) to 10 (Excellent)**

Pros	Cons
Saves money and has minimal impact to overal site lighting design. Interface to confirm suggested Pole light for omission are acceptable.	Possible Design Add Service for this change - ROM $---
	Need to understand what lighing will be omited for afterhours safty
	Removing the (2) proposed poles will reduce light levels below code requirements.

C

Comments
BRIC: 4/13/2026 - info sent to Sazan for their review. P&C to provide information & location on the (2) light poles that are being proposed to be removeNeed to run photometrics for alternate site lighting design. Layout provide noting to locations to be ommitted. Interface to review and confirm does not impact lighting model.

Intent is to go through the report cards and see if we're not all recommending the change as an "average".

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"D" < 70 is "don't do it", overall budget doesn't matter. We shouldn't have any.

Banks SD – HVAV Refurbish Memo

P&C Construction

TO: Brian Sica, Banks School District
FROM: Parker Verhaeghe, P&C Construction
DATE: April 16, 2026
RE: Banks HS — AHU 2 & 5 Desing, Noise Mitigations, Update & Options

Purpose

This memo summarizes the work completed on Air Handling Units AHU-2 and AHU-5 at Banks High School under the bond program, the steps our team has taken in response to noise concerns, and the options available to the District for any further sound mitigation.

Background and Scope of Work

AHU-2 and AHU-5 are both part of the original building infrastructure and were over fifty years old at the time of the refurbishment. Both units had been tied to an aging, inefficient boiler plant. AHU-2, which serves the cafeteria and the adjacent seating area from a mezzanine location behind a wall, had in fact been abandoned and out of service for many years prior to this project. AHU-5 is located on the side of the stage.

Rather than replacing these units with new equipment, which would have carried a significantly higher price tag (and “additional” noise), our team, together with our design-build mechanical contractor Piper Mechanical, recommended a rebuild approach that preserved the existing cabinets while upgrading every component that affects performance and efficiency. This approach saved the District a substantial amount of bond money while delivering modern, code-compliant, high-efficiency equipment.

NO new insulated ductwork nor any changes downstream of the original unit was changed, and remains original.

Specifically, the project included:

- Disconnection from the old, inefficient boiler and conversion of both units to a new high-efficiency hot water boiler system.
- Installation of new fan walls in both units, increasing code required air flow
- Installation of new variable frequency drives (VFDs) for precise, efficient fan speed control.
- Installation of new controls to allow flexible scheduling and modulation of the units, add CO2 sensors for code.
- Bringing AHU-2 back online so the cafeteria and area receive proper conditioned air for the first time in years.
- Project design also qualified for considerable ETO and SB 1149 rebates and reimbursements, paying for substantial costs of the upgrades.

The Noise Concern

Once AHU-2 was returned to service and both units were balanced, noise concerns were reported that the units were audible in the stage and cafeteria/seating areas during drama performance. This feedback is understandable. AHU-2 had been silent for years because it was not operating at all, so any sound from that

unit is new to the space. AHU-5, located adjacent to the stage, became somewhat more audible after the rebuild.

Actions Already Taken

In direct response to the feedback, the following adjustments have already been made at no additional cost to the District:

1. **Fan speed reduction.** Ainsworth adjusted both units prior to the Thanksgiving holiday. AHU-2 is currently running at approximately 85% of the originally balanced fan speed, and AHU-5 is running at approximately 75%.
2. **Scheduling changes.** The units are now scheduled to turn off before drama practice begins so the fans are not running during rehearsals, around performances.
3. **Engineering review.** Piper Mechanical's engineer reviewed the design a second time against the building load. The review confirmed there is additional room to turn the fans down, potentially as low as approximately 67% of the original balance on AHU-2 and approximately 48% on AHU-5, while still fully meeting the heating load for the spaces served. This fan speed, or lower, can also be done at scheduled times only.

We share the District's view that the units should be able to run when needed and still support the drama program, and we are committed to continuing to tune the system until that standard is met in every condition, including cold-weather operation.

Options for Further Noise Reduction

Three options are available to the District for additional mitigation, and they can be pursued independently or in combination. They are presented below in order of cost, from no-cost programming changes to the more extensive duct modification.

Option	Description	Estimated Cost
Option A — Extended VFD Programming	Program the AHU-2 and AHU-5 VFDs to run at 50% or less during scheduled performances, in addition to the existing schedule that turns the units off during drama practice. Engineering review confirms the units can operate well below current settings and still satisfy the building's heating load.	**Programming Costs. $1,000 ROM**
Option B — AHU-5 Sound-Lined Return Elbow	Add an internal sound-lined elbow, facing up, installed on the AHU-5 return. Targeted at the stage-side unit where the drama teacher's complaint originated. Excludes electrical, a light fixture in the area will likely need to be relocated.	**$8,000 (+/- ROM)**
Option C — AHU-2 Supply Duct Replacement	Demo the existing AHU-2 supply duct run and replace it with internally sound-lined duct. Addresses the mezzanine unit serving the cafeteria and seating area.	**$20,000 (+/-ROM)**

Respectfully, Parker Verhaeghe

P&C Construction

6101 West Courtyard Drive
Building 3, Suite 200
Austin, TX 78730

04/15/2026

25-COC-000341 – Banks School District
Banks High School Addition & Remodel
12850 & 12050 Northwest Main Street, Banks OR 97106

Dear Melissa Stifel,

This letter is to inform you that a site loss prevention survey was conducted by an authorized service provider of Technical Risk Underwriters.

We are pleased to report that this survey recorded no deficiencies - physical or human element - which are identified in *NFPA 241 - Standard for Safeguarding Construction, Alteration, and Demolition Operations*.

Please confirm with the insured and/or general contractor if any modifications to the pre-agreed security regime will occur within the next 100 days. If so, please provide the details so that we may proactively work together to ensure security is in accordance with the Underwriting Conditions of the policy.

We appreciate the efforts of your team and the client in their commitment to loss prevention. We thank you for your business. As always, if you have any questions, please contact us.

Sincerely,
Technical Risk Underwriters

TRU Loss Control Contacts:

Joseph Amodeo
Senior Risk Engineer
joseph.amodeo@truins.com
M: 862-485-9221

Trey Sulak
Senior Risk Engineer
trey.sulak@truins.com
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Risk Engineer
tyler.retzloff@truins.com
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Technical Risk Underwriters is a series of RSG Underwriting Managers, LLC. RSG Underwriting Managers, LLC is a Delaware series limited liability company and a subsidiary of Ryan Specialty Group, LLC, specializing in underwriting management and other services for insurance products distributed through agents and brokers. Some products may only be available in certain states, and some products may only be available from surplus lines insurers. In California: RSG Insurance Services, LLC License # 0E50879 © 2022 Ryan Specialty Group, LLC

BANKS SCHOOL DISTRICT

BID TABULATION FORM

Banks ES Shingle Roof Replacement Project								
OPEN: April 30, 2026 @ 1:00pm								
BID PROVIDER	Signed	Add -1 Ack.	Base Bid:	Unit Price: Plywood	Unit Price: Fascia Board Replacement	Unit Price: Tie Off Anchor	Total	1st Tier Discl.
Vitan Construction	X	X	248,000	$5	$18	$125	248,000	n/a
ABC Roofing	X	X	374,470	$7.50	$22.50	$33,042	374,470	n/a
Frontier Roofing	X	*	356,396	$4	$7		356,396	n/a
Carlson Roofing	X	X	221,672	$3.75	$20/LF	$25/anchor	221,672	n/a
Griffith Roofing	X	X	271,943	$4.25	$5/LF	$98	271,943	n/a
Safe Cover Roofing	X	X	189,500	$5.00	$20/LF	$100	189,500	n/a
								n/a

OWNER Representative:

WITNESS: Dale Virden, Banks SD

BID FORM
DIVISION 0 * SECTION 00300

Bid TO: **Brian Sica, Superintendent**

Bids DUE: April 30, 2026 @ 1:00 PM

PROJECT: **Banks ES Shingle Roof Replacement Project**

Start of Project: June 15, 2026 (unless changed by Addenda)

Substantial Completion: August 14, 2026 (unless changed by Addenda)

Final Completion: September 18, 2026 (unless changed by Addenda)

1. The undersigned,

   NAME of FIRM: SafeCover Roofing

   after having carefully examined the bidding documents and **addenda numbered** 0 **through** 1 inclusive, as well as the work site and conditions affecting the work, hereby proposes and agrees to furnish all labor, materials, and all other work, required by and in strict conformance with the above documents, necessary to complete the project for the stipulated sum of:

Base Bid – Shingle Roof Replacement:

TOTAL (Figures) $ $189,500.00 Dollars

TOTAL (Words) One hundred and Eighty-Nine Thousand Five hundred 00/100 Dollars

Unit Cost: Plywood Decking (provide a cost/SF):

TOTAL (Figures) $ 5.00 Dollars

TOTAL (Words) Five Dollars

Unit Cost: Fascia Board Replacement (provide a cost/LF)

TOTAL (Figures) $ 20.00 Dollars

TOTAL (Words) Twenty Dollars

Unit Cost: Roof Tie Off Anchor (provide a cost)

TOTAL (Figures) $ 100 Dollars

TOTAL (Words) One-hundred Dollars

2. The undersigned agrees to maintain the proposal price for a period of 30 calendar days after bid opening.

3. The undersigned agrees, if awarded a contract, to complete all work as shown in the Contract Documents by the substantial completion date listed above.

4. The undersigned agrees that, prior to commencement of the Work, and within 7 calendar days of Notice of Intent to Award, to:

   A. Enter into and execute a contract for the work in the form of Banks School District, "Construction Contract".

   B. Deliver to the Owner duly executed AIA Document G705, "Certificate of Insurance," or ACORD form 25S.

   C. Deliver to the Owner duly executed AIA Document A312, "Performance Bond and Payment Bond."

5. The undersigned certifies that this Bid has been prepared independently and is not made in the interests of any undisclosed party. It is submitted without collusion or intent to limit independent, competitive bidding. The Bidder has in no way induced or solicited other Bidders to submit false bids, or to refrain from bidding.

6. The Undersigned agrees to be bound by and will comply with the provisions of ORS 279C.838 and 279C.840 pertaining to the payment of the prevailing rates of wage.

7. The undersigned agrees to comply with Oregon tax laws in accordance with ORS 305.385.

8. Indicate below whether Bidder is Resident or Non-Resident bidder.

   Oregon Reciprocal Preference Law (ORS 279.029): In compliance with ORS 279.029, each Bidder must state in its proposal whether it is a resident or non-resident bidder. Bids that fail to provide this information will be considered nonresponsive and will be rejected.

   DEFINITION - RESIDENT BIDDER: A bidder that has paid unemployment taxes or income taxes in this state during the 12 calendar months immediately preceding submission of the bid, has a business address in this state and has stated in the bid whether the bidder is a "resident bidder."

   DEFINITION – NON-RESIDENT BIDDER: A bidder who is not a resident bidder as defined above.

   Indicate by an "X" in the appropriate space whether you are an Oregon resident bidder or non-resident bidder:
   Oregon Resident Bidder _____ Non-Resident Bidder X

9. The undersigned certifies that you visited the site and thoroughly investigated all existing conditions. It is understood that the Bidder, before signing his/her proposal, has made a careful examination of the plans, specifications, and character of work required; that he/she has made a careful examination of the location and condition of the work, verified all measurements at the job site, and sources of supply of materials.

10. Security Deposit is NOT required:

11. The Undersigned certifies that it has not discriminated against minority, women, or emerging small businesses in obtaining any subcontracts for this project as required by ORS 279A.110(4).

12. If applicable the first-tier subcontractor disclosure form is due 2 hours after bid are due.

13. Submittals are due promptly after Letter of Intent. A Pre-Construction Meeting will be held prior to commencement, Weekly Construction meetings are required but may be held with less frequency.

14. As a condition to submitting a bid, a Contractor must be registered with the Oregon Construction Contractors Board in accordance with ORS 701.035 to 701.055 and/or the State Landscape Contractors Board licensed number, and disclose the appropriate numbers. Failure to register and disclose the numbers, as applicable, will make the bid unresponsive and it will be rejected. The Undersigned hereby certifies that all subcontractors who will perform construction work as described in ORS 701.005 are or will be registered with the Construction Contractors Board in accordance with ORS 701.035 to 701.055 or State Landscape Contractors Board, as applicable, at the time the subcontractor(s) made a bid to work under the contract.

15. Oregon Business Registration: To transact business in the State of Oregon, a Bidder must be registered with the State of Oregon Corporations Division. Please indicate your business' current registration type with an "X" in the appropriate space:

X Corporate Registration 1024726045 18

X Assumed Business Name Registration SafeCover Roofing LLC.

16. Any Bid of a contractor or subcontract listed on BOLI's list of Ineligible Contractors will be rejected.

SIGNATURES

Oregon Construction Contractor's Board No. 236354

State Landscape Contractors Board No. N/A (if applicable for the project)

NAME OF FIRM SafeCover Roofing

ADDRESS 1696 Bishop Rd Chehalis, WA

FEDERAL TAX ID

TELEPHONE NO. 360-304-8055

Cell NO. Same

SIGNATURE 1) _____
Sole Individual – Signature

2) _____
Sole Individual – Printed Name

or 2) _____
Partner

or 3) _____
Authorized Officer of Corporation – Signature

Brady Collins
Authorized Officer of Corporation – Printed Name

(SEAL)

Kaitlin M. Bailey
Attested: Secretary of Corporation

Notary Public
State of Washington
KAITLIN M. BAILEY
COMM. # 23033348
MY COMM. EXP. 10/29/2027

961 INDUSTRIAL WAY
LONGVIEW, WA 98632
(360) 916-1430
LONGVIEWOFFICE@SAFECOVERROOFING.COM
LIC# SAFECRL820KZ

REFRENCES SUBMITTED TO: Cornerstone Management Group, Inc.

ADDRESS: 42350 NW Trellis Way, Banks, OR

PHONE: 251-554-9822

EMAIL: mdolan@cornerstonemgi.com

DATE: 4-28-26

REFERENCES

Tenino Stadium
- Tear off and install Polyglass roof
- Tenino, Wa
- Tenino School
- 120k
- Start and finish April 2026
- Ian 360-280-7390
Tenino Highschool
- Tear off and install Polyglass roof
- Tenino, Wa
- Tenino School
- 206k
- Start and finish November 2025
- Same as above
St Joseph Vancouver
- Tear off and install of Pabco Prestige
- Vancouver, Wa
- Catholic Archbishop Seattle
- 394k
- Start and finish July 2025
- Jessicaav@stjoevan.org
Winlock School
- Tear off and install GAF TPO
- Winlock, Wa
- Winlock School district

- 110k
- Start and finish July 2022
- fterry@winlock.wednet.edu
Centralia city pool
- Tear off and install steep slope and low slop roof system
- Centralia, Wa
- City of Centralia
- 494k
- Start and finish March 2026
- Contact Matt at Thorbeckes
Lewis County Community Development
- Install GAF TPO
- Chehalis, Wa
- Lewis County
- 114k
- Start and finish August 2024
- TJ.Snodderly@lewiscountywa.gov
Lewis County Senior Center Projects
- Completed 5 senior centers
- Lewis County
- Lewis County Wa
- 300k
- Completed from 2022-2026
- Same as above

BANKS SCHOOL DISTRICT – BOARD MEETING

MAY 11TH, 2026

BOND PROJECT UPDATES

1. PROJECT UPDATES
   - Schedule, Budget, Other

2. BUDGET UPDATES
   - Executive Summary, Grand Summary Budgets

3. QUESTIONS & DISCUSSION

4. SITE TOUR WITH P&C (if time allows)

BANKS HIGH SCHOOL UPDATES

SCHEDULE

- Grading Permit received! Pre-Con mtg held w/ CWS and Wash County
- Erosion Control measures installed, Tree Protection being installed
- Grading Commenced this week, Concrete crusher to be delivered next week
- BHS Substantial Completion is 8/12/27
- Locker Room Renovations have begun
- Locker Room Substantial Completion is 8/14/26

BUDGET

- Addition VE items have been reviewed and approved
- VE report card system used to evaluate and recommend items
- Guaranteed Max Price agreed upon with P&C for the BHS project
- Carrying items for potential “add back” during construction

If contingency becomes available

OTHER

- Groundbreaking for the BHS Addition held, good turnout

and spirits were high even in the rain!

BANKS HIGH SCHOOL UPDATES

VE Report Card Example

04-02: Casework - 80% reduction of locks

		P&C		BRIC		Cornerstone		Average	
SUBJECT	MAX POINTS	Score* (1 to 10)	POINTS SCORED	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score	Score* (1 to 10)	Weighted Score
Cost Efficiency	25	10	25	10	25	10	25	10	25
Design/Assembly/System Impact	25	9	22.5	8	20	9	22.5	8.66666667	21.6666667
Maintenance/Durability	25	10	25	10	25	10	25	10	25
Risk	25	10	25	8	20	9	22.5	9	22.5
TOTAL POINTS	**100**		**97.5**		**90**		**95**		**94.1666667**

***Scoring Rating: 1 (Poor) to 10 (Excellent)**

Pros	Cons
Cost Effective	
Keeps Teacher Locks in Scope Remove all other locks in General Classrooms and 1/2 the locks in Science Classrooms	
Allows for add back during future submittal review utilizing any potential contingency available.	
District Office - remove locks from Workroom	
Art Room - Remove half locks on west wall and all locks on casework on east wall.	

Staff Work Room remove locks.

Comments
Keep all locks in: Health Room, Graphics, Prep Room, Life Skills Room & DO Conference Room

A

BANKS HIGH SCHOOL UPDATES

KELLY FIELD UPDATES

- Fundraising updates

- Land Use & Permitting in process

- Word Scheduled to be completed this summer (permit dependent)
    - Turf Field replacement
    - ½ Field Lighting replacements

OTHER

- All work is being coordinated with other summer projects

at the BES, BMS and BHS sites

BANKS SCHOOL BOARD MEETING

AUXILIARY GYM UPDATES

SCHEDULE

- Foundations have been poured for the Gym
- Steel has been delivered for the building structure
- Steel delivery for siding system coming soon
- Underground Utilities install (5/5 – 5/19)
- Slab on Grade final prep (5/22)
- Pouring of building Slab On Grade, then steel erection
- Substantial Completion for Aux Gym is 12/23/26

BUDGET

- LOA's signed for all phases of the work
- GMP Amount agreed upon and under current budget

OTHER

- Had to work through a temporary egress plan for MS Gym Occupancy with Wa County. This has been resolved with a reduced occupancy until construction is completed.

Bond Program Executive Budget Summary

EXECUTIVE SUMMARY of Project Budgets

Banks School District **DRAFT**

Date: 5/11/26

A		B	C	D	E	F	G	H	K
Original budget #	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	$ 47,618,919	$ 45,067,884	$ 8,280,892	$ 2,551,035	$ 36,786,992	
2	AUX GYM		$ 6,375,033	$ 7,405,033	$ 7,046,156	$ 1,589,846	$ 358,877	$ 5,456,310	
3	Banks ES Maintenance		$ 153,750	$ 935,209	$ 780,711	$ 58,287	$ 154,498	$ 722,424	
4	ROOF ES		$ 785,109	$ -	$ -	$ -	$ -	$ -	
5	PARKING		$ 559,650	$ -	$ -	$ -	$ -	$ -	
6	SAFETY		$ 372,383	$ 428,538	$ 412,585	$ 377,489	$ 15,953	$ 35,096	
		Subtotal	$ 55,305,194	$ 56,387,699	$ 53,307,336	$ 10,306,514	$ 3,080,363	$ 43,000,822	
A	District Costs		$ 2,919,018	$ 1,056,513	$ 770,236	$ 763,810	$ 286,276	$ 6,426	
B	Program Contingency		$ -	$ 882,000					
C	Other Additional Funds		$ -	$919,177					
D	BSD Program Totals		$ 58,224,211	$ 59,245,388	$ 54,077,572	$ 11,070,324	$ 3,366,639	$ 43,007,248	

Approved by: 6/4/2024

Brian Sica Superintendent Date:

Bond Program Grand Summary Budget

Grand Summary

Banks School District

PROJECT BUDGET

Date 5/11/2026

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	$5,636,874	$5,574,374	$4,045,685	$62,500	$1,528,689	72%
2.0 Professional Services (390)	$1,578,500	$1,982,822	$1,778,052	$1,191,138	$204,770	$586,913	60%
3.0 Building Construction (520)	$40,597,800	$45,824,467	$45,626,521	$4,777,790	$197,946	$40,848,730	10%
4.0 Site / Off-Site Construction (530)	$3,780,800	$7,975	$7,975	$5,270	$0	$2,705	66%
5.0 Hazardous Material Abatement (322)	$250,000	$0	$0	$0	$0	$0	0%
6.0 Furniture/Fixtures/Equipment (480, 481)	$800,000	$745,905	$34,943	$6,171	$710,962	$28,772	1%
7.0 Permits / PIP/PUP Fees / SDCs / TDCs (	$1,248,000	$1,289,086	$285,472	$280,459	$1,003,614	$5,013	22%
8.0 Owner's Costs	$0	$0	$0	$0	$0	$0	0%
9.0 Owner Contingency	$1,867,541	$900,570	$0	$0	$900,570	$0	0%
10.0 Land Acquisition	$0	$0	$0	$0	$0	$0	0%
11.0 TOTAL BUDGET	$55,305,194	$56,387,699	$53,307,336	$10,306,514	$3,080,363	$43,000,822	18%
Total Budget +/-		$1,082,505					

Rev 2022-01

Grand Summary

Approved by: 6/4/2024

Brian Sica Superintendent Date:

Questions and Discussion

Site Tour (if time allows)

Regular Board Session
Monday, May 11, 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:	Absent

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 May 11th, 2026 agenda as presented. This motion, made by Corissa Mazurkiewicz and seconded by Leslee Sipp, Carried.
     Daniel Streblow: Absent, Ron Frame: Yea, Corissa Mazurkiewicz: Yea, William Moore: Yea, Leslee Sipp: Yea
     Yea: 4, Nay: 0, Absent: 1
   - 1.6. Banks High School Leadership

     Olivia was present to share an update on the current events at the highschool. Sports: Softball undefeatedin league and headed off to playoffs. Track is #1 in leageue, with state contenders in both boys and girls. Gold and Baseabll updates as well. Gave updates on clubs; FFA banquets held recently,

     June 5th - Graduation
     May 19th - Awards Night

     Prom - May 2nd at the Saphire Event Center; Music DJ and food and drinks were a big hit. Upcoming events include the Oscars, Chess Tournament, Make a Wish, Senior Soak, and class level games and contests. PTA recognized students at a recent assembly. The new ASB Leadership will be introduced at an upcoming Board meeting.
2. Recognitions
   - 2.1. Staff Appreciation Week

     Last week was Staff Appreciation Week. School and parent organizations planned several great things for our staff. Chairman Frame read the resolution for the Board to approve recognizing the week of May 4th, 2026 as Staff Appreciation week.
3. Audience Comment

   No Audience comments
4. Presentations/Reports

4.1. Superintendent's Report

Dr. Sica shared a brief update. Gave thanks to the staff for their work and contributions ot our district. Is excited to share that the district has received the summer learning grant, which is great for the community and kids. Shared the attendance growth that the Disrict is meeting and thanks the team for their work toward this. Recently, our admin visited the Grand Rhonde, where they participated in learning activities including building a drum.

4.2. Financial Update

Business Manager, Jennifer Collins, shared a brief financial update. Shared that our district no longer qualifies for the CNP program (Free Meals for all). As such, the submission was withdrawn to allow us to participate in the program for another school year.

4.3. Kelly Field 365 Update

Pete Edison was present to share an update with the Board on the progression of the Kelly 365 project. Provided a financial, construction and fundraising report to the Board, which included details of each phase as well as next steps.

Member Mazurkiewiecz requested a list of the foundations that we have partnered with thus far.

5. Consent

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

5.1. Approval of 4.13.26 Regular Board Meeting Minutes

5.2. Approval of 4.13.26 Board Work Session Meeting Minutes

5.3. Routine Personnel Matters

5.4. Resolution 2526MAY-01, to declare the week of May 4th Staff Appreciation Week.

5.5. BSD/BHS Addition Amendment

6. Discussion Items

6.1. OSBA Policy Updates

Shared the first readings of the proposed updates.

6.2. Science Curriculum Adoption

Sarah Trussell and Caitlin Everett, both members of the curriculum team, were present to share the proposed new Science curriculum adoption. This year as the schools selected which program to pilot, the team then received immediate feedback from the school and educational team as the community team engaged in conversations about the curriculum. The plan that they are sharing has been vetted by the community, teachers and team.

Shared the team members and the guiding principle of the curriculum selection.

High level of rigor with good scaffolding in their selections

Shared the feedback received as well as the Adoption section for each building

BES - Piloted Discovery and Twig; recommends TWIG
BMS- Recemmends OpenSciEd; Newvela STEM
BHS - Recommends Patterns High School Science For all

BMS & BHS - Due to financial fees, neither recommendation are on the ODE list so the district will need to do an independent adoption.

Member Moore shared that he has never seen such enthusiasm for the adoption process as the district is experiencing now. Member Frame says they are raising the bar and is excited to see it in the district.

Board members asked clarifying questions as needed.

7. Action Items
   No Action items at this time.
8. Closing
   8.1. Upcoming items
      8.1.1. 5/14/26: First meeting of the Budget Committee
      8.1.2. 5/21/26: Second meeting of the Budget Committee
      8.1.3. 6/8/26: Next Board Meeting
      8.1.4. 6/11/26: Last day of School
   8.2. Board Comments
      Member Moore; feels better about the district than he has in years. Contract negotiations, Budget process, Bond management and Supt review all went, or are going, well. The community is getting involved and things are moving n a great direction.

      Member Sipp agrees with Member Moore. Any obstacle the district faces can be handled. The students who made the video are impressive and did a good job. Was excited to participate in scholarship reviews as well.

      Member Mazurkiewicz: Seconds her colleague's comments. Commends the students and their substitute teacher for the work on the documentary, as is excited to share it with other people in the community moving forward. Excited for the new curriculum and to see how the process is going.

      Member Frame: Spring Sports; the softball team is doing amazing. Received a comment from an opposing team's parent about the high level of sportsmanship of the team.
9. Adjourn
   Member Moore; feels better about the district than he has in years. Contract negotiations, Budget process, Bond management and Supt review all went, or are going, well. The community is getting involved and things are moving n a great direction.

Member Sipp agrees with Member Moore. Any obstacle the district faces can be handed. The students who made the video are impressive and did a good job. Was excited to participate in scholarship reviews as well.

Member Maz: Seconds her colleague's comments. Commend the students and their ub teacher for the work on the documentary as it is excit4g to share that with other people n the community in the future. Excited for he new curriculum and is excited to see how the process is going.

Member Frame: Spring Spots ; softball team is doing amazing, Rceived a comment from an opposing team's parent about the high level of sportsmanship of the team. Kudos to the baseball tam for a good turnaround to their season,

Adjournd at 6:58 pm.

Banks School District
Board of Directors
May 2026 Regular Business Meeting
Superintendent's Report

Educator Appreciation

As we recognize Educator Appreciation Week, I want to take a moment to express my sincere gratitude to the educators and staff members who make the Banks School District such a special place for students and families. Every day, our teachers, specialists, counselors, instructional assistants, classified staff, administrators, and support teams invest tremendous energy, compassion, and professionalism into creating meaningful opportunities for students. Their work extends far beyond the classroom—supporting students academically, socially, and emotionally while helping ensure that every student experiences the care and connection that define The Brave Experience.

This year has brought continued opportunities and challenges, and our educators have consistently demonstrated resilience, creativity, and an unwavering commitment to students. Whether through innovative instruction, strong relationships with families, extracurricular involvement, transportation services, nutrition programs, facility support, or the countless small moments that help students feel seen and valued, our staff members continue to make Banks a place our community can truly be "Happy and Proud" to be part of. On behalf of the district, I want to thank all of our employees for the difference they make in the lives of students each and every day.

Partnerships

On April 29, several members of our leadership team attended Administrator's Day at the Confederated Tribes of the Grande Ronde campus. We had the opportunity to review the curriculum, learn more about the American Indian/Alaska Native ODE plan, and revisit our existing MOU with CTGR. We also learned how to make a deer hide drum with guidance from a tribal member.

It was a meaningful day of learning, connection, and shared experience. We felt honored to be included.

Summer Learning Grant

The district was awarded $230,160 a year for the next three years, through a competitive grant process, in order to fund our summer programs. Below is the summary of our offerings.

Led by this literacy- and student-forward design, Banks will operate three summer programs: (1) a Pre-Kinder Academy; (2) an Elementary program co-delivered by Champions, an extended learning organization; and (3) a Middle/High program. At each grade band, Banks' Summer programming centers academic enrichment, creativity, social development, and hands-on learning guided by student voice. Upon registration, students and families are solicited to share student interests, and Banks staff will work collaboratively with partners to ensure those interests guide enrichment activities and academic modules themes to ensure all evidence-based instruction and enrichment activities are high-interest and engaging for students. This integration ensures students from all backgrounds, multicultural and linguistic identities, and ability levels feel a sense of belonging and inclusion within our programs.

Our Pre-K Academy summer program is designed to provide a well-rounded, engaging experience that supports children's growth across multiple domains. Our program will include activities for literacy skill building, hands-on art, social/emotional lessons, and opportunities for purposeful play. Each component is intentionally structured to balance age-appropriate learning with creativity and connection.

Our Elementary program, delivered in partnership with Champions, provides a dynamic, full-day experience aimed at boosting literacy and whole-child development. Key activities include daily literacy instruction through the evidence-based iReady and Literacy Booster framework, hands-on STEM and arts enrichment, physical play, math, and project-based learning to support academic growth and prevent summer slide.Banks Elementary School teachers will teach the literacy and math curriculum, while Champions staff will cover Social-Emotional Learning, STEM, and enrichment activities.

Our Middle/High program offers a full-day experience built around academic enrichment, creativity, social development, and hands-on learning. Each day begins with breakfast and community-building activities where students of all ages engage in games and teamwork exercises. Older students serve as mentors to younger "little buddies," fostering leadership and connection.

Our three programs ensure students across the Pre-K through 12th grade continuum have access to equitable, literacy-rich, no-cost summer programming that is barrier-free, safe, and academically enriching. Through a mix of academically rigorous instructions; hands-on enrichment learning experiences; and culturally/linguistically inclusive, accessible design, Banks intends to facilitate a summer program that produces measurable student outcomes in the areas of literacy, STEAM, social-emotional learning, creativity, and collaboration. Ultimately, this program is designed to

ensure participating students leave the summer program scoring higher on skills-based post assessments aligned to Oregon's Early Literacy Standards.

CCAC

The CCAC met in April and was able to finalize recommendations for all three levels for the science adoption, with the team coming to consensus with each other and the teacher teams. Additionally, student survey and classroom observations indicated that the choices of the CCAC and the teacher team were the same choices supported by student feedback. In the Board work session this month, we will be presenting the science adoption to the board for approval. See the Adoption Board report for more information. Additionally, our CCAC is now at the end of their two-year terms, so applications are open now until May 15th. We are actively recruiting new members and welcome community members to apply who would like to have a voice in our curricular decisions.

Attendance & Belonging

School	County	Regular Attenders (Aug-Dec 2025)	Change from Previous Year	2025-26 Enrollment
Banks Middle School	Washington	79.9%	+7.7	259
Banks Elementary School	Washington	77.3%	+7.2	431
Banks High School	Washington	68.0%	+1.2	388

Strong work, everyone! 🎉

Our students are showing up, and it's making a difference. With attendance rates of nearly 80% at the middle school, over 77% at the elementary, and continued growth at the high school, we're seeing positive momentum across all levels. Even more encouraging is the steady improvement from last year—proof that our collective efforts are paying off.

Thank you to our staff, students, and families for prioritizing attendance and making school a place where students want to be. Let's keep it going!

*Data presented in a May 2, 2026 Willamette Week article

Student Success Committee (SSC)

The student success committee wrapped up their final meeting of this school year in April. The team took some time to reflect on the year and the progress we have made. Two multicultural student unions are now established, one at the middle and one at the high school. Additionally, the middle school now has a neurodiversity club. These are student driven clubs that are intended to offer a place for affinity, support, and connection for our students of color (Multicultural clubs) and our students

with disabilities or neurological differences (Neurodiversity club). We also discussed teacher professional development ideas to support staff in better understanding . Additionally, we planned for conducting empathy interviews with students next year, and discussed recruitment of new SSC members for next year. Applications for the SSC are open now and will close on May 15th.

TSEL

Our Youth Mental Health Night was held on April 20, 2026. The event featured a panel of experts, including representatives from Washington County Mental Health and a private provider. Panelists shared valuable resources and insights with community members in attendance. While participation was modest, with approximately 10 attendees, the information presented was highly relevant and timely. We plan to continue offering this event in the future to further support our community.

On May 6, 2026, the district hosted a TSEL celebration to reflect on our progress and identify next steps in our continuous improvement efforts. The event included a staff breakfast, prize raffles, and the sharing of key highlights from our journey. It provided a meaningful opportunity to recognize the work accomplished and to celebrate the strong relationships within our school community.

100 GENERAL FUND | Revenue & Expense Summary
Fiscal Year 2025 - 2026
For the Period Ending April 30, 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 Actual Feb '26	Period 9 Actual Mar '26	Period 10 Actual 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	20,673	73,929	8,718	12,825	88,670	4,140,989	4,028,372	4,039,495	112,617	100%
County School Funds	-	-	4,775	-	-	-	3,429	-	-	3,908	-	3,081	15,193	35,000	8,203	(19,807)	23%
State School Fund	1,573,545	786,300	786,300	786,172	786,172	778,649	778,649	778,649	746,316	746,316	745,161	0	9,292,229	9,326,423	8,547,068	(34,194)	92%
Common School Fund	79,937	-	-	-	-	-	-	80,835	-	-	11,488	5,804	178,064	159,874	160,772	18,190	101%
State Managed Timber	-	-	-	-	105,539	-	-	-	146,867	-	53,892	27,228	333,526	750,000	252,407	(416,474)	34%
SSF Formula Total	**1,653,482**	**786,300**	**797,260**	**792,623**	**1,624,938**	**3,905,780**	**845,259**	**880,157**	**967,113**	**758,942**	**823,365**	**124,783**	**13,960,001**	**14,299,669**	**13,007,945**	**(339,668)**	**91%**
Local Sources (1000)	20,152	16,836	18,620	21,346	15,510	23,342	21,887	20,617	21,550	18,120	32,212	15,430	245,622	191,000	180,165	54,622	94%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Sources (3000)	-	-	-	-	-	-	-	-	-	-	8,240	8,240	16,479	98,875	-	(82,396)	0%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Sources (5000)	-	-	-	-	-	-	-	-	12,000	-	-	-	12,000	-	12,000	12,000	
Total Operating Revenue	**1,673,634**	**803,136**	**815,880**	**813,968**	**1,640,449**	**3,929,122**	**867,146**	**900,774**	**1,000,663**	**777,062**	**863,817**	**148,452**	**14,234,102**	**14,589,544**	**13,200,110**	**(355,442)**	**90%**
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**	**3,929,122**	**867,146**	**900,774**	**1,000,663**	**777,062**	**863,817**	**148,452**	**16,177,386**	**16,197,273**	**15,143,393**	**(19,887)**	**93%**
CUMULATIVE RESOURCES	**3,616,917**	**4,420,053**	**5,235,933**	**6,049,902**	**7,690,351**	**11,619,473**	**12,486,619**	**13,387,392**	**14,388,055**	**15,165,117**	**16,028,934**	**16,177,386**					
EXPENDITURES BY OBJECT																	
Salaries (100)	123,775	140,776	565,293	559,140	553,609	548,172	545,181	544,660	541,940	539,038	571,444	1,370,218	6,603,246	6,757,588	4,661,584	(154,342)	69%
Employee Benefits (200)	31,382	98,873	356,871	325,749	342,956	345,796	345,213	346,631	342,365	344,259	383,407	921,388	4,184,890	4,481,835	2,880,095	(296,945)	64%
Purchased Services (300)	44,115	179,842	221,730	135,813	333,754	187,731	404,942	112,251	306,466	270,403	308,768	342,972	2,848,787	2,558,200	2,197,047	290,587	86%
Supplies & Materials (400)	8,583	(940)	52,920	36,535	25,412	14,064	18,461	22,901	14,285	49,438	28,567	50,725	320,950	325,850	241,658	(4,900)	74%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Insurance/Other (600)	7,422	184,758	4,708	7,896	2,789	1,743	4,084	3,327	2,663	1,772	1,165	2,516	224,843	208,500	221,028	16,343	106%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	-	72,655	486,863	559,517	560,300	-	(783)	0%
Total Operating Expenditures	**215,277**	**603,309**	**1,201,522**	**1,065,133**	**1,258,520**	**1,097,506**	**1,317,881**	**1,029,770**	**1,207,720**	**1,204,909**	**1,366,005**	**3,174,682**	**14,742,233**	**14,892,273**	**10,201,413**	**(150,040)**	**69%**
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	-	-	805,000	-	(805,000)	0%
Total Monthly Expenditures	**215,277**	**603,309**	**1,201,522**	**1,065,133**	**1,258,520**	**1,097,506**	**1,317,881**	**1,029,770**	**1,207,720**	**1,204,909**	**1,366,005**	**3,174,682**	**14,742,233**	**16,197,273**	**10,201,413**	**(1,455,040)**	**63%**
CUMULATIVE EXPENDITURES	**215,277**	**818,586**	**2,020,107**	**3,085,240**	**4,343,760**	**5,441,266**	**6,759,147**	**7,788,917**	**8,996,636**	**10,201,546**	**11,567,551**	**14,742,233**					
Month-end Fund Balance	**3,401,640**	**3,601,468**	**3,215,826**	**2,964,662**	**3,346,591**	**6,178,206**	**5,727,471**	**5,598,475**	**5,391,418**	**4,963,571**	**4,461,383**	**1,435,153**			**4,941,981**	**1,435,153**	
EXPENDITURES BY FUNCTION																	
Instruction (1000)	(25,603)	20,343	647,065	635,683	670,485	625,673	740,470	632,475	630,340	674,600	740,774	2,024,472	8,016,776	8,321,414	5,251,530	(304,638)	63%
Support Services (2000)	240,880	582,966	554,457	429,450	588,035	471,833	577,411	397,295	577,380	530,309	552,576	663,347	6,165,939	6,010,559	4,949,883	155,380	82%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Uses (5000)	-	-	-	-	-	-	-	-	-	-	72,655	486,863	559,517	560,300	-	(783)	0%
Total Operating Expenditures	**215,277**	**603,309**	**1,201,522**	**1,065,133**	**1,258,520**	**1,097,506**	**1,317,881**	**1,029,770**	**1,207,720**	**1,204,909**	**1,366,005**	**3,174,682**	**14,742,232**	**14,892,273**	**10,201,413**	**(150,041)**	**69%**
Contingencies (6000)	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	-	-	-	-	-	-	-	805,000	-	(805,000)	0%
Total Monthly Expenditures	**215,277**	**603,309**	**1,201,522**	**1,065,133**	**1,258,520**	**1,097,506**	**1,317,881**	**1,029,770**	**1,207,720**	**1,204,909**	**1,366,005**	**3,174,682**	**14,742,232**	**16,197,273**	**10,201,413**	**(1,455,041)**	**63%**
CUMULATIVE EXPENDITURES	**215,277**	**818,586**	**2,020,107**	**3,085,240**	**4,343,760**	**5,441,266**	**6,759,147**	**7,788,917**	**8,996,636**	**10,201,545**	**11,567,551**	**14,742,232**					
Month-end Fund Balance	**3,401,640**	**3,601,468**	**3,215,826**	**2,964,662**	**3,346,591**	**6,178,206**	**5,727,471**	**5,598,475**	**5,391,418**	**4,963,572**	**4,461,383**	**1,435,153**			**4,941,981**	**1,435,153**	

Regular Board Session
Monday, April 13, 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
I make a motion to approve the April 13th, 2026 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
Olivia presented an update on the high school activiteis; Winter sports have wrapped up and Spring Sports have started. Shared updates on the Spring Sports teams. Drama performances are coming up, OSET held senior night and several students placed. Shared additional updates on FFA, Mulitcultural Club, Prom and Character Words; honoring students who were nominated for demonstrating character words. (10 people nominated so far.)

Incoming ASB Leadership will be present at the next meeting,

2. Recognitions

2.1. Historical Society Grant — Coalition of Washington County
This month we recognize our collaboration with the Historical Society. Students will engage in activities to help learn about the history of our community. We feel fortunate for our students that we have this awesome opportunity for our students to learn more about our community.

The grant from the Cultural Coalition of Washington County will allow us to tie the Oregon trail and the Grand Ronde curriculum. Partnering with the CTE classes as well to create a documentary video, where we will learn the cultural interfaces, culture of the past into the future to make the content come alive.

3. Audience Comment

4. Presentations/Reports

4.1. Superintendent's Report
Thanks to all who are attending.

Several committees are working with us right now; updates are included in the agenda packet.

Shout out to Darla and her team. Darla is part of a National cohort and will be presenting on chronic absenteeism soon, The approach that Darla and the team have taken does not use punitive discipline, but instead focuses on barriers as well as a welcoming environment, etc.

The Student Success Committee has started a few new clubs, including the neurodivergent club and the multicultural club.

Member Mazurkiewicz requested empathy interview data and clarification on absence data.

Reminder of the Community Curriculum Night later this month

4.2. Financial Update
Revenue in March is in, including Timber Revenue. Property taxes came in slightly higher than expected. All bank reconciliations are current and the budget is on track.

4.3. Alycia Johnson with Assured Partners
Alycia Johnson with Assured partners — insurance program with PACE and SAIF. Premiums increased slightly. Workers comp is up as we had a few claims. Shared the highlights of the report.

The district has done well with few claims.

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 Board Meeting Minutes

5.1.1. March 9, 2026 Work Session Minutes

5.1.2. March 9, 2026 Regular Board Session Minutes

5.2. Routine Personnel Matters

5.3. Approve 2026-27 Budget Committee Members

6. Discussion Items

6.1. Board Member presence at Graduation

Graduation is June 5th. All Board members are welcome to attend. We are fortunate that we do not have to limit tickets for each graduate. Member Maz would like to participate. If other members would like to participate, please Brian know.

7. Action Items

8. Closing

8.1. Upcoming items

8.1.1. 4/15/26: SEI filing due

8.1.2. 4/22/26: Groundbreaking Ceremony

8.1.3. 4/29/26: Curriculum Community Open House

8.1.4. 5/4/26-5/8/26: Staff Appreciation Week

8.1.5. 5/5/26; BMS Talent Show

8.1.6. 5/7/26: BES STEM night

8.1.7. 5/14/26: First meeting of the Budget Committee & Budget 101

8.1.8. 5/21/26: Second Meeting of the Budget Committee

8.2. Board Comments

Member Moore; Shared that the building process goes smoothly and that the team is strong. Contract negotiations went well and shared the historical differences.

Member Streblow: nice to walk around the tour tonight and receive the updates. The Historical grant sounds exciting and is grateful for the Society's attendance tonight.

Member Sipp; excited to see the Historical Society here and to partner with them. The students worked very hard on their project and should be present at the May Board Meeting. Appreciates the Drama production.

Member Mazurkiewicz: Exciting to walk around and visualize the new school and gym. Very exciting time to be in the district. Participated in a field trip which remindsher of how top-notch our district is.

Chairman Frame - appreciates the Historical Society for being here and for their partnership.

Adjourned 6;41 PM.

9. Adjourn

Board Work Session
Monday, April 13, 2026 4:20 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 April 13th, 2026 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

2. Discussion Items

2.1. Bond Update

John Abel presented information on project updates for Aux Gym and other projects, including budget summaries and schedules.

Demolition of the south wing and DO building is complete. Permit processes continue. Shared the ongoing projects, such as the High School cafeteria work done over Spring Break.

Briefly discussed the budget as it stands now including value engineered design changes, CTE walkway, etc.

The full report is attached to the agenda.

Board members then participated in a tour of the construction site, led by Sonia with P&C.

2.1.1. Auxiliary Gym naming process

D. Sica shared the proposed new Auxiliary Gym Naming process. The new Gym will sit on the middle school lot and is currently referred to as the Auxiliary Gym. Proposes that a committee is put together to make a recommendation to the Board for voting.

Board members shared their thoughts.

Board Member Moore would like to see the ability to name it after a person is discontinued

and removed from Board policy.

Board Member Sipp agrees that it should be named.

Board Member Mazurkiweicz suggested that a vote be held; perhaps the Board narrows it down to three, then community votes.

Chairman Frame suggested that the students are polled.

Further discussion. Brian will confirm the timeline and will bring a more refined process at the next meeting.

Adjourned at 5:58.

3. Adjourn

BANKS SCHOOL DISTRICT

RESOLUTION 25-26-MAY-01
ACKNOWLEDGING MAY 4-8, 2026
STAFF APPRECIATION WEEK
IN THE BANKS SCHOOL DISTRICT

WHEREAS, our country's future depends upon providing quality education to all students; and,

WHEREAS, teachers and support staff mold future citizens through guidance and education; and,

WHEREAS, teachers and support staff fill many roles, as listeners, explorers, role models, motivators and mentors; and

WHEREAS, teachers and support staff build relationships with students that enable young people to believe in their own potential; and,

WHEREAS, teachers and support staff work long beyond the normal school day to instruct, grade and prepare for their students; and,

WHEREAS, our community recognizes and supports its teachers and support staff in educating the children of this community.

NOW, THEREFORE, we, the members of the Board of Directors for the Banks School District, hereby declare our appreciation to our staff and acknowledge May 4-8, 2026 to be:

STAFF APPRECIATION WEEK

BE IT FURTHER RESOLVED that we urge all members of the community to join us in recognizing the dedication and hard work of these individuals.

By resolution of the Board of Directors this 11th day of May 2026:

Ron Frame, Chairman of the Board Banks School District No. 13 Board of Directors	Brian Sica, Superintendent Banks School District No. 13

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EXHIBIT C

CM/GC CONSTRUCTION CONTRACT
CONTRACT TRACKING NO. 4

CONTRACT AMENDMENT NO. 4

GMP AMENDMENT

Pursuant to Section 6 of the above-noted Contract dated December 04, 2024 ("Contract"), Banks School District ("Owner") and P&C Construction ("CM/GC") ("Parties") hereby agree to this Contract Amendment No. 4 ("Amendment No. 4") to the Contract as follows.

1. GMP Established. The CM/GC's Guaranteed Maximum Price for the Work ("GMP") calculated pursuant to Section 6 of the Contract is $38,214,987.

2. Contract Time. The CM/GC will achieve substantial completion of the work no later than September 13, 2027. The contractor will achieve beneficial occupancy no later than August 12, 2027.

3. Contract Documents. The above noted GMP and Contract Time are based upon the following Contract Documents, which are incorporated by reference into the Contract.

a. Plans: 26-0213 Banks High School Addition and Remodel Permit Set; Specifications: 26-0213 Banks HS Add Remod Permit Set V1, 26-0213 Banks HS Add Remod Permit Set V2; Addenda: 26-0313-Banks HS Addendum -01 and 26-0403_Banks HS Addenda NO2; Plans: Banks High School Locker Room Renovation; Specifications:Project Manual for Banks High School Locker Room Remodel

b. Banks High School GMP Cost Workbook Cover Page

c. Banks High School GMP Estimate Package – Section 1: Clarifications and Assumptions

d. Banks High School GMP Estimate Package – Section 2: GMP Estimate

e. Banks High School GMP Estimate Package – Section 3: Schedule

f. Banks High School GMP Estimate Package – Section 4: Logistics

g. Banks High School GMP Estimate Package – Section 5: Alternates

h. Banks High School GMP Estimate Package – Section 6: Allowances

i. Banks High School GMP Estimate Package – Section 7: Budget Tracking Log Post GMP

Construction Manager/General Contractor
P&C Construction

SIGNATURE

I have read this Amendment No. 4, including the attached Exhibits and all referenced documents. I certify that I have the authority to sign and enter into this Contract. I understand the Amendment and agree to be bound by its terms.

DocuSigned by:
Brian Shoemaker
5743F145A9DA45C...
Signature

President
Title

Brian Shoemaker
Name (please print)

May 4, 2026
Date

[BANKS SCHOOL DISTRICT]

SIGNATURE
(This contract is not binding on the District until signed by the appropriate signing authority)

DocuSigned by:
Brian Sica
F6237AE0C0B7465...
Signature

Superintendent
Title

Brian Sica
Name (please print)

May 6, 2026
Date

Docusign Envelope ID: 428818B6-BD7F-476D-BA14-2D6FD66A9101

BANKS HIGH SCHOOL ADDITION AND REMODEL

BANKS SCHOOL DISTRICT

13050 NW MAIN STREET BANKS, OR 97106

BR|IC ARCHITECTURE

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ARCHITECTURAL ABBREVIATIONS

LIST IS NOT INCLUSIVE; OTHER ABBREVIATIONS MAY DEFINED BY DISCIPLINE OR BY INDIVIDUAL SHEET. WHERE IN CONFLICT, SUCH ABBREVIATIONS SUPERCEDE THOSE INDICATED IN THIS LIST.

∠	ANGLE
&	AND
ACT	ACOUSTICAL CEILING TILE
ADA	AMERICANS WITH DISABILITY ACT STANDARDS (2010)
ADD	ADDENDUM
AESS	ARCHITECTURAL EXPOSED STRUCTURAL STEEL
AFF	ABOVE FINISH FLOOR
AHJ	AUTHORITY HAVING JURISDICTION
ALUM	ALUMINUM
ANOD	ANODIZED
BD	BOARD
BLDG	BUILDING
BLKG	BLOCKING
BM	BENCH MARK
BO	BOTTOM OF
BOD	BOTTOM OF DECK
BTWN	BETWEEN
CAB	CONTINUOUS AIR BARRIER
CG	CORNER GUARD
CIP	CAST IN PLACE CONCRETE
CL	CENTERLINE
CLG	CEILING
CLR	CLEAR
CJ	CONTROL JOINT
CMU	CONCRETE MASONRY UNIT
COL	COLUMN
CONT	CONTINUOUS
CSJ	CONSTRUCTION JOINT
CSMT	CASEMENT
CT	CERAMIC TILE
CTR	CENTER
℄	CENTERLINE
DBL	DOUBLE
DTL	DETAIL
DF	DRINKING FOUNTAIN
DIA	DIAMETER
DIAG	DIAGONAL
DIM	DIMENSION
DN	DOWN
DR	DOOR
DS	DOWNSPOUT
DW	DISHWASHER
DWG	DRAWING
(E)	EXISTING
EA	EACH
EF	EXHAUST FAN
EJ	EXPANSION JOINT
EL	ELEVATION
ELEC	ELECTRICAL
EJC	EXPANSION JOINT COVER
EOS	EDGE OF SLAB
ENGR	ENGINEER
EQ	EQUAL
EQUIP	EQUIPMENT
ES	EACH SIDE
EXP	EXPANSION
EXT	EXTERIOR
FA	FIRE ALARM
FD	FLOOR DRAIN
FDN	FOUNDATION
FE	FIRE EXTINGUISHER
FEC	FIRE EXTINGUISHER CABINET
FEC8	FIRE EXTINGUISHER CABINET W/ BLANKET
FF	FINISH FLOOR
FIN	FINISH
FL	FLOOR
FO	FACE OF
FOC	FACE OF CONCRETE
FOF	FACE OF FINISH
FOM	FACE OF MASONRY
FOS	FACE OF STUD/STRUCTURE
FRT	FIRE RETARDANT TREATED
FTG	FOOTING
FURR	FURRING
GA	GAUGE/GAGE
GALV	GALVANIZED
GB	GRAB BAR
GC	GENERAL CONTRACTOR
GL	GLASS/GLAZING
GND	GROUND
GVP	GYPSUM VENEER PLASTER
GYP	GYPSUM
HB	HOSE BIBB
HM	HOLLOW METAL
HPC	HIGH PERFORMANCE COATING
HVAC	HEATING, VENTILATION AND AIR CONDITIONING
HW	HOT WATER
INSUL	INSULATION
INT	INTERIOR
IFP	INTUMESCENT FIRE PROTECTION
JT	JOINT
JST	JOIST
LAV	LAVATORY
LKR	LOCKER
LVR	LOUVER
MATL	MATERIAL
MB	MARKERBOARD
MAX	MAXIMUM
MECH	MECHANICAL
MEZZ	MEZZANINE
MFR	MANUFACTURER
MIN	MINIMUM
MISC	MISCELLANEOUS
MTD	MOUNTED
MO	MASONRY OPENING
MTL	METAL
(N)	NEW
NA	NOT APPLICABLE
NIC	NOT IN CONTRACT
NOM	NOMINAL
NTS	NOT TO SCALE
OA	OVERALL
OC	ON CENTER
OD	OUTSIDE DIAMETER
OFCI	OWNER FURNISHED CONTRACTOR INSTALLED
OFD	OVERFLOW DRAIN
OFOI	OWNER FURNISHED OWNER INSTALLED
OH	OVERHEAD
OPNG	OPENING
OPP	OPPOSITE
OS	OUTSIDE
PL	PROPERTY LINE
PLAM	PLASTIC LAMINATE
PLAS	PLASTER
PLYWD	PLYWOOD
PT	PRESSURE TREATED
PVMT	PAVEMENT
R	RADIUS
RD	ROOF DRAIN
REF	REFERENCE
REFR	REFRIGERATOR
REQ'D	REQUIRED
REV	REVISE OR REVISION
RO	ROUGH OPENING
RT	ROOF TIE-OFF
RCP	REFLECTED CEILING PLAN
SAHTS	SELF ADHERED HIGH TEMPERATURE SHEET
SAM	SELF-ADHERED MEMBRANE
SC	SOLID CORE
SECT	SECTION
SF	SQUARE FOOT
SFRM	SPRAY-APPLIED FIRE RESISTIVE MATERIALS
SHTG	SHEATHING
SHWR	SHOWER
SHT	SHEET
SIM	SIMILAR
SJ	SEISMIC JOINT
SOG	SLAB ON GRADE
SQ	SQUARE
SS	STAINLESS STEEL
STD	STANDARD
STL	STEEL
STRUCT	STRUCTURAL
SUSP	SUSPENDED
T/M	TO MATCH
THK	THICK
TLT	TOILET
TO	TOP OF
TOC	TOP OF CURB
TOD	TOP OF DECK
TOS	TOP OF STRUCTURE
TJ	TOOL JOINT
TP	TOILET PAPER
TS	TUBE STEEL
TYP	TYPICAL
T&G	TONGUE AND GROOVE
UNFIN	UNFINISHED
UNO	UNLESS NOTED OTHERWISE
VB	VAPOR BARRIER
VERT	VERTICAL
VIF	VERIFY IN FIELD
VR	VAPOR RETARDER
VFY	VERIFY
W/	WITH
W/O	WITHOUT
WC	WATER CLOSET
WD	WOOD
WF	WIDE FLANGE
WH	WATER HEATER
WP	WATERPROOFING
WRB	WATER-RESISTIVE BARRIER
WT	WEIGHT

ROOM ABBREVIATIONS

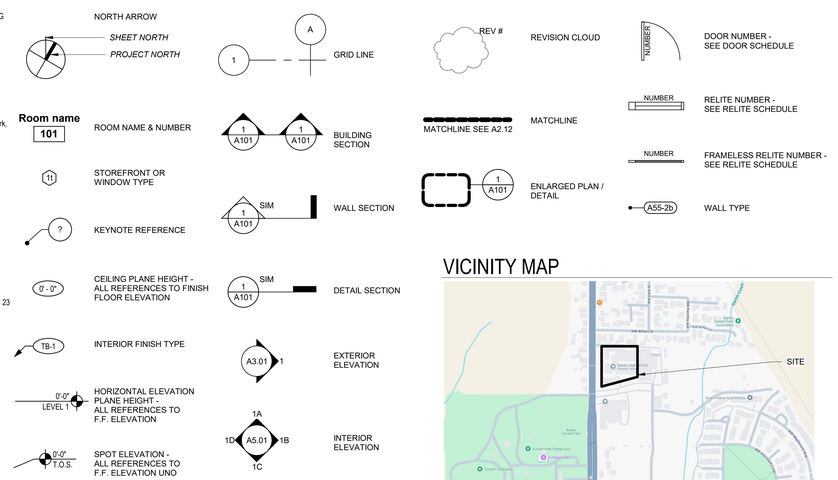
AD	ADMINISTRATIVE
CIRC	CIRCULATION
CNS	COUNSELOR
CONF	CONFERENCE
CR	CLASSROOM
CORR	CORRIDOR
CUST	CUSTODIAN
ELEC	ELECTRICAL
ELEV	ELEVATOR
EXD	EXTENDED
GEN-ED	GENERAL EDUCATION
G/N	GENDER NEUTRAL
GNT	GENDER NEUTRAL TOILET
IDF	INTERMEDIATE DISTRIBUTION FRAME
ISS	IN SCHOOL SUSPENSION
JAN	JANITOR / CUSTODIAL
LG	LARGE
MDF	MAIN DISTRIBUTION FRAME
MP	MULTI-PURPOSE
OFC	OFFICE
PRINC	PRINCIPAL
PRAC	PRACTICE
REG	REGISTRAR
REST	RESTROOM
RR	RESTROOM
RM	ROOM
SRO	SCHOOL RESOURCE OFFICE
SM	SMALL
ST	STAFF TOILET
STOR	STORAGE
STR	STAIR
SUPT	SUPERINTENDENT
TELE	TELECOMMUNICATIONS
U	UTILITY
VEST	VESTIBULE
V	VICE-

DELEGATED DESIGN

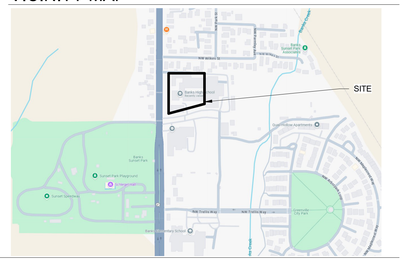
DEFERRED SUBMITTAL ITEMS SHALL NOT BE INSTALLED UNTIL THE DEFERRED SUBMITTAL DOCUMENTS HAVE BEEN APPROVED BY THE BUILDING OFFICIAL. DELEGATED DESIGN COMPONENTS WHICH REQUIRE DEFERRED SUBMITTALS INCLUDE, BUT ARE NOT LIMITED, TO THE FOLLOWING:

1. Metal Fabrications, Elevator Hoist Beams, Section 05 50 00
2. Pipe and Tube Railings, Railings and Guardrails, Section 05 52 13
3. Wood I-Joists, Wood I-Joists, Section 06 17 33
4. Metal-Web Joists, Metal-Web Wood Joists, Section 06 17 36
5. Architectural Wood Casework, Seismic Anchorage of Architectural Wood Casework, Section 06 41 00
6. Cladding Support Systems, Cladding Support Assembly, Section 07 05 43
7. Metal Roof Panels, Metal Roof Panels, Section 07 41 13
8. Metal Wall Panels, Metal Wall Panels, Section 07 42 13
9. Aluminum-Framed Storefronts, Aluminum Storefronts, Section 08 43 13
10. Glazed Aluminum Curtain Walls, Aluminum Curtain Walls, Section 08 44 13
11. Metal Framed Skylights, Metal Framed Skylights, Section 08 63 00
12. Glazing, Insulating Glass Units, Section 08 80 00
13. Acoustical Ceilings, Seismic Anchorage for Acoustical Ceilings, Section 09 51 00
14. Linear Metal Ceilings, Seismic Anchorage for Linear Metal Ceilings, Section 09 54 23
15. Rooftop Equipment Screens, Rooftop Equipment Screens, Section 10 82 00
16. Seismic Anchorage Divisions 21, 22, 23, 26, 27 and 28 equipment, hoods, panels and other components of mechanical, plumbing, gas and electrical systems.
17. Fire Suppression, Fire Line and Sprinkler System, Division 21
18. Fire Alarm, Division 28

ARCHITECTURAL SYMBOLS



VICINITY MAP



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CIVIL

C1.00 OVERALL EXISTING CONDITIONS PLAN
C1.10 NORTH EXISTING CONDITIONS PLAN
C1.11 SOUTH EXISTING CONDITIONS PLAN
C2.10 NORTH DEMOLITION PLAN
C2.11 SOUTH DEMOLITION PLAN
C3.00 ESCP COVER SHEET
C3.10 DEMOLITION ESC I
C3.11 DEMOLITION ESC II
C3.20 CONSTRUCTION ESC I
C3.21 CONSTRUCTION ESC II
C3.30 ESC FINAL STABILIZATION I
C3.31 ESC FINAL STABILIZATION II
C3.32 ESC FINAL STABILIZATION III
C3.40 ESC DETAILS I
C3.41 ESC DETAILS II
C4.00 OVERALL SITE PLAN
C4.10 NORTH SITE PLAN
C4.11 SOUTH SITE PLAN
C4.12 EAST SITE PLAN
C4.20 SITE DETAILS
C5.10 NORTH COMPOSITE UTILITY PLAN
C5.11 SOUTH COMPOSITE UTILITY PLAN
C5.12 EAST COMPOSITE UTILITY PLAN
C5.20 UTILITY DETAILS I
C5.21 UTILITY DETAILS II
C5.22 UTILITY DETAILS III
C5.23 UTILITY DETAILS IV
C5.24 UTILITY DETAILS V
C5.25 UTILITY DETAILS VI
C6.00 OVERALL GRADING PLAN
C6.20 GRADING DETAILS I
C6.21 GRADING DETAILS II
C6.22 GRADING DETAILS III
C6.23 GRADING DETAILS IV
C6.24 GRADING DETAILS V

LANDSCAPE

L1.01 TREE PRESERVATION AND REMOVALS PLAN
L2.01 MATERIALS PLAN SITE
L2.02 MATERIALS PLAN NORTH
L2.03 MATERIALS PLAN SOUTH
L3.01 LAYOUT PLAN NORTH
L3.02 LAYOUT PLAN SOUTH
L4.01 PLANTING PLAN NORTH
L5.01 IRRIGATION PLAN
L6.01 DETAILS
L6.02 DETAILS

ARCHITECTURE

A0.00 SHEET INDEXES
A0.01 ALLOWABLE AREA - LEVEL 1
A0.02 ALLOWABLE AREA - LEVEL 2
A0.05 EGRESS PLANS & PLUMBING FIXTURE CALCULATIONS - LEVEL 1
A0.06 EGRESS PLANS & PLUMBING FIXTURE CALCULATIONS - LEVEL 2
A0.07 CODE REVIEW - ENLARGED PLANS
A0.10 EXTERIOR WALL TYPES
A0.11 INTERIOR WALL TYPES
A0.15 HORIZONTAL ASSEMBLY TYPES
A0.54 NORTH WING DEMOLITION
A0.60 EXISTING CTE DEMO PLANS
A0.61 CTE BUILDING RECLADDING
A0.65 EXISTING GYM CORRIDOR DEMO PLANS
A0.66 EXISTING GYM CORRIDOR RECLADDING
A0.67 EXISTING GYM CORRIDOR RECLADDING
A1.00 OVERALL CAMPUS SITE PLAN
A1.10 OVERALL SLAB PLAN - LEVEL 1
A1.11 SLAB PLAN - LEVEL 1 SECTOR A
A1.12 SLAB PLAN - LEVEL 1 SECTOR B & C
A1.20 OVERALL SLAB PLAN - LEVEL 2
A1.21 SLAB PLAN - LEVEL 2 SECTOR A
A1.22 SLAB PLAN - LEVEL 2 SECTOR B
A2.10 LEVEL 1 - OVERALL FLOOR PLAN
A2.11 FLOOR PLAN - LEVEL 1 SECTOR A
A2.12 FLOOR PLAN - LEVEL 1 SECTORS B & C
A2.20 LEVEL 2 - OVERALL FLOOR PLAN
A2.21 FLOOR PLAN - LEVEL 2 SECTOR A
A2.22 FLOOR PLAN - LEVEL 2 SECTOR B
A2.30 OVERALL ROOF PLAN
A2.31 SECTOR A ROOF PLAN
A2.32 SECTOR B & C ROOF PLAN
A3.00 EXTERIOR ELEVATIONS
A3.01 EXTERIOR ELEVATIONS
A3.20 BUILDING SECTIONS
A3.21 BUILDING SECTIONS
A3.22 BUILDING SECTIONS
A3.23 BUILDING SECTIONS
A3.40 WALL SECTIONS
A3.41 WALL SECTIONS
A3.42 WALL SECTIONS
A3.43 WALL SECTIONS
A3.44 WALL SECTIONS
A3.45 WALL SECTIONS
A3.46 WALL SECTIONS
A3.47 WALL SECTIONS
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A4.03 ENTRY DEVICES - COORDINATION PLAN
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A4.12 FINISH FLOOR PLAN - LEVEL 1 SECTORS B&C
A4.21 FINISH FLOOR PLAN - LEVEL 2 SECTOR A
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A4.30 ENLARGED PLAN - ADMINISTRATION
A4.31 ENLARGED PLAN - DISTRICT OFFICE
A4.50 ENLARGED PLANS AND ELEVATIONS - TOILET ROOMS
A4.51 ENLARGED PLANS AND ELEVATIONS - TOILET ROOMS
A4.52 ENLARGED PLANS AND ELEVATIONS - TOILET ROOMS
A4.53 ENLARGED PLANS AND ELEVATIONS - TOILET ROOMS
A4.60 REFLECTED CEILING PLAN AND FINISH FLOOR PLAN - EXISTING HALLWAY
A4.61 INTERIOR ELEVATIONS - EXISTING HALLWAY
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A5.02 INTERIOR ELEVATIONS - HALLWAYS
A5.03 INTERIOR ELEVATIONS- HALLWAYS
A5.04 INTERIOR ELEVATIONS - HALLWAYS
A5.08 INTERIOR ELEVATIONS - HALLWAYS
A5.10 INTERIOR ELEVATIONS - SECTOR A
A5.11 INTERIOR ELEVATIONS - SECTOR A
A5.12 INTERIOR ELEVATIONS - SECTOR A
A5.13 INTERIOR ELEVATIONS - SECTOR A
A5.14 INTERIOR ELEVATIONS - SECTOR A
A5.15 INTERIOR ELEVATIONS - SECTOR A
A5.16 INTERIOR ELEVATIONS - SECTOR A
A5.20 INTERIOR ELEVATIONS -SECTOR B
A5.21 INTERIOR ELEVATIONS - SECTOR B
A5.22 INTERIOR ELEVATIONS -SECTOR B
A5.23 INTERIOR ELEVATIONS -SECTOR B
A5.30 INTERIOR ELEVATIONS - SECTOR C
A5.31 INTERIOR ELEVATIONS - SECTOR C
A5.32 INTERIOR ELEVATIONS - SECTOR C
A6.11 LEVEL 1 SECTOR A REFLECTED CEILING PLAN
A6.12 LEVEL 1 SECTORS B & C REFLECTED CEILING PLAN
A6.21 LEVEL 2 SECTOR A REFLECTED CEILING PLAN
A6.22 LEVEL 2 SECTOR B REFLECTED CEILING PLAN
A6.30 ENLARGED REFLECTED CEILING PLANS
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A7.12 VERTICAL CIRCULATION - STAIR 2
A7.13 VERTICAL CIRCULATION - ELEVATOR
A7.21 VERTICAL CIRCULATION DETAILS
A7.22 VERTICAL CIRCULATION DETAILS
A7.30 CHASE PLANS AND SECTIONS
A7.31 CHASE PLANS AND SECTIONS
A8.00 DOOR & RELITE TYPES
A8.01 DOOR & RELITE SCHEDULE
A8.10 STOREFRONT & CURTAINWALL TYPES
A8.21 FOUNDATION DETAILS
A8.31 EXTERIOR DETAILS - STOREFRONT & CURTAIN WALL
A8.32 EXTERIOR DETAILS - STOREFRONT & CURTAIN WALL
A8.33 EXTERIOR DETAILS - STOREFRONT & CURTAINWALL
A8.34 EXTERIOR DETAILS - STOREFRONT & CURTANWALL
A8.35 EXTERIOR DETAILS - STOREFRONT & CURTAIN WALL
A8.40 EXTERIOR DETAILS - HOLLOW METAL
A8.61 EXTERIOR DETAILS
A8.62 EXTERIOR DETAILS
A8.63 EXTERIOR DETAILS
A8.64 EXTERIOR DETAILS
A8.65 EXTERIOR DETAILS
A8.66 EXTERIOR DETAILS - ROOF
A8.67 EXTERIOR DETAILS - ROOF
A8.68 FIRE WALL DETAILS
A8.69 FIRE WALL DETAILS

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A9.01 CASEWORK SCHEDULES
A9.02 CASEWORK SCHEDULES
A9.10 CASEWORK DETAILS
A9.11 CASEWORK DETAILS
A9.13 CASEWORK DETAILS
A9.14 CASEWORK DETAILS
A9.15 CASEWORK DETAILS
A9.20 INTERIOR DETAILS
A9.21 INTERIOR DETAILS
A9.28 CLASSROOM COORDINATION DRAWINGS
A9.30 INTERIOR DETAILS - FLOORS
A9.40 INTERIOR DETAILS - WALLS
A9.41 INTERIOR DETAILS - WALLS AND CEILINGS
A9.50 INTERIOR DETAILS - OPENINGS
A9.60 INTERIOR DETAILS - CEILINGS
A9.70 SIGNAGE TYPES
A9.71 SIGNAGE SCHEDULES
A9.72 SIGNAGE PLAN AT EXISTING

STRUCTURAL

S0.00 COVER SHEET
S0.01 GENERAL NOTES
S0.02 GENERAL NOTES
S0.03 GENERAL NOTES
S0.04 GENERAL NOTES
S0.05 GENERAL NOTES
S0.11 ROOF SNOW DRIFT MAP
S0.12 WIND UPLIFT MAP
S0.61 CTE FLOOR PLAN AND DETAILS
S0.66 EXISTING GYM CORRIDOR RECLADDING
S2.01 FOUNDATION PLAN - SECTOR A
S2.02 FOUNDATION PLAN SECTOR B & C
S2.11 GRADE LEVEL FRAMING PLAN - SECTOR A
S2.12 GRADE LEVEL FRAMING PLAN - SECTOR B & C
S2.21 LEVEL 2 FRAMING PLAN - SECTOR A
S2.22 LEVEL 2 FRAMING PLAN - SECTOR B & C
S2.31 ROOF FRAMING PLAN - SECTOR A
S2.32 ROOF FRAMING PLAN - SECTOR B & C
S3.01 FOUNDATION DETAILS
S3.02 FOUNDATION DETAILS
S3.03 FOUNDATION DETAILS
S3.11 CONCRETE SLAB ON GRADE DETAILS
S3.21 CONCRETE WALL ELEVATIONS
S3.22 CONCRETE WALL ELEVATIONS
S3.23 CONCRETE WALL ELEVATIONS
S3.24 CONCRETE WALL ELEVATIONS
S3.25 CONCRETE DETAILS
S3.26 CONCRETE DETAILS
S3.31 MASONRY DETAILS
S3.32 MASONRY DETAILS
S3.41 STAIR FRAMING PLANS
S3.42 CANOPY FRAMING PLANS
S4.01 WOOD FRAMING DETAILS
S4.02 WOOD FRAMING DETAILS
S4.03 WOOD FRAMING DETAILS
S4.04 WOOD FRAMING DETAILS
S4.11 SUSPENDED LOAD DETAILS
S5.01 STEEL FRAMING DETAILS
S5.02 STEEL FRAMING DETAILS
S6.01 FLOOR FRAMING DETAILS
S6.02 FLOOR FRAMING DETAILS
S6.03 FLOOR FRAMING DETAILS
S6.11 ROOF FRAMING DETAILS
S6.12 ROOF FRAMING DETAILS
S6.13 ROOF FRAMING DETAILS
S6.14 ROOF FRAMING DETAILS
S6.21 SCREEN WALL DETAILS
S7.01 CANOPY DETAILS

MECHANICAL

M0.00 GENERAL NOTES, ABBREVIATIONS AND SHEET INDEX
M0.01 MECHANICAL LEGEND
M2.10 MECHANICALHVAC - LEVEL 1 - OVERALL FLOOR PLAN
M2.11 MECHANICAL HVAC - LEVEL 1 - SECTOR A PLAN
M2.12 MECHANICAL HVAC - LEVEL 1 - SECTOR B & C PLAN
M2.20 MECHANICAL HVAC - LEVEL 2 - OVERALL FLOOR PLAN
M2.21 MECHANICAL HVAC - LEVEL 2 - SECTOR A PLAN
M2.22 MECHANICAL HVAC - LEVEL 2 - SECTOR B PLAN
M2.30 MECHANICAL HVAC - OVERALL ROOF PLAN
M2.31 MECHANICAL HVAC - SECTOR A ROOF PLAN
M2.32 MECHANICAL HVAC - SECTOR B & C ROOF PLAN
M3.10 MECHANICAL - PIPING - LEVEL - OVERALL FLOOR PLAN
M3.11 MECHANICAL PIPING - LEVEL 1 - SECTOR A PLAN
M3.12 MECHANICAL PIPING - LEVEL 1 - SECTOR B & C PLAN
M3.20 MECHANICAL PIPING - LEVEL 2 - OVERALL FLOOR PLAN
M3.21 MECHANICAL PIPING - LEVEL 2 - SECTOR A PLAN
M3.22 MECHANICAL PIPING - LEVEL 2 SECTOR B & C PLAN
M3.30 MECHANICAL PIPING - OVERALL ROOF PLAN
M3.31 MECHANICAL PIPING - SECTOR A ROOF PLAN
M3.32 MECHANICAL PIPING - SECTOR B & C ROOF PLAN
M4.01 MECHANICAL - ENLARGED PLANS
M5.01 MECHANICAL DETAILS
M5.02 MECHANICAL DETAILS
M5.03 MECHANICAL DETAILS
M5.04 MECHANICAL DIAGRAMS
M5.05 MECHANICAL NATURAL GAS RISER DIAGRAM
M5.06 MECHANICAL DETAILS
M6.01 MECHANICAL SCHEDULES
M6.02 MECHANICAL SCHEDULES
M7.01 MECHANICAL SEQUENCE OF OPERATIONS
M8.11 MECHANICAL ZONING - LEVEL 1 - SECTOR A PLAN
M8.12 MECHANICAL ZONING - LEVEL 1 - SECTOR B &C PLAN
M8.21 MECHANICAL ZONING - LEVEL 2 - SECTOR A PLAN
M8.22 MECHANICAL ZONING - LEVEL 2 - SECTOR B & C PLAN

PLUMBING

P0.00 GENERAL NOTES, ABBREVIATIONS AND SHEET INDEX
P2.10 PLUMBING DOMESTIC WATER - LEVEL 1 - OVERALL FLOOR PLAN
P2.11 PLUMBING DOMESTIC WATER- LEVEL1 - SECTOR A PLAN
P2.12 PLUMBING DOMESTIC WATER - LEVEL 1 - SECTOR B & C PLAN
P2.20 PLUMBING DOMESTIC WATER - LEVEL 2 - OVERALL FLOOR PLAN
P2.21 PLUMBING DOMESTIC WATER - LEVEL 2 - SECTOR A PLAN
P2.22 PLUMBING DOMESTIC WATER - LEVEL 2 - SECTOR B & C PLAN
P2.30 PLUMBING - OVERALL ROOF PLAN
P3.11 PLUMBING WASTE & VENT - LEVEL 1 - SECTOR A PLAN
P3.12 PLUMBING WASTE & VENT - LEVEL 1 - SECTOR B & C PLAN
P3.21 PLUMBING WASTE & VENT - LEVEL 2 - SECTOR A PLAN
P3.22 PLUMIBNG WASTE & VENT - LEVEL 2- SECTOR B & C PLAN
P4.01 PLUMBING DOMESTIC WATER - ENLARGED PLANS
P4.02 PLUMBING WASTE & VENT - ENLARGED PLANS
P4.03 PLUMBING DOMESTIC WATER - ISOMETRIC VIEW
P4.04 PLUMBING WASTE & VENT - ISOMETRIC VIEW
P5.01 PLUMBING DETAILS
P5.02 PLUMBING DETAILS
P6.01 PLUMBING SCHEDULES

FIRE PROTECTION

FA0.00 FIRE ALARM GENERAL NOTES AND LEGEND
FA2.10 FIRE ALARM - LEVEL 1 - OVERALL FLOOR PLAN
FA2.11 FIRE ALARM - LEVEL 1 - SECTOR A PLAN
FA2.12 FIRE ALARM - LEVEL 1 - SECTOR B & C PLAN
FA2.20 FIRE ALARM - LEVEL 2 - OVERALL FLOOR PLAN
FA2.21 FIRE ALARM - LEVEL 2 - SECTOR A PLAN
FA2.22 FIRE ALARM - LEVEL 2 - SECTOR B PLAN

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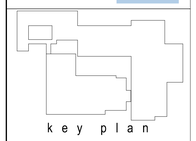
BR|IC
ARCHITECTURE

BANKS HIGH SCHOOL - ADDITION AND REMODEL

13050 NW Main St, Banks, OR 97106
BANKS SCHOOL DISTRICT
T 503-324-2281

REGISTERED ARCHITECT
3473
DANIEL J. HESS
PORTLAND, OREGON
STATE OF OREGON



key plan

date	revisions

phase	PERMIT SET
date	02/13/2026
project	24018

SHEET INDEXES

A0.00

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BRIC ARCHITECTURE

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Project Manual
for
Banks High School – Addition and Remodel

Volume 2 | Divisions 21-33

Banks School District
42350 NW Trellis Way
Banks, Oregon 97106

Permit Set
February 13, 2026

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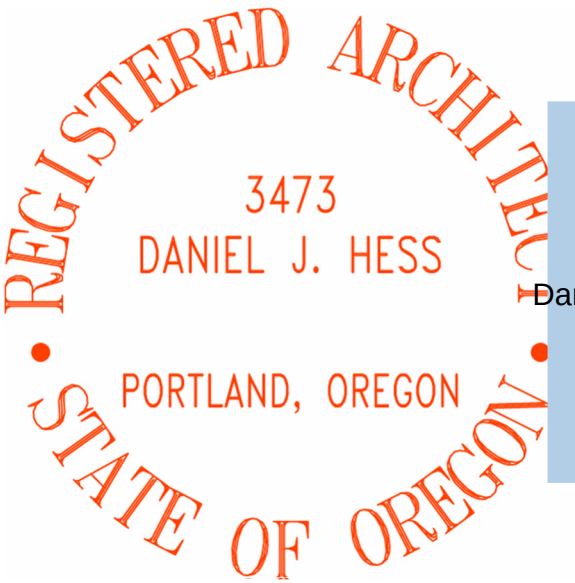
PROJECT MANUAL
for
Banks High School – Addition and Remodel

Banks School District
42350 NW Trellis Way
Banks, Oregon 97106

BRIC Architecture, Inc.
1233 NW Northrup Street, Suite 100
Portland, OR 97209 **T** 503 595 4900



Daniel J. Hess

Digitally signed by Daniel J. Hess
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Date: 2026.02.10 12:49:30-08'00'

February 13, 2026

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END OF DOCUMENT

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Architect:
BRIC Architecture, Inc.
1233 NW Northrup Street, Suite 100
Portland, Oregon 97209

March 13, 2026

ADDENDUM NUMBER ONE
FOR
BANKS HIGH SCHOOL ADDITION

This addendum forms a part of the Contract Documents and modifies the original Bidding Documents dated **March 13, 2026,** and any previously issued addenda as noted below. Acknowledge receipt of this Addendum in the space provided on the Bid Form. Failure to do so may subject the Bidder to disqualification.

ITEM I - PROJECT MANUAL

1. **SECTION 00 01 10 - Table of Contents:**

   a. Add Section 07 46 19 – Steel Siding to the Table of Content per the attached document.
   b. Remove Section 09 54 23 – Linear Metal Ceilings from the Table of Content per the attached document.
   c. Add Section 14 21 00 – Electric Traction Elevators to the Table of Content per the attached document.
   d. Remove Section 14 24 00 – Hydraulic Elevators from the Table of Content per the attached document.

2. **SECTION 03 45 00 – Precast Architectural Concrete:**

   a. Revise paragraph 2.08.C per the attached document.
   b. Revise paragraph 2.09.K per the attached document.

3. **SECTION 07 42 13 – Metal Wall Panels:**

   a. Revise paragraph 1.02.J per the attached document.
   b. Revise paragraph 2.03.B.1, 2, 4, and 6 per the attached document.
   c. Add paragraph 2.03.C per the attached document and renumber subsequent subparagraph accordingly.
   d. Renumber former paragraph 2.03.C per the attached document.

4. **SECTION 07 46 19 – Steel Siding (Soffit):**

   a. Add Section in entirety per the attached document.

5. **SECTION 08 44 13 Glazed Aluminum Curtain Walls:**

   a. Revise paragraph 2.07.F.2, 3, and 4 per attached document.
   b. Add subparagraph 2.07F.5 per attached document.

6. **SECTION 09 00 01 – Finish Legend:**

   a. Revise Section 03 45 00 – Precast Architectural Concrete schedule item 3 PC-1 description per attached document.

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b. Add Section 06 20 00 – Finish Carpentry schedule item WCT-1 and WCT-2 tag and description for clarification per attached document.
c. Revise Section 07 41 13 – Metal Roof Panel schedule item MRP-1 and MRP-2 per attached document.
d. Add Section 07 42 13 – Metal Wall Panels schedule item MWP-2 per attached document.
e. Add Section 07 42 13 – Metal Wall Panels schedule item MCP-1 and MCP-2 per attached document.
f. Revise Section 07 62 00 – Sheet Metal Flashing and Trim schedule item description per attached document.
g. Revise Section 08 14 16 – Flush Wood Doors schedule item description per attached document.
h. Remove Section 09 54 23 – Linear Metal Ceilings schedule item per attached document.

7. **SECTION 09 54 23 – Linear Metal Ceilings:**

   a. Remove Section in entirety.

8. **SECTION 09 68 13 – Tile Carpeting:**

   a. Remove paragraph 1.02.C per attached document and renumber subsequent subparagraph accordingly.
   b. Remove paragraph 1.02.G per attached document.

9. **SECTION 10 51 13 – Metal Lockers:**

   a. Add paragraph 2.03.G per attached document.

10. **SECTION 11 53 13 – Laboratory Fume Hoods:**

    a. Revise paragraph 2.04.C.7 per attached document.

11. **SECTION 14 21 00 – Electric Traction Elevators**

    a. Add Section in entirety per the attached document.

12. **SECTION 14 24 00 – Hydraulic Elevators**

    a. Remove Section in entirety.

ITEM II – DRAWINGS

1. **SHEET C2.10 – North Demolition Plan:**

   a. Revised to add note for pipe removal.

2. **SHEET C3.00 – ESCP Cover Sheet:**

   a. Revised site information.
   b. Revised sheet list table to include sheet C3.32.

3. **SHEET C4.10 – North Site Plan:**

   a. Revised to display site lighting locations.

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b. Revised to include wheel stops at all new parking spots.
c. Revised to denote loading area in front of high school.
d. Revised to show additional canopy and long-term bike parking at school district office.

4. **SHEET C4.11 – South Site Plan:**

a. Revised to display site lighting locations.

5. **SHEET C4.12 – East Site Plan:**

a. Revised to include site lighting locations.
b. Revised to include additional gate across Wilkes Street gravel access route.

6. **SHEET C4.20 – Site Details:**

a. Revised to include wheel stop detail.

7. **SHEET C5.11 – South Composite Utility Plan:**

a. Revised to include FC2 keynote detail for orifice modification.

8. **SHEET C5.23 – Utility Details IV:**

a. Revised to include FC2 Detail.

9. **SHEET C6.20 – Grading Details I:**

a. Revised to include grading at updated bike parking at School District.

10. **SHEET C6.22 – Grading Details II:**

a. Revised to include grading at tie in with existing pavement.
b. Revised to include note for contractor field verification of paving.

11. **SHEET C6.23 – Grading Details Ili:**

a. Revised to include grading for curb ramp.

12. **SHEET L2.02 – Materials Plan North**

a. Revised Long-term bike parking, adding additional rack.
b. Revised canopy over District Office to extend further out over bike rack.

13. **SHEET L3.01 – Layout Plan North**

a. Revised bike parking, adding additional rack.
b. Revised dimensions of mow strip.

14. **SHEET L5.01 – Irrigation Plan**

a. Revised Long-term bike parking, adding additional rack.

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15. **SHEET A0.00 – Sheet Indexes**

    a. Revised to show new sheets

16. **SHEET A0.10 – Exterior Wall Types**

    a. Revise HS – Wall Types E1 and E2.

17. **SHEET A1.00 – Overall Campus Site Plan**

    a. New Call out for enlarged Monument Signs
    b. Revised layout for bike parking at District Office

18. **SHEET A1.10 – Overall Slab Plan – Level 1**

    a. Clarification and Coordination of Tilt Concrete Walls

19. **SHEET A1.11 – Slab Plan – Level 1 Sector A**

    a. Clarification and Coordination of Tilt Concrete Walls

20. **SHEET A1.12 – Slab Plan – Level 1 Sector B & C**

    a. Clarification and Coordination of Tilt Concrete Walls

21. **SHEET A1.20 – Overall Slab Plan – Level 2**

    a. Clarification and Coordination of Tilt Concrete Walls

22. **SHEET A1.21 – Slab Plan – Level 2 Sector A**

    a. Clarification and Coordination of Tilt Concrete Walls

23. **SHEET A1.22 – Slab Plan – Level 2 Sector B**

    a. Clarification and Coordination of Tilt Concrete Walls

24. **SHEET A1.31 – Tilt Concrete Elevations**

    a. New sheet of Tilt wall elevations to dimension Tilt concrete openings

25. **SHEET A1.32 – Tilt Concrete Elevations**

    a. New sheet of Tilt wall elevations to dimension Tilt concrete openings

26. **SHEET A2.11 – Floor Plan – Level 1 – Sector A:**

    a. Relocate mop sink in Custodial A106.
    b. Shifted drinking fountain in hallway A101.
    c. Modified casework in Health A127.

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27. **SHEET A2.12 – Floor Plan – Level 1 Sectors B &C**

    a. Revised location of Door C017-1
    b. Revised Location of Door C101-1 and arched SF above.

28. **SHEET A2.21 – Floor Plan – Level 2 Sector A**

    a. New guardrail elevations view tags.

29. **SHEET A2.22 – Floor Plan – Level 2 Sector B**

    a. Clarification of window locations in room B204

30. **SHEET A2.31 – Sector A Roof Plan**

    a. Revise mechanical curb detail reference.

31. **SHEET A2.32 – Sector B &C Roof Plan**

    a. Removal of acoustic roof slab below district office RTU.
    b. Reduction of door canopy on north end of district office.

32. **SHEET A4.30 – Enlarged Plan - Administration:**

    a. Modified casework in Health A127.

33. **SHEET A4.54 – Enlarged Plans and Elevations – Monument Signs**

    a. New Sheet to describe the monument signs.

34. **SHEET A5.02 – Interior Elevations - Hallways:**

    a. Shifted drinking fountain on elevation 1C.

35. **SHEET A5.10 – Interior Elevations – Sector A:**

    a. Modified elevations 1B-1D for mop sink and mop rack relocation and indication of mixing station.

36. **SHEET A5.12 – Interior Elevations – Sector A:**

    a. Revised elevation (reduced countertop) 7D at Health A127. Changed sink cabinet type.

37. **SHEET A5.13 – Interior Elevations – Sector A:**

    a. Modified elevations 3A and 3B for mop sink and mop rack relocation and indication of mixing station.

38. **SHEET A5.16 – Interior Elevations – Sector A:**

    a. Modified elevations 1A and 1B for mop sink relocation and indication of mixing station.

39. **SHEET A5.20 – Interior Elevations – Sector B:**

    a. Revise sink cabinet type and adjacent cabinets (upper and lowers) in elevation 2B for Work Room B104.

40. **Sheet A6.11 – Level 1 Sector A reflected Ceiling Plan**

    a. Called out zone of MCP-2 perforated metal soffit.

41. **SHEET A6.12 – Level 1 Sectors B&C Reflected Ceiling Plan:**

    a. Corrected missing ceiling in Library B106, added control joints and dimension control joints.
    b. Add ceiling detail tags in 2 locations at Hall C112 and C118.
    c. Called out zone of MCP-2 perforated metal soffit.

42. **SHEET A6.21 – Level 2 Sector A Reflected Ceiling Plan**

    a. Called out zone of MCP-2 perforated metal soffit.

43. **SHEET A6.22 – Level 2 Sector B Reflected Ceiling Plan**

    a. Called out zone of MCP-2 perforated metal soffit.

44. **SHEET A7.11 – Vertical Circulation Stair 1**

    a. New callouts for guardrail elevations.

45. **SHEET A7.12 – Vertical Circulation Stair 2**

    a. New Callout for guardrail elevations

46. **SHEET A7.13 – Vertical Circulation – Elevator**

    a. Revised layout per accepted substitution request for traction elevator

47. **SHEET A7.23 – Guardrail elevations**

    a. New sheet of guardrail elevations.

48. **SHEET A7.24 - Guardrail elevations**

    a. New sheet of guardrail elevations.

49. **SHEET A8.00 – Door and Relite Types**

    a. New detail tag on coiling door type 3

50. **SHEET A8.31 – Exterior Details – Storefront & Curtain Wall:**

    a. Removed references to pressure treatment and added SAM at wood blocking. Typical at multiple details.
    b. Clarified membrane sequencing. Typical at multiple details.

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c. Added cavity mortar control at detail 6.
d. Added an EPDM spacer at detail 1.

51. **SHEET A8.32 – Exterior Details – Storefront & Curtain Wall:**

a. Replaced spray foam insulation with batt insulation at boxed stud framing. Typical at multiple details.
b. Replaced plywood backing panels and WRB at metal panel cladding with vertical metal hat channels. Typical at multiple details.
c. Clarified membrane sequencing. Typical at multiple details.
d. Modified sill detail 6 to show correctly.
e. Removed PT blocking, replaced metal panel profile, and removed plywood backing for metal cladding at detail 8.
f. Relocated jamb detail 1 to sheet A8.35.

52. **SHEET A8.33 – Exterior Details – Storefront & Curtain Wall:**

a. Replaced spray foam insulation with batt insulation at boxed stud framing. Typical at multiple details.
b. Clarified membrane sequencing. Typical at multiple details.
c. Added wood blocking and SAM, revised metal trim flashing, and revised metal wall panel profile at jamb detail 2.
d. Replaced plywood backing panels at metal panel cladding with vertical metal hat channels at head detail 3.
e. Revised metal trim flashing at jamb detail 4.
f. Revised metal panel profile and trim flashing at detail 5.
g. Revised metal soffit panel profile and support framing at head detail 6.

53. **SHEET A8.34 – Exterior Details – Storefront & Curtain Wall:**

a. Revised metal trim flashing at jamb detail 1.
b. Replaced spray foam insulation with batt insulation at boxed stud framing. Typical at multiple details.
c. Clarified membrane sequencing. Typical at multiple details.

54. **SHEET A8.35 – Exterior Details – Storefront & Curtain Wall:**

a. Replaced spray foam insulation with batt insulation at boxed stud framing. Typical at multiple details.
b. Clarified membrane sequencing. Typical at multiple details.
c. Added recess for downspout and extended concrete tilt panel at jamb detail 1. Detail relocated from sheet A8.32.
d. Added jamb detail 5.

55. **SHEET A8.61 – Exterior Details:**

a. Revised parapet anchoring.
b. Revised metal soffit panel profile and support framing at details 1, 3, & 4.
c. Clarified membrane sequencing. Typical at multiple details.

56. **SHEET A8.62 – Exterior Details**

    a. Replaced plywood backing panels and WRB at metal panel cladding with vertical metal hat channels at detail 20.

57. **SHEET A8.63 – Exterior Details**

    a. Revised metal soffit panel profile and support framing and removed WRB at interior side at head detail 5.

58. **SHEET A8.64 – Exterior Details**

    a. Revised metal soffit panel profile and support framing at detail 3.

59. **SHEET A8.65 – Exterior Details**

    a. New canopy detail 10
    b. New canopy detail 11

60. **SHEET A8.66 – Exterior Details:**

    a. Updated mechanical screen to conform with structural.
    b. Add mechanical curb at pad detail 5/A8.66.

61. **SHEET A8.67 – Exterior Detail – Roof**

    a. New detail for roof transition ladders

62. **SHEET A8.69 – Fire Wall Details**

    a. New sill detail 8/A8.69
    b. Clarification on details 1, 2 and 4

63. **SHEET A9.41 - Interior Details:**

    a. Modified top of wall detail at Details 1/A9.41, 11/A9.41, 13/A9.41, 26/A9.41, 26/A9.41, and 28/A9.41.

64. **S0.61 -CTE FLOOR PLANS AND DETAILS:**

    a. Detail 5 updated per bidder comments

65. **S2.01 – FOUNDATION PLAN – SECTOR A:**

    a. Elevator pit update.
    b. Footing added at stairs.

66. **S2.11 – GRADE LEVEL FRAMING PLAN – SECTOR A:**

    a. Detail cuts updated and added.
    b. Tilt-up panel joints updated,
    c. Walls updated to align with Arch.

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67. **S2.12 – GRADE LEVEL FRAMING PLAN – SECTOR B & C:**

    a. Detail cuts added.
    b. Tilt-up panel joints updated,

68. **S2.21 – LEVEL 2 FRAMING PLAN – SECTOR A:**

    a. Detail cuts added and updated.
    b. Plan notes updated,

69. **S2.22 – LEVEL 2 FRAMING PLAN – SECTOR B & C:**

    a. Detail cuts added and updated.
    b. Tilt-up panel joints updated,
    c. Canopy updated at along Grid 1.
    d. Plan notes updated,

70. **S2.31 – ROOF FRAMING PLAN – SECTOR A:**

    a. Detail cuts added and updated.
    b. Framing updated under mechanical units.
    c. Framing clarified per bid comments.
    d. Plan notes updated,

71. **S2.32 – ROOF FRAMING PLAN – SECTOR B & C:**

    a. Detail cuts added and updated.
    b. Framing updated under mechanical units.
    c. Framing clarified per bid comments.
    d. Plan notes updated,

72. **S3.01 – FOUNDATION DETAILS:**

    a. Detail updated to align with plans.

73. **S3.02 – FOUNDATION DETAILS:**

    a. Detail updated to align with plans.

74. **S3.03 – FOUNDATION DETAILS:**

    a. Details updated to align with plans.
    b. Detail added to clarify plans

75. **S3.11 – CONCRETE SLAB ON GRADE DETAILS:**

    a. Detail added to align with plans.

76. **S3.21 – CONCRETE WALL ELEVATIONS:**

    a. Detail callout updated for clarity.
    b. Canopy embeds added.

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c. Elevation updated to align with plans.

77. **S3.22 – CONCRETE WALL ELEVATIONS:**

a. Detail callout updated for clarity.
b. Canopy embeds added.
c. Elevation updated to align with plans.

78. **S3.23 – CONCRETE WALL ELEVATIONS:**

a. Detail callout updated for clarity.
b. Canopy embeds added.
c. Elevation updated to align with plans.

79. **S3.24 – CONCRETE WALL ELEVATIONS:**

a. Detail callout updated for clarity.
b. Canopy embeds added.
c. Elevation updated to align with plans.

80. **S3.25 – CONCRETE DETAILS:**

a. Details updated for clarity.

81. **S3.26 – CONCRETE DETAILS:**

a. Details updated for clarity.
b. Details added to align with plans.

82. **S3.41 – STAIR FRAMING PLANS:**

a. Partial plans updated.
b. Details updated for clarity.
c. Details added to align with plans.

83. **S3.42 – CANOPY FRAMING PLANS:**

a. Partial plans updated.
b. Details cuts added.

84. **S4.01 – WOOD FRAMING DETAILS:**

a. Detail updated to align with plans.

85. **S4.03 – WOOD FRAMING DETAILS:**

a. Detail updated to align with plans.

86. **S5.01 – STEEL FRAMING DETAILS:**

a. Detail updated and added to align with plans.

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87. **S5.02 – STEEL FRAMING DETAILS:**

    a. Guardrail details added.

88. **S6.01 – FLOOR FRAMING DETAILS:**

    a. Detail updated to align with plans.

89. **S6.02 – FLOOR FRAMING DETAILS:**

    a. Detail updated to align with plans.

90. **S6.03 – FLOOR FRAMING DETAILS:**

    a. Detail updated and added to align with plans.

91. **S6.11 – ROOF FRAMING DETAILS:**

    a. Detail updated to align with plans.

92. **S6.12 – ROOF FRAMING DETAILS:**

    a. Detail updated to align with plans.

93. **S6.13 – ROOF FRAMING DETAILS:**

    a. Detail updated to align with plans.

94. **S6.14 – ROOF FRAMING DETAILS:**

    a. Detail updated and added to align with plans.

95. **S6.15 – ROOF FRAMING DETAILS:**

    a. Detail sheet added to align with plans.

96. **SHEET E1.00 – Electrical – Overall Campus Site Plan:**

    a. Relocated the following equipment to exterior at north side of building:
        1. Panel 4MDP
        2. Solar CT Can
        3. Solar Net Meter
        4. Solar Panel 4S Disconnect
    b. Redirected Panel 4MDP feeder to terminate at new 4MDP location.

97. **SHEET E2.10 – Electrical – Level 1 – Overall Floor Plan:**

    a. Relocated the following equipment to exterior at north side of building:
        1. Panel 4MDP
        2. Solar CT Can
        3. Solar Net Meter
        4. Solar Panel 4S Disconnect

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98. **SHEET E2.12 – Electrical – Level 1 – Sector B & C Plan:**

   a. Relocated the following equipment to exterior at north side of building:
      1. Panel 4MDP
      2. Solar CT Can
      3. Solar Net Meter
      4. Solar Panel 4S Disconnect

99. **SHEET E4.01 – Electrical – Enlarged Plans:**

   a. Relocated the following equipment to exterior at north side of building:
      1. Panel 4MDP
      2. Solar CT Can
      3. Solar Net Meter
      4. Solar Panel 4S Disconnect
   b. Relocated all panelboards and transformers within Electrical Room.
   c. Added Highschool Service Equipment Elevation Detail 2.

100. **SHEET E6.03 – Electrical Panel Schedules:**

   a. Panel 4M1 – Revised short circuit rating.

101. **SHEET E6.04 – Electrical Panel Schedules:**

   a. Panel 4MDP – Revised short circuit rating.
   b. Panel 2SDP1 – Revised short circuit rating.
   c. Panel 2SDP2 – Revised short circuit rating. Revised existing boiler circuit breaker to 200A-3P.

102. **SHEET E6.05 – Electrical Panel Schedules:**

   a. Panel 2R1A – Revised short circuit rating.
   b. Panel 2R1B – Revised short circuit rating.

103. **SHEET E6.06 – Electrical Panel Schedules:**

   a. Panel 2R1C – Revised short circuit rating.
   b. Added Panel 4MBP Schedule.

104. **SHEET E6.07 – Electrical Panel Schedules:**

   a. Panel 4S – Revised short circuit rating.

105. **SHEET E9.01 – Electrical One-Line Diagram:**

   a. Revised Main Distribution Panel 4MDP to NEMA 3R. Revised available fault current at Panel 4MDP. Revised Panel 4MDP short circuit rating. Added note to provide PGE approved housekeeping pad for Panel 4MDP.
   b. Revised available fault current at Panel 2SDP1. Revised Panel 2SDP1 short circuit rating.
   c. Revised available fault current at Panel 2SDP2. Revised Panel 2SDP2 short circuit rating.
   d. Revised available fault current at all panelboards.
   e. Added NEMA 3R 400A-3P disconnect for Panel 4S.

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106. **SHEET EU1.00 – Electrical – Overall Campus Underground Site Plan:**

a. Relocated the following equipment to exterior at north side of building:
   1. Panel 4MDP
   2. Solar CT Can
   3. Solar Net Meter
   4. Solar Panel 4S Disconnect
b. Revised underground conduit associated with equipment relocations.

107. **SHEET EU2.11 – Electrical – Underground – Sector A Plan:**

a. Relocated and added floor boxes for a total of (4) in Graphic Design Classroom A109. Located underground conduit associated with floor boxes.

108. **SHEET EU2.12 – Electrical – Underground – Sector B & C Plan:**

a. Relocated the following equipment to exterior at north side of building:
   1. Panel 4MDP
   2. Solar CT Can
   3. Solar Net Meter
   4. Solar Panel 4S Disconnect
b. Relocated all panelboards and transformers within Electrical Room.
c. Revised underground conduit associated with equipment relocations.

109. **SHEET EU9.01 – Electrical - Underground – One-Line Diagram**

a. Delete Sheet in it's entirety.

ITEM III – ATTACHMENTS

1. Specifications: Sections 00 01 10, 03 45 00, 07 42 13, 07 46 19 08 44 13, 09 00 01, 09 54 23, 09 8 13, 10 51 13, 11 53 13, 14 21 00, 14 24 00.
2. Drawings: C2,10, C3.00, C4.10, C4.11, C4.12, C4.20, C5.11, C5.23, C6.20, C6.22, C6.23, L2.02, L3.01, L5.01,A0.00, A0.10, A1.00, A1.10, A1.11, A1.12, A1.20, A1.21, A1.22, A1.31, A1.32 A2.11, A2.12, A2.21, A2.22, A2.31, A2.32, A4.30, A4.54, A5.02, A5.10, A5.12, A5.13, A5.16, A5.20, A6.12, A7.11, A7.12, A7.13, A7.23, A7.24, A8.00, A8.31, A8.32, A8.33, A8.34, A8.35, A8.61, A8.62, A8.63, A8.64, A8.65, A8.66, A8.67, A8.69, A9.41, S0.61, S2.01, S2.11, S2.12, S2.21, S2.22, S2.31, S2.32, S3.01, S3.02, S3.03, S3.11, S3.21, S3.22, S3.23, S3.24, S3.25, S3.26, S3.41, S3.42, S4.01, S4.03, S4.04, S5.01, S5.02, S6.01, S6.02, S6.03, S6.11, S6.12, S6.13, S6.14, S6.15, E1.00, E2.10, E2.12, E4.01, E6.03, E6.04, E6.05,E6.06, E6.07, E9.01,EU1.00, EU2.11, EU2.12, EU9.01.

END OF ADDENDUM NUMBER ONE

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Architect:
BRIC Architecture, Inc.
1233 NW Northrup Street, Suite 100
Portland, Oregon 97209

April 3, 2026

ADDENDUM NUMBER TWO
FOR
BANKS SCHOOL DISTRICT
BANKS HIGH SCHOOL ADDITION

This addendum forms a part of the Contract Documents and modifies the original Bidding Documents dated **February 13, 2026,** and any previously issued addenda as noted below. Acknowledge receipt of this Addendum in the space provided on the Bid Form. Failure to do so may subject the Bidder to disqualification.

ITEM I - PROJECT MANUAL

Table of Contents:

1. Revise Section 04 20 00 – Unit Masonry per the attached document.
2. Revise Section 10 14 00 – Signage per the attached document.
3. Revise Section 11 81 29 – Facility Fall Protection per the attached document.
4. Revise Section 12 24 00 – Window Shades per the attached document.
5. Revise Section 22 10 06 – Plumbing Piping Specialties per the attached document.
6. Revise Section 22 40 00 – Plumbing Fixtures per the attached document.

SECTION 04 20 00 – Unity Masonry:

1. Add Paragraph 1.01.E per the attached document and renumber subsequent paragraphs.
2. Revise subparagraph 1.05.D.2 per attached document.
3. Add subparagraph 1.05.D.5 per the attached document.
4. Remove paragraph 1.05.G per the attached document and renumber subsequent paragraphs.
5. Revise subparagraph 1.07.B.1 revised per the attached document.
6. Add article 2.05 per the attached document and renumber subsequent articles.
7. Add article 3.11 pre the attached document and renumber subsequent articles.

SECTION 10 14 00 – Signage:

1. Revise subparagraph 2.06.A.2 per the attached document.
2. Add subparagraph 2.06.A.3 per the attached document and renumber subsequent subparagraphs.
3. Revise subparagraph 2.06.A.6 per the attached document.
4. Revise subparagraph 2.06.A.8 per the attached document.

SECTION 11 81 29 – Facility Fall Protection:

1. Revise subparagraph 1.05.E.3 per the attached document.
2. Revise paragraph 2.02.B per the attached document.
3. Add subparagraph 2.02.B.1 per the attached document and renumber the subsequent subparagraphs.
4. Remove subparagraph 2.02.B.2 per the attached document.
5. Revise subparagraph 2.02.D.1 per the attached document.

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SECTION 12 24 00 – Window Shades:

1. Remove subparagraph 2.02.B.6.a.2 per the attached document and renumber subsequent subparagraphs.
2. Add subparagraph 2.02.B.6.a.2 per the attached document and renumber subsequent subparagraphs.
3. Revise subparagraph 2.02.C.6.a.2 per the attached document

SECTION 22 10 06 – Plumbing Piping Specialties per the attached document:

1. Add subparagraph 2.02.A.4 per the attached document and renumber subsequent subparagraph.
2. Add subparagraph 2.03.A.4 per the attached document and renumber subsequent subparagraph.

SECTION 22 40 00 – Plumbing Fixtures per the attached document:

1. Remove paragraphs 1.01.B and C per the attached document and renumber subsequent paragraphs.
2. Remove paragraphs 1.01.E and F per the attached document and renumber subsequent paragraphs.
3. Remove paragraphs 1.01.H and I per the attached document and renumber subsequent paragraphs.
4. Remove paragraph 1.02.H per the attached document and renumber subsequent paragraphs.
5. Revise subparagraphs 2.02.A.2 and 3 per the attached document.
6. Add subparagraph 2.02.B.1 per the attached document and renumber subsequent subparagraphs.
7. Remove article 2.05 per the attached document and renumber subsequent articles.

ITEM II – DRAWINGS

SHEET C4.10 – North Site Plan:

1. Added construction keynote 26 to reflect the added architectural/landscape feature at the District Office entrance.

SHEET C5.10 – North Composite Utility Plan:

1. Revised storm sewer pipe routing for revised downspout location and District Office entry canopy.
2. Added sanitary and storm pipe labels that were previously missing. No change to quantity.

SHEET A0.00– Sheet Index:

1. Add sheet A8.70.
2. Add sheet A8.90.

SHEET A1.00 – Overall Campus Site Plan:

1. New column at district office canopy.
2. Revised location of canopy downspout at district office canopy.

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SHEET A1.11 – Slab Plan – Level 1 Sector A:

1. Relocated floor box location for relocated Conference Room.

Sheet A1.31 – Tilt Concrete Elevations:

1. Revised below grade portion of tilt panel, per revision to make all top of footings 2'-0" consistent.

SHEET A2.11 – Floor Plan – Level 1 Sector A:

1. Revised floor plan to relocate counseling offices.
2. Add Side Coiling Security Door and Fire Wall plan detail references.

SHEET A2.12 – Floor Plan – Level 1 Sectors B & C:

1. New column at district office canopy.
2. Revised location of canopy downspout at district office canopy.

SHEET A2.30 – Overall Roof Plan:

1. Addition of layout of roof anchors
2. Revision of district office main canopy, per land use requirement for covered bike parking.

SHEET A2.31 – Sector A Roof Plan:

1. Addition of layout of roof anchors.

SHEET A2.32 – Sector B & C Roof Plan:

1. Addition of layout of roof anchors
2. Revision of district office main canopy, per land use requirement for covered bike parking.

SHEET A3.41 – Wall Sections:

1. Wall section 1/A3.41 clarification to bottom of ledge.
2. Wall section 2/A3.41 clarification to interior glazing location.
3. Wall section 3/A3.41 clarification to rough openings and vertical datums at sunshades, window mullion, and horizontal beam; clarified HSS beam and column to be painted HPC-2; coordination of ceiling to match RCP.
4. Wall section 4/A3.41 clarification to rough openings and vertical datums at sunshades, window mullions, and horizontal beam; clarified HSS beam and column to be painted HPC-2.

SHEET A3.42 – Wall Sections:

1. Wall section 2/A3.42 clarification to vertical datums.

SHEET A3.44 – Wall Sections:

1. Wall section 3/A3.44 clarification to vertical datums.
2. Wall section 4/A3.44 tag detail that was revised in addendum 1.
3. Wall section 6/A3.44 clarification coiling door detail.

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SHEET A3.45 – Wall Sections:

1. Wall section 4/A3.45 clarification to hollow metal rough opening.
2. Wall section 5/A3.45 tag detail that was added in addendum 1.

SHEET A3.47 – Wall Sections:

1. Wall section 1/A3.47 clarification to hallow metal detail.

SHEET A.4.11 – Finish Floor Plan – Level 1 Sector A:

1. Revised floor finishes to reflect relocation of counseling offices.
2. Revised notes regarding height of corner guards to address height and field verification of actual height prior to fabrication.

SHEET A4.12 – Finish Floor Plan Level 1 Sectors B & C:

1. Revised notes regarding height of corner guards to address height and field verification of actual height prior to fabrication.

SHEET A4.21 – Finish Floor Plan Level 2 Sector A:

1. Revised notes regarding height of corner guards to address height and field verification of actual height prior to fabrication.

SHEET A4.22 – Finish Floor Plan Level 2 Sector B:

1. Revised notes regarding height of corner guards to address height and field verification of actual height prior to fabrication.

SHEET A4.30 – Enlarged Plan – Administration:

1. Revised floor plan to relocate counseling offices.
2. Added or updated dimensions to reflect the plan changes.

SHEET A4.52 – Enlarged Plans and Elevations – Toilet Rooms:

1. Replaced trough sinks for single lavs in A104 and A105. Relocated toilet room accessories as needed for lavatory revisions.

SHEET A4.53 – Enlarged Plans and Elevations – Toilet Rooms:

1. Replaced trough sinks for single lavs in A132, A133, A209 and A210. Relocated toilet room accessories as needed for lavatory revisions.

SHEET A5.02 – Interior Elevations – Hallways:

1. Revised hallway finishes to reflect counseling office relocation.
2. Removed incorrect location of card reader.

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SHEET A5.11 – Interior Elevations – Sector A:

1. Revised elevations for A113, A114, A116.
2. Relocated interior elevations for A117 to this sheet.
3. Provided correct location of lockdown button on elevation 1C.

SHEET A5.12 – Interior Elevations – Sector A:

1. Reorganized interior elevations on this sheet to incorporate counseling offices.

SHEET A5.13 – Interior Elevations – Sector A:

1. Revised interior elevations 1E and 1G to reflect changes made for counseling office relocation.
2. Relocated carder reader to correct location on elevation 1A.

SHEET A5.21 – Interior Elevations – Sector B:

1. Added notation about HPC color to elevation 3C and 3D.
2. Revised height of acoustic wall panels on elevation 3A.
3. Revise locations and dimensions of mechanical grilles on elevation 3B.

SHEET A6.11 – Level 1 Sector A Reflected Ceiling Plan:

1. Revised ceilings to accommodate the relocation of counseling offices.

SHEET A7.13 – Vertical Circulation – Elevator:

1. Revision to roof framing change that was triggered by change from hydraulic to traction elevation, revision is to match structural roof framing issued by structural in addendum 2.

SHEET A8.00 – Door & Relite Types:

1. Revised relite schedule to reflect changes made by relocation of counseling offices.

SHEET A8.01 – Door & Relite Schedule:

1. Revised door schedule to reflect the relocation of the counseling offices.

SHEET A8.10 – Storefront & Curtainwall Types

1. Detail 8/A8.10 – coordination of dimensions.

SHEET A8.21 – Foundation Details:

2. Revised details 1 and 2 on A8.21.

SHEET A8.31 – Exterior Details – Storefront & Curtain Wall:

1. Revise details to remove SAM between tilt concrete and PT blocking, typical.
2. Revision to lintel bracket system at masonry lintel.

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SHEET A8.33 – Exterior Details – Storefront & Curtain Wall:

1. Revise details to remove SAM between tilt concrete and PT blocking, typical.

SHEET A8.34 – Exterior Details – Storefront & Curtain Wall:

1. Clarification in detail 3/A8.34, for structural steel location, roller shade location, and exterior sunshade location.

SHEET A8.35 – Exterior Details – Storefront & Curtain Wall:

1. Revise details to remove SAM between tilt concrete and PT blocking, typical.

SHEET A8.40 – Exterior Details – Hollow Metal:

1. Revision to lintel bracket system at masonry lintel.

SHEET A8.61 – Exterior Details:

1. Revision to lintel bracket system at masonry lintel.
2. Revision to knife plate detail at canopy.
3. Detail 3/A8.61 – coordination of bottom of steel and rough opening.

SHEET A8.62 – Exterior Details:

1. Clarifications of details.

SHEET A8.63 – Exterior Details:

1. Clarifications of details.

SHEET A8.64 – Exterior Details:

1. Clarifications of details.
2. Omitted soffit at media ceiling along exterior wall.
3. Omitted bracing for 8" metal stud screen wall.
4. Revised steel channel to CL of structural column.
5. Coordinated ceiling to match RCP and specification.

SHEET A8.65 – Exterior Details:

1. Revised sign type designation on detail 8.

SHEET A8.69 – Fire Wall Details:

1. Add Fire Wall Detail @ Interior Wall 7/A8.69.
2. Add Fire Wall Detail @ Interior Wall 9/A8.69.
3. Add Fire Wall Detail @ Inside Corner 10/A8.69.

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SHEET A8.70 – Exterior Details:

1. New canopy gutter detail, per revised district office canopy revision.
2. New canopy rake detail at exterior wall of district office per canopy revision.
3. Coordination of bottom of steel.

SHEET A8.90 – Exterior Mockup:

1. New sheet with documentation of exterior mockup.

SHEET A9.14 – Casework Details:

1. Revised notes and dimensions on elevation 1B.

SHEET A9.40 – Interior Details – Walls:

1. Removed detail 4 from sheet A9.40.

SHEET A9.50 – Interior Details - Openings:

1. Add Side Coiling Security Door Jamb Detail 16/A9.50.
2. Add Side Coiling Security Door Jamb Detail 17/A9.50.
3. Add Side Coiling Security Door Head Detail 18/A9.50.

SHEET A9.71 – Signage Schedules:

1. Revised signage schedule/types to reflect the relocation of counseling offices.

S0.61 – CTE Floor Plans and Details:

1. Detail callouts were updated.

S2.01 – Foundation Plan – Sector A:

1. Foundation elevations were changed.
2. Tunnel from S2.11 was added for clarity.

S2.02 – Foundation Plan – Sector B & C:

1. Foundations update for revised canopy.

S2.11 – Grade Level Framing Plan – Sector A:

1. Tunnel location was updated and detail cut added.
2. Elevator rails were added.

S2.12 – Grade Level Framing Plan – Sector B & C:

1. Framing updated per revised canopy.

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S2.21 – Level 2 Framing Plan – Sector A:

1. Elevator rails and detail cuts added.
2. Fall protection and details cuts added.

S2.22 – Level 2 Framing Plan – Sector B & C:

1. Elevator rails and detail cuts added.
2. Fall protection and details cuts added.
3. Framing updated per revised canopy.

S2.31 – Roof Framing Plan – Sector A:

1. Elevator rails and detail cuts added.
2. Fall protection and details cuts added.

S2.32 – Roof Framing Plan – Sector B & C:

1. Elevator rails and detail cuts added.
2. Fall protection and details cuts added.
3. Framing updated per revised canopy.

S3.01 – Foundation Details:

1. Detail added for tunnel.

S3.21 – Concrete Wall Elevations:

1. Elevation updated to align with footing change.

S3.25 – Concrete Details:

1. Details updated for framing changes.

S3.32 – Masonry Details:

1. Details updated for thermal bracket at steel ledger.
2. Details ledger over large openings removed from set.

S3.42 – Canopy Framing Plans:

1. Partial plan updated for revised canopy.

S5.02 – Steel Framing Details:

1. Detail removed and replaced for canopy framing.

S6.11 – Roof Framing Details:

1. Details updated to align with plans.

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S6.14 – Roof Framing Details:

1. Details updated to align with plans.

S6.15 – Roof Framing Details:

1. Details added and updated to align with plans.

S6.22 – Elevator and Fall Restraint Details:

1. Sheet added for elevator and fall restraint details.

S7.01 – Canopy Details:

1. Details added to align with plans.

SHEET M2.11 – Mechanical – HVAC - Level 1 - Sector A Plan:

4. Revised ductwork and VAV box layout for the admin area.
5. Moved L01-VAV-03-G to over Work Room A112.
6. Deleted L01-VAV-03-F.
7. Added ductwork lining requirements and increased outlet duct sizes for L01-CAV-02-C and L01-CAV-02-E.
8. Added ductwork lining requirements for and increased outlet duct size for L01-VAV-02-G.

SHEET M2.12 – Mechanical – HVAC - Level 1 - Sector B & C Plan:

1. Added sound attenuator (SA-01) to AHU-01 supply duct.
2. Added flag note 6 with duct lining requirements.
3. Moved Entry/Reception C101 sidewall supply and return grilles so they are off of the transom.

SHEET M2.21 – Mechanical – HVAC - Level 2 - Sector A Plan:

1. Revised Sheet notes ‘C’ and ‘D’ with duct lining requirements.
2. Added Sheet note ‘E’ with sheet metal gauge requirement.
3. Added flag note 1 with sheet metal gauge requirements.
4. Dashed line was added around ductwork that is to be 18-gauge per acoustical requirements.
5. A dashed line was added to the supply and return duct mains to show the extent of the 2-inch internal duct lining.
6. Duct sizes were increased in the supply and return mains to accommodate the lining.
7. Added 2-inch duct lining to the ducts shown in the revision cloud.
8. Added note 4 and 6 with duct lining requirements.
9. Added note 5 for hard-ducted diffuser connections.
10. Revised duct layout for L02-VAV-03-C to accommodate noise mitigation requirements.

SHEET M2.22 – Mechanical – HVAC - Level 2 - Sector B Plan:

1. Added flag notes 3 and with duct lining requirements.
2. Increased terminal unit downstream ductwork sizing to accommodate 2-inches of duct lining.
3. A dashed line was added to the terminal unit downstream ductwork to show the extent of the 2-inch internal duct lining.

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SHEET M2.31 – Mechanical – HVAC - Roof - Sector A Plan:

1. Added flag note to indicate lab exhaust duct stack height.
2. Revised noted 'D' to include EF-08 and EF-09 and reduced static deflection requirement.

SHEET M2.32 – Mechanical – HVAC - Roof - Sector B & C Plan:

1. Revised sheet note 'B' to change AHU tag to RTU tag.

SHEET M3.11 – Mechanical – Piping – Level 1 - Sector A Plan:

1. Delete branch piping since L01-VAV-03-F was removed from the project.

SHEET M4.01 – Mechanical – Enlarged Plans:

2. Added boiler and pump isolation requirements for vibration isolation.

SHEET M5.03 – Mechanical – Details:

1. Added detail for library casework ductwork.

SHEET M6.02 – Mechanical – Schedules:

1. Added Sound Attenuator Schedule.
2. Revised Single Duct Terminal Unit Schedule (Hot Water).
3. Revised LS-1 location to casework in the Diffuser-Grille Schedule.

SHEET M8.11 – Mechanical – Zoning – Level 1 – Sector A Plan:

1. Revised Zoning for in the admin area and adjusted sensors.
2. Relocated Reception A111 sensors.

SHEET M8.12 – Mechanical – Zoning – Level 1 – Sector B & C Plan:

1. Relocated Library 106 sensors.

SHEET P3.11 PLUMBING WASTE & VENT- LEVEL 1 - SECTOR A PLAN:

1. Revised A109 Graphic Design Classroom sink to S-1.
2. Added floor drain to A127 Health.
3. Relocated floor cleanout from A123 Counselor to A124 Storage.
4. Added floor cleanout to A124 Storage.
5. Added notes to clarify where point of use acid neutralizers are located.

SHEET P3.12 PLUMBING WASTE & VENT- LEVEL 1 - SECTOR A PLAN:

1. Relocated floor cleanout from B103 to B107.
2. Revised B108 Art sink to correctly match domestic plan as S-5.
3. Relocated floor cleanout from C112 Hall to C110 Storage.

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SHEET P4.01 PLUMBING DOMESTIC WATER - ENLARGED PLANS:

1. Added note to provide mixing station cold water supply branch.
2. Revised multi-station lavatories to single lavatories.
3. Relocated mop sink in A106 Cust.

SHEET P4.02 PLUMBING WASTE & VENT - ENLARGED PLANS:

1. Revised multi-station lavatories to single lavatories.
2. Relocated mop sink in A106 Cust.

SHEET P6.01 PLUMBING SCHEDULES:

1. Removed multi-station lavatories.
2. Revised concealed flush valves to exposed flush valves.

SHEET E2.10 – Electrical – Level 1 – Overall Plan:

1. Revise notes as shown.
2. Add Panel 'T' as shown.

SHEET E2.11 – Electrical – Level 1 – Sector A Plan:

1. Vestibule A110: Add note for receptacle height as shown.

SHEET E2.12 – Electrical – Level 1 – Sector B Plan:

1. Add door power as shown.
2. Add receptacle as shown.

SHEET E2.21 – Electrical – Level 2 – Sector A Plan:

1. Add receptacle as shown.

SHEET E2.22 – Electrical – Level 2 – Sector B Plan

1. Add receptacle as shown.

SHEET E3.11 – Electrical Lighting – Level 1 – Sector A Plan:

2. Revised lighting layouts and relocated controls.

SHEET E3.12 – Electrical Lighting – Level 1 – Sector B & C Plan:

1. Relocated lighting controls in Library.

SHEET E9.01 – Electrical – One-Line Diagram:

1. Add connections for existing Gym HVAC units.

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SHEET T0.00 – Symbol List and General Notes – Technology:

1. Revised sheet keynote 1.

SHEET T2.11 – Floor Plan – Level 1 Sector A – Technology:

1. Deleted (1) lockdown button from reception desk.
2. Relocated (1) lockdown button reception desk to south wall.
3. Add data drop on west wall in Ad Secretary A117.
4. Revised areas affected by architectural model updates.
5. Revised General Note A.

SHEET T2.12 – Floor Plan – Level 1 Sector B&C – Technology:

1. Revised flat screen location in Entry/Reception C101.
2. Add AV (HDMI) from floor box to flat screen in Conference C117.
3. Revised wall mounted IP speaker and wireless access point to ceiling mount in Library B106.
4. Revised General Note A.

SHEET T2.21 – Floor Plan – Level 2 Sector A – Technology:

1. Revised General Note A.

SHEET T2.22 – Floor Plan – Level 2 Sector B – Technology:

1. Revised General Note A.

ITEM III – ATTACHMENTS

1. Specifications: Table of Contents, Section 04 20 00, Section 10 14 00, Section 11 81 29, Section 12 24 00, Section 22 10 06, Section 22 40 00.
2. Drawings: C4.10, C5.10, A0.00, A1.00, A1.31, A1.11, A2.11, A2.30, A2.31, A2.32, A3.41, A3.42, A3.44, A3.45, A3.47, A4.11, A4.12, A4.21, A4.22, A4.30, A4.52, A4.53, A5.02, A5.11, A5.12, A5.13, A5.21, A6.11, A7.13, A8.00, A8.01, A8.10, A8.21, A8.31, A8.33, A8.34, A8.35, A8.40, A8.61, A8.62, A8.63, A8.64, A8.65, A8.70, A8.90, A9.14, A9.40, A9.71, S0.61, S2.01, S2.02, S2.11, S2.12, S2.21, S2.22, S2.31, S2.32, S3.01, S3.21, S3.25, S3.32, S3.42, S5.02, S6.11, S6.14, S6.15, S6.22, S7.01, M2.11, M2.12, M2.21, M2.22, M2.31, M2.32, M3.11, M4.01, M5.03, M6.02, M8.11, M8.12, P3.11, P3.12, P4.01, P4.02, P6.01, E2.10, E2.11, E2.12, E2.21, E2.22, E3.11, E3.12, E9.01, T0.00, T2.11, T2.12, T2.21, T2.22.

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BANKS HIGH SCHOOL LOCKER ROOM RENOVATION

BANKS SCHOOL DISTRICT

13050 NW MAIN STREET BANKS, OR 97106

BR|IC ARCHITECTURE

ARCHITECTURE

A0.05F	CODE PLAN
A0.90F	LOCKER ROOM DEMO PLAN
A2.31F	SLAB PLAN - SECTOR F
A2.45F	ENLARGED PLAN - SECTOR F
A2.46F	ENLARGED PLAN - SECTOR F
A2.51F	ROOF PLAN - SECTOR F
A4.35F	FINISH PLAN AND RCP - SECTOR F
A4.55F	ENLARGED PLANS AND ELEVATIONS - TOILET ROOMS
A4.56F	ENLARGED PLANS AND ELEVATIONS - TOILET ROOMS
A5.60F	INTERIOR ELEVATIONS - SECTOR F
A5.61F	INTERIOR ELEVATIONS - SECTOR F
A5.62F	INTERIOR ELEVATIONS - SECTOR F
A6.35F	ENLARGED CEILING PLAN - SECTOR F
A7.25F	VERTICAL CIRCULATION - SECTOR F
A8.02F	DOOR & RELITE SCHEDULE - SECTOR F
A9.25F	INTERIOR DETAILS - SECTOR F
A9.75F	SIGNAGE SCHEDULE AND TYPES - SECTOR F

STRUCTURAL

S0.01F	GENERAL NOTES
S0.02F	GENERAL NOTES
S0.03F	GENERAL NOTES
S0.04F	GENERAL NOTES
S2.45F	GRADE LEVEL FRAMING PLAN - LOCKER ROOM
S2.51F	ROOF & MEZZANINE - LOCKER ROOM
S3.01F	CONCRETE SLAB ON GRADE DETAILS AND FOUNDATIONS
S4.01F	CMU DETAILS
S5.01F	CFS DETAILS
S5.02F	CFS DETAILS
S5.03F	CFS DETAILS
S7.01F	WOOD DETAILS

MECHANICAL

M0.00F	GENERAL NOTES, ABBREVIATIONS AND SHEET INDEX
M0.01F	MECHANICAL LEGEND
MD1.00F	MECHANICAL DEMOLITION - ENLARGED LOCKER ROOM PLAN
M2.45F	MECHANICAL FOUNDATION - ENLARGED LOCKER ROOM PLAN
M2.46F	MECHANICAL - EXISTING WEIGHT ROOM
M2.51F	MECHANICAL - ENLARGED LOCKER ROOM ROOF PLAN
M8.25F	MECHANICAL SCHEDULES
M9.25F	MECHANICAL DETAILS

PLUMBING

P0.00F	GENERAL NOTES, ABBREVIATIONS AND SHEET INDEX
PD1.00F	PLUMBING DEMOLITION - ENLARGED LOCKER ROOM PLAN
P2.45F	PLUMBING DOMESTIC WATER - ENLARGED LOCKER ROOM PLAN
P2.46F	PLUMBING WASTE & VENT - ENLARGED LOCKER ROOM PLAN
P8.25F	PLUMBING SCHEDULES
P9.25F	PLUMBING DETAILS

ELECTRICAL

E0.00F	GENERAL NOTES, ABBREVIATIONS AND SHEET INDEX
E0.01F	ELECTRICAL LEGEND
E1.45F	ELECTRICAL LEGEND
E2.25F	ELECTRICAL POWER - ENLARGED LOCKER ROOM PLAN
E2.46F	ELECTRICAL POWER - EXISTING WEIGHT ROOM
E2.51F	ELECTRICAL - ENLARGED LOCKER ROOM ROOF PLAN
E8.26F	ELECTRICAL LIGHTING SCHEDULES
E9.05F	ELECTRICAL ONE-LINE DIAGRAM

TECHNOLOGY

T0.00F	SYMBOL LIST AND GENERAL NOTES - TECHNOLOGY
T1.00F	OVERALL FLOOR PLAN - TECHNOLOGY
T2.45F	ENLARGED LOCKER ROOM PLAN - TECHNOLOGY
T7.01F	DETAILS - TECHNOLOGY

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ARCHITECTURAL ABBREVIATIONS

LIST IS NOT INCLUSIVE; OTHER ABBREVIATIONS MAY DEFINED BY DISCIPLINE OR BY INDIVIDUAL SHEET. WHERE IN CONFLICT, SUCH ABBREVIATIONS SUPERCEDE THOSE INDICATED IN THIS LIST.

∠	ANGLE
&	AND
ACT	ACOUSTICAL CEILING TILE
ADA	AMERICANS WITH DISABILITY ACT STANDARDS (2010)
ADD	ADDENDUM
AESS	ARCHITECTURAL EXPOSED STRUCTURAL STEEL
AFF	ABOVE FINISH FLOOR
AHJ	AUTHORITY HAVING JURISDICTION
ALUM	ALUMINUM
ANOD	ANODIZED
BD	BOARD
BLDG	BUILDING
BLKG	BLOCKING
BM	BENCH MARK
BO	BOTTOM OF
BOD	BOTTOM OF DECK
BTWN	BETWEEN
CAB	CONTINUOUS AIR BARRIER
CG	CORNER GUARD
CIP	CAST IN PLACE CONCRETE
CL	CENTERLINE
CLG	CEILING
CLR	CLEAR
CJ	CONTROL JOINT
CMU	CONCRETE MASONRY UNIT
CONT	CONTINUOUS
CSJ	CONSTRUCTION JOINT
CSMT	CASEMENT
CT	CERAMIC TILE
CTR	CENTER
℄	CENTERLINE
DBL	DOUBLE
DTL	DETAIL
DF	DRINKING FOUNTAIN
DIA	DIAMETER
DIAG	DIAGONAL
DIM	DIMENSION
DN	DOWN
DR	DOOR
DS	DOWNSPOUT
DW	DISHWASHER
DWG	DRAWING
(E)	EXISTING
EA	EACH
EF	EXHAUST FAN
EJ	EXPANSION JOINT
EL	ELEVATION
ELEC	ELECTRICAL
EJC	EXPANSION JOINT COVER
EOS	EDGE OF SLAB
ENGR	ENGINEER
EQ	EQUAL
EQUIP	EQUIPMENT
ES	EACH SIDE
EXP	EXPANSION
EXT	EXTERIOR
FA	FIRE ALARM
FD	FLOOR DRAIN
FDN	FOUNDATION
FE	FIRE EXTINGUISHER
FEC	FIRE EXTINGUISHER CABINET
FECB	FIRE EXTINGUISHER CABINET W/ BLANKET
FF	FINISH FLOOR
FIN	FINISH
FL	FLOOR
FO	FACE OF
FOC	FACE OF CONCRETE
FOF	FACE OF FINISH
FOM	FACE OF MASONRY
FOS	FACE OF STUD/STRUCTURE
FRT	FIRE RETARDANT TREATED
FTG	FOOTING
FURR	FURRING
GA	GAUGE/GAGE
GALV	GALVANIZED
GB	GRAB BAR
GC	GENERAL CONTRACTOR
GL	GLASS/GLAZING
GND	GROUND
GVP	GYPSUM VENEER PLASTER
GYP	GYPSUM
HB	HOSE BIBB
HM	HOLLOW METAL
HPC	HIGH PERFORMANCE COATING
HVAC	HEATING, VENTILATION AND AIR CONDITIONING
HW	HOT WATER
INSUL	INSULATION
INT	INTERIOR
IFP	INTUMESCENT FIRE PROTECTION
JT	JOINT
JST	JOIST
LAV	LAVATORY
LKR	LOCKER
LVR	LOUVER
MATL	MATERIAL
MB	MARKERBOARD
MAX	MAXIMUM
MECH	MECHANICAL
MEZZ	MEZZANINE
MFR	MANUFACTURER
MIN	MINIMUM
MISC	MISCELLANEOUS
MTD	MOUNTED
MO	MASONRY OPENING
MTL	METAL
(N)	NEW
NA	NOT APPLICABLE
NIC	NOT IN CONTRACT
NOM	NOMINAL
NTS	NOT TO SCALE
OA	OVERALL
OC	ON CENTER
OD	OUTSIDE DIAMETER
OFCI	OWNER FURNISHED CONTRACTOR INSTALLED
OFD	OVERFLOW DRAIN
OFOI	OWNER FURNISHED OWNER INSTALLED
OH	OVERHEAD
OPNG	OPENING
OPP	OPPOSITE
OS	OUTSIDE
PL	PROPERTY LINE
PLAM	PLASTIC LAMINATE
PLAS	PLASTER
PLYWD	PLYWOOD
PT	PRESSURE TREATED
PVMT	PAVEMENT
R	RADIUS
RD	ROOF DRAIN
REF	REFERENCE
REFR	REFRIGERATOR
REQ'D	REQUIRED
REV	REVISE OR REVISION
RO	ROUGH OPENING
RT	ROOF TIE-OFF
RCP	REFLECTED CEILING PLAN
SAHTS	SELF ADHERED HIGH TEMPERATURE SHEET
SAM	SELF-ADHERED MEMBRANE
SC	SOLID CORE
SECT	SECTION
SF	SQUARE FOOT
SFRM	SPRAY-APPLIED FIRE RESISITIVE MATERIALS
SHTG	SHEATHING
SHWR	SHOWER
SHT	SHEET
SIM	SIMILAR
SJ	SEISMIC JOINT
SOG	SLAB ON GRADE
SQ	SQUARE
SS	STAINLESS STEEL
STD	STANDARD
STL	STEEL
STRUCT	STRUCTURAL
SUSP	SUSPENDED
T/M	TO MATCH
THK	THICK
TLT	TOILET
TO	TOP OF
TOC	TOP OF CURB
TOD	TOP OF DECK
TOS	TOP OF STRUCTURE
TJ	TOOL JOINT
TP	TOILET PAPER
TS	TUBE STEEL
TYP	TYPICAL
T&G	TONGUE AND GROOVE
UNFIN	UNFINISHED
UNO	UNLESS NOTED OTHERWISE
VB	VAPOR BARRIER
VERT	VERTICAL
VIF	VERIFY IN FIELD
VR	VAPOR RETARDER
VFY	VERIFY
W/	WITH
W/O	WITHOUT
WC	WATER CLOSET
WD	WOOD
WF	WIDE FLANGE
WH	WATER HEATER
WP	WATERPROOFING
WRB	WATER-RESISTIVE BARRIER
WT	WEIGHT

ROOM ABBREVIATIONS

AD	ADMINISTRATIVE
CIRC	CIRCULATION
CNS	COUNSELOR
CONF	CONFERENCE
CR	CLASSROOM
CORR	CORRIDOR
CUST	CUSTODIAN
ELEC	ELECTRICAL
ELEV	ELEVATOR
EXD	EXTENDED
GEN-ED	GENERAL EDUCATION
G/N	GENDER NEUTRAL
GNT	GENDER NEUTRAL TOILET
IDF	INTERMEDIATE DISTRIBUTION FRAME
ISS	IN SCHOOL SUSPENSION
JAN	JANITOR / CUSTODIAL
LG	LARGE
MDF	MAIN DISTRIBUTION FRAME
MP	MULTI-PURPOSE
OFC	OFFICE
PRINC	PRINCIPAL
PRAC	PRACTICE
REG	REGISTRAR
REST	RESTROOM
RR	RESTROOM
RM	ROOM
SRO	SCHOOL RESOURCE OFFICE
SM	SMALL
ST	STAFF TOILET
STOR	STORAGE
STR	STAIR
SUPT	SUPERINTENDENT
TELE	TELECOMMUNICATIONS
U	UTILITY
VEST	VESTIBULE
V	VICE-

DELEGATED DESIGN

DEFERRED SUBMITTAL ITEMS SHALL NOT BE INSTALLED UNTIL THE DEFERRED SUBMITTAL DOCUMENTS HAVE BEEN APPROVED BY THE BUILDING OFFICIAL. DELEGATED DESIGN COMPONENTS WHICH REQUIRE DEFERRED SUBMITTALS INCLUDE, BUT ARE NOT LIMITED, TO THE FOLLOWING:

1. Firestopping, Section 07 84 00.
2. Seismic Anchorage for Mechanical, Plumbing, and Electrical Equipment and Components, Divisions 21, 22, 23, 26, 27, and 28.
3. Seismic Anchorage for Acoustic Ceilings, Section 09 51 00
4. Fire Alarm Systems, Division 28.
5. Seismic Anchorage of Architectural Wood Casework, Section 06 41 00.

ARCHITECTURAL SYMBOLS

NORTH ARROW — *SHEET NORTH*, *PROJECT NORTH*

GRID LINE

REV # — REVISION CLOUD

NUMBER — DOOR NUMBER - SEE DOOR SCHEDULE

Room name 101 — ROOM NAME & NUMBER

BUILDING SECTION

MATCHLINE SEE A2.12 — MATCHLINE

NUMBER — RELITE NUMBER - SEE RELITE SCHEDULE

1t — STOREFRONT OR WINDOW TYPE

WALL SECTION

ENLARGED PLAN / DETAIL

NUMBER — FRAMELESS RELITE NUMBER - SEE RELITE SCHEDULE

KEYNOTE REFERENCE

A55-2b — WALL TYPE

0' - 0" — CEILING PLANE HEIGHT - ALL REFERENCES TO FINISH FLOOR ELEVATION

DETAIL SECTION

TB-1 — INTERIOR FINISH TYPE

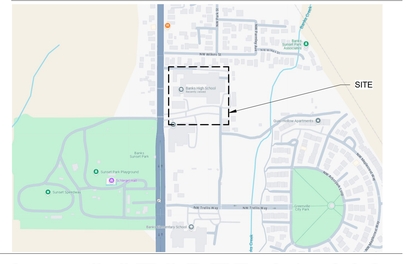
EXTERIOR ELEVATION

0'-0" LEVEL 1 — HORIZONTAL ELEVATION PLANE HEIGHT - ALL REFERENCES TO F.F. ELEVATION

INTERIOR ELEVATION

0'-0" T.O.S. — SPOT ELEVATION - ALL REFERENCES TO F.F. ELEVATION UNO

VICINITY MAP



PERMIT SET

PROJECT # 24018 OCTOBER 31, 2025

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Project Manual
for
Banks High School – Locker Room Remodel

Divisions 00-28

Banks School District
42350 NW Trellis Way
Banks, Oregon 97106

Permit Set
November 14, 2025

Docusign Envelope ID: 428818B6-BD7F-476D-BA14-2D6FD66A9101

Project Manual
for
Banks High School – Locker Room Remodel

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Date: 2025.11.14 13:03:15-08'00'

November 10, 2025

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DOCUMENT 00 31 00
AVAILABLE PROJECT INFORMATION

PART 1 GENERAL

1.01 EXISTING CONDITIONS

A Certain information relating to existing surface and subsurface conditions and structures is available to bidders but will not be part of Contract Documents, as follows:

1.02 HAZARDOUS MATERIALS SURVEY

A The Owner has furnished, at its expense, Drawings and Specifications required for performance of the Work of this Article.

B Architect shall not be held responsible for any errors or omissions that may arise as a result of erroneous or incomplete information provided by the Owner and/or the Owner's consultants and contractors.

C Documents pertaining to Hazardous Materials include the following:

1. Specification entitled:
   a. Report prepared by: Kelsay Environmental Consulting
   b. Submitted: April 2025

PART 2 PRODUCTS - NOT USED

PART 3 EXECUTION - NOT USED

END OF DOCUMENT

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GMP Budget Summary

Banks High School Addition & Remodel

Banks School District

May 1, 2026

Cornerstone Management Group, Inc.

A.0 Contract Summary

A.1 PRE-CONSTRUCTION FEE	$	155,000
A.2 EWA #1 - PC 1 - 3	$	1,985,052
A.3 EWA #2 - PC 4	$	2,496,628
A.2 EWA #3 - PC 5	$	2,561,055
A.2 GMP Amend 1	$	31,017,252
A.3 CURRENT GMP	$	38,214,987
Current PROJECT TOTAL	**$**	**38,214,987**

B.0 Cost Summary	***TOTAL***	**Building**	**Site**	**Locker Rooms**
B.1 Signed Bid Awards	$ 24,988,633	$ 21,063,661	$ 2,545,078	$ 1,379,894
B.2 General Conditions/General Requirements	$ 5,153,792	$ 5,012,406	$ 36,285	$ 105,101
B.3 Cost of Work	**$ 30,142,425**	**$ 26,076,067**	**$ 2,581,363**	**$ 1,484,995**
B.4 Bond	$ 363,970	$ 260,109	$ 25,749	$ 14,813
B.5 Insurance	$ 300,671	$ 314,869	$ 31,170	$ 17,931
B.6 Fee	$ 775,540	$ 670,916	$ 66,416	$ 38,208
B.7 Total Cost + Fee	**$ 31,582,606**	**$ 27,321,961**	**$ 2,704,698**	**$ 1,555,947**
C.0 Contingency	**$ 1,507,121**	**$ 1,303,803**	**$ 129,068**	**$ 74,250**
C.1 Signed COR's GC Contingency	$ -			$ -
C.2 Remaining GC Contingency	$ 1,507,121	$ 1,303,803	$ 129,068	$ 74,250
ESTABLISHED GMP	**$ 33,089,727**	**$ 28,625,764**	**$ 2,833,767**	**$ 1,630,197**
To be included in GMP Contract	$ -			
C.3 Owner: GET Bduget	$ 650,000	$ -	$ -	$ -
C.4 EWA 1	$ 1,985,052			
C.5 Owner: EWA 2	$ 2,496,628			
C.3 Contractor Credit Back for Retention Bond	$ (6,420)	$ -	$ -	$ -
CURRENT GMP	**$ 38,214,987**	**$ 28,625,764**	**$ 2,833,767**	**$ 1,630,197**

GMP Budget

Total Allowance in Contract	$	307,000
D.1 Signed COR's Allowance	$	-
D.2 Remaining Allowance	$	307,000

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ADDITION AND RENOVATION WORK

BANKS HIGH SCHOOL

GMP ESTIMATE PACKAGE
April 22nd, 2026

P&C Construction

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Banks High School
Addition and Renovation Work
GMP Estimate Package

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1. CLARIFICATIONS AND ASSUMPTIONS

Docusign Envelope ID: 428818B6-BD7F-476D-BA14-2D6FD66A9101

04/29/2026

Banks School District
42350 NW Trellis Way
Banks, Oregon 97106

Re: Banks High School Addition and Remodel GMP Estimate & Clarifications Dated 04/29/2026

Dear Client:

The following GMP estimate and clarifications are provided for the Banks High School Addition and Remodel project and are based upon BRIC Architecture's permit set dated February 13th, 2026, Addenda No. 01 and No. 2, and the Locker Room permit set dated November 14th, 2025.

GMP Estimate Building Addition & Remodel: $38,214,987

Please note the following **Specific Qualifications & Clarifications**:

Division 1 - General

1. In accordance with the CM/GC contract, all contingencies identified in the GMP Cost Estimate are considered Cost of the Work (COW). Applicable CM/GC fee, insurance, and bonds markups are applied to these amounts.
2. The GMP includes a construction contingency for P&C's exclusive use to address unanticipated costs, including, but not limited to: trade buyout variances, overtime or acceleration, material escalation, correction of damaged or nonconforming work, Subcontractor default, or other events of the extend Contract Time without increasing Contract Price.
3. The Owner is responsible for maintaining a separate Owner contingency for added scope and changes in scope, systems, kinds and quality of materials, finishes, equipment, or unforeseen conditions (Paragraphs 1(y) and 6(d)(ii) of the CM/GC Construction Contract).
4. The GMP Cost Estimate is itemized into distinct areas of work. This breakdown is provided for reference only and is not intended to define separate scopes of Work or contract divisions.
5. Builder's risk insurance is excluded and shall be provided by the Owner. The Owner shall provide a complete copy of the policy to the Construction Manager for review prior to the start of work.
6. The GMP estimate includes 0.48% for CM/GC Corporate Activity Tax only. Subcontractor taxes are included in their respective proposals.
7. Insurance and bond costs will be invoiced prior to mobilization.
8. Due to the tariffs and ongoing market volatility, material pricing may be subject to change. This estimate excludes abnormal or unforeseen price increases resulting from tariffs or supply chain disruptions. Such increases and/or refunds will be addressed in accordance with the Escalation provisions below.

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Escalation

Tariff -Related Material Pricing

The owner acknowledges that certain materials incorporated into the Project may be subject to abnormal price volatility due to tariffs. Accordingly, the Construction Manager cannot guarantee material pricing beyond thirty (30) days following execution of the GMP Amendment or the date materials are purchased, whichever occurs first.

The GMP is based on subcontractor pricing received at the time of proposal. If, prior to subcontract award or within thirty (30) days of the GMP Amendment Date, updated bids for a trade reflect material cost increases above the GMP estimate, the Owner may elect to revise scope, materials, or methods to mitigate the increase.

If the Owner elects not to revise scope and the Construction Manager proceeds with the increased pricing, the Construction Manager may request use of construction contingency to cover the difference between the GMP estimate and actual cost (the "Price Escalation Amount"), subject to the terms of the Contract.

If cumulative Price Escalation Amounts exceed thirty percent (30%) of the available construction contingency, the Construction Manager shall be entitled to a Change Order for additional escalation costs, provided:

(1) The total value of such Change Order does not exceed the value of accepted value engineering savings, and

(2) The Construction Manager provides documentation demonstrating the increases are directly attributable to tariffs.

The Construction Manager will make reasonable efforts to mitigate escalation risk through early procurement.

Tariff-Related Refunds or Credits

In the event that, after procurement of materials, the Construction Manager, its subcontractors, or suppliers receive any refund, rebate, credit, or other price reduction attributable to the reduction, removal, or reimbursement of tariffs (a "Tariff Refund"), the Construction Manager shall promptly pass through such Tariff Refund to the Owner to the extent such materials were previously charged to the Project. Any such Tariff Refund shall be credited against the Cost of the Work or otherwise returned to the Owner, net of any reasonable and documented administrative costs incurred in securing such refund.

9. The GMP includes provisions for CM/GC Field Work, as defined in the Contract and restated below:

   "CM/GC Field Work will mean customary layout, clean-up, supervision, and portions of the Work of a minor nature and not feasibly part of the subcontracted work due to: exclusions by the Subcontractor not resolved through the process described in Section 11.c.iii, undeveloped design owing to deviations in Work performed or materials delivered by Subcontractors or suppliers that do not represent defective or nonconforming work, a breach or failure to perform by the Subcontractor or supplier, complexity of coordination of the Work, and other similar

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reasons typically providing cause for "pick-up" or GC Work under industry standards; provided, however, that (i) the CM/GC has reasonably determined that doing such portion of the Work itself is in the best interests of the Owner, (ii) such Work is identified as CM/GC Field Work in monthly billings and (iii) the CM/GC receives prior approval of the Owner's Authorized Representative as to the scope of such CM/GC Field Work."

10. Where scope is listed as excluded, such costs are not included in this estimate and shall be the responsibility of the Owner if later incorporated into the Project.
11. List of alternates, in section 5 of this packet, are provided for owner/client to potentially add to the GMP contract through separate amendments. Pricing provided is Rough Order of Magnitude pricing. Design and timing of acceptance may impact the overall cost of the alternate.
12. List of Allowances, in section 6 of this packet, are intended to reconcile cost of undefined or unquantifiable work and will be tracked and reconciled with the project team. P&C Project Management team will notify the team of any projected allowance overages. Dollars may be moved between allowances. If there is an overrun of an allowance(s), a change order may be issued to the GMP.
13. An additional list of Accepted Value Engineered Allowances is included in section 6 of this packet. This list **excludes** any additional design service that would be required to incorporate changes into the design documents. VE Allowances are subject to change depending on design adjustments, submittal reviews, and procurement issues. Such conditions, but not limited to, may result in a change in the overall allowance pricing. Such changes could result in a contract amendment to the GMP.
14. Section 7 of this packet includes revised Budget Tracking Log. Scope items listed in the log are not included in the GMP. Items list are subject to change in pricing.

Division 2 – Existing Conditions

1. Includes early work packages for summer 2025.
2. Excludes relocation or storage of furniture, equipment, or classroom materials.
3. Includes allowance for salvaged materials for use in art installations.

Division 3 – Concrete

1. Excludes precast landings; landings are assumed to be cast-in-place.
2. Excludes concrete at monument signs indicated in Addendum #2; allowance is included.

Division 4 – Masonry

1. Assumes standard grout colors; excludes white grout.
2. Includes stainless steel anchor ties for brick veneer; excludes hot-dip galvanized anchors.
3. Excludes restoration or reuse of salvaged brick.

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Division 5 – Metals

1. Includes SP6 surface preparation of exposed steel for high-performance coatings.
2. Excludes structural steel framing for mechanical screens at the District Office (accepted value engineering item).
3. Excludes Truss tie steel per Detail 5/S3.32, as removed in Addendum No. 2.

Division 6 – Woods & Plastics

1. Excludes blocking associated with mechanical screen structural framing.
2. DLT includes factory installed WRB and chase covers.
3. Excludes cabinet locks except at qty (12) teacher cabinets. Additional locks may be added during submittal review process. Additional locks will be $100 per lock.
4. Exclude FRL wall paneling at existing Corridor.
5. DLT is procured as a sole-sourced product from StructureCraft. Contractor has executed StructureCraft's terms and conditions for procurement, which shall govern the DLT scope for this project in lieu of the Contractor's standard subcontract terms.

Division 7 – Thermal & Moisture Protection

1. Sheet metal is assumed to be standard color.
2. Unit screening is based on specified Envisor system; includes ABS screening and excludes aluminum.
3. Include fiber cement siding at locations indicated.
4. WRB is priced as Henry VP-160.
5. Includes new roof assembly at corridor and roof patching at locker room.
6. Excludes Armstrong metal panel soffit system; includes Lux soffit panels per Addendum No. 1.
7. Assumes mineral insulation at frames; excludes spray foam insulation.

Division 8 – Openings

1. Includes ArmorGarde security glazing up to 7'- 0" where indicate for IT-3 & IT-4.
2. Radius break metal is non-thermal (not manufactured as a thermal product).

Division 9 – Finishes

1. Excludes staining of concrete.
2. Existing corridor scope includes polished concrete and painting; excludes new ACT.
3. Excludes mural painting, large wall graphics, and Level 5 finish requirements.
4. Includes allowance for patching ceilings, walls, and floors. This allowance is established, but not limited to, the use for trade damage, repair of adjacent finishes surfaces that are impacted by

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construction activity. Such cost is to assist with repairs as it pertains to gyp assemblies, paint, acoustic ceilings, hard lid ceilings, polished concrete, carpet, resilient flooring, base, and other such finishes as they relate to ceilings, walls, and floors.

5. Includes allowance for intumescent coating of structural steel.

Division 10/11/12/14 – Specialties/Equipment/Furnishings

1. Excludes Chromebook carts (Owner Furnished, Owner Installed).
2. Excludes specialty classrooms/workroom equipment (kiln, sublimation printer, vinyl cutter, heat presses, etc.).
3. Excludes wire shelving.
4. Includes undercounter dishwashers, washers/dryers, and range hood as Contractor Furnish, Contractor Install.
5. Assumes full height refrigerator, under counter refrigerator, range/oven, microwave, and copier are Owner Furnish, Owner Install.
6. Excludes monument sign and reader boards per A4.54 in Addendum No. 2; allowance included.
7. Excludes Scranton Products Aria Traditional 1000 toilet compartments; includes phenolic toilet compartments
8. Includes Schindler elevator; excludes TKE elevator.

Division 21/22/23 – Fire Protection/Plumbing/Mechanical

1. Excludes upsizing water feed into locker room. Current plans and documents show existing feed serving all new scheduled fixtures for new locker room.
2. Assumes Floor mounted back outlet toilet fixtures in lieu of what is specified.
3. Assume acid neutralization tanks for each science sink.
4. Excludes trough sinks; includes individual wall-mount lavatory sinks (to match L-1 lavs) with metering faucets in lieu of trough style lavs at gang restrooms (22 wall mount lavatory sinks/faucets replace 6 three station lavs and 2 two station lavs)
5. Includes Sioux Chief systems for floor drains/floor sinks, roof/overflow drains, and cleanouts per accepted VE.
6. Includes Sioux Chief 695-ES01 electronic trap primers in lieu of specified electronic PPP models.
7. Includes PVC piping for below-grade drain, waste, and vent.

Division 26/27/28 – Electrical & Low Voltage

1. Excludes photovoltaic system and canopies. Budget of $650,000 is being carried in the GMP for Green Energy Trust requirements.
2. Includes aluminum feeders for 100A & more, in lieu of copper. Copper to be utilized for less than 100amps.

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3. Assumes MC cable wiring method for branch circuits with conduit homeruns to the areas.
4. Includes VE allowance deduct for lighting fixture package.
5. Includes Stage Ninja cord reels; excludes Hubbel.
6. Includes DAS, PA, AV, wireless clocks, and AOR systems.
7. Includes fire alarm system (Potter basis of design).
8. Includes VE allowance deduct for AV redesign.
9. Assumes J-hooks in lieu of cable trays for low voltage.
10. Includes intrusion, access control, and video surveillance systems.
11. Includes replacement of existing branch panels.
12. Assumes Panelboard and Switchboard SCCR to be Series Rated.

Division 32 – Asphalt Paving

1. Subcontractor's base bid for asphalt materials is based on the Oregon Department of Transportation Monthly Asphalt Cement Material Price (MACMP) for February 2026. Liquid asphalt costs shall be subject to adjustment in accordance with ODOT's asphalt price escalation provisions.

   At the time of asphalt paving, the applicable ODOT MACMP in effect for the month of placement will be compared to the February 2026 index. The difference shall be applied to the eligible quantity of liquid asphalt and as direct additive or deductive change to the Contract.

2. Subcontractor has included costs associated with a temporary construction access approach from Main Street permitted through ODOT. An allowance is included for removal of the temporary approach and for patching and/or repair of asphalt, curb, and sidewalk in accordance with ODOT standards following removal.

Division 31/33 – Earthwork & Site Utilities

1. Excavation and removal of solid or nested boulders 24 inches in diameter or larger will be considered change order work.
2. Includes provisions for radon piping or mitigation. Assumes trenching for radon piping with radon rock. Excludes radon rock with the entire slab.
3. Excludes sub-foundation systems (shoring, piling, geopiers, etc.).
4. Excludes earthwork, sidewalk prep, and utilities within 5 feet of new gymnasium; includes work beyond 5 feet (and/or distance needed for sidewalk prep grading).
5. Excludes gymnasium detention system; include system filters.
6. Excludes Phase 02 work at Wilkes; includes AC path and landscape per 2/L2.02.

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Please note the following **Standard Exclusions**:

a. Building Permit, SDCs, water meter and associated fees.

b. Architect and consultant fees.

c. Permits other than MEP permits.

d. Special inspections, testing, and bonds.

e. Utility company fees (e.g., NW Natural, water department, power).

f. Franchise utility work or removal/relocation of overhead lines.

g. Work to existing power poles, transformers, or underground utility infrastructure.

h. Testing or removal of contaminated soil.

i. Over-excavation or unsuitable soil remediation.

j. Testing or removal of hazardous materials.

k. Building engineering for roof tie-offs.

l. Adjacent property access costs and any costs associated with renting adjacent property for use during construction/staging.

m. Tree grates.

n. ROW/street improvements.

o. LEED Provisions until final determination.

Thank you for giving P&C Construction the opportunity to work with you on this project. Please let me know if you have any questions.

Sincerely,
P&C Construction Team

Derrick Dingman, Sr. Estimator
Parker Verhaeghe, Pre-Construction Manager
Jared Steagall, Project Management

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2. GMP ESTIMATE

Docusign Envelope ID: 428818B6-BD7F-476D-BA14-2D6FD66A9101

Project: Banks High School Addition & Remodel
Location Banks, OR

BHS Modernization Permit Estimate

Line #	Division	Description	TOTAL COST	Cost Breakdown by AREA (For Reference ONLY *included in TOTAL*) New Building	Locker Rooms	Site
1	00	PRECONSTRUCTION	$168,954	$168,954	$0	$0
2	01	GENERAL REQUIREMENTS	$3,361,060	$3,361,060	$0	$0
3	02	EXISTING CONDITIONS	$1,792,732	$1,651,346	$105,101	$36,285
4	03	CONCRETE	$1,731,476	$1,671,412	$60,064	$0
5	04	MASONRY	$861,762	$832,340	$29,422	$0
6	05	METALS	$903,925	$891,945	$11,980	$0
7	06	WOOD, PLASTICS, & COMPOSITES	$3,292,645	$3,255,065	$37,580	$0
8	07	THERMAL & MOISTURE PROTECTION	$2,705,795	$2,682,295	$23,500	$0
9	08	DOORS & WINDOWS	$1,683,475	$1,597,563	$85,912	$0
10	09	FINISHES	$2,439,937	$2,241,021	$169,477	$29,439
11	10	SPECIALTIES	$624,516	$409,462	$150,054	$65,000
12	11	EQUIPMENT	$92,277	$92,277	$0	$0
13	12	FURNISHINGS	$139,261	$112,729	$0	$26,532
14	14	CONVEYING EQUIPMENT	$144,500	$144,500	$0	$0
15	21	FIRE SUPPRESSION	$304,000	$304,000	$0	$0
16	22	PLUMBING	$1,185,486	$928,918	$256,568	$0
17	23	HEATING, VENTILLATING & AIR CONDITIONING	$2,734,199	$2,477,212	$256,987	$0
18	26	ELECTRICAL	$3,552,318	$3,253,968	$298,350	$0
19	31	EARTHWORK	$1,526,261	$0	$0	$1,526,261
20	32	EXTERIOR IMPROVEMENTS	$897,846	$0	$0	$897,846
21		**SUBTOTAL**	**$30,142,425**	**$26,076,067**	**$1,484,995**	**$2,581,363**
22		Evolution of Design Contingency @ 0.00%	$0	$0	$0	$0
23		Bidding/Tariff Contingency @ 0.00%	$0	$0	$0	$0
24		Construction Contingency @ 5.00%	$1,507,121	$1,303,803	$74,250	$129,068
25		**Subtotal - Cost of Work**	**$31,649,546**	**$27,379,870**	**$1,559,245**	**$2,710,431**
26		Retention Bond @ 0.00%	$0	$0	$0	$0
27		CMGC Liability Insurance @ 1.15%	$363,970	$314,869	$17,931	$31,170
28		CMGC Payment and Performance Bonds @ 0.95%	$300,671	$260,109	$14,813	$25,749
29		**Total Cost of Work**	**$32,314,187**	**$27,954,848**	**$1,591,989**	**$2,767,350**
30		CM/GC Fee (excl. Insurance & Bonds) @ 2.40%	$775,540	$670,916	$38,208	$66,416
31		**Subtotal**	**$33,089,727**	**$28,625,764**	**$1,630,197**	**$2,833,767**
32		GET Budget	$650,000	$650,000		
33		BHS Contract Amendment 1	$1,985,052	$1,985,052		
34		Contract Amendment 2	$2,496,628	$2,496,628		
35		Retention Bond Credit for Contract Amendment 1 & 2	$-6,420	$-6,420		
36		**TOTAL GMP ESTIMATE AMOUNT**	**$38,214,987**	**$33,751,024**	**$1,630,197**	**$2,833,767**
37		Unit Cost per S.F.	$754.85	$742.60	$314.95	$62.35
38		S.F. of Area	50,626	45,450	5,176	45,450
39		OWNER'S STATED BUDGET FOR CONSTRUCTION	$38,216,850			

	Group	Phase	Description	Takeoff Quantity	Labor Amount	Material Amount	Sub Price	Sub Amount	Total Amount
1	00 00 00.00		PRECONSTRUCTION						
2		00 10 00.00	Preconstruction Services						
3			Preconstruction Services per RFP Response	1.00 ls			168,954.00 /ls	168,954	168,954
			Preconstruction Services					168,954	168,954
			PRECONSTRUCTION					168,954	168,954
4	01 00 00.00		GENERAL REQUIREMENTS						
5		01 10 00.00	General Conditions						
6			General Conditions April 26-Nov 27	1.00 ls	-	-	3,116,398.00 /ls	3,116,398	3,116,398
7			Schedule Acceleration Phase 1	1.00 Allow			81,554.00 /Allow	81,554	81,554
8			Schedule Acceleration Phase 2	1.00 Allow			81,554.00 /Allow	81,554	81,554
9			Schedule Acceleration Phase 3	1.00 Allow			81,554.00 /Allow	81,554	81,554
			General Conditions					3,361,060	3,361,060
			GENERAL REQUIREMENTS					3,361,060	3,361,060
10	02 00 00.00		EXISTING CONDITIONS						
11		02 00 10.00	Site Logistics						
12			General Requirements & Logistics -	1.00 ls	-	-	1,438,554.00 /ls	1,438,554	1,438,554
13			Modular Restroom and Service	1.00 ls	-	-	40,680.00 /ls	40,680	40,680
14			Surveillance Cameras	1.00 ls	-	-	52,568.00 /ls	52,568	52,568
			Site Logistics					1,531,802	1,531,802
15		02 21 00.00	Survey						
16			Survey	1.00 ls			36,285.00 /ls	36,285	36,285
			Survey					36,285	36,285
17		02 41 19.00	Selective Demolition						
18			Demolition Locker Room	1.00 ls			105,101.00 /ls	105,101	105,101
19			Demolition CTE & Corridor Gym	1.00 ls			19,544.00 /ls	19,544	19,544
			Selective Demolition					124,645	124,645
20		02 42 00.00	Removal, Salvage & Repair						
21			Salvage Material for Art Installation ALLOW	1.00 Allow			100,000.00 /Allow	100,000	100,000
			Removal, Salvage & Repair					100,000	100,000
			EXISTING CONDITIONS					1,792,732	1,792,732
22	03 00 00.00		CONCRETE						
23		03 30 00.00	Footings, Foundations & Slabs						
24			Structural Concrete and Concrete Tilt Walls	1.00 ls			1,579,027.00 /ls	1,579,027	1,579,027
25			Structural Concrete Locker Room Work	1.00 ls			60,064.00 /ls	60,064	60,064
			Footings, Foundations & Slabs					1,639,091	1,639,091
26		03 54 13.00	Gypsum Cement Underlayment						
27			Gypsum Cement Underlayment	1.00 ls			92,385.00 /ls	92,385	92,385
			Gypsum Cement Underlayment					92,385	92,385
			CONCRETE					1,731,476	1,731,476
28	04 00 00.00		MASONRY						
29		04 22 00.00	CMU						
30			Building Addition CMU Masonry	1.00 ls			817,318.00 /ls	817,318	817,318
31			Locker Room CMU Masonry	1.00 ls			29,422.00 /ls	29,422	29,422
32			GC Field Work	1.00 ls			15,022.00 /ls	15,022	15,022
			CMU					861,762	861,762
			MASONRY					861,762	861,762
33	05 00 00.00		METALS						
34		05 12 00.00	Structural Steel Framing						
35			Structural Steel - Erection	1.00 ls			214,557.00 /ls	214,557	214,557
36			Structural Steel - Erection	1.00 ls			3,160.00 /ls	3,160	3,160
37			Structural Steel - Fabricate, Supply	1.00 ls			633,828.00 /ls	633,828	633,828
38			Structural Steel - Fabricate, Supply	1.00 ls			8,820.00 /ls	8,820	8,820

	Group	Phase	Description	Takeoff Quantity	Labor Amount	Material Amount	Sub Price	Sub Amount	Total Amount
		05 12 00.00	Structural Steel Framing						
39			GC Field Work	1.00 ls			43,560.00 /ls	43,560	43,560
			Structural Steel Framing					903,925	903,925
			METALS					903,925	903,925
40	06 00 00.00		WOOD, PLASTICS, & COMPOSITES						
41		06 10 00.00	Rough Carpentry Framing						
42			Rough Carpentry & DLT	1.00 ls			2,270,190.00 /ls	2,270,190	2,270,190
43			Rough Carpentry	1.00 ls			13,195.00 /ls	13,195	13,195
			Rough Carpentry Framing					2,283,385	2,283,385
44		06 22 00.00	Miscellaneous Finish Carpentry (Trims)						
45			Building Addition Finish Carpentry	1.00 ls			752,259.00 /ls	752,259	752,259
46			Locker Room Finish Carpentry	1.00 ls			24,385.00 /ls	24,385	24,385
			Miscellaneous Finish Carpentry (Trims)					776,644	776,644
47		06 25 00.00	Paneling						
48			Wall Paneling (FRL/FRP)	1.00 ls			232,616.00 /ls	232,616	232,616
			Paneling					232,616	232,616
			WOOD, PLASTICS, & COMPOSITES					3,292,645	3,292,645
49	07 00 00.00		THERMAL & MOISTURE PROTECTION						
50		07 00 10.00	Mockups						
51			Mockup	1.00 Allow			10,000.00 /Allow	10,000	10,000
			Mockups					10,000	10,000
52		07 17 13.00	Waterproofing						
53			Waterproofing	1.00 ls			106,590.00 /ls	106,590	106,590
			Waterproofing					106,590	106,590
54		07 21 00.00	Insulation						
55			Below Grade Insulation	1.00 ls			27,455.00 /ls	27,455	27,455
			Insulation					27,455	27,455
56		07 25 10.00	Weather Barriers						
57			Fiber Cement Siding & Weather Barriers	1.00 ls			225,206.00 /ls	225,206	225,206
			Weather Barriers					225,206	225,206
58		07 42 13.00	Sheet Metal Wall & Soffit Panels						
59			Sheet Metal Roof & Wall Panels	1.00 ls			1,147,000.00 /ls	1,147,000	1,147,000
			Sheet Metal Wall & Soffit Panels					1,147,000	1,147,000
60		07 51 00.00	Built-Up Bituminous Roofing						
61			Built Up Roofing	1.00 ls			760,075.00 /ls	760,075	760,075
62			Built Up Roofing (Corridor/Locker)	1.00 ls			23,500.00 /ls	23,500	23,500
			Built-Up Bituminous Roofing					783,575	783,575
63		07 54 23.00	Thermoplastic Membrane Roofing						
64			GC Field Work	1.00 ls			46,048.00 /ls	46,048	46,048
			Thermoplastic Membrane Roofing					46,048	46,048
65		07 71 00.00	Roof Specialties						
66			Manufactured Roof Expansion Joints	1.00 ls			102,290.00 /ls	102,290	102,290
			Roof Specialties					102,290	102,290
67		07 72 00.00	Roof Accessories						
68			Roof Tie Off Points	1.00 ls			51,116.00 /ls	51,116	51,116
69			Roof Hatch	1.00 ls			10,000.00 /ls	10,000	10,000
			Roof Accessories					61,116	61,116
70		07 92 00.00	Joint Sealants						
71			Joint Sealants	1.00 ls			90,675.00 /ls	90,675	90,675
72			Fire Caulking	1.00 LS			77,140.00 /LS	77,140	77,140
73			Tilt Panel Caulking & Insulation	1.00 LS			28,700.00 /LS	28,700	28,700
			Joint Sealants					196,515	196,515

	Group	Phase	Description	Takeoff Quantity	Labor Amount	Material Amount	Sub Price	Sub Amount	Total Amount
			THERMAL & MOISTURE PROTECTION					2,705,795	2,705,795
74	**08 00 00.00**		**DOORS & WINDOWS**						
75		08 11 13.00	Doors & Hardware						
76			Building Addition Doors, Frames & Hardware - Supply Only	1.00 ls			358,318.00 /ls	358,318	358,318
77			Locker Room Doors, Frames & Hardware - Supply Only	1.00 ls			67,235.00 /ls	67,235	67,235
78			Building Addition Doors, Frames & Hardware - Install Only	1.00 ls			75,985.00 /ls	75,985	75,985
79			Locker Room Doors, Frames & Hardware - Install Only	1.00 ls			16,677.00 /ls	16,677	16,677
			Doors & Hardware					518,215	518,215
80		08 33 23.00	Overhead Doors						
81			Overhead Doors	1.00 ls			28,120.00 /ls	28,120	28,120
82			Accordion Doors	1.00 ls			149,612.00 /ls	149,612	149,612
			Overhead Doors					177,732	177,732
83		08 41 13.00	Aluminum Storefront Systems						
84			Aluminum Storefront	1.00 ls			867,928.00 /ls	867,928	867,928
85			Aluminum Storefront	1.00 ls			2,000.00 /ls	2,000	2,000
			Aluminum Storefront Systems					869,928	869,928
86		08 63 00.00	Skylights						
87			Metal Framed Skylights	1.00 ls			117,600.00 /ls	117,600	117,600
			Skylights					117,600	117,600
			DOORS & WINDOWS					1,683,475	1,683,475
88	**09 00 00.00**		**FINISHES**						
89		09 00 10.00	Final Cleaning						
90			Building Addition Final Cleaning	1.00 ls			46,000.00 /ls	46,000	46,000
91			Locker Room Final Cleaning	1.00 ls			2,200.00 /ls	2,200	2,200
92			Site Final Cleaning	1.00 ls			29,439.00 /ls	29,439	29,439
			Final Cleaning					77,639	77,639
93		09 21 16.00	Gypsum Board Assemblies						
94			Building Addition Gypsum Board Assemblies	1.00 ls			1,405,559.00 /ls	1,405,559	1,405,559
95			Locker Room Gypsum Board Assemblies	1.00 ls			123,110.00 /ls	123,110	123,110
96			GC Field Work	1.00 ls			52,450.00 /ls	52,450	52,450
			Gypsum Board Assemblies					1,581,119	1,581,119
97		09 30 00.00	Tiling						
98			Building Addition Tile	1.00 ls			88,398.00 /ls	88,398	88,398
			Tiling					88,398	88,398
99		09 65 00.00	Resilient Flooring						
100			Resilient Flooring	1.00 ls			157,800.00 /ls	157,800	157,800
			Resilient Flooring					157,800	157,800
101		09 67 00.00	Fluid Applied Flooring						
102			Polished Concrete	1.00 ls			175,496.00 /ls	175,496	175,496
103			Polished Concrete	1.00 ls			15,623.00 /ls	15,623	15,623
			Fluid Applied Flooring					191,119	191,119
104		09 68 00.00	Carpeting						
105			Building Addition Carpeting	1.00 ls			41,000.00 /ls	41,000	41,000
			Carpeting					41,000	41,000
106		09 91 23.00	Painting						
107			Building Addition Painting	1.00 ls			274,318.00 /ls	274,318	274,318
108			Locker Room Painting	1.00 ls			28,544.00 /ls	28,544	28,544
			Painting					302,862	302,862
			FINISHES					2,439,937	2,439,937
109	**10 00 00.00**		**SPECIALTIES**						
110		10 11 00.00	Visual Display Units						
111			Building Addition Visual Display Units & Corner Guards	1.00 ls			96,093.00 /ls	96,093	96,093
112			Locker Room Visual Display Units & Corner Guards	1.00 ls			6,407.00 /ls	6,407	6,407

	Group	Phase	Description	Takeoff Quantity	Labor Amount	Material Amount	Sub Price	Sub Amount	Total Amount
			Visual Display Units					102,500	102,500
113		10 14 00.00	Signage						
114			Signage	1.00 ls			68,546.00 /ls	68,546	68,546
115			Signage	1.00 ls			4,577.00 /ls	4,577	4,577
116			Reader Board Sign Allow	1.00 Allow			65,000.00 /Allow	65,000	65,000
			Signage					138,123	138,123
117		10 21 13.00	Toilet Partitions & Cubicles						
118			Building Addition Toilet Partitions	1.00 ls			40,499.00 /ls	40,499	40,499
119			Locker Room Toilet Partitions	1.00 ls			12,648.00 /ls	12,648	12,648
			Toilet Partitions & Cubicles					53,147	53,147
120		10 28 13.00	Toilet Accessories						
121			Building Addition Toilet Accessories & Specialties Install	1.00 ls			78,726.00 /ls	78,726	78,726
122			Locker Room Toilet Accessories	1.00 ls			5,445.00 /ls	5,445	5,445
			Toilet Accessories					84,171	84,171
123		10 44 00.00	Fire Protection Specialties						
124			Fire Extinguishers & Cabinets	1.00 ls			9,119.00 /ls	9,119	9,119
125			Fire Extinguishers & Cabinets	1.00 ls			565.00 /ls	565	565
			Fire Protection Specialties					9,684	9,684
126		10 51 13.00	Lockers						
127			Building Addition Lockers - Metal	1.00 ls			116,479.00 /ls	116,479	116,479
128			Locker Room Lockers - Metal	1.00 ls			120,412.00 /ls	120,412	120,412
			Lockers					236,891	236,891
			SPECIALTIES					624,516	624,516
129	11 00 00.00		EQUIPMENT						
130		11 30 13.00	Residential Appliances						
131			Residential Appliances (CFCI)	1.00 ls			27,300.00 /ls	27,300	27,300
			Residential Appliances					27,300	27,300
132		11 53 13.00	Laboratory Equipment						
133			Laboratory Equipment	1.00 ls			64,977.00 /ls	64,977	64,977
			Laboratory Equipment					64,977	64,977
			EQUIPMENT					92,277	92,277
134	12 00 00.00		FURNISHINGS						
135		12 24 13.00	Window Shades						
136			Building Addition Shades	1.00 ls			112,729.00 /ls	112,729	112,729
			Window Shades					112,729	112,729
137		12 93 00.00	Miscellaneous Furnishings						
138			Site Furnishings	1.00 ls			26,532.00 /ls	26,532	26,532
			Miscellaneous Furnishings					26,532	26,532
			FURNISHINGS					139,261	139,261
139	14 00 00.00		CONVEYING EQUIPMENT						
140		14 10 00.00	Conveying Equipment						
141			Elevator	1.00 ls			144,500.00 /ls	144,500	144,500
			Conveying Equipment					144,500	144,500
			CONVEYING EQUIPMENT					144,500	144,500
142	21 00 00.00		FIRE SUPPRESSION						
143		21 13 13.00	Fire Suppression Systems						
144			Fire Protection	1.00 ls			304,000.00 /ls	304,000	304,000
			Fire Suppression Systems					304,000	304,000
			FIRE SUPPRESSION					304,000	304,000
145	22 00 00.00		PLUMBING						
146		22 10 00.00	Plumbing						
147			Building Addition Plumbing	1.00 ls			899,878.00 /ls	899,878	899,878

	Group	Phase	Description	Takeoff Quantity	Labor Amount	Material Amount	Sub Price	Sub Amount	Total Amount
		22 10 00.00	Plumbing						
148			Locker Room Plumbing	1.00 ls			256,568.00 /ls	256,568	256,568
149			GC Field Work	1.00 ls			29,040.00 /ls	29,040	29,040
			Plumbing					1,185,486	1,185,486
			PLUMBING					1,185,486	1,185,486
150	23 00 00.00		HEATING, VENTILLATING & AIR CONDITIONING						
151		23 10 00.00	HVAC						
152			Building Addition HVAC	1.00 ls			2,422,762.00 /ls	2,422,762	2,422,762
153			Locker Room HVAC	1.00 ls			256,987.00 /ls	256,987	256,987
154			GC Field Work	1.00 ls			54,450.00 /ls	54,450	54,450
			HVAC					2,734,199	2,734,199
			HEATING, VENTILLATING & AIR CONDITIONING					2,734,199	2,734,199
155	26 00 00.00		ELECTRICAL						
156		26 10 00.00	Electrical						
157			Building Addition Electrical/Comm/Security/FA	1.00 ls			3,193,550.00 /ls	3,193,550	3,193,550
158			Locker Room Electrical/Comm/Security/FA	1.00 ls			298,350.00 /ls	298,350	298,350
159			GC Field Work	1.00 ls			60,418.00 /ls	60,418	60,418
			Electrical					3,552,318	3,552,318
			ELECTRICAL					3,552,318	3,552,318
160	31 00 00.00		EARTHWORK						
161		31 20 00.00	Earthwork						
162			Earthwork	1.00 ls			1,489,960.00 /ls	1,489,960	1,489,960
163			GC Field Work	1.00 ls			36,301.00 /ls	36,301	36,301
			Earthwork					1,526,261	1,526,261
			EARTHWORK					1,526,261	1,526,261
164	32 00 00.00		EXTERIOR IMPROVEMENTS						
165		32 12 16.00	Asphalt Concrete Paving						
166			Asphalt Paving	1.00 ls			243,730.00 /ls	243,730	243,730
			Asphalt Concrete Paving					243,730	243,730
167		32 16 00.00	Site Concrete						
168			Site Concrete	1.00 ls			314,181.00 /ls	314,181	314,181
169			ODOT Repair (Temp Const Access)	1.00 allow			15,000.00 /allow	15,000	15,000
170			GC Field Work	1.00 ls			25,410.00 /ls	*25,410*	25,410
			Site Concrete					354,591	354,591
171		32 17 00.00	Pavement Specialties & Markings						
172			Striping And Signage	1.00 ls			23,770.00 /ls	23,770	23,770
			Pavement Specialties & Markings					23,770	23,770
173		32 31 00.00	Fences & Gates						
174			Fencing & Gates	1.00 ls			123,550.00 /ls	123,550	123,550
			Fences & Gates					123,550	123,550
175		32 90 00.00	Landscape & Irrigation - Planting Areas						
176			Landscape & Irrigation	1.00 ls			152,205.00 /ls	152,205	152,205
			Landscape & Irrigation - Planting Areas					152,205	152,205
			EXTERIOR IMPROVEMENTS					897,846	897,846

Estimate Totals

Description	Amount	Hours	Rate	Totals
Labor				
Material				
Subcontract	30,142,425			
Equipment				
Other				
Subtotal	**30,142,425**			**30,142,425**
Evolution of Design Contingency				
Bidding/Tariff Contingency				
Construction Contingency	1,507,121		5.000 %	
Subtotal - Cost of Work	**1,507,121**			**31,649,546**
Retention Bond				
CMGC Liability Insurance	363,970		1.150 %	
CMGC Payment and Performance Bonds	300,671		0.950 %	
Total Cost of Work	**664,641**			**32,314,187**
CM/GC Fee (excl. Insurance & Bonds)	775,540		2.400 %	
Subtotal	**775,540**			**33,089,727**
GET Budget	650,000			
BHS Contract Amendment 1	1,985,052			
Contract Amendment 2	2,496,628			
Retention Bond Credit for Contract Amendment 1 & 2	(6,420)			
Total				***38,214,987***

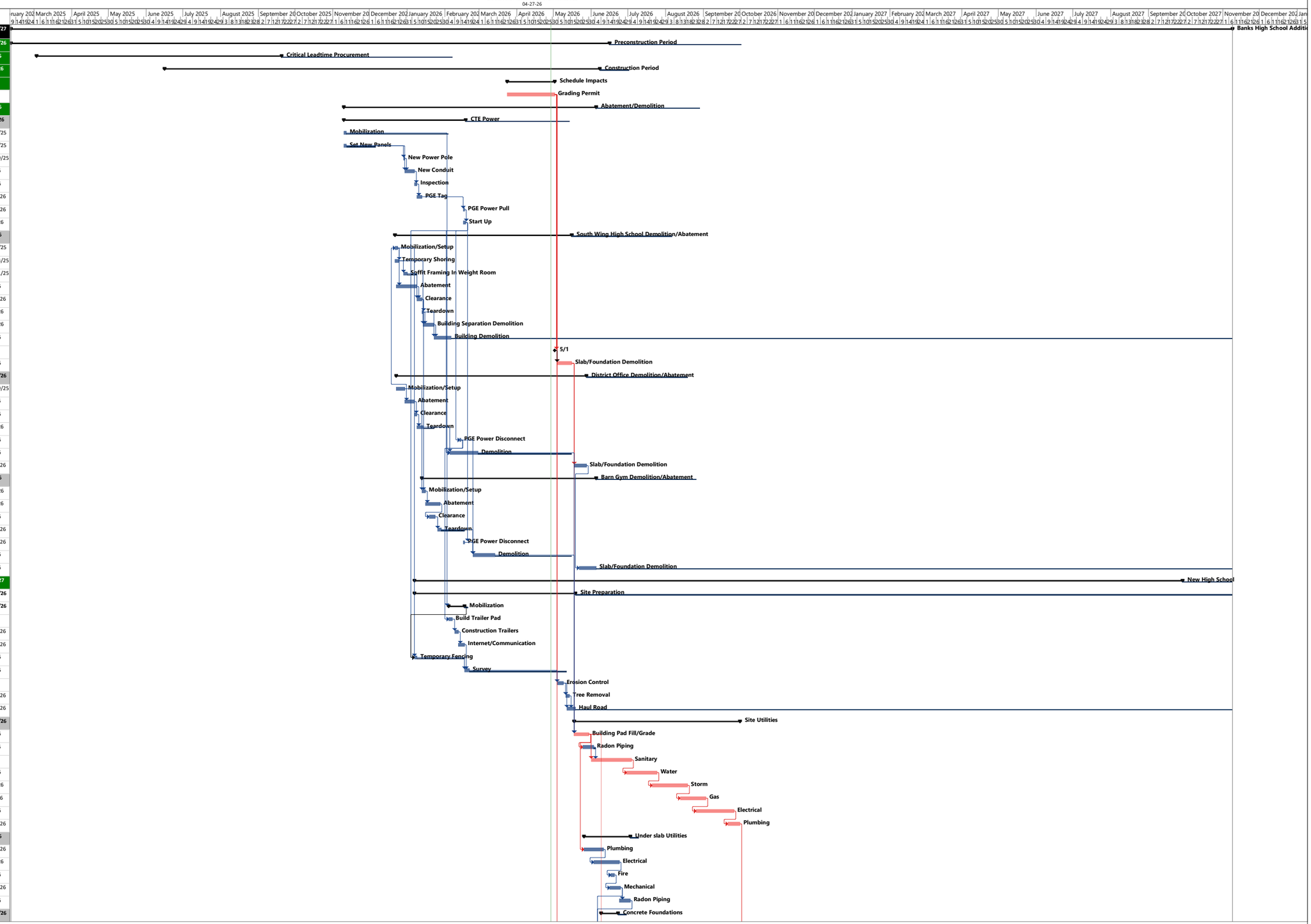
Docusign Envelope ID: 428818B6-BD7F-476D-BA14-2D6FD66A9101

3. SCHEDULE

Docusign Envelope ID: 428818B6-BD7F-476D-BA14-2D6FD66A9101

BANKS HIGH SCHOOL MASTER SCHEDULE
04-27-26

ID	Task Name	Duration	Start	Finish
1	**Banks High School Addition**	**707 days**	**Mon 2/10/25**	**Mon 11/8/27**
2	**Preconstruction Period**	**342 days**	**Mon 2/10/25**	**Mon 6/15/26**
41	**Critical Leadtime Procurement**	**142 days**	**Mon 3/3/25**	**Fri 9/19/25**
162	**Construction Period**	**247 days**	**Mon 6/16/25**	**Mon 6/8/26**
166	**Schedule Impacts**	**29 days**	**Tue 3/24/26**	**Fri 5/1/26**
167	Grading Permit	29 days	Tue 3/24/26	Fri 5/1/26
168	**Abatement/Demolition**	**143 days**	**Mon 11/10/25**	**Thu 6/4/26**
169	**CTE Power**	**66 days**	**Mon 11/10/25**	**Tue 2/17/26**
170	Mobilization	2 days	Mon 11/10/25	Tue 11/11/25
171	Set New Panels	2 days	Mon 11/10/25	Tue 11/11/25
172	New Power Pole	1 day	Mon 12/29/25	Mon 12/29/25
173	New Conduit	4 days	Tue 12/30/25	Tue 1/6/26
174	Inspection	2 days	Wed 1/7/26	Thu 1/8/26
175	PGE Tag	2 days	Fri 1/9/26	Mon 1/12/26
176	PGE Power Pull	1 day	Mon 2/16/26	Mon 2/16/26
177	Start Up	2 days	Mon 2/16/26	Tue 2/17/26
178	**South Wing High School Demolition/Abatement**	**101 days**	**Mon 12/22/25**	**Fri 5/15/26**
179	Mobilization/Setup	2 days	Mon 12/22/25	Tue 12/23/25
180	Temporary Shoring	3 days	Mon 12/22/25	Wed 12/24/25
181	Soffit Framing In Weight Room	3 days	Mon 12/29/25	Wed 12/31/25
182	Abatement	9 days	Tue 12/23/25	Thu 1/8/26
183	Clearance	2 days	Fri 1/9/26	Mon 1/12/26
184	Teardown	1 day	Tue 1/13/26	Tue 1/13/26
185	Building Separation Demolition	7 days	Wed 1/14/26	Thu 1/22/26
186	Building Demolition	10 days	Fri 1/23/26	Thu 2/5/26
187	Grading Permit	0 days	Fri 5/1/26	Fri 5/1/26
188	Slab/Foundation Demolition	10 days	Mon 5/4/26	Fri 5/15/26
189	**District Office Demolition/Abatement**	**108 days**	**Tue 12/23/25**	**Wed 5/27/26**
190	Mobilization/Setup	3 days	Tue 12/23/25	Mon 12/29/25
191	Abatement	4 days	Tue 12/30/25	Tue 1/6/26
192	Clearance	2 days	Wed 1/7/26	Thu 1/8/26
193	Teardown	3 days	Fri 1/9/26	Tue 1/13/26
194	PGE Power Disconnect	1 day	Fri 2/13/26	Fri 2/13/26
195	Demolition	17 days	Thu 2/5/26	Fri 2/27/26
196	Slab/Foundation Demolition	8 days	Mon 5/18/26	Wed 5/27/26
197	**Barn Gym Demolition/Abatement**	**103 days**	**Tue 1/13/26**	**Thu 6/4/26**
198	Mobilization/Setup	3 days	Tue 1/13/26	Thu 1/15/26
199	Abatement	8 days	Fri 1/16/26	Tue 1/27/26
200	Clearance	5 days	Mon 1/19/26	Fri 1/23/26
201	Teardown	3 days	Mon 1/26/26	Wed 1/28/26
202	PGE Power Disconnect	1 day	Mon 2/16/26	Mon 2/16/26
203	Demolition	14 days	Tue 2/24/26	Fri 3/13/26
204	Slab/Foundation Demolition	10 days	Fri 5/22/26	Thu 6/4/26
205	**New High School**	**450 days**	**Wed 1/7/26**	**Tue 9/28/27**
206	**Site Preparation**	**94 days**	**Wed 1/7/26**	**Mon 5/18/26**
207	**Mobilization**	**9 days**	**Wed 2/4/26**	**Mon 2/16/26**
208	Build Trailer Pad	3 days	Wed 2/4/26	Fri 2/6/26
209	Construction Trailers	3 days	Mon 2/9/26	Wed 2/11/26
210	Internet/Communication	3 days	Thu 2/12/26	Mon 2/16/26
211	Temporary Fencing	2 days	Wed 1/7/26	Thu 1/8/26
212	Survey	4 days	Tue 2/17/26	Fri 2/20/26
213	Erosion Control	5 days	Mon 5/4/26	Fri 5/8/26
214	Tree Removal	3 days	Mon 5/11/26	Wed 5/13/26
215	Haul Road	5 days	Tue 5/12/26	Mon 5/18/26
216	**Site Utilities**	**98 days**	**Mon 5/18/26**	**Wed 9/30/26**
217	Building Pad Fill/Grade	10 days	Mon 5/18/26	Fri 5/29/26
218	Radon Piping	7 days	Mon 5/25/26	Tue 6/2/26
219	Sanitary	25 days	Mon 6/1/26	Fri 7/3/26
220	Water	19 days	Tue 6/30/26	Fri 7/24/26
221	Storm	21 days	Tue 7/21/26	Tue 8/18/26
222	Gas	15 days	Thu 8/13/26	Wed 9/2/26
223	Electrical	23 days	Wed 8/26/26	Fri 9/25/26
224	Plumbing	8 days	Mon 9/21/26	Wed 9/30/26
225	**Under slab Utilities**	**28 days**	**Tue 5/26/26**	**Thu 7/2/26**
226	Plumbing	12 days	Tue 5/26/26	Wed 6/10/26
227	Electrical	15 days	Wed 6/3/26	Tue 6/23/26
228	Fire	3 days	Wed 6/17/26	Fri 6/19/26
229	Mechanical	7 days	Tue 6/16/26	Wed 6/24/26
230	Radon Piping	7 days	Wed 6/24/26	Thu 7/2/26
231	**Concrete Foundations**	**10 days**	**Tue 6/9/26**	**Mon 6/22/26**



Project: Banks HS Project Sched
Date: Wed 4/29/26

Task | Split | Milestone | Summary | Project Summary | Inactive Task | Inactive Milestone | Inactive Summary | Manual Task | Duration-only | Manual Summary Rollup | Manual Summary | Start-only | Finish-only | External Tasks | External Milestone | Deadline | Critical | Critical Split | Progress | Manual Progress | Slack

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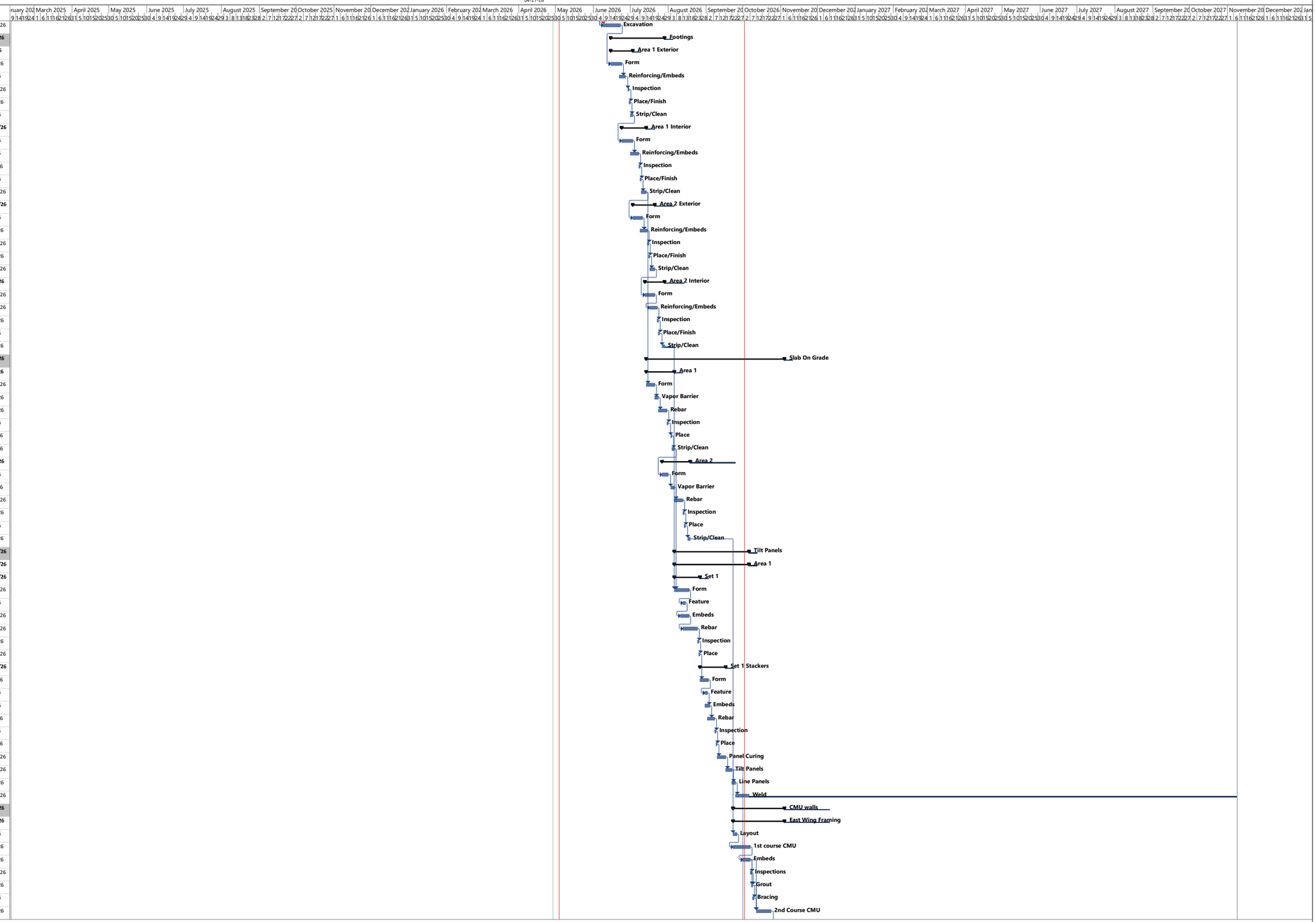
BANKS HIGH SCHOOL MASTER SCHEDULE
04-27-26

ID	Task Name	Duration	Start	Finish
232	Excavation	10 days	Tue 6/9/26	Mon 6/22/26
233	**Footings**	**32 days**	**Mon 6/15/26**	**Tue 7/28/26**
234	**Area 1 Exterior**	**14 days**	**Mon 6/15/26**	**Thu 7/2/26**
235	Form	7 days	Mon 6/15/26	Tue 6/23/26
236	Reinforcing/Embeds	5 days	Mon 6/22/26	Fri 6/26/26
237	Inspection	1 day	Mon 6/29/26	Mon 6/29/26
238	Place/Finish	1 day	Tue 6/30/26	Tue 6/30/26
239	Strip/Clean	2 days	Wed 7/1/26	Thu 7/2/26
240	**Area 1 Interior**	**14 days**	**Wed 6/24/26**	**Mon 7/13/26**
241	Form	7 days	Wed 6/24/26	Thu 7/2/26
242	Reinforcing/Embeds	5 days	Wed 7/1/26	Tue 7/7/26
243	Inspection	1 day	Wed 7/8/26	Wed 7/8/26
244	Place/Finish	1 day	Thu 7/9/26	Thu 7/9/26
245	Strip/Clean	2 days	Fri 7/10/26	Mon 7/13/26
246	**Area 2 Exterior**	**12 days**	**Fri 7/3/26**	**Mon 7/20/26**
247	Form	6 days	Fri 7/3/26	Fri 7/10/26
248	Reinforcing/Embeds	4 days	Thu 7/9/26	Tue 7/14/26
249	Inspection	1 day	Wed 7/15/26	Wed 7/15/26
250	Place/Finish	1 day	Thu 7/16/26	Thu 7/16/26
251	Strip/Clean	2 days	Fri 7/17/26	Mon 7/20/26
252	**Area 2 Interior**	**12 days**	**Mon 7/13/26**	**Tue 7/28/26**
253	Form	6 days	Mon 7/13/26	Mon 7/20/26
254	Reinforcing/Embeds	4 days	Fri 7/17/26	Wed 7/22/26
255	Inspection	1 day	Thu 7/23/26	Thu 7/23/26
256	Place/Finish	1 day	Fri 7/24/26	Fri 7/24/26
257	Strip/Clean	2 days	Mon 7/27/26	Tue 7/28/26
258	**Slab On Grade**	**81 days**	**Tue 7/14/26**	**Tue 11/3/26**
259	**Area 1**	**17 days**	**Tue 7/14/26**	**Wed 8/5/26**
260	Form	5 days	Tue 7/14/26	Mon 7/20/26
261	Vapor Barrier	3 days	Tue 7/21/26	Thu 7/23/26
262	Rebar	5 days	Fri 7/24/26	Thu 7/30/26
263	Inspection	1 day	Fri 7/31/26	Fri 7/31/26
264	Place	1 day	Mon 8/3/26	Mon 8/3/26
265	Strip/Clean	2 days	Tue 8/4/26	Wed 8/5/26
266	**Area 2**	**17 days**	**Mon 7/27/26**	**Tue 8/18/26**
267	Form	5 days	Mon 7/27/26	Fri 7/31/26
268	Vapor Barrier	3 days	Mon 8/3/26	Wed 8/5/26
269	Rebar	5 days	Thu 8/6/26	Wed 8/12/26
270	Inspection	1 day	Thu 8/13/26	Thu 8/13/26
271	Place	1 day	Fri 8/14/26	Fri 8/14/26
272	Strip/Clean	2 days	Mon 8/17/26	Tue 8/18/26
273	**Tilt Panels**	**43 days**	**Thu 8/6/26**	**Mon 10/5/26**
274	**Area 1**	**43 days**	**Thu 8/6/26**	**Mon 10/5/26**
275	**Set 1**	**15 days**	**Thu 8/6/26**	**Wed 8/26/26**
276	Form	8 days	Thu 8/6/26	Mon 8/17/26
277	Feature	2 days	Thu 8/13/26	Fri 8/14/26
278	Embeds	5 days	Tue 8/11/26	Mon 8/17/26
279	Rebar	8 days	Thu 8/13/26	Mon 8/24/26
280	Inspection	1 day	Tue 8/25/26	Tue 8/25/26
281	Place	1 day	Wed 8/26/26	Wed 8/26/26
282	**Set 1 Stackers**	**15 days**	**Thu 8/27/26**	**Wed 9/16/26**
283	Form	5 days	Thu 8/27/26	Wed 9/2/26
284	Feature	2 days	Mon 8/31/26	Tue 9/1/26
285	Embeds	4 days	Mon 8/31/26	Thu 9/3/26
286	Rebar	4 days	Wed 9/2/26	Mon 9/7/26
287	Inspection	1 day	Tue 9/8/26	Tue 9/8/26
288	Place	1 day	Wed 9/9/26	Wed 9/9/26
289	Panel Curing	5 days	Thu 9/10/26	Wed 9/16/26
290	Tilt Panels	3 days	Thu 9/17/26	Mon 9/21/26
291	Line Panels	3 days	Tue 9/22/26	Thu 9/24/26
292	Weld	7 days	Fri 9/25/26	Mon 10/5/26
293	**CMU walls**	**30 days**	**Wed 9/23/26**	**Tue 11/3/26**
294	**East Wing Framing**	**30 days**	**Wed 9/23/26**	**Tue 11/3/26**
295	Layout	3 days	Wed 9/23/26	Fri 9/25/26
296	1st course CMU	10 days	Wed 9/23/26	Tue 10/6/26
297	Embeds	4 days	Thu 10/1/26	Tue 10/6/26
298	Inspections	1 day	Wed 10/7/26	Wed 10/7/26
299	Grout	1 day	Thu 10/8/26	Thu 10/8/26
300	Bracing	1 day	Fri 10/9/26	Fri 10/9/26
301	2nd Course CMU	10 days	Mon 10/12/26	Fri 10/23/26



Project: Banks HS Project Sched
Date: Wed 4/29/26

Task | Split | Milestone | Summary | Project Summary | Inactive Task | Inactive Milestone | Inactive Summary | Manual Task | Duration-only | Manual Summary Rollup | Manual Summary | Start-only | Finish-only | External Tasks | External Milestone | Deadline | Critical | Critical Split | Progress | Manual Progress | Slack

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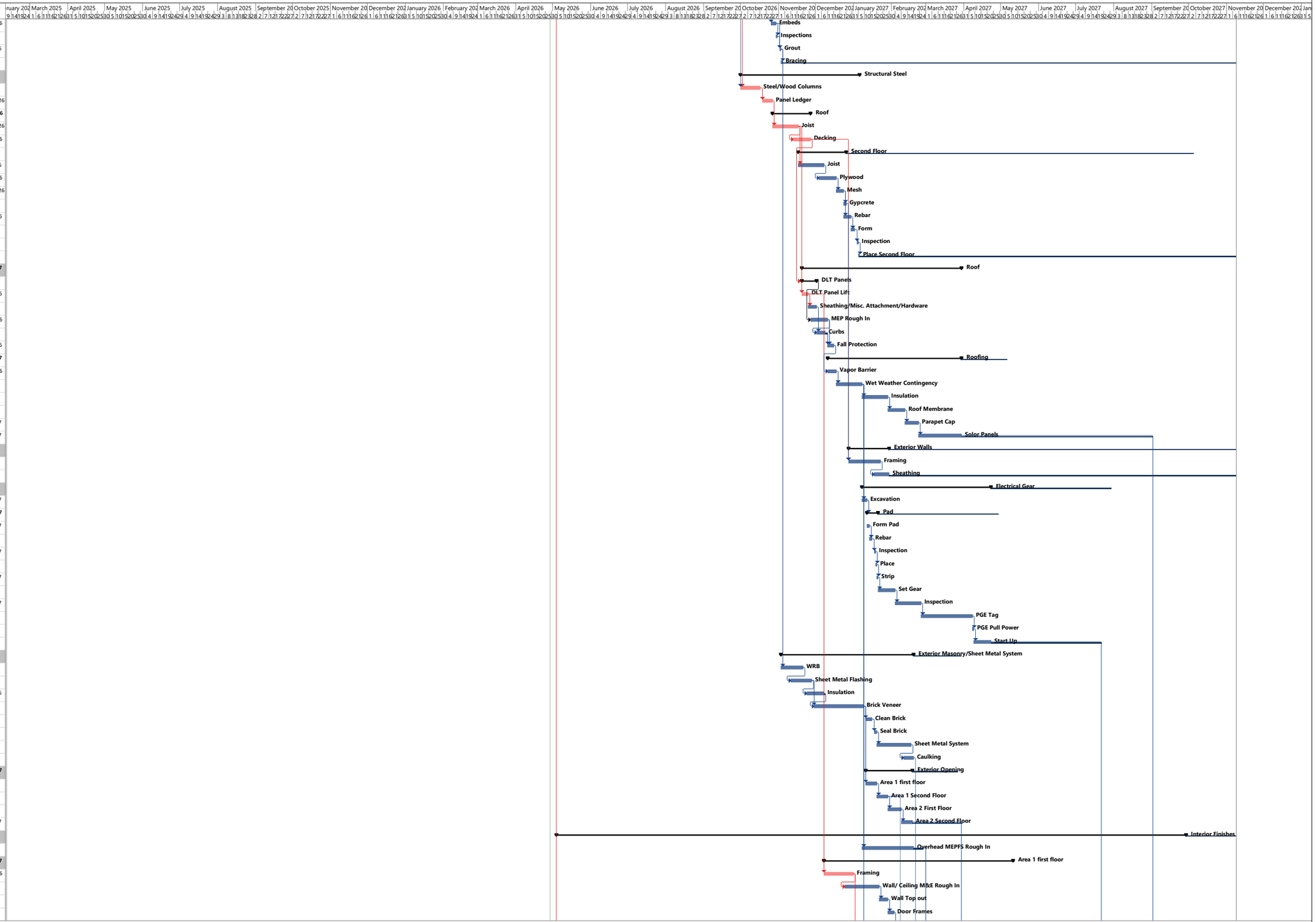
BANKS HIGH SCHOOL MASTER SCHEDULE
04-27-26

ID	Task Name	Duration	Start	Finish
302	Embeds	4 days	Mon 10/26/26	Thu 10/29/26
303	Inspections	1 day	Fri 10/30/26	Fri 10/30/26
304	Grout	1 day	Mon 11/2/26	Mon 11/2/26
305	Bracing	1 day	Tue 11/3/26	Tue 11/3/26
306	**Structural Steel**	**69 days**	**Thu 10/1/26**	**Tue 1/5/27**
307	Steel/Wood Columns	12 days	Thu 10/1/26	Fri 10/16/26
308	Panel Ledger	6 days	Mon 10/19/26	Mon 10/26/26
309	**Roof**	**23 days**	**Tue 10/27/26**	**Thu 11/26/26**
310	Joist	15 days	Tue 10/27/26	Mon 11/16/26
311	Decking	10 days	Fri 11/13/26	Thu 11/26/26
312	**Second Floor**	**29 days**	**Tue 11/17/26**	**Fri 12/25/26**
313	Joist	15 days	Tue 11/17/26	Mon 12/7/26
314	Plywood	10 days	Fri 12/4/26	Thu 12/17/26
315	Mesh	4 days	Fri 12/18/26	Wed 12/23/26
316	Gypcrete	2 days	Thu 12/24/26	Fri 12/25/26
317	Rebar	4 days	Thu 12/24/26	Tue 12/29/26
318	Form	3 days	Wed 12/30/26	Fri 1/1/27
319	Inspection	1 day	Mon 1/4/27	Mon 1/4/27
320	Place Second Floor	1 day	Tue 1/5/27	Tue 1/5/27
321	**Roof**	**92 days**	**Fri 11/20/26**	**Mon 3/29/27**
322	**DLT Panels**	**8 days**	**Fri 11/20/26**	**Tue 12/1/26**
323	DLT Panel Lift	3 days	Fri 11/20/26	Tue 11/24/26
324	Sheathing/Misc. Attachment/Hardware	5 days	Wed 11/25/26	Tue 12/1/26
325	MEP Rough In	10 days	Fri 11/27/26	Thu 12/10/26
326	Curbs	5 days	Wed 12/2/26	Tue 12/8/26
327	Fall Protection	3 days	Fri 12/11/26	Tue 12/15/26
328	**Roofing**	**77 days**	**Fri 12/11/26**	**Mon 3/29/27**
329	Vapor Barrier	5 days	Fri 12/11/26	Thu 12/17/26
330	Wet Weather Contingency	15 days	Fri 12/18/26	Thu 1/7/27
331	Insulation	15 days	Fri 1/8/27	Thu 1/28/27
332	Roof Membrane	10 days	Fri 1/29/27	Thu 2/11/27
333	Parapet Cap	7 days	Fri 2/12/27	Mon 2/22/27
334	Solor Panels	25 days	Tue 2/23/27	Mon 3/29/27
335	**Exterior Walls**	**25 days**	**Mon 12/28/26**	**Fri 1/29/27**
336	Framing	20 days	Mon 12/28/26	Fri 1/22/27
337	Sheathing	10 days	Mon 1/18/27	Fri 1/29/27
338	**Electrical Gear**	**75 days**	**Fri 1/8/27**	**Thu 4/22/27**
339	Excavation	2 days	Fri 1/8/27	Mon 1/11/27
340	**Pad**	**7 days**	**Tue 1/12/27**	**Wed 1/20/27**
341	Form Pad	2 days	Tue 1/12/27	Wed 1/13/27
342	Rebar	2 days	Thu 1/14/27	Fri 1/15/27
343	Inspection	1 day	Mon 1/18/27	Mon 1/18/27
344	Place	1 day	Tue 1/19/27	Tue 1/19/27
345	Strip	1 day	Wed 1/20/27	Wed 1/20/27
346	Set Gear	10 days	Thu 1/21/27	Wed 2/3/27
347	Inspection	15 days	Thu 2/4/27	Wed 2/24/27
348	PGE Tag	30 days	Thu 2/25/27	Wed 4/7/27
349	PGE Pull Power	1 day	Thu 4/8/27	Thu 4/8/27
350	Start Up	10 days	Fri 4/9/27	Thu 4/22/27
351	**Exterior Masonry/Sheet Metal System**	**78 days**	**Tue 11/3/26**	**Thu 2/18/27**
352	WRB	14 days	Tue 11/3/26	Fri 11/20/26
353	Sheet Metal Flashing	13 days	Wed 11/11/26	Fri 11/27/26
354	Insulation	10 days	Tue 11/24/26	Mon 12/7/26
355	Brick Veneer	30 days	Mon 11/30/26	Fri 1/8/27
356	Clean Brick	5 days	Mon 1/11/27	Fri 1/15/27
357	Seal Brick	2 days	Mon 1/18/27	Tue 1/19/27
358	Sheet Metal System	20 days	Wed 1/20/27	Tue 2/16/27
359	Caulking	6 days	Thu 2/11/27	Thu 2/18/27
360	**Exterior Opening**	**28 days**	**Mon 1/11/27**	**Wed 2/17/27**
361	Area 1 first floor	7 days	Mon 1/11/27	Tue 1/19/27
362	Area 1 Second Floor	7 days	Wed 1/20/27	Thu 1/28/27
363	Area 2 First Floor	7 days	Fri 1/29/27	Mon 2/8/27
364	Area 2 Second Floor	7 days	Tue 2/9/27	Wed 2/17/27
365	**Interior Finishes**	**367 days**	**Mon 5/4/26**	**Tue 9/28/27**
366	Overhead MEPFS Rough In	30 days	Fri 1/8/27	Thu 2/18/27
367	**Area 1 first floor**	**110 days**	**Tue 12/8/26**	**Mon 5/10/27**
368	Framing	18 days	Tue 12/8/26	Thu 12/31/26
369	Wall/ Ceiling M&E Rough In	20 days	Fri 12/25/26	Thu 1/21/27
370	Wall Top out	5 days	Fri 1/22/27	Thu 1/28/27
371	Door Frames	3 days	Fri 1/29/27	Tue 2/2/27



Project: Banks HS Project Sched
Date: Wed 4/29/26

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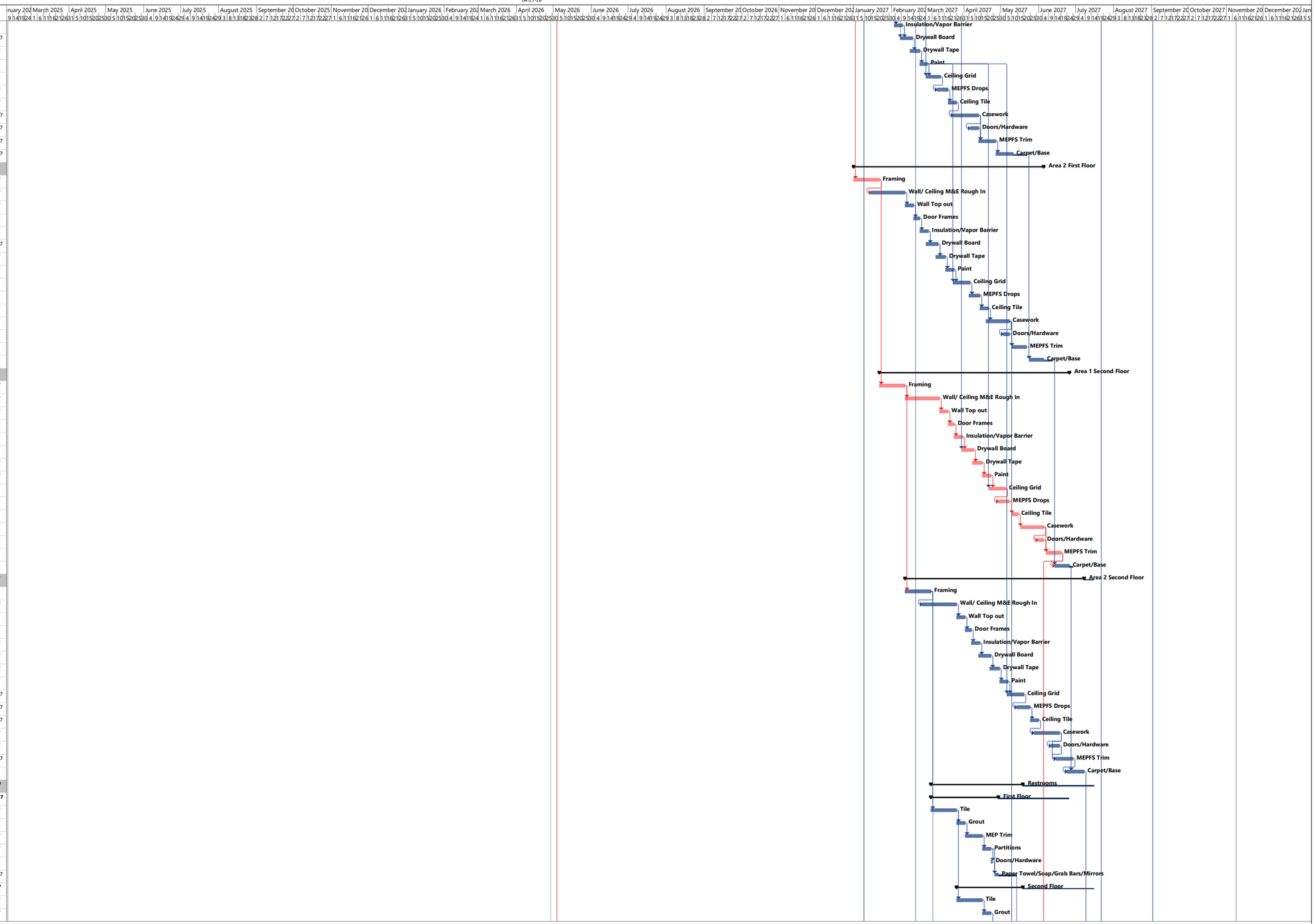
BANKS HIGH SCHOOL MASTER SCHEDULE
04-27-26

ID	Task Name	Duration	Start	Finish
372	Insulation/Vapor Barrier	5 days	Wed 2/3/27	Tue 2/9/27
373	Drywall Board	8 days	Mon 2/8/27	Wed 2/17/27
374	Drywall Tape	6 days	Tue 2/16/27	Tue 2/23/27
375	Paint	4 days	Wed 2/24/27	Mon 3/1/27
376	Ceiling Grid	10 days	Mon 3/1/27	Fri 3/12/27
377	MEPFS Drops	7 days	Wed 3/10/27	Thu 3/18/27
378	Ceiling Tile	5 days	Fri 3/19/27	Thu 3/25/27
379	Casework	15 days	Tue 3/23/27	Mon 4/12/27
380	Doors/Hardware	5 days	Tue 4/6/27	Mon 4/12/27
381	MEPFS Trim	10 days	Tue 4/13/27	Mon 4/26/27
382	Carpet/Base	10 days	Tue 4/27/27	Mon 5/10/27
383	**Area 2 First Floor**	**111 days**	**Fri 1/1/27**	**Fri 6/4/27**
384	Framing	15 days	Fri 1/1/27	Thu 1/21/27
385	Wall/ Ceiling M&E Rough In	20 days	Fri 1/15/27	Thu 2/11/27
386	Wall Top out	5 days	Fri 2/12/27	Thu 2/18/27
387	Door Frames	3 days	Fri 2/19/27	Tue 2/23/27
388	Insulation/Vapor Barrier	5 days	Wed 2/24/27	Tue 3/2/27
389	Drywall Board	8 days	Mon 3/1/27	Wed 3/10/27
390	Drywall Tape	6 days	Tue 3/9/27	Tue 3/16/27
391	Paint	5 days	Wed 3/17/27	Tue 3/23/27
392	Ceiling Grid	10 days	Tue 3/23/27	Mon 4/5/27
393	MEPFS Drops	7 days	Mon 4/5/27	Tue 4/13/27
394	Ceiling Tile	5 days	Wed 4/14/27	Tue 4/20/27
395	Casework	15 days	Mon 4/19/27	Fri 5/7/27
396	Doors/Hardware	5 days	Mon 5/3/27	Fri 5/7/27
397	MEPFS Trim	10 days	Mon 5/10/27	Fri 5/21/27
398	Carpet/Base	10 days	Mon 5/24/27	Fri 6/4/27
399	**Area 1 Second Floor**	**111 days**	**Fri 1/22/27**	**Fri 6/25/27**
400	Framing	15 days	Fri 1/22/27	Thu 2/11/27
401	Wall/ Ceiling M&E Rough In	20 days	Fri 2/12/27	Thu 3/11/27
402	Wall Top out	5 days	Fri 3/12/27	Thu 3/18/27
403	Door Frames	3 days	Fri 3/19/27	Tue 3/23/27
404	Insulation/Vapor Barrier	5 days	Wed 3/24/27	Tue 3/30/27
405	Drywall Board	8 days	Tue 3/30/27	Thu 4/8/27
406	Drywall Tape	6 days	Thu 4/8/27	Thu 4/15/27
407	Paint	5 days	Fri 4/16/27	Thu 4/22/27
408	Ceiling Grid	10 days	Wed 4/21/27	Tue 5/4/27
409	MEPFS Drops	7 days	Thu 4/29/27	Fri 5/7/27
410	Ceiling Tile	5 days	Mon 5/10/27	Fri 5/14/27
411	Casework	15 days	Mon 5/17/27	Fri 6/4/27
412	Doors/Hardware	5 days	Mon 5/31/27	Fri 6/4/27
413	MEPFS Trim	10 days	Mon 6/7/27	Fri 6/18/27
414	Carpet/Base	10 days	Mon 6/14/27	Fri 6/25/27
415	**Area 2 Second Floor**	**104 days**	**Fri 2/12/27**	**Wed 7/7/27**
416	Framing	15 days	Fri 2/12/27	Thu 3/4/27
417	Wall/ Ceiling M&E Rough In	20 days	Fri 2/26/27	Thu 3/25/27
418	Wall Top out	5 days	Fri 3/26/27	Thu 4/1/27
419	Door Frames	3 days	Fri 4/2/27	Tue 4/6/27
420	Insulation/Vapor Barrier	5 days	Wed 4/7/27	Tue 4/13/27
421	Drywall Board	8 days	Tue 4/13/27	Thu 4/22/27
422	Drywall Tape	6 days	Thu 4/22/27	Thu 4/29/27
423	Paint	5 days	Fri 4/30/27	Thu 5/6/27
424	Ceiling Grid	10 days	Thu 5/6/27	Wed 5/19/27
425	MEPFS Drops	7 days	Fri 5/14/27	Mon 5/24/27
426	Ceiling Tile	5 days	Tue 5/25/27	Mon 5/31/27
427	Casework	15 days	Fri 5/28/27	Thu 6/17/27
428	Doors/Hardware	5 days	Fri 6/11/27	Thu 6/17/27
429	MEPFS Trim	10 days	Tue 6/15/27	Mon 6/28/27
430	Carpet/Base	10 days	Thu 6/24/27	Wed 7/7/27
431	**Restrooms**	**53 days**	**Fri 3/5/27**	**Tue 5/18/27**
432	**First Floor**	**39 days**	**Fri 3/5/27**	**Wed 4/28/27**
433	Tile	15 days	Fri 3/5/27	Thu 3/25/27
434	Grout	5 days	Fri 3/26/27	Thu 4/1/27
435	MEP Trim	10 days	Fri 4/2/27	Thu 4/15/27
436	Partitions	5 days	Fri 4/16/27	Thu 4/22/27
437	Doors/Hardware	1 day	Fri 4/23/27	Fri 4/23/27
438	Paper Towel/Soap/Grab Bars/Mirrors	3 days	Mon 4/26/27	Wed 4/28/27
439	**Second Floor**	**38 days**	**Fri 3/26/27**	**Tue 5/18/27**
440	Tile	15 days	Fri 3/26/27	Thu 4/15/27
441	Grout	5 days	Fri 4/16/27	Thu 4/22/27



Project: Banks HS Project Sched
Date: Wed 4/29/26

Task | Split | Milestone | Summary | Project Summary | Inactive Task | Inactive Milestone | Inactive Summary | Manual Task | Duration-only | Manual Summary Rollup | Manual Summary | Start-only | Finish-only | External Tasks | External Milestone | Deadline | Critical | Critical Split | Progress | Manual Progress | Slack

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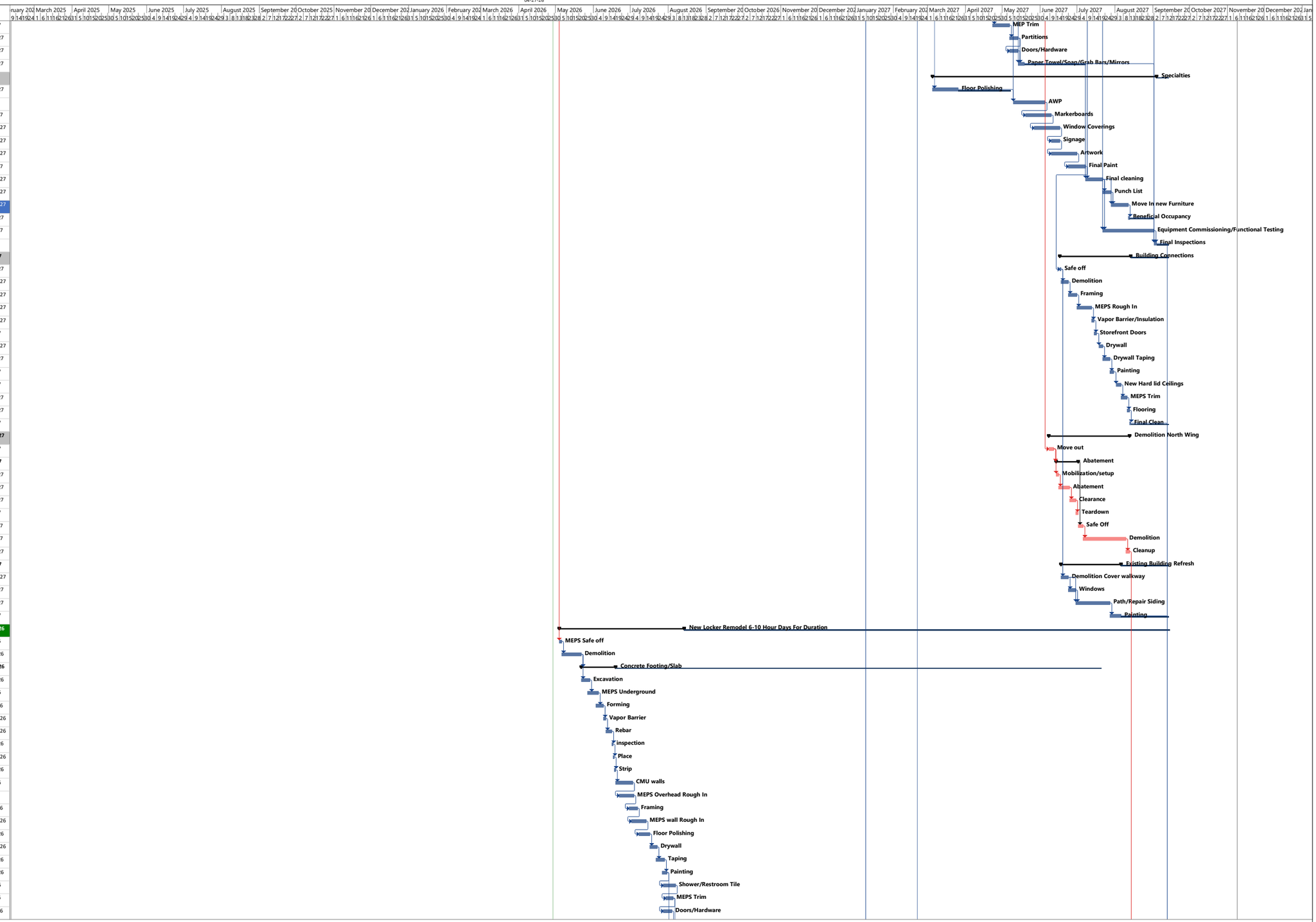
BANKS HIGH SCHOOL MASTER SCHEDULE
04-27-26

ID	Task Name	Duration	Start	Finish
442	MEP Trim	10 days	Fri 4/23/27	Thu 5/6/27
443	Partitions	5 days	Fri 5/7/27	Thu 5/13/27
444	Doors/Hardware	5 days	Fri 5/7/27	Thu 5/13/27
445	Paper Towel/Soap/Grab Bars/Mirrors	3 days	Fri 5/14/27	Tue 5/18/27
446	**Specialties**	**131 days**	**Fri 3/5/27**	**Fri 9/3/27**
447	Floor Polishing	15 days	Fri 3/5/27	Thu 3/25/27
448	AWP	20 days	Mon 5/10/27	Fri 6/4/27
449	Markerboards	15 days	Thu 5/20/27	Wed 6/9/27
450	Window Coverings	15 days	Thu 5/27/27	Wed 6/16/27
451	Signage	5 days	Thu 6/10/27	Wed 6/16/27
452	Artwork	15 days	Thu 6/10/27	Wed 6/30/27
453	Final Paint	10 days	Thu 6/24/27	Wed 7/7/27
454	Final cleaning	10 days	Thu 7/8/27	Wed 7/21/27
455	Punch List	5 days	Thu 7/22/27	Wed 7/28/27
456	Move In new Furniture	10 days	Thu 7/29/27	Wed 8/11/27
457	Beneficial Occupancy	1 day	Thu 8/12/27	Thu 8/12/27
458	Equipment Commissioning/Functional Testing	30 days	Thu 7/22/27	Wed 9/1/27
459	Final Inspections	2 days	Thu 9/2/27	Fri 9/3/27
460	**Building Connections**	**42 days**	**Thu 6/17/27**	**Fri 8/13/27**
461	Safe off	1 day	Thu 6/17/27	Thu 6/17/27
462	Demolition	4 days	Fri 6/18/27	Wed 6/23/27
463	Framing	5 days	Thu 6/24/27	Wed 6/30/27
464	MEPS Rough In	8 days	Thu 7/1/27	Mon 7/12/27
465	Vapor Barrier/Insulation	2 days	Tue 7/13/27	Wed 7/14/27
466	Storefront Doors	2 days	Thu 7/15/27	Fri 7/16/27
467	Drywall	3 days	Mon 7/19/27	Wed 7/21/27
468	Drywall Taping	4 days	Thu 7/22/27	Tue 7/27/27
469	Painting	3 days	Wed 7/28/27	Fri 7/30/27
470	New Hard lid Ceilings	4 days	Mon 8/2/27	Thu 8/5/27
471	MEPS Trim	3 days	Fri 8/6/27	Tue 8/10/27
472	Flooring	2 days	Wed 8/11/27	Thu 8/12/27
473	Final Clean	1 day	Fri 8/13/27	Fri 8/13/27
474	**Demolition North Wing**	**48 days**	**Tue 6/8/27**	**Thu 8/12/27**
475	Move out	4 days	Tue 6/8/27	Fri 6/11/27
476	**Abatement**	**14 days**	**Mon 6/14/27**	**Thu 7/1/27**
477	Mobilization/setup	2 days	Mon 6/14/27	Tue 6/15/27
478	Abatement	7 days	Wed 6/16/27	Thu 6/24/27
479	Clearance	3 days	Fri 6/25/27	Tue 6/29/27
480	Teardown	2 days	Wed 6/30/27	Thu 7/1/27
481	Safe Off	2 days	Fri 7/2/27	Mon 7/5/27
482	Demolition	25 days	Tue 7/6/27	Mon 8/9/27
483	Cleanup	3 days	Tue 8/10/27	Thu 8/12/27
484	**Existing Building Refresh**	**35 days**	**Fri 6/18/27**	**Thu 8/5/27**
485	Demolition Cover walkway	4 days	Fri 6/18/27	Wed 6/23/27
486	Windows	4 days	Thu 6/24/27	Tue 6/29/27
487	Path/Repair Siding	20 days	Wed 6/30/27	Tue 7/27/27
488	Painting	7 days	Wed 7/28/27	Thu 8/5/27
489	**New Locker Remodel 6-10 Hour Days For Durat**	**74 days**	**Mon 5/4/26**	**Thu 8/13/26**
490	MEPS Safe off	2 days	Mon 5/4/26	Tue 5/5/26
491	Demolition	12 days	Wed 5/6/26	Thu 5/21/26
492	**Concrete Footing/Slab**	**20 days**	**Fri 5/22/26**	**Thu 6/18/26**
493	Excavation	5 days	Fri 5/22/26	Thu 5/28/26
494	MEPS Underground	7 days	Wed 5/27/26	Thu 6/4/26
495	Forming	4 days	Wed 6/3/26	Mon 6/8/26
496	Vapor Barrier	2 days	Tue 6/9/26	Wed 6/10/26
497	Rebar	3 days	Thu 6/11/26	Mon 6/15/26
498	inspection	1 day	Tue 6/16/26	Tue 6/16/26
499	Place	1 day	Wed 6/17/26	Wed 6/17/26
500	Strip	1 day	Thu 6/18/26	Thu 6/18/26
501	CMU walls	10 days	Fri 6/19/26	Thu 7/2/26
502	MEPS Overhead Rough In	10 days	Mon 6/22/26	Fri 7/3/26
503	Framing	5 days	Tue 6/30/26	Mon 7/6/26
504	MEPS wall Rough In	8 days	Thu 7/2/26	Mon 7/13/26
505	Floor Polishing	7 days	Wed 7/8/26	Thu 7/16/26
506	Drywall	4 days	Fri 7/17/26	Wed 7/22/26
507	Taping	5 days	Wed 7/22/26	Tue 7/28/26
508	Painting	4 days	Mon 7/27/26	Thu 7/30/26
509	Shower/Restroom Tile	8 days	Tue 7/28/26	Thu 8/6/26
510	MEPS Trim	4 days	Thu 7/30/26	Tue 8/4/26
511	Doors/Hardware	5 days	Tue 7/28/26	Mon 8/3/26



Project: Banks HS Project Sched
Date: Wed 4/29/26

Task | Split | Milestone | Summary | Project Summary | Inactive Task | Inactive Milestone | Inactive Summary | Manual Task | Duration-only | Manual Summary Rollup | Manual Summary | Start-only | Finish-only | External Tasks | External Milestone | Deadline | Critical | Critical Split | Progress | Manual Progress | Slack

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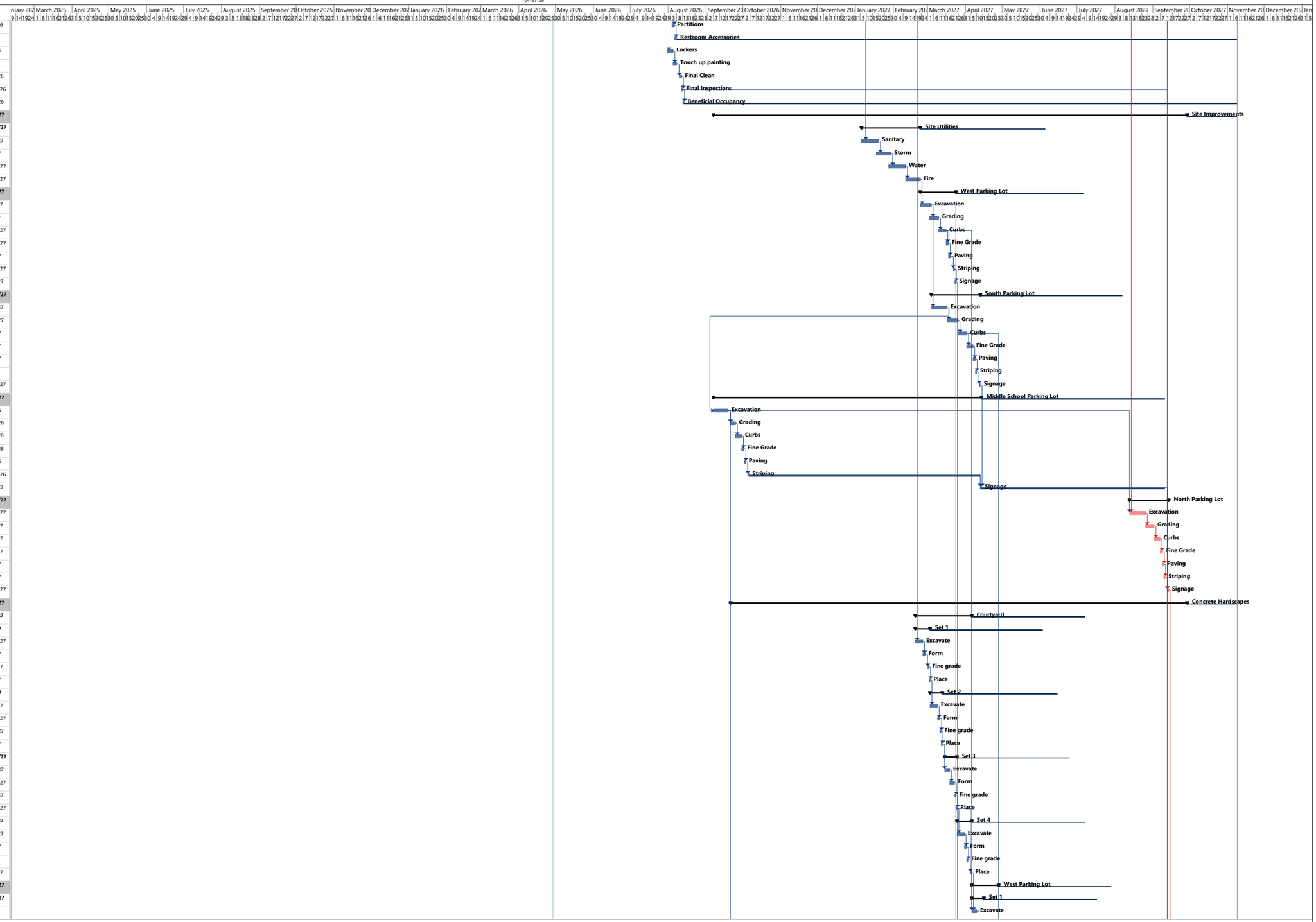
BANKS HIGH SCHOOL MASTER SCHEDULE
04-27-26

ID	Task Name	Duration	Start	Finish
512	Partitions	2 days	Tue 8/4/26	Wed 8/5/26
513	Restroom Accessories	2 days	Thu 8/6/26	Fri 8/7/26
514	Lockers	3 days	Fri 7/31/26	Tue 8/4/26
515	Touch up painting	3 days	Wed 8/5/26	Fri 8/7/26
516	Final Clean	2 days	Mon 8/10/26	Tue 8/11/26
517	Final Inspections	1 day	Wed 8/12/26	Wed 8/12/26
518	Beneficial Occupancy	1 day	Thu 8/13/26	Thu 8/13/26
519	**Site Improvements**	**277 days**	**Mon 9/7/26**	**Tue 9/28/27**
520	**Site Utilities**	**34 days**	**Wed 1/6/27**	**Mon 2/22/27**
521	Sanitary	10 days	Wed 1/6/27	Tue 1/19/27
522	Storm	10 days	Mon 1/18/27	Fri 1/29/27
523	Water	10 days	Thu 1/28/27	Wed 2/10/27
524	Fire	8 days	Thu 2/11/27	Mon 2/22/27
525	**West Parking Lot**	**21 days**	**Tue 2/23/27**	**Tue 3/23/27**
526	Excavation	7 days	Tue 2/23/27	Wed 3/3/27
527	Grading	6 days	Tue 3/2/27	Tue 3/9/27
528	Curbs	4 days	Wed 3/10/27	Mon 3/15/27
529	Fine Grade	2 days	Tue 3/16/27	Wed 3/17/27
530	Paving	2 days	Thu 3/18/27	Fri 3/19/27
531	Striping	1 day	Mon 3/22/27	Mon 3/22/27
532	Signage	1 day	Tue 3/23/27	Tue 3/23/27
533	**South Parking Lot**	**28 days**	**Thu 3/4/27**	**Mon 4/12/27**
534	Excavation	9 days	Thu 3/4/27	Tue 3/16/27
535	Grading	7 days	Wed 3/17/27	Thu 3/25/27
536	Curbs	5 days	Fri 3/26/27	Thu 4/1/27
537	Fine Grade	3 days	Fri 4/2/27	Tue 4/6/27
538	Paving	2 days	Wed 4/7/27	Thu 4/8/27
539	Striping	1 day	Fri 4/9/27	Fri 4/9/27
540	Signage	1 day	Mon 4/12/27	Mon 4/12/27
541	**Middle School Parking Lot**	**157 days**	**Mon 9/7/26**	**Tue 4/13/27**
542	Excavation	10 days	Mon 9/7/26	Fri 9/18/26
543	Grading	4 days	Mon 9/21/26	Thu 9/24/26
544	Curbs	3 days	Fri 9/25/26	Tue 9/29/26
545	Fine Grade	2 days	Wed 9/30/26	Thu 10/1/26
546	Paving	1 day	Fri 10/2/26	Fri 10/2/26
547	Striping	1 day	Mon 10/5/26	Mon 10/5/26
548	Signage	1 day	Tue 4/13/27	Tue 4/13/27
549	**North Parking Lot**	**22 days**	**Fri 8/13/27**	**Mon 9/13/27**
550	Excavation	9 days	Fri 8/13/27	Wed 8/25/27
551	Grading	5 days	Thu 8/26/27	Wed 9/1/27
552	Curbs	3 days	Thu 9/2/27	Mon 9/6/27
553	Fine Grade	2 days	Tue 9/7/27	Wed 9/8/27
554	Paving	1 day	Thu 9/9/27	Thu 9/9/27
555	Striping	1 day	Fri 9/10/27	Fri 9/10/27
556	Signage	1 day	Mon 9/13/27	Mon 9/13/27
557	**Concrete Hardscapes**	**267 days**	**Mon 9/21/26**	**Tue 9/28/27**
558	**Courtyard**	**32 days**	**Fri 2/19/27**	**Mon 4/5/27**
559	**Set 1**	**8 days**	**Fri 2/19/27**	**Tue 3/2/27**
560	Excavate	4 days	Fri 2/19/27	Wed 2/24/27
561	Form	2 days	Thu 2/25/27	Fri 2/26/27
562	Fine grade	1 day	Mon 3/1/27	Mon 3/1/27
563	Place	1 day	Tue 3/2/27	Tue 3/2/27
564	**Set 2**	**8 days**	**Wed 3/3/27**	**Fri 3/12/27**
565	Excavate	4 days	Wed 3/3/27	Mon 3/8/27
566	Form	2 days	Tue 3/9/27	Wed 3/10/27
567	Fine grade	1 day	Thu 3/11/27	Thu 3/11/27
568	Place	1 day	Fri 3/12/27	Fri 3/12/27
569	**Set 3**	**8 days**	**Mon 3/15/27**	**Wed 3/24/27**
570	Excavate	4 days	Mon 3/15/27	Thu 3/18/27
571	Form	2 days	Fri 3/19/27	Mon 3/22/27
572	Fine grade	1 day	Tue 3/23/27	Tue 3/23/27
573	Place	1 day	Wed 3/24/27	Wed 3/24/27
574	**Set 4**	**8 days**	**Thu 3/25/27**	**Mon 4/5/27**
575	Excavate	4 days	Thu 3/25/27	Tue 3/30/27
576	Form	2 days	Wed 3/31/27	Thu 4/1/27
577	Fine grade	1 day	Fri 4/2/27	Fri 4/2/27
578	Place	1 day	Mon 4/5/27	Mon 4/5/27
579	**West Parking Lot**	**16 days**	**Tue 4/6/27**	**Tue 4/27/27**
580	**Set 1**	**8 days**	**Tue 4/6/27**	**Thu 4/15/27**
581	Excavate	4 days	Tue 4/6/27	Fri 4/9/27



Project: Banks HS Project Sched
Date: Wed 4/29/26

Task | Split | Milestone | Summary | Project Summary | Inactive Task | Inactive Milestone | Inactive Summary | Manual Task | Duration-only | Manual Summary Rollup | Manual Summary | Start-only | Finish-only | External Tasks | External Milestone | Deadline | Critical | Critical Split | Progress | Manual Progress | Slack

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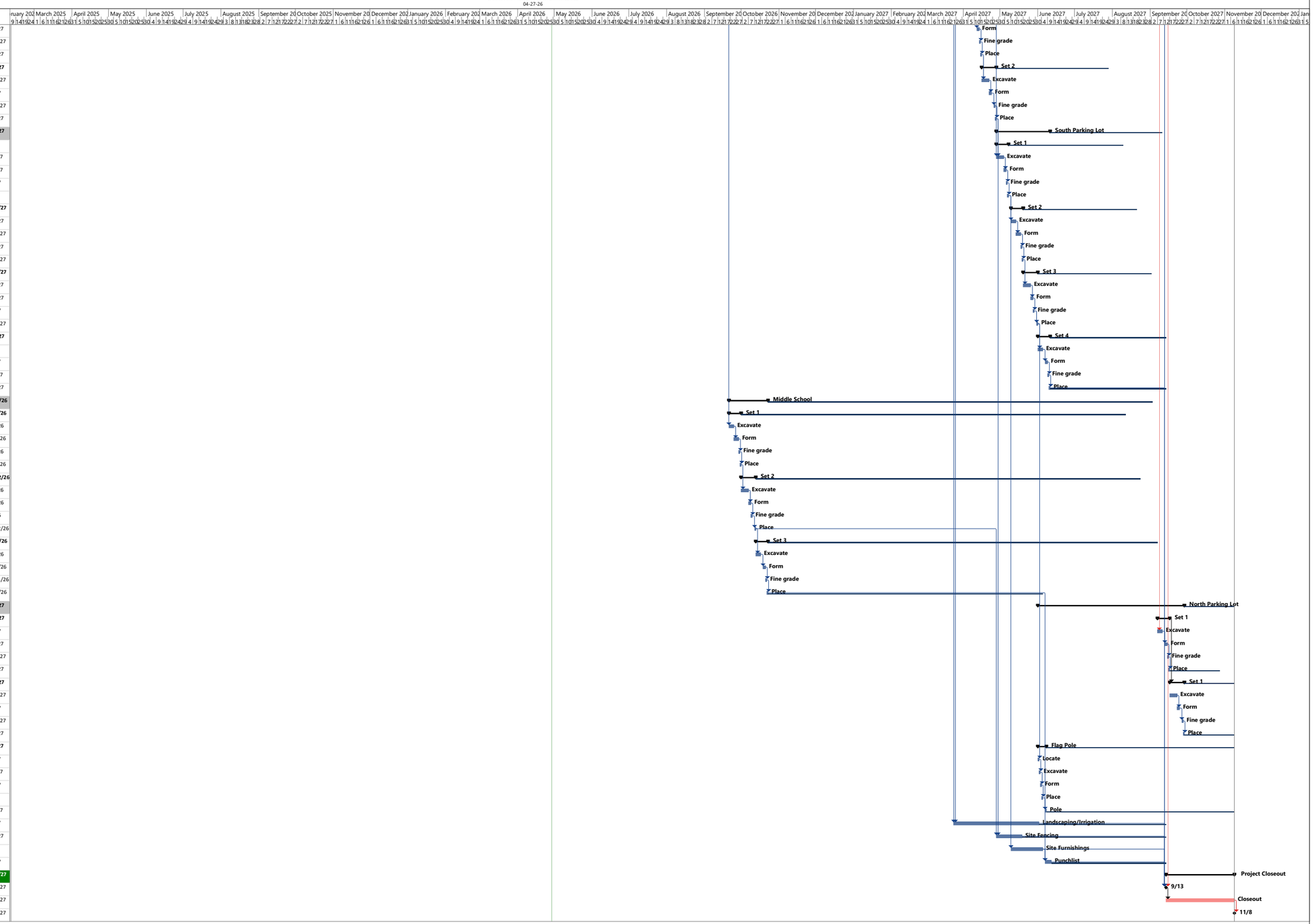
BANKS HIGH SCHOOL MASTER SCHEDULE
04-27-26

ID	Task Name	Duration	Start	Finish
582	Form	2 days	Mon 4/12/27	Tue 4/13/27
583	Fine grade	1 day	Wed 4/14/27	Wed 4/14/27
584	Place	1 day	Thu 4/15/27	Thu 4/15/27
585	**Set 2**	**8 days**	**Fri 4/16/27**	**Tue 4/27/27**
586	Excavate	4 days	Fri 4/16/27	Wed 4/21/27
587	Form	2 days	Thu 4/22/27	Fri 4/23/27
588	Fine grade	1 day	Mon 4/26/27	Mon 4/26/27
589	Place	1 day	Tue 4/27/27	Tue 4/27/27
590	**South Parking Lot**	**32 days**	**Wed 4/28/27**	**Thu 6/10/27**
591	**Set 1**	**8 days**	**Wed 4/28/27**	**Fri 5/7/27**
592	Excavate	4 days	Wed 4/28/27	Mon 5/3/27
593	Form	2 days	Tue 5/4/27	Wed 5/5/27
594	Fine grade	1 day	Thu 5/6/27	Thu 5/6/27
595	Place	1 day	Fri 5/7/27	Fri 5/7/27
596	**Set 2**	**8 days**	**Mon 5/10/27**	**Wed 5/19/27**
597	Excavate	4 days	Mon 5/10/27	Thu 5/13/27
598	Form	2 days	Fri 5/14/27	Mon 5/17/27
599	Fine grade	1 day	Tue 5/18/27	Tue 5/18/27
600	Place	1 day	Wed 5/19/27	Wed 5/19/27
601	**Set 3**	**8 days**	**Thu 5/20/27**	**Mon 5/31/27**
602	Excavate	4 days	Thu 5/20/27	Tue 5/25/27
603	Form	2 days	Wed 5/26/27	Thu 5/27/27
604	Fine grade	1 day	Fri 5/28/27	Fri 5/28/27
605	Place	1 day	Mon 5/31/27	Mon 5/31/27
606	**Set 4**	**8 days**	**Tue 6/1/27**	**Thu 6/10/27**
607	Excavate	4 days	Tue 6/1/27	Fri 6/4/27
608	Form	2 days	Mon 6/7/27	Tue 6/8/27
609	Fine grade	1 day	Wed 6/9/27	Wed 6/9/27
610	Place	1 day	Thu 6/10/27	Thu 6/10/27
611	**Middle School**	**24 days**	**Mon 9/21/26**	**Thu 10/22/26**
612	**Set 1**	**8 days**	**Mon 9/21/26**	**Wed 9/30/26**
613	Excavate	4 days	Mon 9/21/26	Thu 9/24/26
614	Form	2 days	Fri 9/25/26	Mon 9/28/26
615	Fine grade	1 day	Tue 9/29/26	Tue 9/29/26
616	Place	1 day	Wed 9/30/26	Wed 9/30/26
617	**Set 2**	**8 days**	**Thu 10/1/26**	**Mon 10/12/26**
618	Excavate	4 days	Thu 10/1/26	Tue 10/6/26
619	Form	2 days	Wed 10/7/26	Thu 10/8/26
620	Fine grade	1 day	Fri 10/9/26	Fri 10/9/26
621	Place	1 day	Mon 10/12/26	Mon 10/12/26
622	**Set 3**	**8 days**	**Tue 10/13/26**	**Thu 10/22/26**
623	Excavate	4 days	Tue 10/13/26	Fri 10/16/26
624	Form	2 days	Mon 10/19/26	Tue 10/20/26
625	Fine grade	1 day	Wed 10/21/26	Wed 10/21/26
626	Place	1 day	Thu 10/22/26	Thu 10/22/26
627	**North Parking Lot**	**86 days**	**Tue 6/1/27**	**Tue 9/28/27**
628	**Set 1**	**8 days**	**Tue 9/7/27**	**Thu 9/16/27**
629	Excavate	4 days	Tue 9/7/27	Fri 9/10/27
630	Form	2 days	Mon 9/13/27	Tue 9/14/27
631	Fine grade	1 day	Wed 9/15/27	Wed 9/15/27
632	Place	1 day	Thu 9/16/27	Thu 9/16/27
633	**Set 1**	**8 days**	**Fri 9/17/27**	**Tue 9/28/27**
634	Excavate	4 days	Fri 9/17/27	Wed 9/22/27
635	Form	2 days	Thu 9/23/27	Fri 9/24/27
636	Fine grade	1 day	Mon 9/27/27	Mon 9/27/27
637	Place	1 day	Tue 9/28/27	Tue 9/28/27
638	**Flag Pole**	**5 days**	**Tue 6/1/27**	**Mon 6/7/27**
639	Locate	1 day	Tue 6/1/27	Tue 6/1/27
640	Excavate	1 day	Wed 6/2/27	Wed 6/2/27
641	Form	1 day	Thu 6/3/27	Thu 6/3/27
642	Place	1 day	Fri 6/4/27	Fri 6/4/27
643	Pole	1 day	Mon 6/7/27	Mon 6/7/27
644	Landscaping/Irrigation	50 days	Wed 3/24/27	Tue 6/1/27
645	Site Fencing	15 days	Wed 4/28/27	Tue 5/18/27
646	Site Furnishings	20 days	Mon 5/10/27	Fri 6/4/27
647	Punchlist	5 days	Mon 6/7/27	Fri 6/11/27
648	**Project Closeout**	**40 days**	**Mon 9/13/27**	**Mon 11/8/27**
649	Substantial Completion	0 days	Mon 9/13/27	Mon 9/13/27
650	Closeout	40 days	Tue 9/14/27	Mon 11/8/27
651	Final Completion	0 days	Mon 11/8/27	Mon 11/8/27



Project: Banks HS Project Sched
Date: Wed 4/29/26

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4. LOGISTICS

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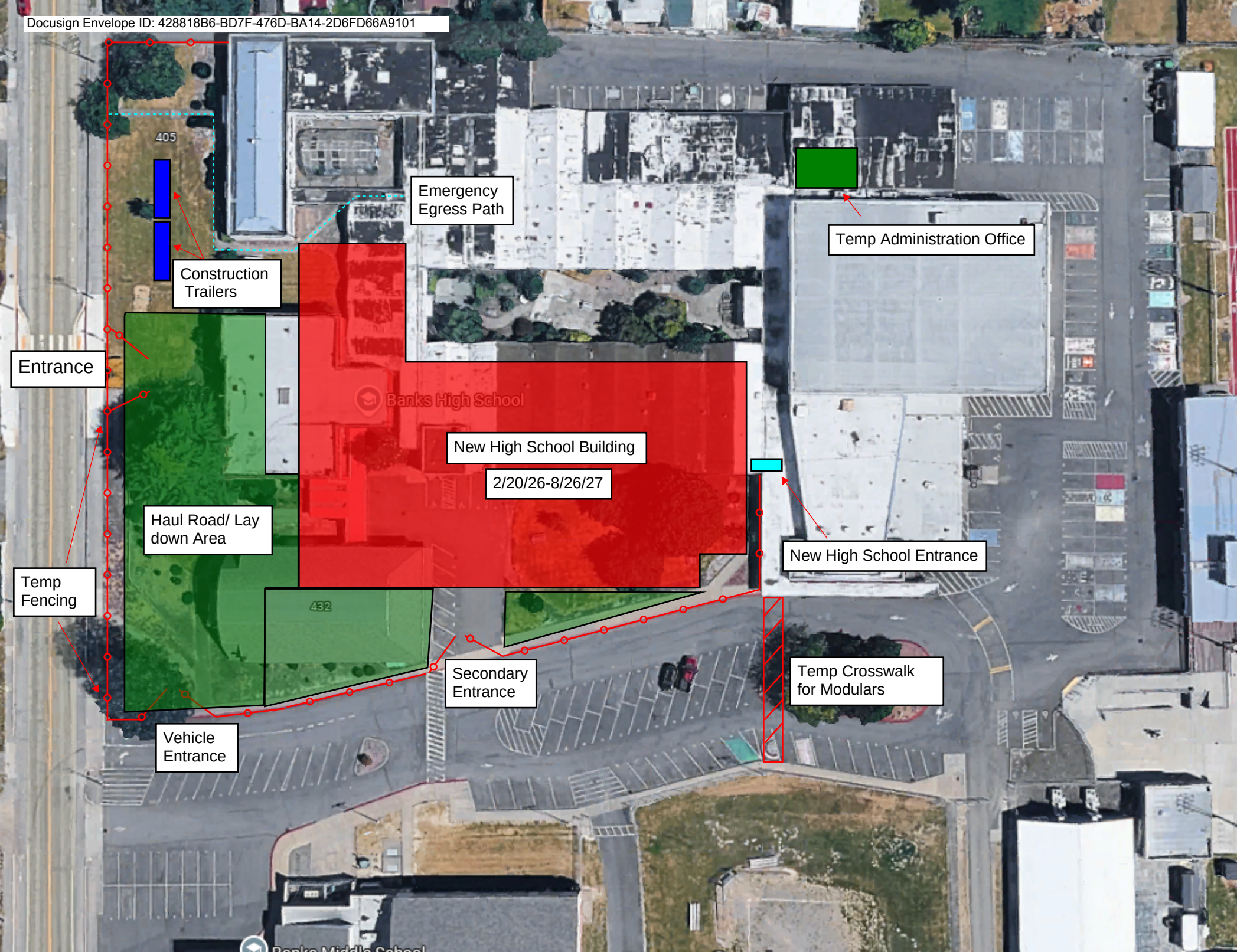

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5. ALTERNATES

Docusign Envelope ID: 428818B6-BD7F-476D-BA14-2D6FD66A9101

Banks School District
Banks High School: Sitework
GMP Estimate

Alternates -Potential POST GMP ADDs

Costs below are Rough Order of Magnitutudes (ROM)
Includes Markups
(Not Included in Estimate)

ALTERNATE No.	DESCRIPTION	VALUE
1	Additional Hallway Reno Scope (lights/ceilings/FRL)	$ 96,041.00
2	Salvage Material for Art Budget Overage	$ 15,000.00
3	CTE Covered Walk Way ROM Allowance	$ 240,000.00
4	Cast in Place Site Stairs and Rails at CTE	$ 24,129.00
5	Change Unit Attached Mech Screening to Aluminum form ABS	$ 33,300.00
6	AHU-5 Sound Lined Return Elbow	$ 8,576.00
7	AHU-2 Supply Duct Replacement	$ 21,956.00
8	History and Graphic Wall	TBD
9	Seat Walls in Front of District Office	TBD
10	Add Mechanical Unit Attached Screens to RTU at District Office	TBD
	Total Alternates	**$ 439,002.00**

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6. ALLOWANCES

Docusign Envelope ID: 428818B6-BD7F-476D-BA14-2D6FD66A9101

Banks School District
Banks High School: Building Addition & Remodel
GMP Estimate

Allowances

Excludes Markups
(Included in Cost Estimate)

ALLOWANCE No.	DESCRIPTION	VALUE
1	Reclaimed Material for Art/Benches Installation	$ 100,000
2	Ceilings/Wall/Floor Pathcing	$ 85,000
3	Intumescent Fire Protection at Steel	$ 10,000
4	ODOT Curb and Concrete Approach Repair	$ 15,000
	Total Allowances	**$ 210,000**

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Banks School District
Banks High School: Building Addition & Remodel
GMP Estimate

VE Allowances

Excludes Markups & Additional Design Services from BRIC
(Included in Cost Estimate)

ALLOWANCE No.	DESCRIPTION	VALUE
1	Mutual Materials CMU 4x4x16 Veneer Castle White	$ (39,883)
2	Omit Locks at Cabinets (Except at Teachers Cabinet 12 Classrooms)	$ (28,000)
3	Omit Mechanical Screen (District Office)	$ (63,680)
4	Unit Attached Mechanical Screen with ABS Panels	$ (30,000)
5	ABS In Lieu Of Cast Iron for DWV Belowground (Addition & Locker)	$ (45,190)
6	Point Of Use Acid Neutralization Traps	$ 44,770
7	Locker Room & Addition: Use Floor Mount Toilets with Back Outlet In Lieu Of Wall Mount.	$ (30,010)
8	Locker Room: Use Exposed Manual Flush Valves for Water Closets In Lieu Of Concealed Manual Flush Valve.	$ (6,670)
9	Addition: Use Exposed Manual Flush Valves for Water Closets In Lieu Of Concealed Manual Flush Valve.	$ (19,260)
10	Locker Room: Use Sioux Chief Floor Drains/Floor Sinks, Roof/Overflow Drains, And Cleanouts In Lieu Of Specified	$ (3,938)
11	Addition: Use Sioux Chief Floor Drains/Floor Sinks, Roof/Overflow Drains, And Cleanouts In Lieu Of Specified	$ (19,492)
12	Locker Room: Use Sioux Chief 695-ES01 Electronic Trap Primers In Lieu Of Specified Electronic PPP Models	$ (3,767)
13	Addition: Use Sioux Chief 695-ES01 Electronic Trap Primers In Lieu Of Specified Electronic PPP Models	$ (6,165)
14	Addition: Use Individual Wall Mount Lavatory Sinks (To Match L-1 Lavs) With Metering Faucets In Lieu Of Trough Style Lavs at Gang Restrooms	$ (39,550)
15	Branch Panel Replacement	$ 33,650
16	Aluminum Feeders For 100A	$ (31,300)
17	MC Cable Wiring Method For Branch Circuits	$ (64,620)
18	Revise Cord Reels	$ (13,400)
19	Revised Lighting Selections	$ (25,000)
20	Eliminate All / 200’ Of 12”X4” Cable Tray *Utilize J-Hooks Above Ceiling	$ (4,600)
21	Allow Panelboard and Switchboard SCCR To Be Series Rated	$ (5,500)
22	Allow Hammond Transformers	$ (20,000)
23	Reduce A/V Scope in Library (ROM)	$ (14,200)
	Total Allowances	**$ (435,805)**

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7. Budget Tracking Log

Docusign Envelope ID: 428818B6-BD7F-476D-BA14-2D6FD66A9101

BUDGET TRACKING LOG (BTL)
BANKS HIGH SCHOOL MODERNIZATION
Permit Construction Documents

Prepared By: Derrick Dingman
Issue Date: 04/22/2026
Version 4.0

REF	DESCRIPTION	ESTIMATED COST	BSD APPROVAL	BRIC/P&C Recommendations				Wish List	Decision Deadline
Banks Highschool GMP		$38,214,987	Accepted	Recommended/ In Design	Likely - Needs Further Study	Unlikely - Needs Further Study	Declined	Post GMP ADD	Month
07-04	Expansion Joint Alternate (use sheet metal on horizontals)	TBD Deduct				TBD Deduct			July
09-04	DTM Paint for Interior Steel painted item.	$ (30,000)				$ (30,000)			Nov
22-08	**Locker Room:** Use centered floor drains for SH-1 showers in lieu of trench drains (4 locations total)	$ (4,426)				$ (4,426)			N/A
22-14	**Addition:** Use combined storm/overflow system in lieu of separate piping systems. Overflow drains would tie into roof drains where piping goes vertically into wall. This is allowed by code and is used quite often in these types of projects. Downspout nozzles would be eliminated.	$ (23,622)				$ (23,622)			May
23-02	Alternate air curtain (non-heated) with electric wall/unit heaters for entry areas	$ (8,000)			$ (8,000)				N/A
23-04	Flex duct for classrooms	TBD Deduct					TBD Deduct		May
23-05	VE Controls in Locker Room (hybrid)	$ (40,000)			$ (40,000)				May
23-06	Support ERV in Ceiling with allthread/strut anchored to beams in lieu of platform assembly. located at 2nd floor Locker Room in weight room	TBD Deduct					TBD Deduct		
26-05	Lighting Selections (revised after comments)	$ (25,000)				$ (10,000)			May
26-06	Reduce site lighting pole lights	$ (16,792)			$ (8,396)	$ (8,396)			May
28-02	Utilize Cache Valley Elec. for E- Rate Scope at Admin	$ (7,500)				$ (7,500)			
32-03	C900 PVC for fire line (listed as approved w/ city of Banks)	$ (5,040)			$ (5,040)				
	TOTALS	$ (290,168)	$ -	$ -	$ (61,436)	$ (83,944)	$ (174,082)	$ 368,806	

Current Estimate	$38,214,987
Accepted Design Modifications	$ -
Current Estimate including all Accepted Design Modifications	$38,214,987
Target Budget (Including GET)	$38,216,850
Variance from Target Budget	($1,863)

SUMMARY OF OSBA POLICY UPDATES - PROPOSED 2.11.26

BBAA – Individual Board Member's Authority and Responsibilities - Delete
BBAA – Board Member's Authority and Responsibilities - New
BD – Board Meetings, Notices and Communications - New
BD/BDA – Board Meetings - Delete
BDC – Executive Sessions - New
BDC – Executive Sessions - Delete
BDDG – Minutes of Board Meetings - Delete
BDDG – Recordings and Minutes of Board Meetings - New
CBA – Qualifications and Duties of the Superintendent
CBG – Evaluation of the Superintendent

Summary

There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government Ethics Commission. In 2026, the Legislature passed House Bill 4177, but it will not go into effect as it was vetoed by the governor. The policies included in this update include language that matches the new laws.

DBEA – Budget Committee

Summary

The Oregon Legislature passed House Bill 4066, modifying the requirement requiring a member of the educational equity advisory committee serve on the district's budget committee. The amendment clarifies that this requirement does not apply if no member of the educational equity advisory committee is willing or eligible to serve on the budget committee.

EBB – Integrated Pest Management

Summary

House Bill 2684 (2025) added some new requirements to law for Integrated Pest Management Plan requirements. The first requires posting the Integrated Pest Management Plan and list of low-impact pesticides to the website (can be included in the Healthy and Safe Schools Plan); the second requires a review of a IPM plan every five years to identify updates, if any, and readoption.

EBBA – Student Health Services

Summary
Senate Bill 2948 (2025, now in ORS 342.458) added language regarding nurse delegation. This update reflects the new language.

GAA – Personnel Definitions - Delete
Summary
GAA – Personnel Definitions * has been reviewed recently and the recommendation is to delete this policy from the board's policy manual, if present. This policy is largely definitions already found in statute under ORS Chapter 342 and/or outlined in an agreement. A recent change to ORS 342.815 includes a modification to the definition of "contract teacher"; the change is reflected in House Bill 2900 (2025) and is effective January 1, 2026. The most noticeable change adds an additional category to the definition of "contract teacher" to include "any teacher who has been regularly employed by a fair dismissal district for two successive years, who has already satisfied the initial three-year probationary term in another Oregon school district, and who has been retained for the next succeeding school year."

GBA – Equal Employment Opportunity
Summary
Senate Bill 808 (2025) amended ORS 408.225, 408.230 and 408.235, which discusses issuing preferences to veterans and disabled veterans during a hiring or promotion process, and defined and added state servicemembers and former state servicemembers. These are servicemembers who are current servicemembers of the Oregon National Guard or former servicemembers of the Oregon National Guard, and who meet the new provisions.
As a result, board policy GBA – Equal Employment Opportunity and administrative regulation GBA-AR – Veteran and State Servicemember Preference has been updated to reflect SB 808 and to account for the four different employment preferences now allowed under Oregon law effective January 1, 2026.

GBN/JBA – Sexual Harassment
JBA/GBN – Sexual Harassment
Summary
Multiple laws address sexual harassment in Oregon schools. Oregon laws include requirements to provide notice to individuals involved in reports of sexual harassment. This update is to clarify these notice requirements.

GCBDA/GDBDA-AR(1) – Family and Medical Leave
GCBDD/GDBDD – Sick Time

Summary
Many changes have been made to leave laws over the last few years. This update reflects those changes.

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 but may not take final action in executive session except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student in accordance with ORS 332.061.

An executive session may be included as an agenda item of a meeting open to the public in accordance with Board policy BDDC - Board Meeting Agenda or held as its own meeting. Public notice is required as outlined in Board policy BD – Board Meetings, Notices and Communications.

If an executive session is held as part of a meeting open to the public, the Board chair will announce the executive session in compliance with Board policy BD – Board Meetings, Notices and Communications and include and identify the appropriate statutory citation, appropriate subsection and the paragraph authorizing the session under ORS 192.660 or ORS 332.061 for holding such session and by noting the general subject of the executive session.

Example:

> "The Board will now meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent."

Prior to or at the beginning of the executive session, the Board chair may read the following:

> "Representatives of the news media and designated staff shall be allowed to attend the executive session. All other members of the audience are asked to leave the room. Representatives of the news media are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. No decision may be made in executive session. At the end of the executive session, we will return to open session and welcome the audience back into the room."

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent; may not include a discussion or negotiation of compensation (including salaries and benefits). (ORS 192.660(2)(a))

2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing; may not include a discussion or negotiation of compensation (including salaries and benefits). (ORS 192.660(2)(b))

3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))

4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))

5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))

6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))

PROPOSED

7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing; may not include a discussion or negotiation of compensation (including salaries and benefits or a general evaluation of an agency, goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs. (ORS 192.660(2)(i))

8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))

9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))

10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))

11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))

12. To review matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;

2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and

3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Recordings or minutes shall be kept for all executive sessions in accordance with state law and Board policy – BDDG – Recordings and Minutes of Board Meetings.

Content discussed in executive sessions and recordings or minutes for executive sessions are confidential except as provided by law. Board members, district employees and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required or allowed by law.

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 192.685
ORS 192.705
ORS 332.045
ORS 332.061
OAR 199-040-0015 - 0060
OAR 199-050-0015
OAR 199-050-0040
OAR 199-050-0050
OAR 199-050-0060

OR. ATTY. GEN. *Public Records and Meetings Manual*.

PROPOSED

[1] This statement should be amended if ORS 192.660 does not require that representatives of the news media be allowed to attend, ORS 332.061 allows the Board to vote in executive session, or the Board will not be returning to open session following the executive session. This statement can also be included on the agenda.

[2] This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. It also does not apply to the employment of the chief executive officer, other public officers, employees and staff members of the district unless:

a. The vacancy has been advertised;
b. Regular hiring procedures have been adopted;
c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and
d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

[3] To determine whether the individual involved is considered a public officer, consult with legal counsel.

[4] Notice must be provided to the public officer, employee, staff member or individual agent in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

a. Identification of the governing body before which the matter will be considered (the Board);
b. The time, date and location of the meeting;
c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
d. Information on how the public official may make a request for an open hearing.

[5] Consider including a reference to the law that exempts the information or records from public inspection in the notice.

[6] Legal counsel must be present in the executive session, either in-person or via electronic or telephonic communications.

[7] Notice must be provided to the chief executive officer, public officer, employee or staff member in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

a. Identification of the governing body before which the matter will be considered (the Board);
b. The time, date and location of the meeting;
c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
d. Information on how the public official may make a request for an open hearing.

PROPOSED

Banks School District No. 13

Code: BDDG
Proposed: 5.11.26

Recordings and Minutes of Board Meetings

The Board will ensure a video recording is made of all of its meetings and portions of meetings that are not held in executive session. These recordings will be posted on the district's website or social media site within seven days following the meeting.

A video or audio recording of a meeting can be kept as the official record as long as all required content is included and it is kept in an allowable format. Alternatively, the district may create written minutes. Written minutes do not need to be a verbatim transcript and can be kept in hard copy or electronic form.

The official record must give a true reflection of the matters discussed at the meeting and the views of the participants, and must include the following information:

1. All members of the Board present;

2. All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;

3. The results of all votes and the vote of each member by name for all actions taken;

4. The substance of any discussion on any matter; and

5. A reference to any document discussed at the meeting.

If written minutes are created for meetings which do not take place in executive session, those minutes shall be available to the public within a reasonable time after the meeting. These minutes will be published to the district website and may be requested from the district office.

Recordings or minutes of executive sessions will be kept in the same manner as other meetings of the Board. If disclosure of material from executive session recordings or minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure. Executive session minutes of a hearing held under ORS 332.061 shall contain only material not excluded under ORS 332.061(2) and information will not be disclosed in accordance with ORS 332.061.

Either the recording or minutes of Board meetings will be kept permanently. If written minutes are created for any meetings of the Board, any recordings will be kept for at least one year after the minutes are created.

PROPOSED

END OF POLICY

Legal Reference(s):

ORS 192.610 - 192.705
ORS 332.061
OAR 166-017-0005 - 0095
OAR 166-400-0010(9)
OAR 199-050-0060

Attorney General's PUBLIC RECORDS AND MEETINGS MANUAL.

PROPOSED

Banks School District 13

Code: **CBA**
Adopted: 7/ 10/00; 5/10/21,
Proposed: 5/11/26

Qualifications and Duties of the Superintendent

The Board requires the superintendent be a strong educational leader who has the following professional experience and training:

1. A current license that qualifies the individual to serve as superintendent of the district;
2. A master's degree or higher in the field of education, preferably in educational administration;
3. Successful teaching experience at the elementary or secondary school level;
4. Service as a superintendent or administrative experience in the central administration of a school system.

In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets alternative licensure requirements. The Board may take steps to assist an individual to qualify for such a license.

The superintendent will have the following personal and professional qualities:

1. Success in leadership roles with staff, community and professional peers;
2. Ability to communicate effectively, both orally and in writing;
3. Scholarship, intelligence and excellent ability to plan and organize;
4. Training, experience and success in personnel selection, evaluation and development;
5. Knowledge of curriculum development, implementation and evaluation;
6. Knowledge of business and support service systems which facilitate planning, control and accountability;
7. Experience in administering collective bargaining agreements;
8. Ability to motivate other administrators and significantly involve them in the decision-making process;
9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths.

General Functions

1. The superintendent is the chief executive officer of the district and, under the direction of the Board, is responsible for control and operation of the school system, and for implementing the decisions and policies of the Board.

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2. The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Review data regularly and lead the district in enacting equitable changes to improve educational outcomes for every student;

2. Serve as educational leader to the Board, staff and community;

3. Act as the district's chief administrative officer;

4. Serve as district school clerk, performing such duties as required by law or by the Board;

5. Support the Board with scheduling~~e~~ meeting places, providing for required notices, ~~prepare an agenda~~ and ensuring any required recordings or minutes for all Board meetings and for all ~~other~~ committee meetings authorized by the Board, as appropriate;

6. Attend all regular and special meetings of the Board, except when excused;

7. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the district's budget;

8. Administer adopted Board policies;

9. Regularly review adopted Board policies and make recommendations for needed changes;

10. Advise, inform and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of district operation;

11. Provide an ongoing program of communication to and from the community, staff and Board concerning district programs and activities;

12. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with district employee groups;

13. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;

14. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;

15. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel; review and change those descriptions as needed or directed by the Board;

16. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the district staff;

17. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;

18. Resolve problems of operations and settle disputes referred through administrative channels;

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19. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;

20. Assume responsibility for the development, maintenance and operation of a constructive program of in-service, training and education for all school system employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;

21. Recommend to the Board, the appointment, renewal, contract extension, contract nonrenewal, contract non-extension or dismissal of licensed district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

22. Appoint, promote, demote or discharge classified and non-represented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;

23. Assign or transfer all district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

24. Evaluate the performance of all district administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;

25. ~~Evaluate~~ Provide for ~~the~~ performance evaluations of licensed and classified personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

26. Assign and control the promotion of students;

27. Maintain a continuous inventory of all district property, furniture, material and supplies;

28. Recommend plans for repairs to district property and for new construction and see that all plans adopted by the Board are properly executed;

29. Establish procedures to involve teachers, principals, supervisory personnel and representatives from student and community groups in the preparation and selection of courses of study and other instructional materials;

30. Recommend instructional materials, instructional supplies and school equipment to be purchased by the district;

31. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the district and serve as custodian of all district funds;

32. Develop and recommend to the Board long-range plans for educational programs, facilities and financial resources that are consistent with population trends, district goals and community needs;

33. Direct the district in its relationships with federal, state and local government agencies;

34. Cooperate with universities and colleges in their student-teacher training programs;

35. Attend local, state and national meetings, conferences and workshops as deemed beneficial to the interests of the district;

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36. Visit, as may be required, all district schools as a regular part of a schedule and institute and carry out such regulations, as may be necessary, to attain their efficient operation;

37. Direct the administrative staff in establishing and changing, as needed, school attendance area boundaries subject to Board approval;

38. In cases of matters not specifically covered by Board policies, take appropriate action and report such action to the Board no later than the next regular Board meeting;

39. Have other power and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

ORS 332.075	ORS 342.850	OAR 584-08-0151
ORS 342.143	OAR 584-02-0000 - 0035	OAR584-08-0152
ORS 342.173	OAR 584-04-0003 - 0024	OAR 584-08-0161

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Banks School District No. 13

Code: **CBG**

Adopted: 7/10/00; 5/8/17, 6/10/24

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the Superintendent's job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and his/her performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation, or of any directive to personnel concerning district goals, objectives, operations or programs. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

ORS 192.660(2)(i), (8)
ORS 332.107
ORS 332.505

OAR 199-040-0027
OAR 199-040-0030

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Banks School District 13

Code: **DBEA**
Adopted: 7/10/00, 10/13/2025, 5/11/26

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. The appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year terms. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members end 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.

Final Action

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

END OF POLICY

Legal Reference(s):

ORS 174.130
ORS 192.610 - 192.695
ORS 294.305 - 294.565
ORS 328.542
ORS 329.711
ORS 433.835 - 433.875
OAR 581-022-2307

House Bill 4066 (2026)

Banks School District No. 13

Code: **BDDG**
Adopted: 9/9/96; 7/10/00;
Readopted: 1/13/20

Minutes of Board Meetings

The Board secretary will take written minutes of all Board meetings. The written minutes will be a true reflection of the matters discussed at the meeting and the views of the participants. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;

2. All motions, proposals, resolutions, orders and measures proposed and their disposition;

3. The results of all votes and the vote of each member by name;

4. The substance of any discussion on any matter;

5. Any other information required by law.

All minutes shall be available to the public within a reasonable time. The public and patrons of the district may receive, upon request, copies of minutes from the district office. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and administrator.

The district will maintain a hard copy[1] of the meeting minutes and make them available to staff and other interested patrons.

Minutes of executive sessions will be kept in accordance with the requirements of Oregon's Public Meetings Law with essentially the same level of detail as for public sessions. If disclosure of material in the executive session minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including a student's confidential records; the discussion; and each Board member's vote on the issue.

END OF POLICY

DELETE

Legal Reference(s):

ORS 192.610 - 192.710 ORS 332.061 House Bill 2514 (2019)

Letter Opinion, Office of the OR Attorney General (Nov. 20, 1970).

[1] Oregon Administrative Rule 166-400-0010(9)

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the ~~district~~ Board shall adopt an integrated pest management plan (IPM)[1] which emphasizes the least possible risk to students, staff and community members and shall adopt a list of low-impact pesticides for use with the IPM plan. The IPM plan and list shall be available to the public through the district's website.

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:

   a. Protect the health and safety of students and staff;
   b. Protect the integrity of district buildings and grounds;
   c. Maintain a productive learning environment; and
   d. Protect local ecosystem health.

2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;

3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;

4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;

5. Evaluates the need for pest control by identifying acceptable pest population density levels;

6. Monitors and evaluates the effectiveness of pest control measures;

7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;

8. Excludes the application of pesticides for purely aesthetic purposes;

[1]See Model Integrated Pest Management Plan for Oregon Schools at http://www.ipmnet.org/tim/IPM_in_Schools/Model_School_IPM_Plan_Main_Page.html

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9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;

10. Gives preference to the use of nonchemical pest control measures;

11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and

12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

~~The district shall designate t~~The maintenance supervisor is designated as the Integrated Pest Management Plan Coordinator and ~~give them~~ has the authority for overall implementation and evaluation of the IPM plan.

Integrated Pest Management Plan Coordinator

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;

2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;

3. Oversee pest prevention efforts;

4. Ensuring identification and evaluation of pest situation;

5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;

6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;

7. Evaluate pest management results; and

8. Keep for at least four years following the application date, records of applied pesticides that include:

   a. A copy of the label;
   b. A copy of the Material Data Safety Sheet;
   c. The brand name and USEPA registration number of the product;
   d. The pest condition that prompted the application;
   e. The approximate amount and concentration of pesticide applied;
   f. The location and description of the area where the pesticide was applied;
   g. The type of application and whether the application was effective;
   h. The name(s) of the person(s) applying the pesticide;
   i. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
   j. The dates and times for the placement and removal of warning signs; and
   k. Copies of all required notices given, including the dates the IPM Coordinator gave the notices.

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9. Respond to inquires about the IPM plan and refer complainants to Board policy KL - Public Complaints; and ~~the superintendent~~;

10. Conduct outreach to district staff about the district's IPM plan.

At least once every five years, the Board shall review the IPM plan, make any necessary updates and readopt the IPM plan. The final IPM plan shall include the day, month and year the Board adopted or readopted the plan.

END OF POLICY

Legal Reference(s):

ORS 634.116
ORS 634.700 - 634.750

DRAFT

Banks School District 13

Code: EBBA
Adopted: 6/10/24
Revised: 5/11/26

Student Health Services

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;

2. Refer to available communicable disease prevention and management plan that includes school-level protocols;

3. Outline a district-to-school communication plan;

4. Provide information about health screenings, including immunizations and TB certificate requirements;

5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed;

6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;

7. Describe how hearing, vision and dental screenings are managed and/or verified for required students;

8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more

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new medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school;

9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids;

10. Refer to adopted policy and procedures for medications in accordance with Oregon law;

11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities; and

12. Instructional Assistants and Coaches shall be required to obtain and maintain a first-aid/CPR/AED card in accordance with OAR 581-022-2220(3).

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.

An administrator or other staff who is not a nurse may supervise, evaluate or direct a school nurse or registered nurse for purposes related to the nurse's role as a school employee, including but not limited to assigning the nurse's work hours, locations and workload and other matters addressed through a collective bargaining agreement. An administrator may not direct the school nurse or registered nurse in the practice of nursing.

A nurse employed by the district will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

The district provides a menstrual product dispenser with a variety of products in every student bathroom which meets the requirements of law.

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 332.107
ORS 336.201
ORS 336.204
ORS 336.211 – 336.214
OAR 581-021-0017
OAR 581-021-0031
OAR 581-021-0587
OAR 581-021-0590
OAR 581-022-2050
OAR 581-022-2220
OAR 581-022-2515

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

[6] For definitions for this policy see ORS 336.201.

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[7] OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

[8] Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

[9] For guideline requirements see OAR 581-022-2220(1)(k).

PROPOSED

Banks School District No. 13

Code: **GBA**
Adopted: 9/9/96; 7/10/00; 11/5/07; 6/8/09;
Readopted: 1/13/20, 5/11/26

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race, color, religion, sex, sexual orientation, national origin, marital status, pregnancy, childbirth or a related medical condition, age, veterans' status, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The district administers preference in hiring or promotion decisions in accordance with Oregon law for applicants claiming preference as a veteran, disabled veteran, state servicemember or former state servicemember.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments of 1972. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be ~~provided to all students and employees.~~ communicated to all students, parents of students and employees through handbooks and will be published on the district website.

The superintendent will develop other specific recruiting~~g~~ment, interviewing and evaluation procedures as are necessary to implement this policy. These procedures will seek to provide an equal employment opportunity and eliminate the effects of past and present discrimination[, intended or unintended, on the basis of race, religion, national origin, age, sex, marital status or physical or mental disabilities.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 326.051
ORS 332.505
ORS 342.934
ORS 408.225
ORS 408.230
ORS 408.235
ORS 652.210 - 652.220
ORS 659.850
ORS 659.870
ORS 659A.003
ORS 659A.006
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.040
ORS 659A.082
ORS 659A.109
ORS 659A.112
ORS 659A.233
ORS 659A.236
ORS 659A.309
ORS 659A.321
ORS 659A.409
ORS 659A.820
OAR 581-021-0045
OAR 581-022-2405
OAR 839-003-0000
OAR 839-006-0435
OAR 839-006-0440
OAR 839-006-0450
OAR 839-006-0455
OAR 839-006-0460
OAR 839-006-0465

House Bill 2341 (2019)
Senate Bill 479 (2019)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (20182024).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (20182024).

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Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (20182024); 29 C.F.R Part 1626 (20192025).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (20182024).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (20182024).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (20182024); 34 C.F.R. Part 104 (20192025).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (20182024);
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act of 1990/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (20182-2024); 29 C.F.R. Part 1630 (20192025); 28 C.F.R. Part 35 (20192025).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (20182024).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (20182024).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303, 4311 (20182024).

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Family and Medical Leave *

Employee Eligibility

FMLA benefits are available to employees who have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and work at a worksite that employs 50 district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days[1] immediately prior to the first day of the start of the requested leave. In determining if an employee has been employed for the preceding 180 calendar days under OFLA, the district must consider days, paid or unpaid, an employee is maintained on payroll.

In determining average workweek, under FMLA and OFLA, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines. An employee is eligible to take leave for any purposes of OFLA during a period of time covered by a public health emergency except:

1. An employee who has worked for the district for fewer than 30 days immediately before the date on which the family leave would commence; or

2. An employee who has worked for the district for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence.

An employee of the district who has separated and is reemployed within 180 days, or experiences a temporary cessation of schedule hours may be eligible for OFLA in accordance with ORS 659A.156.

An employee of the district is eligible to take leave for purposes of OFLA if the employee:

1. Separates from employment with the district, irrespective of any reason:

   a. Is eligible to take OFLA leave at the time the employee separates; and
   b. Is reemployed by the district within 180 days of separation from employment; or

2. Is eligible to take OFLA leave:

   a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and
   b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

[1] Thirty days during a declared public health emergency.

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Any OFLA leave taken by the employee within any one-year period continues to count against the length of time of OFLA leave the employee is entitled. The amount of time that an employee is deemed to have worked for the district prior to a break in service due to a separation from employment or a temporary cessation of scheduled hours shall be restored to the employee when the employee is reemployed by the district within 180 days of separation from employment or when the employee returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

When an employee requests OFLA leave, or when the district acquires knowledge that an employee's leave may be for a purpose that constitutes OFLA leave, the district will notify the employee of the employee's eligibility to take OFLA leave within five business days, absent extenuating circumstances. Whether an employee is an "eligible employee" as defined in OAR 839-009-0210 is determined, a notice must be provided, at the commencement of the first instance of each purpose for leave listed in OAR 839-009-0240 during the OFLA leave year. If an employee is an "eligible employee" as defined in OAR 839-009-0210 for the purpose listed in OAR 839-009-0240, the employee's eligibility for that purpose does not change during the applicable 12-month period. In addition:

1. An employee taking, in any order, some or all of 12 weeks of OFLA pregnancy disability leave and some or all of 12 weeks of OFLA leave for any other purpose, need not requalify each time the employee takes OFLA leave within the same leave year;

2. An employee who has taken 2 weeks of OFLA child placement leave need not requalify for up to an additional 12 weeks of leave within the same leave year when used for the purposes of OFLA sick child leave;

3. An employee unable to work because of a disabling compensable injury[2] need not requalify under OAR 839-009-0210 in order to use OFLA leave following a period the employee is off work due to the compensable injury.

In determining if an employee has been employed for the preceding 180 calendar days under OFLA, the district must consider days, paid or unpaid, an employee is maintained on payroll.

Leave under the Oregon Military Family Leave Act (OMFLA) applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.

Qualifying Reason

Eligible employees may access FMLA leave entitlements for the following reasons:

1. Serious health condition of the employee or the employee's covered family member. "Serious health condition" means an illness, injury, impairment or physical or mental condition that involves inpatient care[1] or continuing treatment by a health care provider[2].

[2] As defined in ORS 656.005.

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2. Parental leave[3] (separate from eligible leave as a result of a child's serious health condition):

a. Bonding with and caring for the employee's newborn child (within 12 months following birth);
b. Bonding with and caring for a newly adopted child or newly placed child in foster care{[4]} under the age of 18 (within 12 months of placement);
c. Caring for a newly adopted child or newly placed child in foster care 18 years of age or older who is incapable of self-care because of a mental or physical disability (within 12 months of placement);
d. Time to effectuate the legal process required for placement of a child in foster care or the adoption of a child.

3. Military caregiver leave: leave for the care for a covered servicemember if the eligible employee is the spouse, child or next-of-kin who is a covered of the servicemember with a serious injury or illness;

4. Qualifying exigency leave: leave arising out of deployment to a foreign country of the employee's spouse, child or parent who is a military member on active duty or call to covered active duty status.

Eligible employees may access OFLA leave entitlements for the following reasons:

1. Pregnancy disability leave: leave taken by an employee for their own disability related to pregnancy, including pregnancy termination or childbirth, whether the disability occurs before, during or after the birth of the child or for prenatal care, including fertility or infertility treatment.

2. Sick child leave: leave taken to care for an employee's child who is suffering from an illness, injury, or condition that requires home care. Under OFLA, sick child leave includes; or leave taken to care for an employee's child whose school or child care provider has been closed[5] in conjunction with a statewide public health emergency declared by a public health official.[6]

3. Bereavement leave: leave taken to deal with the death of a covered family member and includes leave taken to attend the funeral or alternative to a funeral of the family member, to make arrangements necessitated by the death of the family member, or to grieve the death of the family member. When such leave is used for a family member who is related by affinity, the district requires an attestation form signed and submitted by the employee.

1. Child placement leave: leave taken under OFLA before January 1, 2025, to effectuate the legal process required for placement of a foster child or the adoption of a child.

1. Leave previously protected by OFLA: 1) leave to which an eligible employee was entitled under ORS 659A.150 - ORS 659A.186 on June 30, 2024; and 2) leave to which an eligible employee would not be entitled under ORS 659A.150 - ORS 659A.186 on July 1, 2024 and may now be entitled leave under Paid Family Medical Leave (ORS 657B).

Eligible employees may also access OMFLA under OFLA for the purpose of spending time with a spouse or domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.

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Definitions

1. Family member:

   a. For the purposes of FMLA, "family member" means:

      (1) Spouse;
      (2) Parent; or
      (3) Child; or
      ~~(1) Persons who are "in loco parentis."~~

   b. For the purposes of OFLA, "family member" means an eligible employee's:

      (1) Spouse or domestic partner;
      (2) Child or the child's spouse or domestic partner;
      (3) Parent or the parent's spouse or domestic partner;
      (4) Sibling or stepsibling, or the sibling's or stepsibling's spouse or domestic partner;
      (5) Grandparent or the grandparent's spouse or domestic partner;
      (6) Grandchild or the grandchild's spouse or domestic partner; or
      (7) Any individual related by blood or affinity whose close association with an eligible employee is the equivalent of a family relationship.

2. Child:

   a. For the purposes of FMLA, "child" means the eligible employee's biological or adopted child, a child the employee is fostering, a stepchild, a legal ward or a child of a person standing "in loco parentis", who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental disability.
   b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, "child" means the employee's child on covered active duty regardless of that child's age.
   c. For the purposes of OFLA, "child" means the eligible employee's biological or adopted child, a child the employee is fostering, a stepchild, the child of the employee's spouse or domestic partner, or a child with whom the employee is or was in a relationship of "in loco parentis."
   d. For the purposes of child placement leave and sick child leave only under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment as described in ORS 659A.104.

3. In loco parentis:

   a. For the purposes of FMLA, "in loco parentis" means persons with day-to-day responsibility to care for or financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.
   b. For the purposes of OFLA, "in loco parentis" means person in the place of the a parent, having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

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For the purposes of FMLA , "next of kin" means the nearest blood relative other than the covered servicemember's spouse, parent or child in the following order of priority (unless otherwise designated in writing by the servicemember):

a. Blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions;
b. Siblings;
c. Grandparents;
d. Siblings of parents and their spouses; and
e. First cousins.

5. Covered servicemembers:

For the purposes of FMLA, "covered servicemember" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness; or a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

For the purposes of FMLA, "covered servicemember" means:

a. A current member of the Armed Forces, including a member of the National Guard or Reserves, who:

(1) Is undergoing medical treatment, recuperation or therapy;
(2) Is otherwise in outpatient status; or
(3) Is otherwise on the temporary disability retired list for a serious injury or illness; or

b. A covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

6. Covered veteran:

For the purposes of FMLA, "covered veteran" means an individual who was:

a. A member of the Armed Forces (including a member of the National Guard or Reserves);
b. Discharged or released under conditions other than dishonorable; and
c. Discharged within the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran.

7. Public health emergency:

For OFLA a "public health emergency" means;

a. A public health emergency declared under ORS 433.441.
b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

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Leave Period

For the purposes of calculating an employee's leave period for FMLA, the district will use the 12-month period measured forward from the date the employee's leave begins.

For the purposes of calculating an employee's leave period for OFLA, the district will use a period of 52 consecutive weeks beginning on the Sunday immediately preceding the date on which family leave commences.

The methods for calculating the leave period for FMLA or OFLA leave entitlement shall be used for all employees.

The leave period for the purposes of Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district's designated leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period (12-month period). Spouses who work for the district and are eligible for FMLA leave may be limited to a combined total of 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for:

1. Birth of a child or to care for a child after birth;

2. Placement of an adopted child or child in foster care, the care for an adopted child or child in foster care after placement; or

3. Care of the employee's parent with a serious medical condition.

Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of up to 12 weeks of OFLA leave, for sick child leave and bereavement leave, during the designated leave period. An eligible employee is entitled to a total of two weeks of bereavement leave upon the death of each family member of the employee within a leave year, except that the eligible employee may not take more than four weeks of bereavement leave within a leave year.

An employee may also be entitled to take a total of 12 weeks of OFLA pregnancy disability leave within the same leave year.

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Qualifying Reason

Eligible employees may access OFLA leave entitlements for the following reasons:

1. Pregnancy disability leave: leave taken by an employee for their own disability related to pregnancy, including pregnancy termination or childbirth, whether the disability occurs before, during or after the birth of the child or for prenatal care, including fertility or infertility treatment.

2. Sick child leave: leave taken to care for an employee's child suffering from an illness, injury, or condition that requires home care. Under OFLA, sick child leave includes leave to care for an employee's child whose school or child care provider has been closed in conjunction with a statewide public health emergency declared by a public health official.

3. Bereavement leave: leave taken to deal with the death of a covered family member and includes leave taken to attend the funeral or alternative to a funeral of the family member, to make arrangements necessitated by the death of the family member, or to grieve the death of the family member. When such leave is used for a family member who is related by affinity, the district requires an attestation form signed and submitted by the employee.

4. Child placement leave: leave taken under OFLA before January 1, 2025, to effectuate the legal process required for placement of a foster child or the adoption of a child.

5. Leave previously protected by OFLA: 1) leave to which an eligible employee was entitled under ORS 659A.150 - ORS 659A.186 on June 30, 2024; and 2) leave to which an eligible employee would not be entitled under ORS 659A.150 - ORS 659A.186 on July 1, 2024 and may now be entitled leave under Paid Family Medical Leave (ORS 657B).

Eligible employees may access OMFLA for the purpose of spending time with a spouse or domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.

Definitions

1. Family member:

For the purposes of OFLA, "family member" means an eligible employee's:

a. Spouse or domestic partner;
b. Child or the child's spouse or domestic partner;
c. Parent or the parent's spouse or domestic partner;
d. Sibling or stepsibling, or the sibling's or stepsibling's spouse or domestic partner;
e. Grandparent or the grandparent's spouse or domestic partner;
f. Grandchild or the grandchild's spouse or domestic partner; or
g. Any individual related by blood or affinity whose close association with an eligible employee is the equivalent of a family relationship.

2. Child:

a. For the purposes of OFLA, "child" means the eligible employee's biological or adopted child, a child the employee is fostering, a stepchild, the child of the employee's spouse or domestic partner, or a child with whom the employee is or was in a relationship of "in loco parentis."

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b. For the purposes of child placement leave and sick child leave only under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment.

3. In loco parentis:

For the purposes of OFLA, "in loco parentis" means a person in the place of the parent, having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Public health emergency:

For OFLA a public health emergency means:

a. A public health emergency declared under ORS 433.441.
b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

Leave Period

For the purposes of calculating an employee's leave period, the district uses a period of 52 consecutive weeks beginning on the Sunday immediately preceding the date on which family leave commences. The same method for calculating the leave period for OFLA leave entitlement shall be used for all employees.

Leave Duration

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of OFLA leave, for sick child leave and bereavement leave, during the designated leave period. An eligible employee is entitled to a total of two weeks of bereavement leave upon the death of each family member of the employee within a leave year, except that the eligible employee may not take more than four weeks of bereavement leave within a leave year.

An employee may also be entitled to take a total of 12 weeks of OFLA pregnancy disability leave within the same leave year.

The employee may use all or part of the 12 weeks of family leave and all or part of the 12 weeks of pregnancy disability leave in any order.

In addition to the 24 weeks of possible OFLA leave identified above, an eligible employee is entitled to a total of two weeks of child placement leave within an OFLA leave year until January 1, 2025. The adoption or foster placement of multiple children at one time entitles the employee to take only one two-week period of child placement leave.

OFLA does not combine the leave entitlement when two or more family members work for the district. Under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements

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of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the designated leave period.

Qualified leave under OFLA may run concurrently with available leave taken under ORS 653.601 - 653.661, but does not run concurrent with leave taken under Paid Family and Medical Leave Insurance (PFMLI).

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 months worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward OFLA leave to which the employee is entitled.

Under OFLA, days in which the district is not in operation, are not counted toward intermittent or reduced work schedule OFLA leave.

Intermittent Leave

An eligible employee is permitted under OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks, etc.), rather than in one continuous block of time, and/or requiring an altered or reduced work schedule. For OFLA this includes but is not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When an exempt employee is eligible for OFLA but not FMLA leave, and the employee takes intermittent leave in blocks of less than one day, the district will jeopardize the employee's exempt status if the district reduces the employee's salary for the part-day absence.

An employee's intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Alternate Work Assignment

Under FMLA, the district may transfer an employee taking intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment to an alternate position for which the employee is qualified and which better accommodates an employee's recovery from a serious health condition, a serious health condition of a spouse, parent, son, or daughter or child, or a serious injury of illness of a covered servicemember. However, the district may not transfer the employee to an alternative position in order to discourage the employee from taking leave or otherwise work a hardship on the employee.

Under FMLA, when an employee who is taking leave intermittently or on a reduced leave schedule and has been transferred to an alternative position no longer needs to continue on leave and is able to return to

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full-time work, the employee will be placed in the same or equivalent job as the job they left when the leave commenced. An employee may not be required to take more leave than necessary to address the circumstance that precipitated the need for leave.

Under OFLA, the district may transfer an employee on intermittent OFLA leave or reduced work schedule into an alternate position with the same or different duties to accommodate leave, provided:
The district may transfer an employee on intermittent OFLA leave or a reduced work schedule into an alternate position with the same or different duties to accommodate leave, provided:

1. The employee accepts the position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary to accommodate the leave and has equivalent pay and benefits;

3. The transfer is compliant with any applicable collective bargaining agreement, as well as with state and federal law;

4. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and

5. The transfer is not used to discourage the employee from taking leave or to create a hardship for the employee.

An employee transferred to an alternate position for the purpose of a reduced work schedule must be returned to the employee's former position when the employee notifies the employer that the employee is ready to return to the former position at the end of the alternate duty leave.

The district may transfer an eligible employee to an alternate position that accommodates OFLA pregnancy disability leave provided:

1. The employee accepts the transfer position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;

3. The transfer is compliant with any applicable collective bargaining agreements, as well as with state and federal law;

4. The transfer is not used to discourage the employee from taking leave or to create a hardship for the employee.

If an eligible employee is transferred to an alternative position and as a result the employee works fewer hours than the employee worked in the original position, the employee's OFLA leave time is determined by calculating the difference between the number of hours the employee worked in the original position and the number of hours the employee actually works in the alternate position.

An employee is not on OFLA leave if the employee has been transferred – as provided for in OAR 839-009-0245 (5) – to an alternate position for the purpose of alternate work duties that the employee is able to perform within the limitations of the employee's pregnancy disability, but not requiring a reduced workweek. An employee working in an alternate position retains the right to return to the employee's

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original position at any time during the employee's OFLA leave. This does not impair the right of an employee to a reasonable accommodation or the application of any other state or federal law.

Special Rules for School Employees

For the purposes of OFLA leave, if an employee begins a period of bereavement leave during the three-week period before the end of the term and the duration of the leave is greater than five working days, the district may require the employee continue on family leave until the end of the term.

Paid/Unpaid Leave

OFLA does not require the district to pay an eligible employee who is on a qualified leave. Paid Family and Medical Leave Insurance (PFMLI) leave taken via Paid Leave Oregon or an equivalent plan will not run concurrently with OFLA but may run concurrently with leave available under ORS 653.601 - 653.661 when taken for the same purpose. An employee may elect to use any available accrued paid leave including personal, sick or vacation leave during the leave period, to the extent that the total combined amount of accrued paid leave and benefits received from PFMLI does not exceed an amount equal to the employee's full wage replacement during the period of leave. The total combined amount received by using accrued leave and PFMLI may exceed the employee's full wage replacement during the period of leave. The district will notify the eligible employee when the requested leave has been designated as OFLA leave and ask the employee about the use of available accrued paid leave.

Eligible employees who request OMFLA leave are entitled to use available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

When an eligible employee returns to work following FMLA, OFLA or OMFLA qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other district policy provide otherwise. The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

For the purposes of OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

Application

PROPOSED

An eligible employee shall provide at least 30 days' written notice of the need for foreseeable leave before starting family leave. An employee may commence family leave without prior notice in the event of: an unexpected illness, injury or condition of a child of the employee that requires home care; the death of a family member; the closure of the school or child care provider of the employee's child due to a public health emergency unless the declaration of the emergency was issued by the Governor at least 30 days before commencement of the leave; or an illness, injury or condition related to the employee's own pregnancy or childbirth that disables the employee from performing any available job duties offered by the district. If an employee commences leave without prior notice as allowed above, the employee must give oral notice to the employer within 24 hours of the commencement of the leave and must provide the written notice within three days after returning to work. Failure of an employee to provide the required notice for leave may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

The district may request additional information to determine that the requested leave qualifies as FMLA or OFLA leave as provided by law. The district may designate the employee as provisionally on OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take such leave must follow the district's known, reasonable and customary procedures for requesting any kind of leave.

If an eligible employee is taking leave in an unforeseeable situation, an employee must give oral or written notice within 24 hours before or after commencement of the leave. In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

For purposes of OMFLA, an employee must provide the district with notice of the intention to take leave within five business days of receiving official notice of an impending call or order to active duty or of a leave from deployment.

Verification

Under FMLA, the district may require an eligible employee to provide medical certification, when appropriate[1], to support the stated reason for such leave. In most cases, the district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. The employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required, unless not practicable. Any additional certifications, including second and third opinions, will be in accordance with applicable law.

Under OFLA, the district may require an eligible employee to provide medical verification, when appropriate[2], to support the stated reason for qualifying OFLA leave. The district will provide written notification to an employee of this requirement and state the consequences for failure to provide the requested medical verification. If the employee gives advance written notice of foreseeable leave, the district may require the employee to provide medical verification for OFLA leave before the leave starts. If the employee begins unforeseeable OFLA leave without prior notice, the employee is required to submit such medical verification within 15 calendar days after receipt of the district's request for medical verification. The employee may be subject to disciplinary action for not providing the requested medical verification.

For the purposes of OFLA qualified leave, costs associated with obtaining the medical verification shall be borne by the district, or be paid as otherwise allowed by law. The district will not delay the use of

PROPOSED

qualifying OFLA leave when medical verification is not received before the commencement of unforeseeable leave. The district may not require an employee to obtain a second opinion,

~~The district may require an eligible employee to provide medical verification, when appropriate, to support the stated reason for qualifying OFLA leave. The district will provide written notification to an employee of this requirement and state the consequences for failure to provide the requested medical verification. If the employee gives advance written notice of foreseeable leave, the district may require the employee to provide medical verification for OFLA leave before the leave starts. If the employee begins unforeseeable OFLA leave without prior notice, the employee is required to submit such medical verification within 15 calendar days after receipt of the district's request for medical verification. The employee may be subject to disciplinary action for not providing the requested medical verification.~~

~~For the purposes of OFLA qualified leave, any costs associated with obtaining the medical verification shall be borne by the district, or be paid as otherwise allowed by law. The district will not delay the use of qualifying OFLA leave when medical verification is not received before the commencement of unforeseeable leave. The district may not require an employee to obtain a second opinion.~~

Under OFLA, the district may request verification for the need for leave to care for a child who requires home care due to the closure of the child's school or child care provider as a result of a public health emergency. A request for verification may include a request for:

1. The name of the child requiring home care;

2. The name of the school or child care provider that is subject to the closure;

3. A statement from the employee that no other family member of the child is willing and able to care for the child; and

4. A statement that special circumstances exist that require the employee to provide home care for the child during the day, if the child is older than 14 years of age.

Posted Notice

The district will post the Bureau of Labor and Industries Family Leave notice in each building or worksite in an area that is accessible to and regularly frequented by employees.[3] The district will also post a notice explaining the provisions of FMLA and providing information concerning the procedures for filing complaints.[4]

Record Keeping

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific

[3] https://www.oregon.gov/boli/employers/Documents/BOLI_Printable_FamilyMedLv.pdf; electronic posting is not sufficient to satisfy this requirement, but may be used to supplement the physical posting.

[4] https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/fmlaen.pdf; electronic posting is sufficient as long as it is posted prominently where it can be readily seen by employees and applicants for employees. The poster and the text must be large enough to be easily read and contain fully legible text.

PROPOSED

notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

Federal vs. State Law

Both federal and state law contain provisions for family and medical leave. Federal regulations state an employer must comply with all leave laws; that the federal law does not supersede any provision of state law that provides greater family or medical leave rights than those established pursuant to federal law; and if leave qualifies for FMLA and OFLA leave, the leave used counts against the employee's entitlement under both laws. State law requires that FMLA and OFLA or other state leave entitlements run concurrently when for the same purpose.

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Sick Time

"Employee" means an individual renders personal services at a fixed rate to the district if the district either pays or agrees to pay for personal services or permits the individual to perform personal services. The definition does not include volunteers or independent contractors, or others excluded by law.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district.

A district employing 10 or more employees shall allow an eligible employee to access up to 40 hours of paid sick time per year. Any unused sick time left over at the last day of the expiring year goes away, and paid sick time of 40 hours shall be front-loaded to an employee at the beginning of each year.

Sick time earned by an employee may also be used for the following reasons:

1. In the event of a public health emergency or compliant with Oregon Revised Statute (ORS) 653.616;

2. To donate accrued sick time to another employee if the other employee uses the donated sick time for a purpose consistent with OR

3. To donate blood in connection with a voluntary program for the donation of blood that is approved or accredited by the American Association of Blood Banks or the American Red Cross; or

4. for For leave to address domestic violence, harassment, sexual assault, bias, or stalking under ORS 659A.272 (safe leave).

Sick time shall be taken in hourly increments and may be used for the employee's or a family member's mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with qualifying Family Medical Leave (FMLA) , Paid Family and Medical Leave Insurance (PFMLI) or Oregon Family Leave (OFLA). Sick time may also be used in the event of a public health emergency.

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The district reserves the right after an employee uses sick time for more than five consecutive days of, to require proof of personal illness or injury from an employee, including a medical verification or certification and paid for by the district. If an employee fails to provide verification or certification or fails to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA/OFLA leave, the sick time and the FMLA/OFLA leave may run concurrently.

When the reason for sick time is consistent with ORS 332.507, the sick time and leave pursuant to ORS 332.507 may run concurrently.

If the reason for sick time is a foreseeable absence, the district may require the employee to provide advance notice of the intention to use sick time within 10 days prior to when of the requested sick time is to begin, or as soon as otherwise practicable. When an employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, inservice training, mandatory meetings).

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district at least 24 hours in advance, before the start of the employee's shift, or when circumstances prevent the employee from providing notice as required, or as soon as practicable.

The district may discipline an employee for violating workplace policies and procedures if the employee fails to provide notice as required.

END OF POLICY

Legal Reference(s):

ORS 332.507
ORS 342.545
ORS 342.610
ORS 653.601 to -653.661
ORS 659A.150 to -659A.186

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2012); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Board Meetings, Notices and Communications

Definitions

"Communication" means the expression or transmission of information from one person to another through verbal, non-verbal, written, or electronic means. Non-verbal means include gestures, such as thumbs-up and thumbs-down, as well as sign language.

"Convening" means gathering in a physical location, using electronic, video or telephonic technology to be able to communicate contemporaneously among participants, using serial electronic written communication among participants, or using an intermediary to communicate among participants.

"Decision" means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of the Board is required, at any meeting at which a quorum is present.

"Decision-making process" means the process the Board engages in to make a decision, such as: (a) identifying or selecting the nature of the decision to be made; (b) gathering information related to the decision to be made; (c) identifying and assessing alternatives; (d) weighing information; and (e) making a decision.

"Deliberation" means discussion or communication that is part of a decision-making process.

"Executive session" means any meeting or part of a meeting of the Board that is closed to certain persons for deliberation on certain matters.

"Intermediary" means a person who is used to facilitate communications among members of the Board about a matter subject to deliberation or decision by the Board, by sharing information received from a member of the Board with other members of the Board. The term "intermediary" can include a member of the Board.

"Meeting" means the convening of the Board for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. Meeting does not include any on-site inspection of any project or program or the attendance of members of the Board at any national, regional or state association to which the Board or the members belong.

"Public Meetings Law" means Oregon Revised Statutes (ORS) 192.610 – 192.705 and Oregon Administrative Rules (OAR) 199-040 and 199-050.

"Quorum" means the minimum number of members of the Board required to legally transact business. For the Board, a quorum is three Board members.

"Work session" or "workshop" means meetings held for the purpose of either presenting information to the Board to prepare for a regular or special meeting, or to allow the Board to engage in preliminary discussions or deliberations.

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Board Authority at Meetings

The Board has the authority to act only when a quorum is present at a properly noticed regular, special or emergency meeting. The affirmative vote of three members of the Board is required to transact any business.

Types of Meetings

The Public Meetings Law applies to all regular, special, emergency, executive session and work session meetings of the Board.

1. Regular Meetings

   The regular meeting schedule will be established at the annual organizational meeting each year and may be changed by the Board with public notice. The purpose of each regular meeting will be to conduct the regular Board business.

2. Special Meetings

   A special meeting may be scheduled when less than a quorum is present at a regular meeting and therefore no business may be conducted, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district, or other reasons. Special meetings may be convened by the Board chair, upon request of three Board members, or by common consent of the Board.

3. Emergency Meetings

   Emergency meetings may be called in the case of an actual emergency upon appropriate notice under the circumstances. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

4. Work Sessions

   The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with Public Meetings Law. The Board may make official decisions during a work session.

5. Executive Sessions

   Executive sessions may be held during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC – Executive Sessions).

Communications Outside of a Board Meeting (Serial Meetings Prohibited)

Private meetings where a quorum of the Board engages in discussions or communications that are part of the Board's decision-making process on matters within the authority of the Board violate Public Meetings Law, except as part of an executive session.

A quorum of Board members shall not, outside of a meeting conducted in compliance with Public Meetings Laws, use a series of communications of any kind, directly or through intermediates, for the

PROPOSED

purpose of deliberating or deciding on any matter that is within the jurisdiction of the Board. This prohibition applies to using any one or a combination of the following methods of communication:

1. In-person;

2. Telephone calls;

3. Videos, videoconferencing, or electronic video applications;

4. Written communication, including electronic written communications, such as email, texts, and other electronic applications;

5. Use of one or more intermediaries to convey information among members; and

6. Any other means of conveying information.

Communications outside of a Board meeting may contain communications between or among members of the Board, including a quorum, that are:

1. Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board;

2. Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or

3. Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters.

E-mails sent to other Board members are encouraged to have the following notice:

Important: Please do not reply or forward this communication if this communication could constitute a decision or deliberation toward a decision between and among members of the district board. Board member electronic communications on district business are subject to Public Meetings and Public Records Law.

A quorum of Board members may attend social meetings or gatherings so long as no discussions or deliberations are had.

Meeting Location, Public Accommodations and Logistical Requirements

All meetings will be open to the public except as provided by law.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law[1]. The Board may attend training sessions outside the district boundaries but may not deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced. Meeting locations shall be accessible to persons with disabilities.

[1] ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

PROPOSED

Any Board meeting may be held in person, through the use of electronic or telephonic means, or in some combination of in-person, electronic or telephonic means.

Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. For Board meetings (excluding executive session) held by telephone or other electronic means of communication, the district shall make available a place or an electronic means by which the public can listen to or view the meetings in real time. The place provided may be a place where no Board member is present.

For executive sessions where the media are statutorily authorized to be present, if any person, including any Board member, is attending the executive session by telephone, video, or other electronic means, the district shall provide members of the media the same attendance option. The district may establish reasonable security measures to ensure the media's attendance by telephone, video, or other electronic means is conducted through a secure connection or method.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for persons who are deaf or hard of hearing. The request should include the name of the requester, sign language preference and any other relevant information requested. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate aids and services may be provided upon request and appropriate advance notice.

If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.

Recordings or minutes will be kept for all meetings in accordance with state law and Board policy BDDG – Recordings or Minutes of Board Meetings.

All meetings shall comply with applicable provisions of the Oregon Indoor Clean Air Act.

The possession of a firearm, deadly weapon or any other instrument used as a dangerous weapon is prohibited at Board meetings, except as authorized by law.

Public Notice Requirements

The district posts public notice of its meetings on the district's website or on a publicly accessible website hosted by a third-party that is linked to the district's website.

The public notice shall identify the following:

1. The time, date, location of the meeting, and, to the extent reasonably possible, will include the electronic link or telephone access information to allow members of the public to attend the meeting by telephone or electronic means;

2. The agenda or list of the principal subjects anticipated to be considered at the meeting and will be specific enough to permit the public to recognize matters in which they are interested. The Board may amend the agenda or may add or remove items from the list of principal subjects prior to or during a meeting. See Board policy BDDC – Board Meeting Agenda for additional meeting agenda information; and

PROPOSED

3. The name, telephone number, and email address of a person at the district office to contact to request an interpreter or other communication aids or a statement that the district will provide a sign language interpreter or other communication aids at the meeting.

The district will provide notice to interested persons and news representatives who have requested notice through means reasonably calculated to provide actual notice to interested persons known to the Board.

For all regular meetings, the meeting notice shall be provided with as much advance notice as reasonably possible, but no less than 48 hours' advance notice.

For all special meetings, the meeting notice shall be provided with no less than 24 hours' advance notice.

For an emergency meeting, public notice shall be provided with as much advance notice as reasonably possible given the emergency circumstances. The district shall attempt to contact the media and other interested persons to inform them of the emergency meeting by telephone, email, social media, or other method reasonably calculated to provide actual notice. If reasonably possible under the emergency circumstances, the emergency meeting notice shall be conspicuously displayed on the district's website or on a publicly accessible website hosted by a third-party hosted and linked to the district's website.

If a meeting will include an executive session, the notice shall comply with the above notice requirements and the notice shall also identify the specific statutory citation and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization. Example:

> "The Board will meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent."

If an executive session is to be part of an open regular, special, or emergency meeting, the notice shall comply with the above notice requirements and prior to entering the executive session, the Board chair shall make a public announcement and identify in open session the specific statutory provision and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization (See Board policy BDC – Executive Sessions for additional information on executive sessions.)

Complaints

Complaints regarding Public Meetings Laws can be filed in accordance with Public Meetings Law complaint procedures outlined in Board policy KL – Public Complaints. Complaints must be filed within 30 days of the alleged violation.

Mandatory Training

Every member of the Board shall attend or view a training on Public Meetings Law as required by ORS 192.700 and Board policy BBAA – Board Member's Authority and Responsibilities.]

END OF POLICY

Legal Reference(s):

ORS Chapter 192 ORS 332.040 - 332.061 ORS 332.107

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ORS 433.835 - 433.875 OAR 199-050-0005 – 199-050-0085

OR. ATTY. GEN. *Public Records and Meetings Manual*.

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Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in a meeting which is being held in accordance with Oregon's Public Meetings Law. A Board member has the authority to act in the name of the Board only when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business.

When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

Board members may speak on behalf of the Board or district only when specifically authorized to do so. Any other statements do not represent the position of the Board or district. When expressing personal opinions in public, Board members are encouraged to clearly identify the opinions as their own.

All Board members shall maintain awareness of relevant district information and participate in Board functions and professional Board development activities.

All members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Records

Any individual Board member who desires a copy of an existing record may make such a request to the superintendent. Requests involving confidential records or significant staff time will be referred to the Board for approval.

2. Requests for Legal Opinions{[1]}

Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to a Board Member

When a Board member receives complaints or requests for action from staff, students or members of the public, the Board member will direct the staff, students, members of the public to the public complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent. An individual Board member is not authorized to independently act on complaints.

4. Board Member's Communication with Administration

No individual Board member may direct the superintendent or other staff to action without Board authorization. No Board member will intervene in the administration of the district or its schools.

5. Contracts or Agreements

All district contracts must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

6. Visits to Schools

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A Board members may visit schools in accordance with Board policy BG – Board–Staff Communications.

7. Public Meetings Law

All Board members will comply with Public Meetings Law[, including participating in an approved[2] training at least once during each term of office{[3]}].

8. Mandatory Reporting

A Board member having reasonable cause to believe that any child with whom the Board member comes in contact has suffered abuse or that any person with whom the Board member comes in contact has abused a child shall immediately make an oral report or cause an oral report be made to Department of Human Services[4] or local law enforcement.

9. Oregon Ethics Laws

All Board members will adhere to Oregon Government Ethics laws, including filing the statement of economic interest as required by Oregon Revised Statute (ORS) 244.

10. Confidential Information

All Board members will not disclose confidential information received as part of Board service.

11. Other Laws, Policies, Agreements and Procedures

All Board members will follow all laws, Board policies, working agreements, and any other procedures established by the district.

END OF POLICY

Legal Reference(s):

ORS 192.311 – 192.478
ORS 192.610 – 192.705
ORS Chapter 244
ORS 332.045
ORS 332.055
ORS 332.057
ORS 332.075
ORS 332.107
ORS 419B.010

38 Or. Atty. Gen. Op. 1995 (1978)
S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

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[1] {Consider how board members obtain legal advice and whether a cost is associated with that. Does the Board want individual board members to be able to contact attorneys at PACE or OSBA (no bill accrued) on their own, or does the Board want them to get Board approval first? Do you want individual Board members to be able to contact attorneys that will bill the district on their own, or do you want them to get board approval first?}

[2] Approved by the Oregon Government Ethics Commission.

[3] {Training is only required for districts with annual fiscal expenditures of $1M or more. See ORS 192.700.}

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[4] (855) 503-SAFE (7233)

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Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. "Meeting" means the convening of a quorum of the Board as the district's governing body to make a decision or to deliberate toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board, i.e. a work session. The affirmative vote of the majority of members of the Board is required to transact any business. "Meeting" does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law[1]. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they are not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

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DELETE

"Convening" means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

"Decision" means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

"Deliberation" means discussion or communication that is part of a decision-making process.

ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

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1. Regular, Special and Emergency Meetings

   Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

   No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

   Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may be scheduled if less than a quorum is present at a meeting, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district or other reasons. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

   Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings Communications outside of a Board meeting may contain:

   a. Communications to, between or among members of a governing body that are:

      (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
      (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
      (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or

DELETE

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic communication, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

a. Individual responses to questions posed by community members, subject to other limitations in Board policy.

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with state law on public meetings, including notice and minutes. The Board is discouraged from making official decisions during a work session/ executive session.

5. Executive Sessions

Executive sessions may be held during regular, special or emergency meetings for a reason permitted by law.

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.[2]

{[3]}[**Mandatory Training**

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGEC) at least once during the Board member's term of office and shall verify attendance in accordance with OGEC procedures.

END OF POLICY

Legal Reference(s)

[2] See House Bill 2805 (2023) Section 5(2) for requirements of the response.

[3] This is required for Board members in districts with total expenditures for a fiscal year of $1 million or more. This number will be reviewed by OGEC at least once every five years. If the district has total expenditures of less than $1 million, this language can be kept, but "shall" should be replaced with "is encouraged to."

DELETE

ORS Chapter 192 | ORS 255.335 | ORS 332.040 - 332.061
ORS 433.835 - 433.875

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
OR. ATTY. GEN. Public Records and Meetings Manual.
House Bill 2805 (2023)

DELETE

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

When expressing personal opinions in public, the Board member should clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

   Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

   Requests for legal opinions by a Board member must be approved by a majority vote of the Board before the request is made to legal counsel. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

   When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent.

DELETE

4. Board Member's Relationship to Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

ORS 332.045
ORS 332.055
ORS 332.057
ORS 332.075

38 Or. Atty. Gen. Op. 1995 (1978)
S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

DELETE

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student.

An executive session may be included as an agenda item of an existing meeting in accordance with Board policy BDDC - Board Meeting Agenda or held as its own meeting. Proper notice is required.

If open session is held prior to the executive session the presiding officer will announce the executive session by identifying the authorization under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent. (ORS 192.660(2)(a))

2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))

3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))

4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))

5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))

6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))

7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))

8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))

9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))

DELETE

10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))

11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))

12. To review matters pertaining to or examination of the confidential records of a student(ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;

2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and

3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.
.

END OF POLICY

Legal Reference(s):
ORS 192.660 ORS 332.061 House Bill 2514 (2019)
ORS 332.045

OR. ATTY. GEN. Public Records and Meetings Manual.
Oregon Government Ethics Commission, Staff Advisory Opinion No. 22-106S
House Bill 2806 (2023)

DELETE

Science Adoption Board Report

Banks School District 13, May 11, 2026

District Team Members	BES: Becky Wallace, Leslie Curran, Jonathan Pearson, Tasha Blatner, Marjorie Salter BMS: Marlee Zakrevsky, Glenn Smith, Caitlin Everett BHS: Tony Richeson, Carol Pallett, Jacob Pence District Level: Caitlin Everett and Darla Waite-Larkin	
CCAC Members	Sarah Trussell, Jodi Hailey, Mike Blok, Rhonda King, Vanessa Hancock, Curtis Updike	
School	**School Specific Priorities and Feedback**	**Curriculum Adoption Proposal**
BES	Our selection of materials for this curriculum adoption is guided by the elementary school's vision for student learning: *Banks Elementary School students are actively engaged in a safe, structured, inclusive learning environment where they make connections to build their academic and socio-emotional skills. By taking ownership of their learning, students will feel empowered to take academic risks and persevere through challenges during their time at BES and beyond.* Feedback from Twig review and classroom pilots: ○ Aligned with BES vision for student learning, highly engaging, student centered, and promotes ownership of learning through active engagement in the science and engineering practices. ○ Teachers found it easy to follow with clear and well supported lesson plans ○ Strong literacy and math integration ○ Has a "fast track" option that still meets standards to support teacher flexibility with instructional time ○ Lots of hands on investigations with high interest phenomena ○ Engaging and scaffolded student-facing materials ○ Many opportunities to learn and practice vocabulary. ○ On ODE approved science adoption list	Curriculum: **Twig Science K-5** Publisher: Imagine Learning Includes: ● 3-hour professional development during inservice + option for PLC time PD ● 7 years student digital licenses ● 7 years teacher digital licenses ● Non-consumable lab kits ● Consumable refill kits ● Trade books connected to the curriculum (literacy connection) ● Printable workbook files for paper/pencil student work ● Teacher guides

Science Adoption Board Report

Banks School District 13, May 11, 2026

School	School Specific Priorities and Feedback	Curriculum Adoption Proposal
BMS	Our selection of materials for this curriculum adoption is guided by the middle school's vision for student learning: *BMS Students are independent thinkers and problem solvers who engage with and take ownership of their learning.* Feedback from OpenSciEd review and classroom pilots: ● Aligned with BMS vision for student learning, with many student talk opportunities, engaging hands-on investigations, and high quality assessments that promote ownership of learning. ● Has a high level of rigor paired with differentiated supports and scaffolds for support. ● Teachers had positive feedback on usability and customizability. ● Lab supply kits available for purchase that are aligned to the curriculum ● Curriculum is open-source, with no cost to the district, and is licensed under a Creative Commons Attribution 4.0 International License ● Topics/phenomena used in the curriculum were engaging for our students, students provided feedback that they found the lessons relevant and interesting. ● Rated as meeting all expectations on Edreports, a national curriculum review organization.	Curriculum: OpenSciEd Middle School Publisher: OpenSciEd Includes: ● Full digital curriculum access for teachers and students ● Consumable and nonconsumable lab kits aligned to the curriculum, available from AquaPhoenix ● 3 day summer virtual professional development for teachers ● On-demand teacher PD videos for each unit as well as an instructional strategies video library. Curriculum Supplement: Newsela STEM ● Newsela STEM provides a library of relevant, engaging science texts, articles, embedded assessments, and videos that provide enhanced literacy opportunities for our students. We propose adopting this as a supplement to the OpenSciEd curriculum. Note: OpenSciEd is not on the ODE adoption list. In order to adopt OpenSciEd middle school, we will need to apply for an independent adoption through ODE. This will be done in May/June 2026 after Board approval.

Science Adoption Board Report

Banks School District 13, May 11, 2026

BHS	Our selection of materials for this curriculum adoption is guided by the high school's vision for student learning: *Our vision for learning is to create an environment where students are engaged, collaborative, and take ownership of their education. Through hands-on activities and personal exploration, students develop a deep understanding and passion for learning. We believe in empowering students to shape their educational journey, preparing them for the challenges of the future.* Feedback from Patterns review and classroom pilots: ● Aligned with BHS vision for student learning, with many student talk opportunities, relevant phenomena, engaging hands-on investigations, rigorous assessments that promote ownership of learning, and student collaboration opportunities. ● Has a high level of rigor paired with differentiated supports and scaffolds for support. ● Three year sequence (Physics →Chemistry →Biology) provides access to all standards for all students. ● Third year in sequence can be substituted for AP Biology, improving access to AP science courses. ● The freshman Patterns Physics class is aligned to Algebra 1 standards, supporting student math achievement. ● Teachers had positive feedback on usability and customizability. ● Lab supply equipment lists are well organized. Lab supplies	Curriculum: Patterns High School Science for All Publisher: Portland Metro STEM Partnership Includes: ● Full digital curriculum access for teachers and students ● Consumable and nonconsumable lab equipment lists ● Teacher support for equipment ordering and lab reorganization. ● Summer professional development ● On-demand teacher PD videos for each unit. Note: Patterns is not on the ODE adoption list. In order to adopt Patterns, we will need to apply for an independent adoption through ODE. This will be done in May/June 2026 after Board approval.

	will enhance our overall science program. ● Curriculum is open-source, with no cost to the district, and is licensed under a Creative Commons Attribution 4.0 International License ● Topics/phenomena used in the curriculum were engaging for our students, students provided feedback that they found the lessons relevant and interesting. ● Many other districts in Oregon have adopted Patterns, providing local collaboration partners. Additionally, surrounding districts (e.g. Beaverton, Hillsboro) also use Patterns, which supports students being able to transfer seamlessly between districts	

Science Adoption Board Report

May 11, 2026

BANKS SCHOOL DISTRICT

Banks Adoption Timeline

BANKS SCHOOL DISTRICT

Sept

Kickoff Meeting

Oct-Nov

Teachers review curricular options

Dec

CCAC receives Teacher input on top choices

Jan-March

CCAC review top options and give feedback.
Teachers pilot lessons

April

CCAC + teachers analyze feedback and pilot data to develop recommendations

May-June

Curriculum recommended to the Board

Science Adoption Team Members

- BES: Becky Wallace, Leslie Curran, Jonathan Pearson, Tasha Blatner, Marjorie Salter
- BMS: Marlee Zakrevsky, Glenn Smith, Caitlin Everett
- BHS: Tony Richeson, Carol Pallett, Jacob Penc
- District Level: Caitlin Everett and Darla Waite-Larkin
- Community Curriculum Advisory Committee: Sarah Trussell, Jodi Hailey, Mike Blok, Rhonda King, Vanessa Hancock, Curtis Updike

Importance of a High Quality Science Education

1. Builds critical thinking and problem-solving skills
Science teaches students how to ask questions, evaluate evidence, and think logically.

2. Prepares students for future careers
Many high-demand, high wage careers are in STEM fields (science, technology, engineering, and math).

3. Helps students understand the world around them
From weather patterns to human health to technology, science explains everyday phenomena and helps students make sense of their environment.

4. Promotes informed citizenship
Science literacy enables students to understand important societal issues—like climate change, public health, and energy use, so they can make informed decisions as voters and community members.

5. Encourages curiosity and lifelong learning
Science naturally sparks curiosity. Engaging science education fosters a mindset of exploration, creativity, and a desire to keep learning beyond the classroom.

Banks Elementary School

Feedback from Review & Pilots

- Aligned with BES vision
- Teachers found it easy to follow with clear and well supported lesson plans
- Strong literacy and math integration
- Has a “fast track” option that still meets standards to support teacher flexibility with instructional time
- Lots of hands on investigations with high interest phenomena
- Engaging and scaffolded student-facing materials
- On ODE approved science adoption list

Adoption Selection

Curriculum: **Twig Science K-5**
Publisher: Imagine Learning
Includes:

- 3-hour professional development during inservice + option for PLC time PD
- 7 years student digital licenses
- 7 years teacher digital licenses
- Non-consumable lab kits
- Consumable refill kits
- Trade books connected to the curriculum (literacy connection)
- Printable workbook files for paper/pencil student work
- Teacher guides

Banks Middle School

Feedback from Review & Pilots

- Aligned with BMS vision
- Has a high level of rigor paired with differentiated supports and scaffolds for support.
- Teacher positive feedback
- Curriculum is open-source, with no cost to the district, and is licensed under a Creative Commons Attribution 4.0 International License
- Topics/phenomena used in the curriculum were engaging for our students
- students provided feedback that they found the lessons relevant and interesting.
- Rated as meeting all expectations on Edreports, a national curriculum review organization.

Adoption Selection

Curriculum: OpenSciEd Middle School
Publisher: OpenSciEd
Includes:

- Full digital curriculum access for teachers and students
- Consumable and nonconsumable lab kits aligned to the curriculum, available from AquaPhoenix
- 3 day summer virtual professional development for teachers
- On-demand teacher PD videos for each unit as well as an instructional strategies video library.

Curriculum Supplement: Newsela STEM

- Newsela STEM provides a library of relevant, engaging science texts, articles, embedded assessments, and videos that provide enhanced literacy opportunities for our students. We propose adopting this as a supplement to the OpenSciEd curriculum.

Banks High School

Feedback from Review & Pilots

- Aligned with BHS vision
- Three year sequence (Physics →Chemistry →Biology) provides access to all standards for all students.
- Option for AP Biology for 3rd course.
- Patterns Physics class aligned to Algebra
- Teacher positive feedback.
- No cost to the district, licensed under a Creative Commons Attribution 4.0 International License
- Engaging and relevant topics phenomena used in the curriculum were engaging for our students
- Had the most positive student feedback
- Many other districts in Oregon have adopted Patterns, providing local collaboration partners.
- Surrounding districts (e.g. Beaverton, Hillsboro) also use Patterns, students can transfer seamlessly between districts.

Banks High School

<u>Adoption Selection</u>

Curriculum: Patterns High School Science for All
Sponsor: Portland Metro STEM Partnership
Includes:

- Full digital curriculum access for teachers and students
- Consumable and nonconsumable lab equipment
- Teacher support for equipment ordering and lab reorganization.
- Summer professional development
- On-demand teacher PD videos for each unit.

Independent Adoption

Patterns and OpenSciEd were not on the ODE adoption list. In order to adopt these curricula, we will need to apply for an independent adoption through ODE. This will be done in May/June 2026 after Board approval.

Many districts in the state have independently adopted these two specific curricula in Oregon, and we do not foresee challenges with this process.

Note: When ODE was accepting submissions for adoption review, they were at that time still charging fees for publishers to submit materials. Both of the developers for Patterns and OpenSciEd are non profit organizations, and so do not participate in fee-based state submission processes. ODE changed this rule after the science adoption was over.

Questions or Comments?

Budget Committee Meeting
Thursday, May 14, 2026 6:00 PM Pacific

Temporary District Office Location
42350 NW Trellis Way (BES)
Banks, Or 97106

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

Present: 5.

1. Call to Order

2. Approve Agenda

3. Election of Budget Committee Chair

3.1. Nomination and election of Budget Committee Chair

3.2. Nomination and election of Budget Committee Vice Chair

4. Superintendent's Budget Message

5. Budget Presentation
Business Manager, Jennifer Collins, shared the Budget presentation, which included the roles and responsibilities of the Budget Committee, details of funding and revenue sources, key budget expenditure changes for 2026-2027. Significant changes include increases to PERS, PD allotment, Health Insurance costs, sub costs, operations and maintenance and increase to utilities and custodial supplies. Details of the reason for each increase were explained

Details of decreases to funds were also shared, which included FTE

Details of Special Revenue funding were also shared.

Board and Budget members asked clarifying questions as needed.

Q. Salaries/PERS accounts - why does one account go up and another down?
A. All PERS is in the same fund. The budget reflects the same as how PERS bills. Increases are mostly just to UAL. Different Tiers and retiree rates also affect the placement of the funding.

Q. Salaries/Employee benefits — don't seem to be promotional changes?
A. Some of these changes are due to changes in grant funding,

Q. Page 7 - Header of the column has a typo.

Q. Restricted programs. Salaries, benefits and contractual costs don't seem to match?
A. The assumptions are based on most employees taking health benefits. There is also additional funding in case of outside placement.

Q. Reduction to salary in licensed?
A. Budget for special training and extra hours. Last year we over budgeted to cover IDEA differences.

Q. Students with Disabilities - less staff budgeted?
A. Decrease in students which allowed us to cut FTE using attrition instead oof cutting a teacher

Q. ESL change?
A. - med cap difference between fiscal years.

Q. - Number of staff has not changes but salaried positions did?
A. Counselors were moved from a grant fund

Q. Increase to Library services?
A. Contractual employee benefits - we are aware that the employees funded by this will take insurance.

Q. AD position gone?
A. It is reflected in the athletic portion of the budget book

Q. Can the budget book reflect the FTE changes each year? What, why & where.

Q. insurance costs?
A. Multiple claims this year in addition to the rates increasing.

Q. Business Manager in the budget?
A. Yes

Q. Secretarial position added?
A. Short staffed and PBAM changes are coming up.
Q. Will the district hire or use ESD
A. We will not be using the ESD

Q. FTE changes?
A. One FTE was moved from the Bond

Q. Outdoor School?
A. Moving to in-house

Q. Fund 206?
A. Reading specialist historically funded by Title I is now funded by multiple funds as Title funding has decreased.

Q. Coaches salaries?

A. Most coaches are hired through ESS and funding is reflected in contractual services (?)

Q. Rentals?
A. Athletic costs have increased...

Q. District curriculum fund?
A. New science curriculum and equipment is expensive and we need to start building a fund for future curriculum as well.

Q. Can you explain the beginning fund balance?
A. This is whatever rollover from the prior year. The plan is to keep building the fund.

Q. Header may need to be removed

Q. Process; how is the budget going this year? Mid-year recap added would be great.
A. We are doing fine. Some expect revenue did not come in as high. But we are on track.

6. Public Comment
No public comment at this time.

7. Action
Tom Forest made the motion to approve the proposed budget as presented

Corissa Mazurkiewicz seconded the motion. Motion passed unanimously.

8. Upcoming Items
Adjourned at 7:19 pm.

Special Session
Thursday, May 14, 2026 5:50 PM Pacific

Temporary District Office Location
42350 NW Trellis Way (BES)
Banks, Or 97106

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

Present: 5.

1. Call to Order
2. Roll Call
3. Approval of Agenda
   I make a motion to approve the May 14th, 2026 Special Session 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
4. Action Items
   4.1. Approval of BES Roofing contract
   I make a motion to approve the Banks Elementary Roof Repair and Replacement contract 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
   Adjourned at 5:52 pm.

BID FORM
DIVISION 0 * SECTION 00300

Bid TO: **Brian Sica, Superintendent**

Bids DUE: April 30, 2026 @ 1:00 PM

PROJECT: **Banks ES Shingle Roof Replacement Project**

Start of Project: June 15, 2026 (unless changed by Addenda)

Substantial Completion: August 14, 2026 (unless changed by Addenda)

Final Completion: September 18, 2026 (unless changed by Addenda)

1. The undersigned,

   NAME of FIRM: SafeCover Roofing

   after having carefully examined the bidding documents and **addenda numbered** 0 **through** 1 inclusive, as well as the work site and conditions affecting the work, hereby proposes and agrees to furnish all labor, materials, and all other work, required by and in strict conformance with the above documents, necessary to complete the project for the stipulated sum of:

Base Bid – Shingle Roof Replacement:

TOTAL (Figures) $ $189,500.00 Dollars

TOTAL (Words) One hundred and Eighty-Nine Thousand Five hundred 00/100 Dollars

Unit Cost: Plywood Decking (provide a cost/SF):

TOTAL (Figures) $ 5.00 Dollars

TOTAL (Words) Five Dollars

Unit Cost: Fascia Board Replacement (provide a cost/LF)

TOTAL (Figures) $ 20.00 Dollars

TOTAL (Words) Twenty Dollars

Unit Cost: Roof Tie Off Anchor (provide a cost)

TOTAL (Figures) $ 100 Dollars

TOTAL (Words) One-hundred Dollars

2. The undersigned agrees to maintain the proposal price for a period of 30 calendar days after bid opening.

3. The undersigned agrees, if awarded a contract, to complete all work as shown in the Contract Documents by the substantial completion date listed above.

4. The undersigned agrees that, prior to commencement of the Work, and within 7 calendar days of Notice of Intent to Award, to:

   A. Enter into and execute a contract for the work in the form of Banks School District, "Construction Contract".

   B. Deliver to the Owner duly executed AIA Document G705, "Certificate of Insurance," or ACORD form 25S.

   C. Deliver to the Owner duly executed AIA Document A312, "Performance Bond and Payment Bond."

5. The undersigned certifies that this Bid has been prepared independently and is not made in the interests of any undisclosed party. It is submitted without collusion or intent to limit independent, competitive bidding. The Bidder has in no way induced or solicited other Bidders to submit false bids, or to refrain from bidding.

6. The Undersigned agrees to be bound by and will comply with the provisions of ORS 279C.838 and 279C.840 pertaining to the payment of the prevailing rates of wage.

7. The undersigned agrees to comply with Oregon tax laws in accordance with ORS 305.385.

8. Indicate below whether Bidder is Resident or Non-Resident bidder.

   Oregon Reciprocal Preference Law (ORS 279.029): In compliance with ORS 279.029, each Bidder must state in its proposal whether it is a resident or non-resident bidder. Bids that fail to provide this information will be considered nonresponsive and will be rejected.

   DEFINITION - RESIDENT BIDDER: A bidder that has paid unemployment taxes or income taxes in this state during the 12 calendar months immediately preceding submission of the bid, has a business address in this state and has stated in the bid whether the bidder is a "resident bidder."

   DEFINITION – NON-RESIDENT BIDDER: A bidder who is not a resident bidder as defined above.

   Indicate by an "X" in the appropriate space whether you are an Oregon resident bidder or non-resident bidder:
   Oregon Resident Bidder _____ Non-Resident Bidder X

9. The undersigned certifies that you visited the site and thoroughly investigated all existing conditions. It is understood that the Bidder, before signing his/her proposal, has made a careful examination of the plans, specifications, and character of work required; that he/she has made a careful examination of the location and condition of the work, verified all measurements at the job site, and sources of supply of materials.

10. Security Deposit is NOT required:

11. The Undersigned certifies that it has not discriminated against minority, women, or emerging small businesses in obtaining any subcontracts for this project as required by ORS 279A.110(4).

12. If applicable the first-tier subcontractor disclosure form is due 2 hours after bid are due.

13. Submittals are due promptly after Letter of Intent. A Pre-Construction Meeting will be held prior to commencement, Weekly Construction meetings are required but may be held with less frequency.

14. As a condition to submitting a bid, a Contractor must be registered with the Oregon Construction Contractors Board in accordance with ORS 701.035 to 701.055 and/or the State Landscape Contractors Board licensed number, and disclose the appropriate numbers. Failure to register and disclose the numbers, as applicable, will make the bid unresponsive and it will be rejected. The Undersigned hereby certifies that all subcontractors who will perform construction work as described in ORS 701.005 are or will be registered with the Construction Contractors Board in accordance with ORS 701.035 to 701.055 or State Landscape Contractors Board, as applicable, at the time the subcontractor(s) made a bid to work under the contract.

15. Oregon Business Registration: To transact business in the State of Oregon, a Bidder must be registered with the State of Oregon Corporations Division. Please indicate your business' current registration type with an "X" in the appropriate space:

X Corporate Registration 1024726045 18

X Assumed Business Name Registration SafeCover Roofing LLC.

16. Any Bid of a contractor or subcontract listed on BOLI's list of Ineligible Contractors will be rejected.

SIGNATURES

Oregon Construction Contractor's Board No. 236354

State Landscape Contractors Board No. N/A (if applicable for the project)

NAME OF FIRM SafeCover Roofing

ADDRESS 1696 Bishop Rd Chehalis, WA

FEDERAL TAX ID

TELEPHONE NO. 360-304-8055

Cell NO. Same

SIGNATURE 1) _____
Sole Individual – Signature

2) _____
Sole Individual – Printed Name

or 2) _____
Partner

or 3) _____
Authorized Officer of Corporation – Signature

Brady Collins
Authorized Officer of Corporation – Printed Name

(SEAL)

Kaitlin M. Bailey
Attested: Secretary of Corporation

Notary Public
State of Washington
KAITLIN M. BAILEY
COMM. # 23033348
MY COMM. EXP. 10/29/2027

961 INDUSTRIAL WAY
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(360) 916-1430
LONGVIEWOFFICE@SAFECOVERROOFING.COM
LIC# SAFECRL820KZ

REFRENCES SUBMITTED TO: Cornerstone Management Group, Inc.

ADDRESS: 42350 NW Trellis Way, Banks, OR

PHONE: 251-554-9822

EMAIL: mdolan@cornerstonemgi.com

DATE: 4-28-26

REFERENCES

Tenino Stadium
- Tear off and install Polyglass roof
- Tenino, Wa
- Tenino School
- 120k
- Start and finish April 2026
- Ian 360-280-7390
Tenino Highschool
- Tear off and install Polyglass roof
- Tenino, Wa
- Tenino School
- 206k
- Start and finish November 2025
- Same as above
St Joseph Vancouver
- Tear off and install of Pabco Prestige
- Vancouver, Wa
- Catholic Archbishop Seattle
- 394k
- Start and finish July 2025
- Jessicaav@stjoevan.org
Winlock School
- Tear off and install GAF TPO
- Winlock, Wa
- Winlock School district

- 110k
- Start and finish July 2022
- fterry@winlock.wednet.edu
Centralia city pool
- Tear off and install steep slope and low slop roof system
- Centralia, Wa
- City of Centralia
- 494k
- Start and finish March 2026
- Contact Matt at Thorbeckes
Lewis County Community Development
- Install GAF TPO
- Chehalis, Wa
- Lewis County
- 114k
- Start and finish August 2024
- TJ.Snodderly@lewiscountywa.gov
Lewis County Senior Center Projects
- Completed 5 senior centers
- Lewis County
- Lewis County Wa
- 300k
- Completed from 2022-2026
- Same as above

BANKS SCHOOL DISTRICT

BID TABULATION FORM

Banks ES Shingle Roof Replacement Project								
OPEN: April 30, 2026 @ 1:00pm								
BID PROVIDER	Signed	Add -1 Ack.	Base Bid:	Unit Price: Plywood	Unit Price: Fascia Board Replacement	Unit Price: Tie Off Anchor	Total	1st Tier Discl.
Vitan Construction	X	X	248,000	$5	$18	$125	248,000	n/a
ABC Roofing	X	X	374,470	$7.50	$22.50	$33,042	374,470	n/a
Frontier Roofing	X	*	356,396	$4	$7		356,396	n/a
Carlson Roofing	X	X	221,672	$3.75	$20/LF	$25/anchor	221,672	n/a
Griffith Roofing	X	X	271,943	$4.25	$5/LF	$98	271,943	n/a
Safe Cover Roofing	X	X	189,500	$5.00	$20/LF	$100	189,500	n/a
								n/a

OWNER Representative:

WITNESS: Dale Virden, Banks SD

BANKS SCHOOL DISTRICT ATHLETICS/ACTIVITIES OVERNIGHT TRIP REQUEST

Requests should be made at least 30 days prior to the trip.

School or Departments and grade levels involved: BBX Varsity Basketball Team

Person making request: Pat Marlia

Destination: Southern Oregon Northern California Lodging Arrangements: Houses in a few different cities.

Date of Departure: 6/22 Date of Return: 6/26

Purpose of Trip: Play Summer league games.

Number of Chaperones: 3 (1:8 ratio) Number of Students Attending: 12

Names of chaperones Pat Marlia, Randy Rice, Jonathan Pearson School Days Missed: 0

Description of training/expectations provided for chaperones: Coaches/Teachers

Type of Transportation: Type 20 & possible car

Type of Insurance Coverage: via school

Source and Amount of Revenue: ASB acc.

Has the trip been taken before? Yes___ No X When:_____

Comments: We are looking to play teams outside of our area and do a bonding trip w/our team.

Please attach itinerary

Pat Marlia
Requested By

Signature of Principal

Date Requested

Signature of Athletic Director (if applicable)

==========OFFICE USE ONLY==========

_____Approved _____Disapproved Date_____ Signature_____

BBX Overnight Trip

June 22nd:
Varsity team and 3 coaches leave Banks High School and head to Sutherlin Oregon.
Play games at 5:00 and 6:00.
Leave Sutherlin and go to Medford/Ashland where we will stay the night.

June 23rd:
Breakfast and Lunch and an excursion.
Spend the day in Medford and then play 2 games that afternoon/evening.
Eat dinner at a place TBD.
Leave Medford and head to Redding California.

June 24th:
Spend the day in Redding. Do team bonding activities such as: bowling, water park, etc.
Meals will be provided.

June 25th:
Breakfast
Leave Redding and head to Coos Bay where we will play two games.
Stop somewhere for lunch.
Play games in the evening and then eat dinner.
Stay the night in Coos Bay.

June 26th:
Breakfast and then head to Newport where we will play our final 2 games of the trip. Then have lunch and head back to Banks.

BANKS SCHOOL DISTRICT #13 SCHOOL FEES
2026-27

Code: **KG-AR(1)**

Effective: 7/1/2026

ELEMENTARY:

No fees scheduled for 2026-27

MIDDLE SCHOOL:

Planner and Activities Fee $35.00
Yearbook (Optional) $25.00 Estimate Dances (Optional) $10.00 Admission

HIGH SCHOOL:

ASB Fee (required) $30.00
Yearbook (Optional) $55.00 Estimate Parking Permit **ALL student drivers parking on campus** $5.00
must have a parking permit
Visual Arts (any class after introductory class) $10.00 /class/semester CTE - Agriculture / Applied Arts (any class after introductory class) $10.00 /class/semester Fire Science (any level) $50.00
Tier I Sports fees (pay to play) $200.00 per sport Family Maximum $800.00
Free lunch sports fee $65.00 per sport Tier II Sports/Activity fees (pay to play) $160.00

DISTRICT:

Gate Admission Fees:

Family $20.00
Adults $8.00
Senior Citizens $5.00
Students $5.00
Pre school-age children $0.00
Individual Yearly Sports Pass $100.00
Couple Yearly Sports Pass $150.00
Family Yearly Sports Pass $200.00
Seniors Yearly Sports Pass $50.0

Breakfast/Lunch Prices:

Elementary Breakfast $1.50
Elementary Lunch $3.20
Middle/High School Breakfast $1.75
Middle School Lunch $3.40 High School Lunch $3.70
Adult Lunch $4.10

Students eligible for free lunch program have no charge for required fees.
Optional fees are charged at the regular fee rate.

Bond Oversight Committee Report to the Banks School Board

Bond Oversight Committee Meeting: May 27, 2026
Prepared for: Banks School Board

Overview

The Bond Oversight Committee met on May 27, 2026, to review progress on the district's bond-funded construction program. The meeting included a site tour, project schedule updates, budget reports, and discussion of the work underway at Banks High School, Kelly Field, and the auxiliary gym and team room project.

Construction activity is now visible across the campus. Major projects remain on schedule, and the district continues to use a structured value-engineering process to manage costs while preserving the essential educational and community priorities of the bond program.

Banks High School Addition and Renovation

Site preparation for the Banks High School addition is underway. The district has received the site grading permit, and crews are completing grading, concrete crushing, and backfill work. Erosion-control measures have been installed, and tree-protection measures are being completed.

The Guaranteed Maximum Price has been established with the contractor for the high school project. The team has reviewed and approved additional value-engineering items using a report-card system that evaluates proposed changes based on cost efficiency, impact on design and educational programming, maintenance and durability, and overall risk. This process is designed to reduce costs thoughtfully while protecting the most important aspects of the project. Some items will remain available for potential restoration as "add backs" later in construction if contingency funds allow.

The high school addition is scheduled to reach substantial completion and beneficial occupancy by **August 12, 2027**.

Locker room renovations are also underway, including demolition, abatement, and excavation work. The renovated locker rooms are scheduled for substantial completion by **August 14, 2026**.

The district recently held a groundbreaking ceremony for the high school addition. Despite rainy conditions, the event was well attended and reflected strong community enthusiasm for the project.

Kelly Field Improvements

Planning and permitting work continues for the improvements at Kelly Field. The project includes:

- Turf field replacement
- Replacement of lighting for approximately one-half of the field
- Coordination with other summer construction projects at the elementary, middle, and high school sites

The district is continuing its fundraising efforts. Work is scheduled to occur during the summer, subject to completion of the land-use and permitting process.

Auxiliary Gym and Team Rooms

Construction of the auxiliary gym continues to move forward. Foundations for the main gym have been poured, structural steel has been delivered, underground utilities are being installed, and preparation is underway for the slab-on-grade concrete pours. Steel erection is anticipated to begin in mid-June.

The auxiliary gym is scheduled for substantial completion by **December 23, 2026**.

The permit for the adjacent team rooms is expected shortly, with foundation work to follow. Letters of authorization have been signed for all phases of the auxiliary gym work, and the Guaranteed Maximum Price is below the current project budget.

Bond Program Budget Update

The committee reviewed the bond program's executive budget summary. As of the May 2026 report:

Budget Category	Amount
Current total bond program budget	$59,245,388
Committed to date	$54,077,572

Paid to date	$11,070,324
Uncommitted budget	$3,366,639
Remaining committed costs to be paid	$43,007,248
Program contingency	$882,000

The current project-level construction budget is **$56,387,699**, with approximately **$53.3 million** committed. The largest individual components are the Banks High School project, currently budgeted at approximately **$47.6 million**, and the auxiliary gym project, currently budgeted at approximately **$7.4 million**.

Summary

The district has entered an active phase of construction, with significant progress visible at the high school and auxiliary gym sites. Current schedules remain aligned with planned completion dates, and the major project budgets have been established through the Guaranteed Maximum Price process.

The Bond Oversight Committee will continue to monitor schedules, expenditures, contingency levels, and potential add-back opportunities as construction proceeds. The committee remains focused on ensuring that the bond program is completed responsibly, transparently, and in alignment with the commitments made to the Banks community.

BANKS SCHOOL DISTRICT
RESOLUTION 2526-JUN01
ORGANIZATIONAL RESOLUTION

WHEREAS, organization of the District is required and the Oregon Department of Education recommends designating, at the beginning of the fiscal year, the professionals who will assist the District in conducting its business;

BE IT RESOLVED, that the following actions will establish the basis for conducting Banks School District #13 business for 2026-27, effective July 1, 2026.

1. To Appoint Superintendent as Chief Administrative Officer, School Clerk and Budget Officer
2. To Authorize Superintendent to file for all grants
3. To Appoint Business Manager and Superintendent as Custodian of funds
4. To Authorize Superintendent to designate surplus property
5. To Appoint Brian Sica, Jennifer Collins and Molly Herbst as signers on the Banks School District bank accounts
6. To Authorize the Superintendent and/or Business Manager to negotiate loans as necessary (e.g. TAN)
7. To Authorize a Superintendent and/or Business Manager to invest funds
8. To Authorize fidelity bonds for:
    a. Superintendent/Clerk $ 50,000
    b. Business Manager $ 100,000
9. To Authorize District Credit Card Holders
    a. Brian Sica
    b. Jennifer Collins
    c. Molly Herbst
    d. Ben Buchanan
    e. Dale Virden
    f. Cathy Davis
    g. Ericka Lepschat
10. To Designate Assured Partners as Insurance Agent of Record
11. To Designate Hungerford Law as the District Attorney
12. To Designate ClearTrail CPA's as the District's Auditing Firm

13. To Designate US Bank, Umpqua Bank and Local Government Investment Pool as Depository of Funds
14. That the official newspaper of record is The News Times
15. That the mileage reimbursement rate be the current IRS rate;
16. That the Regular Board meetings will be held the second Monday of the month at 6:00 pm.

ADOPTED this 8th day of June, 2026.

_____, June 8, 2026
Ron Frame, Chairman of the Board
Banks School District No. 13 Board of Directors

_____, June 8, 2026
Brian Sica, Superintendent
Banks School District No. 13

RESOLUTION 2026-JUN-08
BANKS SCHOOL DISTRICT
RESOLUTION TO ADOPT THE 2026-2027 BUDGET

BE IT RESOLVED, that the Board of Directors of the Banks School District hereby adopts the budget for the fiscal year 2026-2027 in the total amount of $79,632,204.76. This budget is now on file at the Banks School District administration building located at 42350 NW Trellis Way, Banks Oregon.

RESOLUTION MAKING APPROPRIATIONS

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2026, and for the purpose shown below are hereby appropriated:

General Fund (100)	
Instruction ……	$8,263,769.29
Support Services ……	6,580,346.71
Transfers ……	611,300.00
Contingency ……	500,000.00
Total ……	$15,955,416.00
Special Revenue Funds (200)	
Instruction ……	$3,249,284.11
Support Services ……	904,629.81
Enterprise & Community	646,500.00
Debt Service ……	27,300.00
Total ……	$4,827,713.92
Debt Service Fund (300)	
Debt Service ……	$2,533,469.00
Capital Projects Fund (400)	
Facilities Acq/Constructio	$42,064,251.00
Internal Service Fund (600)	
Debt Service ……	$418,639.00

Total Appropriations, All Funds	$65,799,488.92
Total Unappropriated and Reserve, All Funds	13,832,715.84
TOTAL ADOPTED BUDGET	$79,632,204.76

RESOLUTION IMPOSING THE TAX

BE IT RESOLVED, that the following ad valorem property taxes are hereby imposed for the tax year 2026-27 upon the assessed value of all taxable property within the district:

(1) At the rate per $1,000 of assessed value of $5.0152 for permanent rate tax;
(2) In the amount of $2,638,802 for debt service for general obligation bonds

RESOLUTION CATEGORIZING THE TAX

BE IT RESOLVED, that the taxes imposed are hereby categorized for purposes of Article XI section 11b as:

	Education Limitation	**Excluded from Limitation**
Permanent Rate Tax …….	$5.0152/$1,000	
General Obligation Debt Service ……		$2,638,802

The above resolution statements were approved and declared adopted on the 8th day of June, 2026

Ron Frame, Board Chair

Brian Sica, Superintendent

26

27

Banks School District

Approved Budget

Banks School District

42350 NW Trellis Way, Banks OR 97106

Banks School District #13

Banks, Oregon

APPROVED BUDGET

2026-2027

Dr. Brian Sica

Superintendent

2026-2027

BUDGET COMMITTEE

BANKS SCHOOL DISTRICT

For the Fiscal Year Beginning July 1, 2026

Board of Directors		Appointed Budget Committee Member	
Ron Frame (Chair)	**06/30/2028**	**Kristen Accardi**	**06/30/2028**
Corissa Mazurkiewicz	**06/30/2028**	**Susan Bair**	**06/30/2026**
Will Moore	**06/30/2027**	**Tom Forest**	**06/30/2028**
Leslee Sipp	**06/30/2028**	**Emily Kent**	**06/30/2026**
Dan Streblow	**06/30/2027**	**Liz Lennon**	**06/30/2028**

Staff

Brian Sica	Budget Officer/Superintendent
Darla Waite-Larkin	Student Services Director
Jennifer Collins	Business Manager
Jacob Pence	Banks High School Principal
Caitlin Everett	Banks Middle School Principal
Marjorie Salter	Banks Elementary Principal

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

Approved 2.9.26

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BANKS SCHOOL DISTRICT #13

PROPOSED BUDGET 2026-27

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MESSAGE AND OVERVIEW

Budget Overview

Oregon Local Budget Law (ORS 294.305 to 294.565) defines a process and format for school districts' annual budget preparation and presentation. The Oregon Department of Education (ODE), through the administrative rule process, adopts a chart of accounts that is used to classify revenues and expenditures. All Oregon school districts are expected to follow the chart of accounts for budgeting and financial reporting. The Banks School District appropriates its expenditure budget at the major function level. The function areas, as defined by ODE, are Instruction (1000), Support Services (2000), Enterprise and Community Services (3000), Facilities Acquisition and Construction (4000), Other Uses, which are mainly transfers and debt service (5000), Contingency (6000), and Unappropriated Ending Fund Balance (7000).

BUDGET FORMAT

The budget document is organized in two sections:

- Superintendent Budget Message and Related Information
- Fund Statements

The Budget Message is a narrative overview of the 2026-27 budget. Related information includes the budget committee members and general information about the District's funds.

The Fund Statements contain required information for all of the District's funds.

General Fund (100)

The General Fund is the District's primary operating fund and accounts for all revenues and expenditures except those required to be accounted for in another fund. Expenditure categories include salaries, associated payroll costs, purchased services, supplies and materials, capital outlay and other general expenses. Expenditures are presented by major function categories which include program descriptions, budgeted positions and programs and services analysis.

Revenue comes from two main sources: state funding and local property taxes. The state revenue and local property taxes are components of the State School Fund formula, which make up 90 % of all General Fund revenue.

Special Revenue Funds (200's)
These funds account for resources that are limited to a particular purpose, either by external sources, such as the federal government, or locally, by the governing body. Included in these funds are federal, state and private grants; the District's food service program, athletics, extracurricular, and student body funds.

Debt Service Fund (300)
Accounts for the District's dedicated property tax revenue and payment of principal and interest on long-term obligations, including General Obligation (GO) bonds and the State of Oregon Department of Energy loan. GO bonds allow the District to finance capital projects such as the construction of new schools and major remodeling projects. Voters must approve the sale of these bonds. The State of Oregon Department of Energy loan was part of the Department of Energy's "Cool Schools Program" and financed energy efficiency projects throughout the District.

Capital Project Funds (400's)
Accounts for dedicated contract revenue and expenditures for District facilities.

Internal Service Fund (600)
This fund is an accounting device used to accumulate and allocate costs internally among the District's various functions. The District uses this fund to account for the Pension Obligation bonds that were sold to provide funds for the advance funding of the unfunded actuarial liability for the Oregon Public Employees Retirement System.

THE BUDGET PROCESS

The District prepares its annual budget in accordance with Oregon Budget Law (ORS 294), which provides standard procedures for preparation, presentation, and administration of budgets. Public involvement in budget preparation is mandated by the law. Oregon Local Budget Law also requires that the budget be balanced – projected resources must equal projected requirements in each fund.

Preparation of the budget involves many steps and months of work by District staff. Once the proposed budget is developed, the Superintendent presents it and the Budget Message to the Budget Committee, which then reviews the proposed budget and receives

public comment. The Budget Committee recommends revision to the budget, if needed, and approves a budget for adoption by the School Board.

The first budget committee meeting is generally held in May. Notice of the meeting is published twice in the newspaper; the first publication no more than 30 days prior, and the second on the school district website.

Once a document is given to the Budget Committee, citizens may obtain a copy at the District Office, 42350 NW Trellis Way, Banks, OR 97106 between 7:30 am and 3:00 pm or on the District's website at banks.k12.or.us.

HOW THE BUDGET IS ADOPTED

After the Budget Committee approves the budget, the budget is forwarded to the School Board for further public testimony and review. A summary of the approved budget and notice of budget hearing is published in the local newspaper, five to thirty days in advance of the hearing. The notice indicates where the complete budget document is available for inspection.

After the budget hearing and consideration of public testimony, the School Board adopts the budget at the June Board meeting. The adopted budget becomes the basic short term operational plan and fiscal guideline of the Banks School District for the 2025-26 fiscal year.

SUPPLEMENTAL BUDGETS

If the school district receives unanticipated revenues or a change in financial planning is required, a supplemental budget may be adopted to authorize a change in the budget within a fiscal year. A supplemental budget cannot be used to authorize a tax levy.

The School Board may adopt a supplemental budget at a regular public meeting if expenditures in the supplemental budget are less than 10 percent of the annual budget of the fund being adjusted. If the expenditures are greater than 10 percent, the School Board must first publish the supplemental budget and hold a special hearing.

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Budget Message

Dear Budget Committee Members

I am writing to present the budget proposal for the upcoming fiscal year SY 2027. This budget is designed to support our mission “to engage, challenge and prepare every student” while addressing the evolving needs of our district and community. The priorities outlined in this budget are directly aligned with the Banks School District Strategic Plan and our continued commitment to empowering students, enriching facilities, energizing our team, engaging our community, and aligning our resources to achieve student success.

Empowering Our Students

Our strategic plan focuses on ensuring equitable learning opportunities that support academic growth and achievement for every student. We remain committed to maintaining enriching and challenging instruction while continuing to provide positive school cultures that foster belonging, safety, and engagement.

We have successfully maintained low class sizes, which has positively impacted student achievement and relationships. However, we also recognize the growing need to increase access to specialists and intervention supports that help meet the diverse academic, social-emotional, and behavioral needs of our students. Expanding access to specialists, mental health supports, and enrichment opportunities will allow students to engage in meaningful learning experiences connected to their interests, passions, and future life skills.

Additionally, we remain focused on improving literacy and math achievement, increasing attendance rates, and expanding extracurricular and off-campus learning opportunities that prepare students for success beyond graduation.

Curricular Materials and Instruction

To facilitate effective teaching and learning, it is crucial to provide our educators with up-to-date curricular materials and instructional resources. These resources not only align with state standards and our instructional framework, but also promote innovation, engagement, and high-quality classroom experiences.

By investing in modern curricular materials, instructional technology, and professional learning opportunities, we strengthen our ability to provide equitable and rigorous learning experiences for all students.

Enriching Our Facilities

The Banks School District community remains committed to maintaining and improving facilities that provide innovative teaching, learning, and working environments. Safe, healthy, inclusive, and accessible spaces are essential to the student experience and are a source of pride for our community.

Routine repairs, maintenance projects, ADA accessibility improvements, safety enhancements, and long-term facility planning remain critical priorities. Continued investment in our facilities helps ensure that our schools remain functional, welcoming, and supportive learning environments for students, staff, and families.

Security and Safety

The safety and well-being of our students and staff remain paramount. We will continue prioritizing investments in enhanced security systems, safety drills, emergency response preparedness, and staff training to maintain secure and supportive learning environments across the district.

Creating schools where students feel physically and emotionally safe is essential to both academic success and positive school culture.

Energizing Our Team

We firmly believe that investing in our staff is an investment in the future of our students and community. Our staff members create positive and caring learning experiences every day, and their dedication and expertise are central to student success.

As part of this budget proposal, we remain committed to providing competitive compensation, benefits, and professional development opportunities that support staff growth and retention. We will continue to prioritize resources that help staff members feel welcomed, engaged, appreciated, and successful in their roles.

By investing in high-quality professional development, instructional support, and collaborative systems, we strengthen our ability to ensure classrooms reflect the district's instructional vision and strategic goals.

Engaging Our Community

The Banks School District understands that family support is essential to the school experience. Strong relationships between schools, families, and community partners are critical to student success.

We remain committed to proactive communication, collaborative partnerships, and creating meaningful opportunities for community engagement. Partnerships with local organizations, businesses, and community groups continue to provide valuable work-based learning experiences and expanded opportunities for students.

NWRESD (Northwest Regional Education Service District)

Collaboration with NWRESD has been instrumental in supporting our district's educational initiatives. NWRESD provides valuable services including professional development, technology support, special education services, and data analysis. As we prepare for the upcoming fiscal year, we will continue evaluating service needs and aligning resources to maximize the value and impact of these partnerships.

Aligning Our Resources

All district resources must be responsibly and transparently maintained while remaining clearly aligned to the goals of the strategic plan. We remain committed to thoughtful budgeting practices, transparent decision-making processes, and maximizing resources to best support students and staff.

The district continues to prioritize responsible stewardship of public funds while seeking opportunities to improve operational efficiency and align expenditures with strategic priorities.

Revenue and Budget Climate

In addition to the typical increases in operational costs, our district continues to absorb significant increases in unfunded mandates, including Paid Leave Oregon and rising unemployment insurance rates. Inflationary pressures, increased service costs, and employee compensation obligations continue to grow at a pace that far exceeds the state's approximately 2% revenue increase for education funding.

The current budget climate in Oregon has become increasingly challenging due to both state and federal financial pressures. Recent federal actions under H.R. 1 have created substantial direct and indirect impacts on Oregon's overall budget outlook. Because Oregon's tax structure is closely connected to federal tax policy, changes under H.R. 1 are projected to reduce available state General Fund revenues while simultaneously increasing demand for state-supported services.

Although many of the impacts to K–12 education may not be direct reductions to school funding, the indirect effects are significant. Reductions to Medicaid, SNAP benefits, and related social safety net programs increase the needs of students and families while placing additional pressure on schools to provide support services. These pressures have the potential to impact instructional programs, staffing levels, and student support services statewide if additional investments are not made.

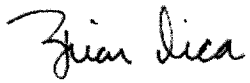
Additionally, implementation of H.R. 1 is expected to increase state administrative costs and reduce federal support for programs that directly benefit students and families, including nutrition and health-related services. Oregon agencies continue to prepare for budget reductions and reallocations to address these financial impacts.

Despite these challenges, we remain optimistic that the next biennium will more accurately account for the roll-up of current service levels, inflationary realities, and the true cost of sustaining high-quality educational programs. We are hopeful that future state

investments will better reflect the needs of our students, staff, and community and provide the level of support Oregon students deserve.

Thank you for your continued support and partnership as we work together to engage, challenge, and prepare every student for success.

Sincerely,



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BUDGET GUIDING PRINCIPLES
2026-2027

These guiding principles are intended to assist in long-range planning during the next year's budgeting period. District resources are limited so it is imperative that it follows a careful course toward achieving future financial stability. As additional funds may become available, these guiding principles are intended to provide the framework for future appropriations. It is understood that the underlying assumptions upon which these principles were developed are subject to change.

FINANCE

- Maintain a fund balance of at least 5% of the district's budget.
- Maintain sufficient contingency funds in order to address emergency needs as they arise, and for property purchases when appropriate.
- Develop a Preventative Maintenance Fund to assure timely repairs to buildings and grounds.
- Maintain currency funds for future capital access purchases.

BUILDINGS AND GROUNDS

- Develop a maintenance schedule to provide for upkeep of existing facilities.
- Improve visual appearance and condition of the District.
- Maintain a safe learning and work environment for staff and students.
- Develop a maintenance budget that will allow for new projects.

PERSONNEL

- Recruit new teachers by attending job fairs and through other proactive measures.
- Provide competitive benefits and salaries to maintain/sustain a high quality work force.
- Provide professional development opportunities for all staff.
- Provide the administrative personnel necessary to run the district and meet the requirements of the state.

STUDENT ACHIEVEMENT

- Maintain class sizes and student teacher ratios to best enhance student learning.
- Provide programs that optimize student learning based on latest research.
- Offer remediation and alternative options for all students.
- Increase extra-curricular opportunities for students.
- Develop an updated curriculum that integrates technology into student learning beginning at the elementary level.
- Provide a broad offering of classes for students at all levels to meet the variety of student interests.
- Provide on-line learning opportunities for students as appropriate.

TECHNOLOGY

- Invest in the district technology infrastructure in order to keep current with the technology needs of staff and students in 21st century schools.
- Maintain the budget necessary to keep our equipment on a 5-year replacement cycle.
- Employ personnel needed to plan and implement our technology plan for the future.

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

COMBINED STATEMENT OF RESOURCES AND REQUIREMENTS

For the Ensuing Fiscal Year Beginning July 1, 2026

RESOURCES	GENERAL FUND	SPECIAL REV FUNDS	DEBT SERVICE	CAPITAL PROJECTS	INTERNAL SERVICE	TOTAL
1000 LOCAL SOURCES	4,538,439.00	815,425.00	2,486,169.00	2,904,800.00	429,351.00	11,174,184.00
2000 INTERMEDIATE SOURCES	35,000.00	0.00	0.00	0.00	0.00	35,000.00
3000 STATE SOURCES	10,638,477.00	2,075,151.05	0.00	6,000,000.00	0.00	18,713,628.05
4000 FEDERAL SOURCES	0.00	720,806.64	0.00	0.00	0.00	720,806.64
5000 OTHER SOURCES	1,589,500.00	1,298,331.23	277,300.00	45,773,454.84	50,000.00	48,988,586.07
TOTAL	**16,801,416.00**	**4,909,713.92**	**2,763,469.00**	**54,678,254.84**	**479,351.00**	**79,632,204.76**

REQUIREMENTS	GENERAL FUND	SPEC REV FUNDS	DEBT SERVICES	CAPITAL PROJECTS	INTERNAL SERVICE	TOTAL
1000 INSTRUCTION	8,263,769.29	3,249,284.11	0.00	0.00	0.00	11,513,053.40
2000 SUPPORT SERVICES	6,580,346.71	904,629.81	0.00	0.00	0.00	7,484,976.52
3000 ENTERPRISE ACQ & CONSTR	0.00	646,500.00	0.00	0.00	0.00	646,500.00
4000 FACILITIES ACQ & CONSTR	0.00	0.00	0.00	42,064,251.00	0.00	42,064,251.00
5100 OTHER USES DEBT SERVICE	0.00	27,300.00	2,533,469.00	0.00	418,639.00	2,979,408.00
5200 OTHER USES TRANSFERS	611,300.00	0.00	0.00	0.00	0.00	611,300.00
6000 CONTINGENCY	500,000.00	0.00	0.00	0.00	0.00	500,000.00
7000 UNAPPR END FUND BALANCE	846,000.00	82,000.00	230,000.00	12,614,003.84	60,712.00	13,832,715.84
TOTAL	**16,801,416.00**	**4,909,713.92**	**2,763,469.00**	**54,678,254.84**	**479,351.00**	**79,632,204.76**

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AFFIDAVIT OF PUBLICATION

State of Oregon, County of Washington, ss
I, Deseri Cerruti, being first duly sworn, depose and say that I am the Principal Clerk of the **News Times**, a newspaper of general circulation, published in Washington County, Oregon, as defined by ORS 193.010 and 193.020, that

Owner: Banks School District
Description: Banks School District Notice of Budget Committee Meeting to be published in the News-Times on May 8, 2026.
Ad#: 385389

A copy of which is hereto annexed, was published in the entire issue of said newspaper for 1 week(s) in the following issue(s):
05/08/2026

Deseri Cerruti (Principal Clerk)

Subscribed and sworn to before me this
05/08/2026

NOTARY PUBLIC FOR OREGON

OFFICIAL STAMP
BRENDAN WILEY SWOGGER
NOTARY PUBLIC - OREGON
COMMISSION NO. 1034879
MY COMMISSION EXPIRES MARCH 13, 2027

Acct #: 106017
Attn: Molly Herbst
BANKS SCHOOL DISTRICT/LEGALS!
12950 NW MAIN STREET
BANKS, OR 97106

EXHIBIT A

NOTICE OF BUDGET COMMITTEE MEETING

A public meeting of the Budget Committee of the Banks School District No 13, Washington County, State of Oregon, to discuss the budget for the fiscal year July 1, 2026 to June 30, 2027, will be held at 42350 NW Trellis Way, Banks, Oregon. The meeting will take place on the 14th of May, 2025 at 6:00 P.M and is also accessible virtually. The meeting link and information will be available on the website at www.banks.k12.or.us. The purpose of the meeting is to receive the budget message and to receive comment from the public on the budget. This is a public meeting where deliberation of the Budget Committee will take place. Any person may provide comment and discuss the proposed programs with the Budget Committee. Comments will be subject to a three minute limit per community member. Written comment received by 4:00 PM on May 13, 2026 will be read during the public comment section of the meeting. For written comments, please provide the comment along with your name, phone number, and address to the District via email to businessmgr@banks.k12.or.us. A copy of the budget document may be inspected or obtained on or after 14th of May, 2026 at 42350 N.W. Trellis Way, Banks, Oregon, between the hours of 8:00 A.M. and 3:00 P.M. This is a public meeting where deliberation of the Budget Committee will take place. Any person may participate in the meeting and discuss the proposed programs with the Budget Committee.

Publish May 8, 2026 NT385389

Budget Committee Meeting, May 14th, 2026

A public meeting of the Budget Committee of the Banks School District No 13, Washington County, State of Oregon, to discuss the budget for the fiscal year July 1, 2026

READ MORE ▸

May 8, 2026

GENERAL FUND

GENERAL FUND RESOURCES

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
1111 CURRENT YEAR'S TAXES	3,738,435.73	3,851,251.66	3,967,872.00	4,239,731.00	4,239,731.00	0.00
1112 PRIOR YEAR'S TAXES	29,643.39	26,844.93	51,500.00	50,708.00	50,708.00	0.00
1190 INTEREST ON TAXES	8,686.06	9,282.39	9,000.00	9,000.00	9,000.00	0.00
1510 INTEREST	211,950.07	208,097.91	150,000.00	189,000.00	189,000.00	0.00
1910 RENTALS	13,078.50	21,062.24	16,000.00	25,000.00	25,000.00	0.00
1920 DONATION	3,156.50	154.50	0.00	0.00	0.00	0.00
1990 MISCELLANEOUS	23,102.65	7,670.90	25,000.00	25,000.00	25,000.00	0.00
2101 COUNTY SCHOOL FUNDS	17,882.54	31,150.77	35,000.00	35,000.00	35,000.00	0.00
2199 OTHER INTERMEDIATE	3,509.69	0.00	0.00	0.00	0.00	0.00
3101 STATE SCHOOL FUND	8,286,251.79	8,561,404.22	9,326,423.00	9,579,728.00	9,579,728.00	0.00
3103 COMMON SCHOOL FUND	134,233.14	152,766.44	159,874.00	159,874.00	159,874.00	0.00
3104 ST MANAGED CNTY TIMBER	917,371.57	873,037.24	750,000.00	750,000.00	750,000.00	0.00
3299 OTHER RESTRICTED GRANTS-IN-AID	249,587.62	106,804.63	98,875.00	148,875.00	148,875.00	0.00
5100 LEASE PROCEEDS	18,138.00	9,368.60	0.00	0.00	0.00	0.00
5400 BEGINNING FUND BALANCE	2,321,525.96	2,468,213.29	1,607,729.00	1,589,500.00	1,589,500.00	0.00
TOTAL GENERAL FUND RESOURCES	15,976,553.21	16,327,109.72	16,197,273.00	16,801,416.00	16,801,416.00	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 1111

PROGRAM: Elementary Programs

1. Program Description

Learning experiences concerned with knowledge, skills, appreciation, attitudes and behavioral characteristics achieved during the primary school years.

2. Personnel Data

19.35 FTE Teachers, .99 FTE Instructional Assistants

3. Funding Source

State School Fund
Related services provided through NWRESD credits
Additional staff provided through Special Revenue Funds

PROPOSED 2026-2027	
100 Salaries	1,670,594
200 Employee Benefits	1,138,039
300 Purchased Services	84,000
400 Supplies & Materials	32,500
500 Capital Outlay	0
600 Other Objects	500
TOTAL	2,925,633

Historical Data	2023-2024	2024 2025	2025-26 Budget
100	1,484,033	1,586,088	1,655,327
200	949,730	994,212	1,114,765
300	52,662	55,250	54,000
400	45,478	56,860	34,000
500	18,138	0	0
600	43,804	4,740	500
Total	2,593,845	2,697,150	2,858,592

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 1111 ELEMENTARY							
111 LICENSED SALARIES	1,437,108.78	1,538,369.00	1,609,090.00	19.35	1,620,847.98	1,620,847.98	0.00
112 CLASSIFIED SALARIES	25,024.83	27,447.26	30,260.36	0.99	32,730.30	32,730.30	0.00
121 SUBSTITUTE CERTIFIED SALARIES	480.00	60.00	900.00		1,500.01	1,500.01	0.00
122 SUBSTITUTE CLASSIFIED SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
130 ADDITIONAL SALARIES	3,450.36	1,827.04	2,145.00		8,999.97	8,999.97	0.00
190 INSURANCE WAIVER	17,969.28	18,384.60	12,932.02		6,516.00	6,516.00	0.00
211 PERS TIER 1,2	30,719.98	32,875.70	30,175.63		26,364.01	26,364.01	0.00
212 PERS PICK-UP	86,229.55	89,577.11	99,137.16		101,358.56	101,358.56	0.00
213 PERS UAL	147,985.44	159,899.97	166,715.50		198,130.28	198,130.28	0.00
214 PERS BOND	78,896.21	82,154.74	85,588.00		82,890.34	82,890.34	0.00
216 PERS OPSRP	112,949.09	121,310.52	195,840.72		144,415.33	144,415.33	0.00
220 SOCIAL SECURITY	112,762.06	120,291.69	125,327.65		125,597.75	125,597.75	0.00
231 WORKER'S COMPENSATION	8,140.97	8,658.84	9,027.34		10,983.55	10,983.55	0.00
232 UNEMPLOYMENT INSURANCE	11,821.51	11,769.38	8,391.43		11,117.43	11,117.43	0.00
240 CONTRACTUAL EMPL BENEFITS	360,224.86	367,673.94	394,561.32		437,181.78	437,181.78	0.00
310 INSTRUCTIONAL SERVICES	44,950.93	45,942.03	40,000.00		70,000.00	70,000.00	0.00
320 PROPERTY SERVICES	6,799.32	6,821.02	11,000.00		11,000.00	11,000.00	0.00
340 TRAVEL	312.76	1,174.00	500.00		500.00	500.00	0.00
380 NON INSTRUCTIONAL SERVICES	598.50	1,312.50	2,500.00		2,500.00	2,500.00	0.00
410 SUPPLIES AND MATERIALS	29,886.10	34,476.66	20,000.00		25,000.00	25,000.00	0.00
420 TEXTBOOKS	0.00	0.00	0.00		0.00	0.00	0.00
440 PERIODICALS	533.70	691.02	0.00		0.00	0.00	0.00
460 NON CONSUMABLES	4,359.52	4,395.05	4,000.00		2,000.00	2,000.00	0.00
470 COMPUTER SOFTWARE	10,699.02	9,915.90	5,000.00		5,500.00	5,500.00	0.00
480 COMPUTER HARDWARE	0.00	7,381.84	5,000.00		0.00	0.00	0.00
540 DEPRECIABLE EQUIPMENT	18,138.00	0.00	0.00		0.00	0.00	0.00
610 PRINCIPAL	42,460.00	4,649.37	0.00		0.00	0.00	0.00
620 INTEREST	1,228.00	90.63	0.00		0.00	0.00	0.00
640 DUES AND FEES	116.33	0.00	500.00		500.00	500.00	0.00
1111 ELEMENTARY	2,593,845.10	2,697,149.81	2,858,592.13	20.34	2,925,633.29	2,925,633.29	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 1121

PROGRAM: Middle School Programs

1. Program Description

Learning experiences concerned with knowledge, skills, appreciation, attitudes and behavioral characteristics achieved during the middle school years.

2. Personnel Data

9.5 FTE Teachers

3. Funding Source

State School Fund
Related services provided through NWRESD credits
Additional staff provided through Special Revenue Funds

PROPOSED 2026-2027	
100 Salaries	789,588
200 Employee Benefits	486,182
300 Purchased Services	75,500
400 Supplies & Materials	24,000
500 Capital Outlay	0
600 Other Objects	500
TOTAL	1,375,770

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	804,870	745,698	859,616
200	453,327	431,408	486,539
300	89,498	73,050	60,500
400	24,168	28,283	31,000
500	0	9,368	0
600	416	3,952	500
Total	1,372,280	1,291,759	1,438,155

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 1121 MIDDLE SCHOOL PROGRAM							
111 LICENSED SALARIES	770,620.38	721,582.84	836,324.00	9.50	769,113.80	769,113.80	0.00
112 CLASSIFIED SALARIES	501.64	0.00	0.00		0.00	0.00	0.00
121 SUBSTITUTE CERTIFIED SALARIES	2,328.98	809.88	900.00		1,000.00	1,000.00	0.00
122 SUBSTITUTE CLASSIFIED SALARIES			0.00			0.00	0.00
130 ADDITIONAL SALARIES	4,077.04	1,711.04	3,239.00		6,442.37	6,442.37	0.00
190 INSURANCE WAIVER	27,342.24	21,594.24	19,153.05		13,032.00	13,032.00	0.00
211 PERS TIER 1,2	22,108.75	22,874.83	15,825.48		12,949.33	12,949.33	0.00
212 PERS PICK-UP	48,292.17	44,731.55	47,021.52		43,533.96	43,533.96	0.00
213 PERS UAL	81,211.63	75,222.16	79,074.48		89,110.71	89,110.71	0.00
214 PERS BOND	42,790.12	38,618.19	40,595.21		38,967.11	38,967.11	0.00
216 PERS OPSRP	57,459.19	51,389.54	92,760.35		64,338.19	64,338.19	0.00
220 SOCIAL SECURITY	61,134.92	57,548.21	59,210.72		60,938.34	60,938.34	0.00
231 WORKER'S COMPENSATION	4,395.15	4,044.69	4,278.46		5,154.39	5,154.39	0.00
232 UNEMPLOYMENT INSURANCE	6,374.84	5,723.02	4,069.95		4,995.81	4,995.81	0.00
240 CONTRACTUAL EMPL BENEFITS	129,560.41	131,255.65	143,703.23		166,194.45	166,194.45	0.00
310 INSTRUCTIONAL SERVICES	84,036.32	67,802.67	50,000.00		55,000.00	55,000.00	0.00
320 PROPERTY SERVICES	4,419.84	5,205.24	10,000.00		10,000.00	10,000.00	0.00
340 TRAVEL	475.00	42.00	500.00		500.00	500.00	0.00
370 TUITION	0.00	0.00	0.00		10,000.00	10,000.00	0.00
380 NON INSTRUCTIONAL SERVICES	566.58	0.00	0.00		0.00	0.00	0.00
410 SUPPLIES AND MATERIALS	15,178.92	15,744.73	15,000.00		13,000.00	13,000.00	0.00
420 TEXTBOOKS	390.30	0.00	0.00		0.00	0.00	0.00
460 NON CONSUMABLES	3,504.21	2,568.53	3,000.00		3,000.00	3,000.00	0.00
470 COMPUTER SOFTWARE	1,854.83	7,653.00	8,000.00		8,000.00	8,000.00	0.00
480 COMPUTER HARDWARE	3,240.00	2,316.75	5,000.00		0.00	0.00	0.00
540 DEPRECIABLE EQUIPMENT	0.00	9,368.00	0.00		0.00	0.00	0.00
640 DUES AND FEES	416.33	3,952.00	500.00		500.00	500.00	0.00
1121 MIDDLE SCHOOL PROGRAM	1,372,279.79	1,291,758.76	1,438,155.45	9.50	1,375,770.46	1,375,770.46	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 1131

PROGRAM: High School Programs

1. Program Description

Learning experiences concerned with knowledge, skills, appreciation, attitudes and behavioral characteristics needed by all students as they achieve the requirements of graduation.

2. Personnel Data

12.5 FTE Teachers

3. Funding Source

State School Fund
Related services provided through NWRESD credits
Additional staff provided through Special Revenue Funds

PROPOSED 2026-2027

100 Salaries	1,068,587
200 Employee Benefits	609,170
300 Purchased Services	122,000
400 Supplies & Materials	43,000
500 Capital Outlay	0
600 Other Objects	5,000
TOTAL	1,847,757

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	1,128,414	1,084,593	1,079,044
200	662,457	570,730	641,263
300	54,159	89,956	70,500
400	50,057	52,758	50,000
500	14,506	0	0
600	2,288	7,131	8,500
Total	1,911,881	1,805,168	1,849,306

ACCOUNT NUMBER / TITLE	ACTUAL 2023-4	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 1131 HIGH SCHOOL PROGRAMS							
111 LICENSED SALARIES	1,071,120.90	1,019,927.05	1,036,658.00	12.50	1,017,481.52	1,017,481.52	0.00
112 CLASSIFIED SALARIES	14,431.35	15,069.86	0.00	0.00	0.00	0.00	0.00
121 SUBSTITUTE CERTIFIED SALARIES	5,148.32	1,919.60	1,800.00		6,000.00	6,000.00	0.00
130 ADDITIONAL SALARIES	9,818.23	7,235.06	2,210.00		12,525.94	12,525.94	0.00
190 INSURANCE WAIVER	27,895.20	40,441.56	38,375.70		32,580.00	32,580.00	0.00
211 PERS TIER 1,2	52,273.54	39,342.05	43,096.19		26,512.68	26,512.68	0.00
212 PERS PICK-UP	62,325.78	59,777.61	64,502.08		60,822.61	60,822.61	0.00
213 PERS UAL	113,798.67	106,738.62	108,470.88		121,496.96	121,496.96	0.00
214 PERS BOND	59,975.98	54,797.53	55,686.55		53,157.24	53,157.24	0.00
216 PERS OPSRP	64,232.34	67,653.92	109,941.85		81,965.41	81,965.41	0.00
220 SOCIAL SECURITY	85,233.31	82,466.13	81,591.83		82,975.49	82,975.49	0.00
231 WORKER'S COMPENSATION	6,186.59	5,923.47	5,874.14		6,986.90	6,986.90	0.00
232 UNEMPLOYMENT INSURANCE	8,333.34	8,173.56	5,262.94		5,355.38	5,355.38	0.00
240 CONTRACTUAL EMPL BENEFITS	210,097.19	145,856.72	166,836.09		169,896.84	169,896.84	0.00
310 INSTRUCTIONAL SERVICES	45,403.33	81,660.23	50,000.00		90,000.00	90,000.00	0.00
320 PROPERTY SERVICES	2,982.83	4,611.98	5,000.00		6,500.00	6,500.00	0.00
340 TRAVEL	1,151.95	3,683.50	3,500.00		3,500.00	3,500.00	0.00
370 TUITION	3,890.00	0.00	10,000.00		20,000.00	20,000.00	0.00
380 NON INSTRUCTIONAL SERVICES	731.17	0.00	2,000.00		2,000.00	2,000.00	0.00
390 OTHER PROF/TECH SERV	60.00	0.00	0.00		0.00	0.00	0.00
410 SUPPLIES AND MATERIALS	39,107.50	42,992.09	36,000.00		34,000.00	34,000.00	0.00
420 TEXTBOOKS	0.00	337.26	0.00		0.00	0.00	0.00
460 NON CONSUMABLES	5,403.16	9,008.98	4,000.00		4,000.00	4,000.00	0.00
470 COMPUTER SOFTWARE	1,194.37	0.00	5,000.00		5,000.00	5,000.00	0.00
480 COMPUTER HARDWARE	4,351.75	419.50	5,000.00		0.00	0.00	0.00
540 DEPRECIABLE EQUIPMENT	14,506.00	0.00	0.00		0.00	0.00	0.00
640 DUES AND FEES	2,287.80	7,131.48	8,500.00		5,000.00	5,000.00	0.00
1131 HIGH SCHOOL PROGRAMS	1,911,940.60	1,805,167.76	1,849,306.25	12.50	1,847,756.97	1,847,756.97	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 1220

PROGRAM: Restrictive Programs

1. Program Description

Programming to provide specially designed instruction to students with educational handicaps in more restrictive settings (greater than 1/2 time removal from general education placement).

2. Personnel Data

3 FTE Teachers, 6.09 FTE Instructional Assistants

3. Funding Source

State School Fund
Related services provided through NWRESD credits

It is expected that District need will exceed NWRESD available credits in coming years. This budget addresses that potential future need with additional appropriation amounts for services for Restrictive Programs.

PROPOSED 2026-2027	
100 Salaries	459,419
200 Employee Benefits	421,751
300 Purchased Services	213,000
400 Supplies & Materials	3,000
500 Capital Outlay	0
600 Other Objects	0
TOTAL	1,097,170

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	420,441	439,277	449,135
200	326,833	293,508	365,376
300	225,578	134,159	183,000
400	3,114	2,614	5,000
500	0	0	0
600	0	0	0
Total	975,966	869,557	1,002,510

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 1220 RESTRICTIVE PROGRAMS							
111 LICENSED SALARIES	182,979.99	214,936.03	231,963.00	3.00	223,586.48	223,586.48	0.00
112 CLASSIFIED SALARIES	209,025.10	186,881.20	197,703.03	6.09	213,316.95	213,316.95	0.00
121 SUBSTITUTE CERTIFIED SALARIES	0.00	282.64	1,200.00		2,500.00	2,500.00	0.00
122 SUBSTITUTE CLASSIFIED SALARIES			0.00		0.00	0.00	0.00
130 ADDITIONAL SALARIES	9,357.38	8,697.44	5,500.00		13,499.93	13,499.93	0.00
190 INSURANCE WAIVER	19,078.18	28,479.60	12,768.70		6,516.00	6,516.00	0.00
211 PERS TIER 1,2	780.80	23.36	0.00		0.00	0.00	0.00
212 PERS PICK-UP	24,604.50	24,873.49	25,089.33		28,774.93	28,774.93	0.00
213 PERS UAL	41,376.53	41,828.83	42,191.91		58,269.29	58,269.29	0.00
214 PERS BOND	21,783.17	21,474.14	21,660.38		25,178.57	25,178.57	0.00
216 PERS OPSRP	37,110.07	38,287.12	56,325.77		47,958.55	47,958.55	0.00
220 SOCIAL SECURITY	32,392.87	33,549.30	33,573.21		35,794.90	35,794.90	0.00
231 WORKER'S COMPENSATION	2,347.61	2,454.36	2,494.78		3,102.62	3,102.62	0.00
232 UNEMPLOYMENT INSURANCE	3,169.09	3,295.07	2,394.44		1,085.02	1,085.02	0.00
240 CONTRACTUAL EMPL BENEFITS	163,268.66	127,722.33	181,645.69		221,586.65	221,586.65	0.00
310 INSTRUCTIONAL SERVICES	48,117.46	20,404.01	20,000.00		20,000.00	20,000.00	0.00
319 OTHER INSTRUCTIONAL SERVICES	20,732.99	16,132.01	25,500.00		25,500.00	25,500.00	0.00
340 TRAVEL	4,381.50	1,386.54	2,500.00		2,500.00	2,500.00	0.00
370 TUITION	152,102.00	96,236.00	135,000.00		165,000.00	165,000.00	0.00
380 NON INSTRUCTIONAL SERVICES	244.00	0.00	0.00		0.00	0.00	0.00
410 SUPPLIES AND MATERIALS	2,699.92	2,346.89	5,000.00		3,000.00	3,000.00	0.00
460 NON CONSUMABLES	0.00	0.00	0.00		0.00	0.00	0.00
470 COMPUTER SOFTWARE	413.99	267.11	0.00		0.00	0.00	0.00
1220 RESTRICTIVE PROGRAMS	975,965.81	869,557.47	1,002,510.24	9.09	1,097,169.89	1,097,169.89	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 1250

PROGRAM: Programs For Students With Disabilities

1. Program Description

Programming to provide specially designed instruction to students with educational handicaps in less restrictive settings. Students spend more than 1/2 time in general education placements.

2. Personnel Data

2 FTE Teachers, 7.12 FTE Instructional Assistants

3. Funding Source

State School Fund
Related services provided through NWRESD credits
Additional staff provided through Special Revenue Funds

PROPOSED 2026-2027	
100 Salaries	479,594
200 Employee Benefits	365,894
300 Purchased Services	25,000
400 Supplies & Materials	6,500
500 Capital Outlay	0
600 Other Objects	0
TOTAL	876,988

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	463,770	507,035	548,663
200	350,049	373,843	445,553
300	21,174	31,496	24,000
400	2,199	3,107	7,500
500	0	1,656	0
600	0	0	0
Total	837,192	917,137	1,025,717

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 1250 PROGRAMS FOR STUDENTS WITH DISABILITIES							
111 LICENSED SALARIES	246,254.26	269,796.37	273,523.00	2.00	168,173.20	168,173.20	0.00
112 CLASSIFIED SALARIES	189,694.81	206,069.34	255,171.76	7.12	282,539.06	282,539.06	0.00
121 SUBSTITUTE CERTIFIED SALARIES	780.00	530.00	1,200.00		1,500.00	1,500.00	0.00
122 SUBSTITUTE CLASSIFIED SALARIES	0.00	888.80	0.00		0.00	0.00	0.00
130 ADDITIONAL SALARIES	7,097.57	8,365.04	6,000.00		14,350.04	14,350.04	0.00
190 INSURANCE WAIVER	19,943.31	21,385.59	12,768.70		13,032.00	13,032.00	0.00
211 PERS TIER 1,2	40,477.07	38,526.98	55,204.44		30,010.40	30,010.40	0.00
212 PERS PICK-UP	24,980.26	28,113.57	28,727.00		23,238.35	23,238.35	0.00
213 PERS UAL	44,048.76	49,744.47	50,954.11		50,254.43	50,254.43	0.00
214 PERS BOND	23,222.06	25,537.71	26,159.01		21,822.62	21,822.62	0.00
216 PERS OPSRP	12,874.33	16,084.75	23,362.22		18,658.78	18,658.78	0.00
220 SOCIAL SECURITY	35,471.26	38,052.37	39,410.40		30,857.10	30,857.10	0.00
231 WORKER'S COMPENSATION	2,621.89	2,781.36	2,906.79		2,695.19	2,695.19	0.00
232 UNEMPLOYMENT INSURANCE	3,558.87	3,562.70	2,775.80		2,504.23	2,504.23	0.00
240 CONTRACTUAL EMPL BENEFITS	162,794.58	171,438.71	216,053.45		185,853.03	185,853.03	0.00
310 INSTRUCTIONAL SERVICES	19,680.73	29,707.89	20,000.00		20,000.00	20,000.00	0.00
320 PROPERTY SERVICES	1,493.05	1,787.98	3,500.00		4,500.00	4,500.00	0.00
340 TRAVEL	0.00	0.00	500.00		500.00	500.00	0.00
410 SUPPLIES AND MATERIALS	1,828.84	2,857.22	5,000.00		5,000.00	5,000.00	0.00
460 NON CONSUMABLES	369.99	0.00	0.00		0.00	0.00	0.00
470 COMPUTER SOFTWARE	0.00	249.99	2,500.00		1,500.00	1,500.00	0.00
640 DUES AND FEES	0.00	1,656.00	0.00		0.00	0.00	0.00
1250 PROGRAMS FOR STUDENTS WITH DISABILITIES	837,191.64	917,136.84	1,025,716.68	9.12	876,988.43	876,988.43	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 1291

PROGRAM: English Second Language Learners

1. Program Description

Program to provide English language development instruction to students whose primary language is other than English.

2. Personnel Data

1.0 FTE Teacher

3. Funding Source

State School Fund

PROPOSED 2026-2027	
100 Salaries	96,155
200 Employee Benefits	41,096
300 Purchased Services	2,600
400 Supplies & Materials	600
500 Capital Outlay	0
600 Other Objects	0
TOTAL	140,450

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	71,899	77,653	83,427
200	51,303	53,905	60,507
300	1,402	2,061	2,600
400	0	31	600
500	0	0	0
600	0	0	0
Total	124,604	133,649	147,134

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 1291 ENGLISH SECOND LANGUAGE PROGRAMS							
111 LICENSED SALARIES	71,899.00	77,653.00	83,427.00	1.00	89,638.64	89,638.64	0.00
130 ADDITIONAL SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
190 INSURANCE WAIVER	0.00	0.00	0.00		6,516.00	6,516.00	0.00
211 PERS TIER 1,2	8,685.36	9,380.52	13,890.60		11,742.71	11,742.71	0.00
212 PERS PICK-UP	4,313.91	4,659.13	5,005.68		5,378.16	5,378.16	0.00
213 PERS UAL	7,254.60	7,835.17	8,417.76		10,891.19	10,891.19	0.00
214 PERS BOND	3,822.65	4,022.40	4,321.56		4,706.03	4,706.03	0.00
220 SOCIAL SECURITY	5,386.18	5,796.48	6,238.08		6,857.40	6,857.40	0.00
231 WORKER'S COMPENSATION	393.10	422.69	454.80		570.08	570.08	0.00
232 UNEMPLOYMENT INSURANCE	569.68	469.64	407.76		412.20	412.20	0.00
240 CONTRACTUAL EMPL BENEFITS	20,877.27	21,318.60	21,770.40		537.84	537.84	0.00
310 INSTRUCTIONAL SERVICES	1,238.97	2,060.70	2,500.00		2,500.00	2,500.00	0.00
340 TRAVEL	163.48	0.00	100.00		100.00	100.00	0.00
410 SUPPLIES AND MATERIALS	0.00	30.53	600.00		600.00	600.00	0.00
1291 ENGLISH SECOND LANGUAGE	124,604.20	133,648.86	147,133.64	1.00	140,450.25	140,450.25	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 1400

PROGRAM: Summer School Program

1. Program Description

Program to provide summer school opportunities.
This program is funded through a grant and is no longer supported by General Fund expenditures.

2. Personnel Data

3. Funding Source

State School Fund

PROPOSED 2026-2027	
100 Salaries	0
200 Employee Benefits	0
300 Purchased Services	0
400 Supplies & Materials	0
500 Capital Outlay	0
600 Other Objects	0
TOTAL	0

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	477	509	0
200	186	213	0
300	0	0	0
400	0	0	0
500	0	0	0
600	0	0	0
Total	664	722	0

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 1400 SUMMER SCHOOL PROGRAMS							
130 ADDITIONAL SALARIES	477.46	508.80	0.00		0.00	0.00	0.00
200 BENEFITSS	186.19	212.82	0.00		0.00	0.00	0.00
410 SUPPLIES AND MATERIALS	0.00	0.00	0.00		0.00	0.00	0.00
460 NON CONSUMABLES	0.00	0.00	0.00		0.00	0.00	0.00
1400 SUMMER SCHOOL	663.65	721.62	0.00		0.00	0.00	0.00

PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2120

PROGRAM: Counseling Service

1. Program Description

Activities of counseling students and parents, assisting students in personal and social development, assessing abilities of students, assisting students in making educational and career plans, and providing referral assistance.

2. Personnel Data

1.20 FTE Counselors

3. Funding Source

State School Fund
Additional staff provided through Special Revenue Funds

PROPOSED 2026-2027

100 Salaries	154,136
200 Employee Benefits	77,361
300 Purchased Services	500
400 Supplies & Materials	1,500
500 Capital Outlay	0
600 Other Objects	500
TOTAL	233,997

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	82,205	99,300	106,594
200	53,847	65,189	72,699
300	0	0	500
400	1,364	83	1,500
500	0	0	0
600	0	0	500
Total	137,415	164,572	181,793

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2120 COUNSELING SERVICE							
111 LICENSED SALARIES	79,307.00	96,178.76	103,472.04	1.20	150,531.67	150,531.67	0.00
130 ADDITIONAL SALARIES	2,891.42	3,121.51	3,121.51		3,603.90	3,603.90	0.00
190 INSURANCE WAIVER	6.10	0.00	0.00			0.00	0.00
212 PERS PICK-UP	4,932.34	5,958.09	6,395.51		6,894.72	6,894.72	0.00
213 PERS UAL	8,294.41	10,019.50	10,755.23		13,961.98	13,961.98	0.00
214 PERS BOND	4,370.55	5,143.79	5,521.55		6,032.88	6,032.88	0.00
216 PERS OPSRP	7,595.63	9,175.42	14,358.11		11,491.32	11,491.32	0.00
220 SOCIAL SECURITY	6,256.97	7,564.90	8,122.66		8,713.41	8,713.41	0.00
231 WORKER'S COMPENSATION	450.63	542.26	582.44		732.93	732.93	0.00
232 UNEMPLOYMENT INSURANCE	628.88	747.11	530.99		542.33	542.33	0.00
240 CONTRACTUAL EMPL BENEFITS	21,317.37	26,037.89	26,432.77		28,991.68	28,991.68	0.00
340 TRAVEL	0.00	0.00	500.00		500.00	500.00	0.00
410 SUPPLIES AND MATERIALS	1,363.76	82.75	1,500.00		1,500.00	1,500.00	0.00
640 DUES AND FEES	0.00		500.00		500.00	500.00	0.00
2120 COUNSELING SERVICE	137,415.06	164,571.98	181,792.81	1.20	233,996.82	233,996.82	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2130

PROGRAM: Health Services

1. Program Description

Programming that provides students with appropriate medical, dental, and nursing services

2. Personnel Data

3. Funding Source

State School Fund
Related services provided through NWRESD credits

PROPOSED 2026-2027	
100 Salaries	0
200 Employee Benefits	0
300 Purchased Services	0
400 Supplies & Materials	2,500
500 Capital Outlay	0
600 Other Objects	0
TOTAL	2,500

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	0	0	0
200	0	0	0
300	0	0	0
400	608	705	2,500
500	0	0	0
600	0	0	0
Total	608	705	2,500

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2130 HEALTH SERVICES							
111 LICENSED SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
130 ADDITIONAL SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
190 INSURANCE WAIVER	0.00	0.00	0.00		0.00	0.00	0.00
212 PERS PICK-UP	0.00	0.00	0.00		0.00	0.00	0.00
213 PERS UAL	0.00	0.00	0.00		0.00	0.00	0.00
214 PERS BOND	0.00	0.00	0.00		0.00	0.00	0.00
216 PERS OPSRP	0.00	0.00	0.00		0.00	0.00	0.00
220 SOCIAL SECURITY	0.00	0.00	0.00		0.00	0.00	0.00
231 WORKER'S COMPENSATION	0.00	0.00	0.00		0.00	0.00	0.00
232 UNEMPLOYMENT INSURANCE	0.00	0.00	0.00		0.00	0.00	0.00
340 TRAVEL	0.00	0.00	0.00		0.00	0.00	0.00
410 SUPPLIES AND MATERIALS	608.14	704.70	2,500.00		2,500.00	2,500.00	0.00
460 NON CONSUMABLES	0.00	0.00	0.00		0.00	0.00	0.00
2130 HEALTH SERVICES	608.14	704.70	2,500.00		2,500.00	2,500.00	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2150

PROGRAM: Speech Pathology and Audiology Services

1. Program Description

Specifically designed instruction for the remediation of speech, language, fluency, voice and hearing disorders. Includes diagnostic evaluation and consulting services.

2. Personnel Data

1.0 FTE Speech Pathologist

3. Funding Source

State School Fund
Related services provided through NWRESD credits

PROPOSED 2026-2027	
100 Salaries	106,866
200 Employee Benefits	45,722
300 Purchased Services	1,000
400 Supplies & Materials	0
500 Capital Outlay	0
600 Other Objects	0
TOTAL	153,587

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	95,249	96,652	102,932
200	38,330	39,202	45,323
300	822	1,217	1,000
400	0	0	0
500	0	0	0
600	0	0	0
Total	134,401	137,071	149,255

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2150 SPEECH PATHOLOGY AND AUDIOLOGY SERVICES							
111 LICENSED SALARIES	87,000.48	88,536.00	95,048.00	1.00	98,849.92	98,849.92	0.00
130 ADDITIONAL SALARIES	2,112.11	1,857.00	1,500.00		1,500.00	1,500.00	0.00
190 INSURANCE WAIVER	6,136.44	6,259.20	6,384.35		6,516.00	6,516.00	0.00
212 PERS PICK-UP	5,714.92	5,825.93	6,175.92		6,411.96	6,411.96	0.00
213 PERS UAL	9,610.64	9,797.21	10,385.87		12,984.24	12,984.24	0.00
214 PERS BOND	5,064.12	5,029.68	5,331.84		5,610.48	5,610.48	0.00
216 PERS OPSRP	8,800.99	8,971.83	13,865.03		10,686.60	10,686.60	0.00
220 SOCIAL SECURITY	7,286.50	7,428.01	7,874.39		8,175.24	8,175.24	0.00
231 WORKER'S COMPENSATION	513.14	524.47	557.52		678.33	678.33	0.00
232 UNEMPLOYMENT INSURANCE	768.16	1,042.24	514.68		533.56	533.56	0.00
240 CONTRACTUAL EMPL BENEFITS	571.52	582.61	617.64		641.16	641.16	0.00
310 INSTRUCTIONAL SERVICES	821.73	1,216.64	1,000.00		1,000.00	1,000.00	0.00
2150 SPEECH PATHOLOGY AND AUDIOLOGY	134,400.75	137,070.82	149,255.24	1.00	153,587.49	153,587.49	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2190

PROGRAM: Service Direction, Student Support Services

1. Program Description

Direction and management of student support services (Special Education, ESL, Title IA, TAG, McKinney-Vento, Title X and Section 504).

2. Personnel Data

1.5 FTE Administrator, 1 FTE Secretary

3. Funding Source

State School Fund

PROPOSED 2026-2027	
100 Salaries	249,305
200 Employee Benefits	166,984
300 Purchased Services	5,000
400 Supplies & Materials	3,500
500 Capital Outlay	0
600 Other Objects	1,000
TOTAL	425,789

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	220,672	230,065	239,633
200	146,402	151,953	167,272
300	3,160	8,475	7,500
400	4,788	2,167	3,500
500	0	0	0
600	968	695	1,000
Total	375,990	393,356	418,905

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2190 SRV DIR-STUDENT SUPPORT SERVICES							
112 CLASSIFIED SALARIES	44,200.00	46,410.00	48,955.92	1.00	51,165.92	51,165.92	0.00
113 ADMINISTRATORS SALARIES	175,777.88	183,502.26	190,677.35	1.50	198,139.45	198,139.45	0.00
130 ADDITIONAL SALARIES	689.89	153.13	0.00		0.00	0.00	0.00
190 INSURANCE WAIVER	4.21	0.00	0.00		0.00	0.00	0.00
211 PERS TIER 1,2	15,155.68	15,829.06	22,660.78		18,527.99	18,527.99	0.00
212 PERS PICK-UP	13,240.31	13,829.76	14,377.92		14,958.24	14,958.24	0.00
213 PERS UAL	22,265.82	23,258.59	24,179.02		30,290.62	30,290.62	0.00
214 PERS BOND	11,642.78	11,940.43	12,413.03		13,088.50	13,088.50	0.00
216 PERS OPSRP	8,797.50	9,191.55	13,945.79		10,787.03	10,787.03	0.00
220 SOCIAL SECURITY	16,776.17	17,383.94	18,070.56		18,791.51	18,791.51	0.00
231 WORKER'S COMPENSATION	1,205.21	1,254.08	1,306.35		1,588.95	1,588.95	0.00
232 UNEMPLOYMENT INSURANCE	1,039.08	1,561.24	1,381.04		1,306.96	1,306.96	0.00
240 CONTRACTUAL EMPL BENEFITS	56,279.15	57,704.40	58,937.40		57,644.16	57,644.16	0.00
318 PROFESSIONAL AND IMPROVEMENT	0.00	5,734.43	2,500.00		2,500.00	2,500.00	0.00
340 TRAVEL	3,160.25	2,740.95	5,000.00		2,500.00	2,500.00	0.00
410 SUPPLIES AND MATERIALS	3,025.04	2,167.16	3,500.00		3,500.00	3,500.00	0.00
460 NON CONSUMABLES	388.23	0.00	0.00		0.00	0.00	0.00
470 COMPUTER SOFTWARE	1,375.00	0.00	0.00		0.00	0.00	0.00
640 DUES AND FEES	967.50	695.00	1,000.00		1,000.00	1,000.00	0.00
2190 SRV DIR-STUDENT SUPPORT SERVICES	375,989.70	393,355.98	418,905.16	2.50	425,789.33	425,789.33	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2210

PROGRAM: Improvement of Instruction Services

1. Program Description

Activities designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing learning experience for students.

2. Personnel Data

.10 FTE Administrator

3. Funding Source

State School Fund

PROPOSED 2026-2027	
100 Salaries	18,998
200 Employee Benefits	8,986
300 Purchased Services	35,000
400 Supplies & Materials	0
500 Capital Outlay	0
600 Other Objects	0
TOTAL	62,984

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	16,468	16,916	17,593
200	6,433	6,675	7,746
300	0	0	35,000
400	0	0	0
500	0	0	0
600	0	0	0
Total	22,901	23,591	60,338

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2210 IMPROVEMENT OF INSTRUCTION SERVICES							
113 ADMINISTRATORS SALARIES	16,467.95	16,916.28	17,592.84	0.10	18,997.68	18,997.68	0.00
190 INSURANCE WAIVER	0.00	0.00	0.00		0.00	0.00	0.00
211 PERS TIER 1,2	0.00		0.00			0.00	0.00
212 PERS PICK-UP	988.09	1,014.96	1,055.52		1,139.83	1,139.83	0.00
213 PERS UAL	1,661.59	1,706.88	1,775.16		2,308.18	2,308.18	0.00
214 PERS BOND	868.35	876.24	911.28		997.40	997.40	0.00
216 PERS OPSRP	1,521.69	1,563.12	2,369.76		1,899.75	1,899.75	0.00
220 SOCIAL SECURITY	1,147.79	1,175.61	1,345.92		1,453.30	1,453.30	0.00
231 WORKER'S COMPENSATION	88.74	90.86	94.45		119.89	119.89	0.00
232 UNEMPLOYMENT INSURANCE	74.52	157.44	87.96		73.78	73.78	0.00
240 CONTRACTUAL EMPL BENEFITS	82.58	90.05	105.60		993.71	993.71	0.00
390 OTHER PROF/TECH SERV	0.00	0.00	35,000.00		35,000.00	35,000.00	0.00
2210 IMPROVEMENT OF INSTRUCTION SERVICES	22,901.30	23,591.44	60,338.49	0.10	62,983.52	62,983.52	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2220

PROGRAM: Educational Media Services

1. Program Description

Activities related to the library/media center such as selecting, acquiring, preparing, cataloging, circulating print and non-print materials to students and staff. Assisting students in the use of media center materials and equipment.

2. Personnel Data

2.16 FTE Media Aides

3. Funding Source

State School Fund

PROPOSED 2026-2027	
100 Salaries	90,355
200 Employee Benefits	93,406
300 Purchased Services	5,000
400 Supplies & Materials	5,000
500 Capital Outlay	0
600 Other Objects	0
TOTAL	193,761

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	69,010	79,262	84,151
200	55,676	62,542	68,541
300	3,583	4,451	2,750
400	642	925	4,500
500	0	0	0
600	0	0	0
Total	128,912	147,181	159,942

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2220 EDUCATIONAL MEDIA							
112 CLASSIFIED SALARIES	61,147.35	71,782.67	77,766.62	2.16	83,554.68	83,554.68	0.00
122 SUBSTITUTE CLASSIFIED SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
130 ADDITIONAL SALARIES	1,725.96	1,220.53	0.00		6,800.00	6,800.00	0.00
190 INSURANCE WAIVER	6,136.44	6,259.20	6,384.35		0.00	0.00	0.00
211 PERS TIER 1,2	75.66	0.00	0.00		0.00	0.00	0.00
212 PERS PICK-UP	4,140.64	4,755.79	5,049.07		5,421.25	5,421.25	0.00
213 PERS UAL	6,963.07	7,997.59	8,490.85		10,978.09	10,978.09	0.00
214 PERS BOND	3,671.25	4,105.81	4,359.07		4,743.59	4,743.59	0.00
216 PERS OPSRP	6,318.60	7,323.85	11,335.16		9,035.48	9,035.48	0.00
220 SOCIAL SECURITY	5,186.76	5,861.75	6,226.39		6,690.68	6,690.68	0.00
231 WORKER'S COMPENSATION	393.18	446.42	475.19		590.30	590.30	0.00
232 UNEMPLOYMENT INSURANCE	503.01	503.93	406.96		509.32	509.32	0.00
240 CONTRACTUAL EMPL BENEFITS	28,424.24	31,547.33	32,198.52		55,437.15	55,437.15	0.00
310 INSTRUCTIONAL SERVICES	1,147.89	2,071.50	2,750.00		2,500.00	2,500.00	0.00
324 RENTALS	2,156.28	2,181.44	0.00		2,500.00	2,500.00	0.00
340 TRAVEL	279.00	198.00	0.00		0.00	0.00	0.00
410 SUPPLIES AND MATERIALS	108.00	0.00	1,000.00		1,500.00	1,500.00	0.00
430 LIBRARY BOOKS	534.32	925.16	3,000.00		3,000.00	3,000.00	0.00
470 COMPUTER SOFTWARE	0.00	0.00	500.00		500.00	500.00	0.00
2220 EDUCATIONAL MEDIA	128,911.65	147,180.97	159,942.18	2.16	193,760.54	193,760.54	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2240

PROGRAM: Instructional Staff Development

1. Program Description

Activities specifically designed for instructional staff to improve teacher performance.

2. Personnel Data

3. Funding Source

State School Fund
Additional funding provided through Special Revenue Funds

PROPOSED 2026-2027	
100 Salaries	0
200 Employee Benefits	0
300 Purchased Services	22,000
400 Supplies & Materials	0
500 Capital Outlay	0
600 Other Objects	0
TOTAL	22,000

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	849	102	0
200	3,303	6,841	0
300	2,660	7,562	22,000
400	1,874	0	0
500	0	0	0
600	0	0	0
Total	8,686	14,504	22,000

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2240 INSTRUCTIONAL STAFF DEVELOPMENT							
111 LICENSED SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
112 CLASSIFIED SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
121 SUBSTITUTE CERTIFIED SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
130 ADDITIONAL SALARIES	848.87	101.60	0.00		0.00	0.00	0.00
211 PERS TIER 1,2	0.00	0.00	0.00		0.00	0.00	0.00
212 PERS PICK-UP	10.02	6.10	0.00		0.00	0.00	0.00
213 PERS UAL	16.84	10.26	0.00		0.00	0.00	0.00
214 PERS BOND	8.94	5.27	0.00		0.00	0.00	0.00
216 PERS OPSRP	15.42	9.39	0.00		0.00	0.00	0.00
220 SOCIAL SECURITY	12.42	7.77	0.00		0.00	0.00	0.00
231 WORKER'S COMPENSATION	0.97	0.59	0.00		0.00	0.00	0.00
232 UNEMPLOYMENT INSURANCE	0.49	2.54	0.00		0.00	0.00	0.00
240 CONTRACTUAL EMPL BENEFITS	3,237.97	6,798.61	0.00		0.00	0.00	0.00
310 INSTRUCTIONAL SERVICES	385.14	188.56	10,000.00		10,000.00	10,000.00	0.00
340 TRAVEL	1,300.03	7,182.68	9,000.00		9,000.00	9,000.00	0.00
380 NON INSTRUCTIONAL SERVICES	975.23	190.97	3,000.00		3,000.00	3,000.00	0.00
410 SUPPLIES AND MATERIALS	1,174.56	0.00	0.00		0.00	0.00	0.00
470 COMPUTER SOFTWARE	699.00	0.00	0.00		0.00	0.00	0.00
2240 INSTRUCTIONAL STAFF DEVELOPMENT	8,685.90	14,504.34	22,000.00		22,000.00	22,000.00	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2310

PROGRAM: Board of Education

1. Program Description

Activities of the elected Board members for educational planning and policymaking.

2. Personnel Data

3. Funding Source

State School Fund

PROPOSED 2026-2027	
100 Salaries	0
200 Employee Benefits	0
300 Purchased Services	66,900
400 Supplies & Materials	1,500
500 Capital Outlay	0
600 Other Objects	6,500
TOTAL	74,900

Historical Data	2023--2024	2024-2025	2025-26 Budget
100	0	0	0
200	0	0	0
300	39,655	62,282	64,500
400	4,811	4,408	1,500
500	0	0	0
600	2,503	2,503	4,000
Total	46,969	69,193	70,000

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2310 BOARD OF EDUCATION							
340 TRAVEL	0.00	0.00	3,000.00		3,000.00	3,000.00	0.00
350 COMMUNICATION	2,145.69	0.00	1,000.00		1,000.00	1,000.00	0.00
381 AUDIT SERVICES	32,000.00	53,700.00	37,000.00		39,400.00	39,400.00	0.00
382 LEGAL SERVICES	3,191.22	6,289.12	20,000.00		20,000.00	20,000.00	0.00
388 ELECTION SERVICES	1,458.41	1,382.69	500.00		500.00	500.00	0.00
389 OTHER NON INSTRUCTIONAL SERVICES	860.00	910.00	3,000.00		3,000.00	3,000.00	0.00
410 SUPPLIES AND MATERIALS	2,060.56	1,408.46	1,500.00		1,500.00	1,500.00	0.00
460 NON CONSUMABLES	0.00	0.00	0.00		0.00	0.00	0.00
470 COMPUTER SOFTWARE	2,750.00	3,000.00	0.00		0.00	0.00	0.00
640 DUES AND FEES	2,503.00	2,503.00	4,000.00		6,500.00	6,500.00	0.00
2310 BOARD OF EDUCATION	46,968.88	69,193.27	70,000.00		74,900.00	74,900.00	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2321

PROGRAM: Office of Superintendent

1. Program Description

Activities performed by the superintendent in the general direction and management of all affairs of the district.

2. Personnel Data

.8 FTE Superintendent, 1.0 FTE Administrative Assistant

3. Funding Source

State School Fund

PROPOSED 2026-2027	
100 Salaries	271,215
200 Employee Benefits	144,737
300 Purchased Services	10,500
400 Supplies & Materials	14,000
500 Capital Outlay	0
600 Other Objects	1,500
TOTAL	441,952

Historical Data	2023--224	2024-2025	2025-26 Budget
100	234,640	262,702	246,155
200	95,522	129,781	137,326
300	8,222	15,065	10,500
400	8,753	7,635	14,000
500	0	0	0
600	658	2,295	1,500
Total	347,796	417,477	409,481

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2321 OFFICE OF SUPERINTENDENT							
112 CLASSIFIED SALARIES	73,830.00	77,090.25	80,118.66	1.00	83,268.21	83,268.21	0.00
113 ADMINISTRATORS SALARIES	143,316.71	144,929.96	153,393.21	0.80	161,581.21	161,581.21	0.00
130 ADDITIONAL SALARIES	2,218.49	22,045.69	0.00		13,333.55	13,333.55	0.00
190 INSURANCE WAIVER	15,275.10	18,635.72	12,642.70		13,032.00	13,032.00	0.00
211 PERS TIER 1,2	31.11	257.02	0.00		0.00	0.00	0.00
212 PERS PICK-UP	14,078.38	15,733.58	14,769.35		16,272.98	16,272.98	0.00
213 PERS UAL	23,675.19	26,506.57	24,836.87		32,952.65	32,952.65	0.00
214 PERS BOND	12,370.63	13,607.97	12,750.94		14,238.69	14,238.69	0.00
216 PERS OPSRP	21,656.83	24,076.90	32,156.95		27,121.62	27,121.62	0.00
220 SOCIAL SECURITY	16,884.34	18,988.54	18,830.74		20,707.00	20,707.00	0.00
231 WORKER'S COMPENSATION	1,275.39	1,421.70	1,334.58		1,724.31	1,724.31	0.00
232 UNEMPLOYMENT INSURANCE	1,037.58	3,127.92	1,430.72		1,338.28	1,338.28	0.00
240 CONTRACTUAL EMPL BENEFITS	4,512.15	26,060.78	31,216.08		30,381.18	30,381.18	0.00
318 PROF & IMPORVEMENT	0.00	2,400.00	0.00		0.00	0.00	0.00
320 PROPERTY SERVICES	0.00	0.00	0.00		0.00	0.00	0.00
340 TRAVEL	7,422.12	11,164.91	10,000.00		10,000.00	10,000.00	0.00
354 ADVERTISING	450.00	659.76	0.00		0.00	0.00	0.00
389 OTHER NON-PROF/TECH SERV	350.00	0.00	0.00		0.00	0.00	0.00
390 OTHER PROF/TECH SERV	0.00	840.00	500.00		500.00	500.00	0.00
410 SUPPLIES AND MATERIALS	4,896.83	3,609.94	9,000.00		9,000.00	9,000.00	0.00
460 NON CONSUMABLES	0.00	0.00	1,000.00		1,000.00	1,000.00	0.00
470 COMPUTER SOFTWARE	3,856.49	4,025.00	4,000.00		4,000.00	4,000.00	0.00
640 DUES & FEES	658.20	2,295.00	1,500.00		1,500.00	1,500.00	0.00
2321 OFFICE OF SUPERINTENDENT	347,795.54	417,477.21	409,480.80	1.80	441,951.68	441,951.68	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2410

PROGRAM: Office of Principals

1. Program Description

Activities concerned with directing and managing the operation of a school.

2. Personnel Data

3.0 FTE Principals, 2.5 FTE Assistant Principals, 5.16 FTE Secretaries

3. Funding Source

State School Fund

PROPOSED 2026-2027	
100 Salaries	990,945
200 Employee Benefits	609,940
300 Purchased Services	8,250
400 Supplies & Materials	3,800
500 Capital Outlay	0
600 Other Objects	5,500
TOTAL	1,618,435

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	741,793	785,779	932,656
200	462,552	520,404	631,780
300	9,181	5,866	7,750
400	582	261	1,050
500	0	0	0
600	4,702	4,833	5,500
Total	1,218,809	1,317,144	1,578,736

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2410 OFFICE OF PRINCIPALS							
112 CLASSIFIED SALARIES	198,925.17	207,530.70	230,550.34	5.16	247,733.92	247,733.92	0.00
113 ADMINISTRATORS SALARIES	526,410.17	561,513.26	694,730.23	5.50	721,912.85	721,912.85	0.00
121 SUBSTITUTE CERTIFIED SALARIES	0.00	0.00	0.00		0.00	0.00	0.00
122 SUBSTITUTE CLASSIFIED SALARIES	0.00	11.01	0.00		0.00	0.00	0.00
130 ADDITIONAL SALARIES	3,066.55	3,235.28	0.00		1,750.00	1,750.00	0.00
190 INSURANCE WAIVER	13,391.50	13,489.11	7,375.52		19,548.00	19,548.00	0.00
211 PERS TIER 1,2	52,760.93	50,654.13	72,486.34		60,221.33	60,221.33	0.00
212 PERS PICK-UP	44,507.44	51,965.30	55,959.59		59,756.85	59,756.85	0.00
213 PERS UAL	74,846.99	87,388.10	94,105.02		120,879.92	120,879.92	0.00
214 PERS BOND	39,171.17	44,863.33	48,311.49		52,287.23	52,287.23	0.00
216 PERS OPSRP	28,184.86	41,281.14	65,986.70		53,624.02	53,624.02	0.00
220 SOCIAL SECURITY	55,530.92	64,657.46	69,723.88		74,663.39	74,663.39	0.00
231 WORKER'S COMPENSATION	4,072.96	4,731.52	5,100.61		6,364.68	6,364.68	0.00
232 UNEMPLOYMENT INSURANCE	3,586.91	7,615.76	4,757.09		4,220.18	4,220.18	0.00
240 CONTRACTUAL EMPL BENEFITS	159,889.52	167,247.72	215,349.22		177,922.34	177,922.34	0.00
310 INSTRUCTIONAL SERVICES	9,100.15	5,866.13	3,250.00		3,250.00	3,250.00	0.00
318 PROFESSIONAL AND IMPROVEMENT	0.00	0.00	2,500.00		3,000.00	3,000.00	0.00
340 TRAVEL	80.40	0.00	2,000.00		2,000.00	2,000.00	0.00
410 SUPPLIES AND MATERIALS	0.00	260.80	1,050.00		3,800.00	3,800.00	0.00
460 NON CONSUMABLES	581.69	0.00	0.00		0.00	0.00	0.00
640 DUES AND FEES	4,701.50	4,833.00	5,500.00		5,500.00	5,500.00	0.00
2410 OFFICE OF PRINCIPALS	1,218,808.83	1,317,143.75	1,578,736.03	10.66	1,618,434.71	1,618,434.71	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2510

PROGRAM: Direction of Business Support

1. Program Description

Activities of directing and managing the business support services.

2. Personnel Data

3. Funding Source

State School Fund

PROPOSED 2026-2027	
100 Salaries	0
200 Employee Benefits	0
300 Purchased Services	52,500
400 Supplies & Materials	2,000
500 Capital Outlay	0
600 Other Objects	209,500
TOTAL	264,000

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	0	0	0
200	0	0	0
300	40,393	36,638	48,750
400	532	1,144	2,000
500	0	0	0
600	135,460	156,622	179,500
Total	176,385	194,404	230,250

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2510 DIRECTION OF BUSINESS SUPPORT							
320 PROPERTY SERVICES	5,960.39	4,121.05	6,500.00		8,000.00	8,000.00	0.00
340 TRAVEL	0.00		250.00		2,500.00	2,500.00	0.00
350 COMMUNICATION	26,086.41	24,030.26	31,000.00		31,000.00	31,000.00	0.00
353 POSTAGE	8,346.29	8,487.15	11,000.00		11,000.00	11,000.00	0.00
410 SUPPLIES AND MATERIALS	532.07	1,143.92	2,000.00		2,000.00	2,000.00	0.00
540 DEPRECIABLE EQUIPMENT	0.00		0.00		0.00	0.00	0.00
610 PRINCIPAL	0.00	2,333.61	0.00		0.00	0.00	0.00
620 INTEREST	0.00	54.39	0.00		0.00	0.00	0.00
640 DUES AND FEES	1,323.95	1,323.95	1,500.00		3,500.00	3,500.00	0.00
652 FIDELITY BOND PREMIUM	525.00	525.00	1,000.00		1,000.00	1,000.00	0.00
653 INSURANCE PREMIUMS	133,610.60	152,385.10	177,000.00		205,000.00	205,000.00	0.00
2510 DIRECTION OF BUSINESS SUPPORT	176,384.71	194,404.43	230,250.00		264,000.00	264,000.00	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2520

PROGRAM: Fiscal Services

1. Program Description

Activities concerned with the fiscal operation of the district including budgeting, financial accounting, payroll and internal auditing.

2. Personnel Data

.9 FTE Business Manager, .8125 FTE Secretary

3. Funding Source

State School Fund
Related services provided through NWRESD credits

PROPOSED 2026-2027

100 Salaries	142,108
200 Employee Benefits	85,533
300 Purchased Services	7,000
400 Supplies & Materials	8,000
500 Capital Outlay	0
600 Other Objects	10,000
TOTAL	252,641

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	120,745	120,038	97,824
200	64,584	69,528	61,364
300	12,659	30,251	7,000
400	6,524	1,831	3,000
500	0	0	0
600	4,866	30,411	5,000
Total	209,378	252,058	174,188

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2520 FISCAL SERVICES							
112 CLASSIFIED SALARIES	23,667.09		0.00	0.81	40,107.87	40,107.87	0.00
113 ADMINISTRATORS SALARIES	90,274.50	108,056.16	97,823.62	0.90	102,000.57	102,000.57	0.00
130 ADDITIONAL SALARIES	175.52	11,460.51	0.00		0.00	0.00	0.00
190 INSURANCE WAIVER	6,627.77	521.60	0.00		0.00	0.00	0.00
211 PERS TIER 1,2	-1,712.20	10,393.16	11,817.12		13,362.10	13,362.10	0.00
212 PERS PICK-UP	8,305.56	7,185.66	5,869.44		8,526.48	8,526.48	0.00
213 PERS UAL	14,425.05	12,109.37	9,870.36		17,266.19	17,266.19	0.00
214 PERS BOND	7,723.86	6,217.94	5,067.25		7,460.64	7,460.64	0.00
216 PERS OPSRP	13,528.56	3,124.73	0.00		4,010.76	4,010.76	0.00
220 SOCIAL SECURITY	4,918.88	9,166.49	7,483.32		10,816.93	10,816.93	0.00
231 WORKER'S COMPENSATION	812.16	654.42	534.08		903.59	903.59	0.00
232 UNEMPLOYMENT INSURANCE	738.53	394.75	789.12		676.76	676.76	0.00
240 CONTRACTUAL EMPL BENEFITS	15,844.05	20,281.47	19,933.57		22,509.57	22,509.57	0.00
340 TRAVEL	4,908.10	2,464.67	2,000.00		2,000.00	2,000.00	0.00
380 NON INSTRUCTIONAL SERVICES	7,750.57	4,222.71	5,000.00		5,000.00	5,000.00	0.00
390 OTHER PROFESSIONAL SERVICES	0.00	23,563.25	0.00		0.00	0.00	0.00
410 SUPPLIES AND MATERIALS	2,906.08	1,830.99	2,000.00		2,000.00	2,000.00	0.00
460 NON CONSUMABLES	39.26	0.00	1,000.00		1,000.00	1,000.00	0.00
470 COMPUTER SOFTWARE	3,578.85		0.00		5,000.00	5,000.00	0.00
600 OTHER OBJECTS	0.00	16,757.79	0.00		0.00	0.00	0.00
640 DUES AND FEES	4,866.29	8,317.49	5,000.00		10,000.00	10,000.00	0.00
650 OTHER INSURANCE AND JUDGEMENTS	0.00	5,335.23	0.00		0.00	0.00	0.00
2520 FISCAL SERVICES	209,378.48	252,058.39	174,187.88	1.71	252,641.46	252,641.46	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2540

PROGRAM: Operation and Maintenance of Plant

1. Program Description

Activities concerned with keeping the physical plant, grounds, buildings and equipment in effective working condition.

2. Personnel Data

2 FTE Maintenance Staff

3. Funding Source

State School Fund

PROPOSED 2026-2027	
100 Salaries	148,291
200 Employee Benefits	117,411
300 Purchased Services	1,237,100
400 Supplies & Materials	103,000
500 Capital Outlay	0
600 Other Objects	3,500
TOTAL	1,609,302

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	118,613	136,029	51,917
200	83,589	97,161	44,364
300	1,192,530	1,215,498	1,160,100
400	103,200	97,380	97,500
500	21,456	17,921	0
600	641	2,528	1,500
Total	1,520,030	1,566,518	1,355,381

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2540 OPERATION & MAINTENANCE OF PLANT							
112 CLASSIFIED SALARIES	111,733.16	132,548.80	51,916.80	2.00	148,291.12	148,291.12	0.00
130 ADDITIONAL SALARIES	6,879.95	3,480.00	0.00		0.00	0.00	0.00
190 INSURANCE WAIVER	0.00		0.00		0.00	0.00	0.00
211 PERS TIER 1,2	9,930.31	10,268.04	0.00		12,043.57	12,043.57	0.00
212 PERS PICK-UP	6,092.73	7,477.40	3,114.96		8,897.52	8,897.52	0.00
213 PERS UAL	10,245.90	12,574.62	5,238.36		18,017.41	18,017.41	0.00
214 PERS BOND	5,329.20	6,455.54	2,689.32		7,785.24	7,785.24	0.00
216 PERS OPSRP	1,787.13	3,661.30	6,993.24		5,635.56	5,635.56	0.00
220 SOCIAL SECURITY	9,036.61	10,382.22	3,967.08		11,243.04	11,243.04	0.00
231 WORKER'S COMPENSATION	2,479.75	2,636.05	294.28		4,742.58	4,742.58	0.00
232 UNEMPLOYMENT INSURANCE	521.61	892.07	259.32		983.60	983.60	0.00
240 CONTRACTUAL EMPL BENEFITS	38,166.14	42,813.59	21,807.60		48,062.40	48,062.40	0.00
321 CLEANING SERVICES	348,143.94	344,762.15	348,000.00		360,000.00	360,000.00	0.00
322 REPAIRS AND MAINTENANCE	244,295.81	243,459.20	200,000.00		200,000.00	200,000.00	0.00
324 RENTALS	603.50	725.54	1,000.00		1,000.00	1,000.00	0.00
325 ELECTRICITY	197,574.22	227,070.96	220,000.00		245,000.00	245,000.00	0.00
326 HEAT	87,109.31	96,152.00	100,000.00		85,000.00	85,000.00	0.00
327 WATER AND SEWER	128,648.95	153,331.41	130,000.00		165,000.00	165,000.00	0.00
328 GARBAGE	39,127.54	45,135.45	40,000.00		60,000.00	60,000.00	0.00
329 DISTRICT VEHICLES	1,608.82	4,657.84	5,000.00		5,000.00	5,000.00	0.00
340 TRAVEL	338.38	0.00	500.00		500.00	500.00	0.00
350 COMMUNICATION	734.18	245.73	600.00		600.00	600.00	0.00
380 NON INSTRUCTIONAL SERVICES	144,345.27	99,957.77	115,000.00		115,000.00	115,000.00	0.00
410 SUPPLIES AND MATERIALS	1,158.23	2,286.55	2,500.00		3,000.00	3,000.00	0.00
416 CUSTODIAL SUPPLIES	26,465.81	23,966.12	25,000.00		30,000.00	30,000.00	0.00
417 MAINTENANCE SUPPLIES	68,879.69	59,210.76	70,000.00		70,000.00	70,000.00	0.00
460 NON CONSUMABLES	6,696.18	11,916.90	0.00		0.00	0.00	0.00
470 COMPUTER SOFTWARE	0.00	0.00	0.00		0.00	0.00	0.00
540 DEPRECIABLE EQUIPMENT	21,456.02	17,921.47	0.00		0.00	0.00	0.00
640 DUES AND FEES	641.36	2,528.10	1,500.00		3,500.00	3,500.00	0.00
2540 OPERATION AND MAINTENANCE OF PLANT	1,520,029.70	1,566,517.58	1,355,380.96	2.00	1,609,302.04	1,609,302.04	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2550

PROGRAM: Student Transportation

1. Program Description

Transportation of students between home and school, and trips to school activities.

2. Personnel Data

.10 FTE Administrator

3. Funding Source

State School Fund 70% reimbursement for approved transportation costs

PROPOSED 2026-2027	
100 Salaries	18,998
200 Employee Benefits	9,036
300 Purchased Services	825,000
400 Supplies & Materials	0
500 Capital Outlay	0
600 Other Objects	0
TOTAL	853,033

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	16,468	16,916	17,593
200	6,433	6,675	7,756
300	790,669	895,452	785,000
400	0	0	0
500	0	0	0
600	0	0	0
Total	813,570	919,043	810,349

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2550 TRANSPORTATION							
113 ADMINISTRATORS SALARIES	16,468.06	16,916.27	17,592.96	0.10	18,997.68	18,997.68	0.00
211 PERS TIER 1,2	0.00		0.00		0.00	0.00	0.00
212 PERS PICK-UP	988.09	1,014.96	1,055.53		1,139.82	1,139.82	0.00
213 PERS UAL	1,661.59	1,706.88	1,775.16		2,308.18	2,308.18	0.00
214 PERS BOND	868.35	876.24	911.28		997.40	997.40	0.00
216 PERS OPSRP	1,521.69	1,563.11	2,369.76		1,899.74	1,899.74	0.00
220 SOCIAL SECURITY	1,147.78	1,175.61	1,345.92		1,453.31	1,453.31	0.00
231 WORKER'S COMPENSATION	88.75	90.86	94.45		119.88	119.88	0.00
232 UNEMPLOYMENT INSURANCE	74.52	157.44	97.96		123.80	123.80	0.00
240 CONTRACTUAL EMPL BENEFITS	82.58	90.05	105.60		993.61	993.61	0.00
325 ELECTRICITY	0.00	28,129.56	0.00		10,000.00	10,000.00	0.00
331 REIMBURSABLE STUDENT TRANSPORT	785,137.93	867,017.17	785,000.00		815,000.00	815,000.00	0.00
332 NON-REIMBURSABLE STUDENT TRANSPORT	5,531.09	304.93	0.00		0.00	0.00	0.00
640 DUES AND FEES	0.00	0.00	0.00		0.00	0.00	0.00
2550 TRANSPORTATION	813,570.43	919,043.08	810,348.62	0.10	853,033.42	853,033.42	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 2660

PROGRAM: Technology Services

1. Program Description

Technology services including computing and data processing services such as networking.

2. Personnel Data

1 FTE Director of Technology, 1 FTE Technology Assistant

3. Funding Source

State School Fund
Related services provided through NWRESD credits

PROPOSED 2026-2027	
100 Salaries	192,663
200 Employee Benefits	127,353
300 Purchased Services	4,250
400 Supplies & Materials	46,700
500 Capital Outlay	0
600 Other Objects	500
TOTAL	371,466

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	49,908	178,277	185,329
200	30,666	112,887	123,662
300	16,728	5,213	11,250
400	22,533	61,504	66,700
500	0	0	0
600	46	8,463	500
Total	119,881	366,344	387,440

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 2660 TECHNOLOGY SERVICES							
113 ADMINISTRATORS SALARIES	49,907.63	178,276.73	185,328.60	2.00	192,662.54	192,662.54	0.00
211 PERS TIER 1,2	0.00	0.00	0.00		0.00	0.00	0.00
212 PERS PICK-UP	2,595.32	10,696.67	11,119.68		11,559.82	11,559.82	0.00
213 PERS UAL	4,364.45	17,988.12	18,699.60		23,235.10	23,235.10	0.00
214 PERS BOND	2,280.29	9,234.71	9,600.00		10,114.79	10,114.79	0.00
216 PERS OPSRP	3,996.80	16,472.75	24,463.84		19,266.24	19,266.24	0.00
220 SOCIAL SECURITY	3,260.81	13,428.40	13,886.76		14,461.07	14,461.07	0.00
231 WORKER'S COMPENSATION	241.11	976.52	1,017.68		1,235.42	1,235.42	0.00
232 UNEMPLOYMENT INSURANCE	361.89	1,241.60	1,007.56		1,036.28	1,036.28	0.00
240 CONTRACTUAL EMPL BENEFITS	13,564.95	42,848.69	43,866.72		46,444.44	46,444.44	0.00
320 PROPERTY SERVICES	0.00	161.23	2,250.00		2,250.00	2,250.00	0.00
340 TRAVEL	406.84	1,296.56	500.00		500.00	500.00	0.00
350 COMMUNICATION	496.75	921.79	500.00		1,500.00	1,500.00	0.00
380 NON INSTRUCTIONAL SERVICES	15,824.80	2,276.00	8,000.00		0.00	0.00	0.00
390 OTHER PROF/TECH SERV	0.00	557.00	0.00		0.00	0.00	0.00
410 SUPPLIES AND MATERIALS	7,661.53	6,348.59	4,000.00		4,000.00	4,000.00	0.00
460 NON CONSUMABLES	2,801.06	5,756.88	5,000.00		5,000.00	5,000.00	0.00
470 COMPUTER SOFTWARE	364.50	13,388.33	17,700.00		17,700.00	17,700.00	0.00
480 COMPUTER HARDWARE	11,705.75	36,010.31	40,000.00		20,000.00	20,000.00	0.00
640 DUES AND FEES	46.34	8,463.00	500.00		500.00	500.00	0.00
2660 TECHNOLOGY SERVICES	119,880.82	366,343.88	387,440.44	2.00	371,465.70	371,465.70	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 5200

PROGRAM: Transfer of Funds

1. Program Description

Transfer of money from the general fund to another fund without recourse.

2. Personnel Data

3. Funding Source

State School Fund

4. Budgetary Notes

$405,000 transfer to athletics and activities, $4,000 transfer to food service, $100,000 to district curriculum fund, $75,000 to preventative maintenance fund, and $27,300 transfer to debt service fund

PROPOSED 2026-2027	
100 Salaries	0
200 Employee Benefits	0
300 Purchased Services	0
400 Supplies & Materials	0
500 Capital Outlay	0
700 Transfers	611,300
TOTAL	611,300

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	0	0	0
200	0	0	0
300	0	0	0
400	0	0	0
500	0	0	0
700	430,119	641,300	560,300
Total	430,119	641,300	560,300

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 5200 TRANSFER OF FUNDS							
710 INTER FUND TRANSFER	430,119.24	641,300.00	560,300.00		611,300.00	611,300.00	0.00
5200 TRANSFER OF FUNDS	430,119.24	641,300.00	560,300.00		611,300.00	611,300.00	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 6110

PROGRAM: Contingency

1. Program Description

Expenditures which cannot be forseen and planned in the budget process because of an unusual or extraordinary event.

2. Personnel Data

3. Funding Source

State School Fund

PROPOSED 2026-2027	
100 Salaries	0
200 Employee Benefits	0
300 Purchased Services	0
400 Supplies & Materials	0
500 Capital Outlay	0
800 Other Uses	500,000
TOTAL	500,000

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	0	0	0
200	0	0	0
300	0	0	0
400	0	0	0
500	0	0	0
800	0	0	500,000
Total	0	0	500,000

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 6110 CONTINGENCY							
810 CONTINGENCY	0.00	0.00	500,000.00		500,000.00	500,000.00	0.00
6110 CONTINGENCY	0.00	0.00	500,000.00		500,000.00	500,000.00	0.00

BANKS SCHOOL DISTRICT
PROGRAM BUDGET INFORMATION

FUND: 100

FUNCTION: 7000

PROGRAM: Unappropriated Ending Fund Balance

1. Program Description

An estimate of funds needed to maintain operation from July 1 until the time that new revenues become available to meet cash flow requirements.

2. Personnel Data

3. Funding Source

State School Fund

PROPOSED 2026-2027	
100 Salaries	0
200 Employee Benefits	0
300 Purchased Services	0
400 Supplies & Materials	0
500 Capital Outlay	0
800 Other Uses	846,000
TOTAL	846,000

Historical Data	2023-2024	2024-2025	2025-26 Budget
100	0	0	0
200	0	0	0
300	0	0	0
400	0	0	0
500	0	0	0
800	0	0	805,000
Total	0	0	805,000

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
FUNCTION 7000 UNAPPROPRIATED ENDING FUND BALANCE							
820 UNAPR ENDING FUND BALANCE	0.00	0.00	805,000.00		846,000.00	846,000.00	0.00
7000 UNAPR END FUND BALANCE	0.00	0.00	805,000.00		846,000.00	846,000.00	0.00
100 GENERAL FUND TOTAL	13,508,339.92	14,339,602.94	16,197,273.00	86.78	16,801,416.00	16,801,416.00	0.00

SPECIAL REVENUE FUNDS

FUND 202 MEASURE 99 OUTDOOR SCHOOL EDUCATION FUND

Measure 99 authorizes funds from the Oregon state lottery to provide all fifth or sixth grade student access to a week of Outdoor School.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
3299 Restricted Revenue From the State	0.00	71,237.58	40,000.00		57,000.00	57,000.00	0.00
FUND 202 OUTDOOR SCHOOL	0.00	71,237.58	40,000.00		57,000.00	57,000.00	0.00
REQUIREMENTS:							
FUNCTION 1121							
100 Salaries	0.00	2,108.91	2,000.00		1,350.00	1,350.00	0.00
200 Benefits	0.00	878.25	0.00		600.00	600.00	0.00
300 Services	0.00	66,795.98	33,250.00		51,300.00	51,300.00	0.00
400 Supplies	0.00	443.51	3,000.00		2,000.00	2,000.00	0.00
FUNCTION 2240							
300 Services	0.00	0.00	250.00		250.00	250.00	0.00
FUNCTION 2550							
300 Services	0.00	1,010.93	1,500.00		1,500.00	1,500.00	0.00
FUND 202 OUTDOOR SCHOOL	0.00	71,237.58	40,000.00	0.00	57,000.00	57,000.00	0.00

FUND 206 TITLE II-A SUPPORTING EFFECTIVE INSTRUCTION

Title II-A funding is intended to support teachers, principals, and other school leaders in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students.

The 25-26 Title II-A grant award is anticipated to be transferred to Title I-A as allowed through the ODE Continuous Improvement Plan Budget Narrative.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
4500 Restricted Revenue From the Federal Government Through the State	7,354.00	15,688.00	20,088.00		17,221.00	17,221.00	0.00
FUND 206 TITLE II-A	7,354.00	15,688.00	20,088.00		17,221.00	17,221.00	0.00
REQUIREMENTS:							
FUNCTION 11XX							
100 Salaries	0.00	0.00	0.00		6,941.10	6,941.10	0.00
200 Benefits	0.00	0.00	0.00		10,279.90	10,279.90	0.00
FUNCTION 2210							
300 Services	0.00	15,688.00	0.00		0.00	0.00	0.00
FUNCTION 2240							
300 Services	5,194.00	0.00	18,000.00		0.00	0.00	0.00
400 Supplies	0.00	0.00	2,088.00		0.00	0.00	0.00
FUNCTION 2321							
300 Services	0.00	0.00	0.00		0.00	0.00	0.00
FUNCTION 2490							
300 Services	0.00	0.00	0.00		0.00	0.00	0.00
FUNCTION 3300							
300 Services	2,160.00	0.00	0.00		0.00	0.00	0.00
FUND 206 TITLE II-A	7,354.00	15,688.00	20,088.00		17,221.00	17,221.00	0.00

FUND 207 RESPONSE TO INSTRUCTION AND INTERVENTION (RTI)

Response to Instruction and Intervention (RTI) funding is intended to assist school districts in the implementation of RTI systems.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
4500 Restricted Revenue From the Federal Government Through the State	7,500.00	5,305.74	10,000.00		10,000.00	10,000.00	0.00
FUND 207 RTI	7,500.00	5,305.74	10,000.00		10,000.00	10,000.00	0.00
REQUIREMENTS:							
FUNCTION 1111							
100 Salaries	210.65	367.03	0.00		2,250.00	2,250.00	0.00
200 Benefits	90.21	161.40	0.00		964.00	964.00	0.00
300 Services	2,137.14	436.36	5,000.00		0.00	0.00	0.00
FUNCTION 2240							
300 Services	5,062.00	4,340.95	5,000.00		6,786.00	6,786.00	0.00
FUND 207 RTI	7,500.00	5,305.74	10,000.00		10,000.00	10,000.00	0.00

FUND 210 TITLE I PART A IMPROVING BASIC PROGRAMS

Title 1, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Funds are allocated through a statutory formula that are based primarily on census poverty estimates.

Includes anticipated transfers from Title II-A ($16,088) and Title IV-A ($10,000) as allowed through the ODE Continuous Improvement Plan Budget Narrative.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
4500 Restricted Revenue From the Federal Government Through the State	116,297.56	80,679.16	80,349.00		44,989.00	44,989.00	0.00
FUND 210 TITLE 1 PART A	116,297.56	80,679.16	80,349.00		44,989.00	44,989.00	0.00
REQUIREMENTS:							
FUNCTION 1272							
100 Salaries	73,599.25	48,474.75	51,853.50	0.57	26,372.09	26,372.09	0.00
200 Benefits	28,550.78	20,959.70	23,140.66		14,762.07	14,762.07	0.00
300 Services	4,031.84	10,494.09	1,000.00		1,000.00	1,000.00	0.00
400 Supplies	6,378.59	750.62	854.84		854.84	854.84	0.00
FUNCTION 3300							
300 Services	746.13	0.00	3,500.00		0.00	0.00	0.00
400 Supplies	2,990.97	0.00	0.00		2,000.00	2,000.00	0.00
FUND 210 TITLE 1 PART A	116,297.56	80,679.16	80,349.00	0.57	44,989.00	44,989.00	0.00

FUND 217 INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilitites.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
4500 Restricted Revenue From the Federal Government Through the State	228,796.50	227,156.15	241,927.75		225,128.00	225,128.00	0.00
FUND 217 IDEA	228,796.50	227,156.15	241,927.75		225,128.00	225,128.00	0.00
REQUIREMENTS:							
FUNCTION 1220							
400 Supplies	1,788.70	0.00	506.52		0.00	0.00	0.00
FUNCTION 1250							
100 Salaries	118,203.85	111,385.80	123,820.60	2.63	95,693.69	95,693.69	0.00
200 Benefits	108,069.45	112,991.47	117,600.63		129,434.31	129,434.31	0.00
300 Services	0.00	2,778.88	0.00		0.00	0.00	0.00
400 Supplies	734.50	0.00	0.00		0.00	0.00	0.00
FUND 217 IDEA	228,796.50	227,156.15	241,927.75	2.63	225,128.00	225,128.00	0.00

FUND 219 HIGH SCHOOL SUCCESS GRANT

The High School Success Grant is intended to improve student progress toward graduation beginning with grade 9, increase the graduation rates of high schools, and improve high school graduates' readiness for college and career. Funding specifically provides expanded programs in three areas (1) Dropout Prevention, (2) Career and Technical Education and (3) College Level Education Opportunities

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
3199 Restricted Revenue from the State	360,354.29	337,205.52	355,593.11		332,775.00	332,775.00	0.00
FUND 219 HIGH SCHOOL SUCCESS GRANT	360,354.29	337,205.52	355,593.11		332,775.00	332,775.00	0.00
REQUIREMENTS:							
FUNCTION 1131							
100 Salaries	130,349.00	131,967.73	151,494.00	2.00	164,556.02	164,556.02	0.00
200 Benefits	92,600.76	94,408.27	109,655.70		115,073.40	115,073.40	0.00
300 Services	8,454.47	19,194.13	3,000.00		0.00	0.00	0.00
400 Supplies	30,528.87	8,891.26	5,932.77		0.00	0.00	0.00
500 Depreciable Equipment	5,159.68	0.00	0.00		0.00	0.00	0.00
600 Dues and Fees	2,910.54	10,277.64	0.00		0.00	0.00	0.00
FUNCTION 2120							
100 Salaries	49,801.12	38,609.33	47,557.90	0.80	12,408.59	12,408.59	0.00
200 Benefits	40,549.85	33,857.16	37,952.74		40,736.99	40,736.99	0.00
FUNCTION 2410							
100 Salaries	0.00	0.00	0.00		0.00	0.00	0.00
FUND 219 HIGH SCHOOL SUCCESS GRANT	360,354.29	337,205.52	355,593.11	2.80	332,775.00	332,775.00	0.00

FUND 220 TITLE IV-A STUDENT SUPPORT AND ACADEMIC ENRICHMENT

The Student Support and Academic Enrichment (SSAE) program is intended to improve students' academic achievement by providing all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology to increase the digital literacy of all students.

Title IV-A grant award is anticipated to be transferred to Title I-A as allowed through the ODE Continuous Improvement Plan Budget Narrative.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
4500 Restricted Revenue From the Federal Government Through the State	19,527.50	0.00	0.00		10,000.00	10,000.00	0.00
FUND 220 TITLE IV-A	19,527.50	0.00	0.00		10,000.00	10,000.00	0.00
REQUIREMENTS:							
FUNCTION 11XX							
100 Salaries	0.00	0.00	0.00		7,294.10	7,294.10	0.00
200 Benefits	0.00	0.00	0.00		2,705.90	2,705.90	0.00
300 Services	0.00	0.00	0.00		0.00	0.00	0.00
400 Supplies	18,567.50	0.00	0.00		0.00	0.00	0.00
FUNCTION 2240							
300 Services	0.00	0.00	0.00		0.00	0.00	0.00
FUNCTION 3300							
300 Services	960.00	0.00	0.00		0.00	0.00	0.00
FUND 220 TITLE IV-A	19,527.50	0.00	0.00		10,000.00	10,000.00	0.00

FUND 222 SECONDARY CAREER PATHWAYS

The Secondary Career Pathway Funding was established through HB 3072 to provide a sustained funding source for Career and Technical Education (CTE). It is intended that the funds allocated through this program will incentivize intensive CTE programs of study that lead to high wage and high demand occupations.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
3299 Restricted Revenue from the State Government Through the State	0.00	21,109.26	20,000.00		20,000.00	20,000.00	0.00
FUND 222 SECONDARY CAREER PATHWAYS	0.00	21,109.26	20,000.00		20,000.00	20,000.00	0.00
REQUIREMENTS:							
FUNCTION 11XX							
400 Supplies	0.00	21,109.26	20,000.00		20,000.00	20,000.00	0.00
FUND 222 SECONDARY CAREER PATHWAYS	0.00	21,109.26	20,000.00		20,000.00	20,000.00	0.00

FUND 223 EVERY STUDENT SUCCESS ACT (ESSA)
Now called Federal School Improvement Funds to CSI & TSI

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
4500 Restricted Revenue From the Federal Government Through the State	4,230.35	68,468.64	68,468.64		68,468.64	68,468.64	0.00
FUND 223 ESSA	4,230.35	68,468.64	68,468.64		68,468.64	68,468.64	0.00
REQUIREMENTS:							
FUNCTION 11XX							
100 Salaries	2,425.68	30,281.06	45,112.81	0.81	34,882.98	34,882.98	0.00
200 Benefits	945.72	12,300.73	20,066.27		14,799.64	14,799.64	0.00
300 Services	0.00	0.00	0.00			0.00	0.00
400 Supplies	0.00	0.00	1,856.90		1,856.90	1,856.90	0.00
FUNCTION 2210							
300 Services	858.95	25,886.85	1,432.66		16,929.12	16,929.12	0.00
FUND 223 ESSA	4,230.35	68,468.64	68,468.64	0.81	68,468.64	68,468.64	0.00

FUND 226 ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND (ESSER)

There have been three major rounds of federal funding to address the economic, technology, health and safety, and learning losses experienced in education due to COVID-19. The Coronavirus Aid, Relief, and Economic Security Act (CARES Act, 3/27/20) provided funding through two grants: one supporting general response efforts (ESSER I) and another supporting comprehensive distance learning (GEER/CDL). The Consolidated Appropriations Act (CAA/CRRSAA, 12/27/20) provided additional COVID relief funding through ESSER II. The American Rescue Plan Act of 2021 represented the third round of funding (ESSER III), which expired on September 30, 2024.
All ESSER funds have been fully expended, and no additional ESSER funding is anticipated.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
4500 Restricted Revenue From the Federal Government Through the State	559,349.41	0.00	0.00		0.00	0.00	0.00
FUND 226 ESSER	559,349.41	0.00	0.00		0.00	0.00	0.00
REQUIREMENTS:							
FUNCTION 11XX							
100 Salaries	0.00	0.00	0.00		0.00	0.00	0.00
200 Benefits	0.00	0.00	0.00		0.00	0.00	0.00
300 Services	2,574.20	0.00	0.00		0.00	0.00	0.00
400 Supplies	221,696.61	0.00	0.00		0.00	0.00	0.00
FUNCTION 12XX							
100 Salaries	29,536.47	0.00	0.00		0.00	0.00	0.00
200 Benefits	11,854.95	0.00	0.00		0.00	0.00	0.00
FUNCTION 14XX							
400 Supplies	0.00	0.00	0.00		0.00	0.00	0.00
FUNCTION 2XXX							
100 Salaries	121,780.40	0.00	0.00		0.00	0.00	0.00
200 Benefits	78,671.23	0.00	0.00		0.00	0.00	0.00
300 Services	16,674.14	0.00	0.00		0.00	0.00	0.00
400 Supplies	76,561.41	0.00	0.00		0.00	0.00	0.00
FUND 226 ESSER	559,349.41	0.00	0.00		0.00	0.00	0.00

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FUND 232 ATHLETICS AND ACTIVITIES

A fund accounting for the revenues and requirements of the district's athletics and activity programs.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1710 Athletic Gate Receipts	18,497.00	21,094.00	27,500.00		27,500.00	27,500.00	0.00
1740 Athletic Participation Fees	42,915.00	42,869.29	37,500.00		37,500.00	37,500.00	0.00
1910 RENTALS	0.00	0.00	0.00		10,000.00	10,000.00	0.00
1990 Miscellaneous Revenue	14,237.81	12,340.81	25,000.00		25,000.00	25,000.00	0.00
5200 Interfund Transfer	400,000.00	375,000.00	385,000.00		405,000.00	405,000.00	0.00
FUND 232 ATHLETICS AND ACTIVITIES	475,649.81	451,304.10	475,000.00		505,000.00	505,000.00	0.00
REQUIREMENTS:							
FUNCTION 1122							
133 Advisors Salaries	4,028.00	4,208.00	4,376.00		4,551.86	4,551.86	0.00
212 PERS Pickup	241.69	252.48	262.56		273.12	273.12	0.00
213 PERS UAL	406.37	424.58	441.61		553.08	553.08	0.00
214 PERS Bond	214.78	217.96	226.58		238.92	238.92	0.00
216 PERS OPSRP	372.22	388.91	589.45		455.16	455.16	0.00
220 Social Security	308.24	321.93	334.69		348.00	348.00	0.00
231 Workers Compensation	21.97	22.88	23.70		28.98	28.98	0.00
232 Unemployment Insurance	28.36	105.22	458.07		5.64	5.64	5.64
240 Contractural Employee Benefits	26.59	25.40	26.28		27.24	27.24	0.00
300 Services	0.00	4,415.05	0.00		0.00	0.00	0.00
FUNCTION 1132							
112 Classified Salaries	0.00	0.00	7,948.67		0.00	0.00	0.00
121 Licensed Substitutes	33.32	60.00	0.00		1,500.01	1,500.01	0.00
130 Other Salaries	13,504.25	14,034.90	27,853.00		24,916.27	24,916.27	0.00
132 Coaches Salaries	62,073.60	51,431.91	60,713.25		53,038.55	53,038.55	0.00

FUND 232 ATHLETICS AND ACTIVITIES continued

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REQUIREMENTS: continued							
133 Advisors Salaries	28,568.29	29,040.04	33,189.00		40,587.41	40,587.41	0.00
136 Extra Duty Pay	0.00	84.16	0.00		0.00	0.00	0.00
211 PERS Tier 1,2	2,676.96	2,031.08	2,621.62		2,335.31	2,335.31	0.00
212 PERS Pickup	6,250.82	5,606.88	6,584.03		7,412.67	7,412.67	0.00
213 PERS UAL	10,511.27	9,428.73	11,049.16		15,001.54	15,001.54	0.00
214 PERS Bond	5,547.22	4,840.73	5,672.28		6,486.07	6,486.07	0.00
216 PERS OPSRP	7,578.64	7,080.66	12,629.23		10,571.88	10,571.88	0.00
220 Social Security	7,926.31	7,201.15	8,338.15		9,398.37	9,398.37	0.00
231 Workers Compensation	576.22	519.05	602.14		785.44	785.44	0.00
232 Unemployment Insurance	627.96	2,353.13	108.68		153.68	153.68	0.00
240 Contractural Employee Benefits	2,135.45	566.12	653.98		737.15	737.15	0.00
310 Contracted Coaches	144,903.25	167,377.59	140,863.23		175,659.01	175,659.01	0.00
310 Professional/Technical Services	32,602.04	37,749.69	37,046.25		37,046.25	37,046.25	0.00
321 Cleaning Services	3,172.21	483.71	1,000.00		1,000.00	1,000.00	0.00
322 Repairs	1,410.00	1,000.00	1,000.00		1,000.00	1,000.00	0.00
324 Rentals	650.00	0.00	0.00		0.00	0.00	0.00
332 Non Reimburse Student Transportation	58,579.60	26,485.51	0.00		0.00	0.00	0.00
342 Travel out of District	25,218.52	28,533.06	10,000.00		10,000.00	10,000.00	0.00
389 Other Professional Services	1,815.30	4,093.00	500.00		500.00	500.00	0.00
410 Supplies	28,280.44	11,314.66	19,500.00		20,000.00	20,000.00	0.00
415 Field Supplies	3,200.70	1,692.03	5,000.00		5,000.00	5,000.00	0.00
419 Uniforms	0.00	8,919.50	8,000.00		8,000.00	8,000.00	0.00
460 Non Consumables	497.99	776.40	2,000.00		2,000.00	2,000.00	0.00
480 Computer Hardware	564.56	0.00	0.00		0.00	0.00	0.00
490 Awards	1,484.44	71.45	0.00		0.00	0.00	0.00
540 Equipment	0.00		0.00		0.00	0.00	0.00
640 Dues and Fees	19,612.23	18,146.50	15,388.39		15,388.39	15,388.39	0.00
FUNCTION 2550							
332 Non Reimburse Student Transportation	0.00		50,000.00		50,000.00	50,000.00	0.00
FUND 232 ATHLETICS AND ACTIVITIES	475,649.81	451,304.05	475,000.00		505,000.00	505,000.00	0.00

FUND 245 EARLY LITERACY SUCCESS SCHOOL DISTRICT GRANTS

In 2023, House Bill 3198 created the Early Literacy Success Initiative, including Early Literacy Success School District Grants.
These funds are intended to assist school districts in increasing early literacy, reducting literacy disparities, increasing literacy support to parents and guardians, and increase access to early literacy through support that is research-aligned, culturally responsive, student-centered and family-centered.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
3299 Restricted Revenue from the State	15,416.95	138,796.39	69,579.49		74,035.49	74,035.49	0.00
FUND 245 EARLY LITERACY	15,416.95	138,796.39	69,579.49		74,035.49	74,035.49	0.00
REQUIREMENTS:							
FUNCTION 1111							
100 Salaries	5,451.53	17,137.08	13,545.00	0.38	11,394.15	11,394.15	0.00
200 Benefits	546.34	5,935.29	4,550.96		4,835.76	4,835.76	0.00
300 Services	859.98	547.82	5,372.09		0.00	0.00	0.00
400 Supplies	0.00	75,872.41	7,000.00		5,000.00	5,000.00	0.00
FUNCTION 1272							
100 Salaries	0.00	27,174.62	21,899.63	0.26	32,245.91	32,245.91	0.00
200 Benefits	0.00	11,645.29	10,211.81		20,559.67	20,559.67	0.00
300 Services	*0.00*	483.88	0.00		0.00	0.00	0.00
400 Supplies	2,326.49		0.00		0.00	0.00	0.00
FUNCTION 2240							
300 Services	6,232.61		7,000.00		0.00	0.00	0.00
FUND 245 EARLY LITERACY	15,416.95	138,796.39	69,579.49	0.64	74,035.49	74,035.49	0.00

FUND 249 SB 1149

The Oregon Legislature passed Senate Bill 1149 which introduces competition into the retail electricity market of Oregon´s two largest utilities, Portland General Electric and PacifiCorp. The bill went into effect on March 1, 2002. It provides that PGE and PacifiCorp must collect a public-purpose charge from consumers within their service areas that is equal to 3 percent of the total revenues from electricity services. Ten percent of these public purpose funds must go towards energy efficiency efforts in the public schools within their service areas. The administration of the school public purpose funds is being facilitated by the Oregon Department of Energy in cooperation with the Education Service Districts and individual school districts.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1990 Other Revenue	30,713.28	35,925.73	27,300.00		27,300.00	27,300.00	0.00
5400 Beginning Fund Balance	0.00		0.00		0.00	0.00	0.00
FUND 249 SB 1149	30,713.28	35,925.73	27,300.00		27,300.00	27,300.00	0.00
REQUIREMENTS:							
FUNCTION 5110							
600 Debt Service	27,300.00	27,300.00	27,300.00		27,300.00	27,300.00	0.00
FUNCTION 7000							
820 Reserved for Next Year	3,413.28	3,413.28	0.00		0.00	0.00	0.00
FUND 249 SB 1149	30,713.28	30,713.28	27,300.00		27,300.00	27,300.00	0.00

FUND 251 STUDENT INVESTMENT ACCOUNT

The Student Success Act was passed in May, 2019 and included $200 million to enhance the State School Fund, with the remaining funds primarily divided among three key accounts; the Student Investment Account, an Early Learning Account and a Statewide Education Initiatives Account. This fund represents the money distributed through the Student Investment Account designed to meet students' mental or behavioral health needs and increase academic achievement for underserved students within the district.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
3199 Restricted Revenue from the State	927,541.03	1,160,911.93	1,019,548.53		1,059,680.56	1,059,680.56	0.00
FUND 251 STUDENT INVESTMENT ACCOUNT	927,541.03	1,160,911.93	1,019,548.53	0.00	1,059,680.56	1,059,680.56	0.00
REQUIREMENTS:							
FUNCTION 1111							
100 Salaries	78,981.73	57,738.97	50,649.30	1.63	59,486.13	59,486.13	0.00
200 Benefits	31,733.83	23,445.16	42,033.34		46,916.75	46,916.75	0.00
300 Services	1,609.68	1,893.22	0.00		0.00	0.00	0.00
400 Supplies	0.00	61,256.96	0.00		0.00	0.00	0.00
FUNCTION 1121							
100 Salaries	140,885.94	149,019.85	157,567.60	2.00	166,481.12	166,481.12	0.00
200 Benefits	97,570.84	101,375.86	111,474.94		117,603.94	117,603.94	0.00
300 Services	2,608.52	547.82	0.00		0.00	0.00	0.00
400 Supplies	0.00	15,999.72	0.00		0.00	0.00	0.00
FUNCTION 1131							
100 Salaries	118,792.56	179,890.92	233,787.00	3.00	216,809.28	216,809.28	0.00
200 Benefits	88,611.42	135,383.79	167,438.30		158,664.23	158,664.23	0.00
300 Services	2,191.28	7,968.89	0.00		0.00	0.00	0.00
400 Supplies	0.00	13,292.14	0.00		0.00	0.00	0.00

FUND 251 STUDENT INVESTMENT ACCOUNT continued

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REQUIREMENTS: continued							
FUNCTION 2120							
100 Salaries	105,372.62	123,168.89	127,524.04	2.00	176,707.47	176,707.47	0.00
200 Benefits	74,985.01	89,426.41	98,464.64		105,593.77	105,593.77	0.00
FUNCTION 2210							
300 Services	0.00	8,466.16	0.00		0.00	0.00	0.00
FUNCTION 2240							
300 Services	34,432.75	55,232.93	30,609.37		11,417.87	11,417.87	0.00
400 Supplies	0.00	247.31					
FUNCTION 2410							
100 Salaries	92,795.00	107,076.00	0.00		0.00	0.00	0.00
200 Benefits	56,969.85	29,480.93	0.00		0.00	0.00	0.00
FUNCTION 2540							
300 Services	0.00	0.00	0.00		0.00	0.00	0.00
FUNCTION 2660							
540 Equipment	0.00	0.00	0.00		0.00	0.00	0.00
FUND 251 STUDENT INVESTMENT ACCOUNT	927,541.03	1,160,911.93	1,019,548.53	8.63	1,059,680.56	1,059,680.56	0.00

FUND 252 SUMMER LEARNING GRANT

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
3299 Restricted Revenue from the State	0.00	0.00	170,000.00		230,160.00	230,160.00	0.00
5200 Interfund Transfer	0.00	0.00	0.00		0.00	0.00	0.00
FUND 252 SUMMER LEARNING GRANT	0.00	0.00	170,000.00		230,160.00	230,160.00	0.00
REQUIREMENTS:							
FUNCTION 11XX							
400 Supplies	0.00	0.00	0.00		0.00	0.00	0.00
FUNCTION 14XX							
100 Salaries	0.00	0.00	59,000.00		65,912.00	65,912.00	0.00
200 Benefits	0.00	0.00	18,000.00		28,248.00	28,248.00	0.00
300 Services	0.00	0.00	0.00		20,000.00	20,000.00	0.00
400 Supplies	0.00	0.00	68,000.00		61,000.00	61,000.00	0.00
600 Dues and Fees	0.00	0.00	0.00		20,000.00	20,000.00	0.00
FUNCTION 2550							
300 Services		0.00	0.00		13,000.00	13,000.00	0.00
FUNCTION 2660							
400 Supplies			25,000.00		22,000.00	22,000.00	0.00
FUND 252 SUMMER LEARNING GRANT	0.00	0.00	170,000.00		230,160.00	230,160.00	0.00

FUND 267 GATES GRANT

Grant for 9th Grade Success program sponsored by Bill & Melinda Gates Foundation

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1920 Contributions From Private Sources	2,025.00	2,025.00	2,403.04		2,025.00	2,025.00	0.00
5400 Beginning Fund Balance	842.03	842.03	513.84		1,231.23	1,231.23	0.00
FUND 267 Gates Grant	2,867.03	2,867.03	2,916.88		3,256.23	3,256.23	0.00
REQUIREMENTS:							
FUNCTION 1131							
100 Salaries	2,025.00	2,025.00	2,025.00		2,025.00	2,025.00	0.00
200 Benefits	842.03	0.00	891.88		931.23	931.23	0.00
400 Supplies	0.00	0.00	0.00		300.00	300.00	0.00
FUNCTION 7000							
820 Reserved for Next Year	0.00	842.03	0.00		0.00	0.00	0.00
FUND 267 Gates Grant	2,867.03	2,867.03	2,916.88		3,256.23	3,256.23	0.00

FUND 268 NREN GRANT

Northwest Regional Educator Network grant program sponsored by Northwest Regional Education Service District

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
2199 Other Intermediate Sources	96,260.00	0.00	0.00		0.00	0.00	0.00
5400 Beginning Fund Balance	0.00	0.00	0.00		0.00	0.00	0.00
FUND 268 NREN Grant	96,260.00	0.00	0.00		0.00	0.00	0.00
REQUIREMENTS:							
FUNCTION 2240							
100 Salaries	11,338.78	0.00	0.00		0.00	0.00	0.00
200 Benefits	4,644.97	0.00	0.00		0.00	0.00	0.00
300 Services	77,048.15	0.00	0.00		0.00	0.00	0.00
400 Supplies	3,228.10	0.00	0.00		0.00	0.00	0.00
FUND 268 NREN Grant	96,260.00	0.00	0.00		0.00	0.00	0.00

FUND 269 DISTRICT CURRICULUM FUND

Fund to account for activity related to Banks School District curriculum adoptions.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
5200 Interfund Transfer	0.00	139,000.00	85,000.00		100,000.00	100,000.00	0.00
5400 Beginning Fund Balance	0.00	0.00	92,376.27		180,000.00	180,000.00	0.00
FUND 269 DISTRICT CURRICULUM FUND	0.00	139,000.00	177,376.27		280,000.00	280,000.00	0.00
REQUIREMENTS:							
FUNCTION 1111							
400 Supplies	0.00	30,603.93	58,376.27		66,000.00	66,000.00	0.00
FUNCTION 1121							
400 Supplies	0.00	5,323.19	40,000.00		60,000.00	60,000.00	0.00
FUNCTION 1131							
400 Supplies	0.00	10,696.61	55,000.00		90,000.00	90,000.00	0.00
FUNCTION 2240							
300 Services					40,000.00	40,000.00	0.00
Function 2660							
400 Supplies			24,000.00		24,000.00	24,000.00	0.00
FUNCTION 7000							
820 Reserved for Next Year		92,376.27					
FUND 269 DISTRICT CURRICULUM FUND	0.00	139,000.00	177,376.27		280,000.00	280,000.00	0.00

FUND 270 STUDENT BODY FUNDS

This fund accounts for the revenues and requirements of the districts' student body funds.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1510 Interest	9,777.09	10,724.72	2,500.00		11,250.00	11,250.00	0.00
1740 Fees	3,520.00	3,170.00	10,500.00		12,350.00	12,350.00	0.00
1750 Concessions	0.00	0.00	12,000.00		12,000.00	12,000.00	0.00
1760 Fundraising	73,516.46	58,459.70	85,000.00		85,000.00	85,000.00	0.00
1920 Contributions from Private Sources	44,130.00	74,349.08	40,000.00		75,000.00	75,000.00	0.00
1990 Miscellaneous	90,370.48	96,979.06	250,000.00		250,000.00	250,000.00	0.00
5400 Beginning Fund Balance	176,449.18	205,493.95	200,000.00		220,000.00	220,000.00	0.00
FUND 270 STUDENT BODY FUNDS	397,763.21	449,176.51	600,000.00		665,600.00	665,600.00	0.00
REQUIREMENTS:							
FUNCTION 1113							
300 Services	3,131.10	3,211.00	50,000.00		50,000.00	50,000.00	0.00
400 Supplies	12,407.58	10,029.10	25,000.00		25,000.00	25,000.00	0.00
640 Dues and Fees	0.00	0.00	5,000.00		5,000.00	5,000.00	0.00
FUNCTION 1122							
100 Salaries	0.00	0.00	0.00		0.00	0.00	0.00
200 Benefits	0.00	0.00	0.00		0.00	0.00	0.00
300 Services	4,521.38	0.00	50,000.00		50,000.00	50,000.00	0.00
400 Supplies	10,228.42	11,720.72	25,000.00		25,000.00	25,000.00	0.00
640 Dues and Fees	0.00	0.00	5,000.00		5,250.00	5,250.00	0.00
FUNCTION 1132							
100 Salaries	730.08	431.32	0.00		9,356.60	9,356.60	0.00
200 Benefits	293.86	180.45	0.00		3,993.40	3,993.40	0.00
300 Services	19,912.15	14,550.41	110,000.00		117,000.00	117,000.00	0.00
400 Supplies	146,274.61	174,461.68	255,000.00		300,000.00	300,000.00	0.00
500 Depreciable Equipment	1,000.50	0.00	0.00		0.00	0.00	0.00
640 Dues and Fees	22,084.49	14,740.29	50,000.00		50,000.00	50,000.00	0.00
FUNCTION 7000							
820 Reserved for Next Year	177,179.04	219,851.54	25,000.00		25,000.00	25,000.00	0.00
FUND 270 STUDENT BODY FUNDS	397,763.21	449,176.51	600,000.00		665,600.00	665,600.00	0.00

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Miscellaneous funds through private donations and small grants

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1510 Interest	0.00	0.00	3,500.00		3,500.00	3,500.00	0.00
1920 Contributions From Private Sources	21,253.29	6,987.34	140,500.00		140,500.00	140,500.00	0.00
1990 Miscellaneous	3,400.94	13,551.51	69,500.00		94,500.00	94,500.00	0.00
2199 Other Intermediate Sources	14,491.26	0.00	0.00		0.00	0.00	0.00
3299 Restricted Revenue from the State	28,486.55	6,069.62	71,000.00		51,500.00	51,500.00	0.00
4700 Federal Government Through Other Intermediate	0.00	0.00	0.00		0.00	0.00	0.00
5400 Beginning Fund Balance	20,862.41	18,387.59	18,600.00		18,600.00	18,600.00	0.00
FUNDS 271-279 FUNDRAISED & SMALL GRANTS	88,494.45	44,996.06	303,100.00		308,600.00	308,600.00	0.00
REQUIREMENTS:							
FUNCTION 11XX							
100 Salaries	6,369.87	5,634.28	0.00		4,507.60	4,507.60	0.00
200 Benefits	2,702.08	2,401.56	0.00		992.40	992.40	0.00
300 Services	12,967.65	7,411.62	59,000.00		59,000.00	59,000.00	0.00
400 Supplies	9,514.61	15,700.20	113,600.00		113,600.00	113,600.00	0.00
540 Equipment	2,805.50	0.00	0.00		0.00	0.00	0.00
640 Dues and Fees	925.90		14,500.00		14,500.00	14,500.00	0.00
FUNCTION 1291							
300 Services	1,335.71	273.91	0.00		0.00	0.00	0.00
400 Supplies	0.00	0.00	0.00		0.00	0.00	0.00
FUNCTION 2120							
100 Salaries	0.00	104.90	0.00		0.00	0.00	0.00
200 Benefits	0.00	43.81	0.00		0.00	0.00	0.00
FUNCTION 2190							
400 Supplies	2,319.20		0.00		0.00	0.00	0.00

FUNDS 271-279 FUNDRAISED AND SMALL GRANT FUNDS continued

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REQUIREMENTS: continued							
FUNCTION 2220							
300 Services	0.00		0.00		0.00	0.00	0.00
FUNCTION 2240							
100 Salaries	139.08		0.00		0.00	0.00	0.00
200 Benefits	241.82		0.00		0.00	0.00	0.00
300 Services	5,170.94	1,882.58	45,000.00		45,000.00	45,000.00	0.00
400 Supplies	0.00		0.00		0.00	0.00	0.00
FUNCTION 2410							
300 Services	0.00		0.00		0.00	0.00	0.00
FUNCTION 2540							
300 Services	25,464.50	-464.00	71,000.00		71,000.00	71,000.00	0.00
FUNCTION 2550							
300 Services	150.00	0.00	0.00		0.00	0.00	0.00
FUNCTION 7000							
820 Reserved for Next Year	18,387.59	12,007.20	0.00		0.00	0.00	0.00
FUNDS 271-279 FUNDRAISED & SMALL GRANTS	88,494.45	44,996.06	303,100.00		308,600.00	308,600.00	0.00

FUND 273 HIGH SCHOOL DONATIONS

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1510 Interest	0.00	0.00	2,500.00		2,500.00	2,500.00	0.00
1920 Contributions From Private Sources	0.00	0.00	50,000.00		50,000.00	50,000.00	0.00
1990 Miscellaneous	0.00	0.00	50,000.00		50,000.00	50,000.00	0.00
5400 Beginning Fund Balance	0.00	0.00	2,000.00		2,000.00	2,000.00	0.00
FUND 273 High School Donations	0.00	0.00	104,500.00		104,500.00	104,500.00	0.00
REQUIREMENTS:							
FUNCTION 11XX							
100 Salaries	0.00	0.00	0.00		0.00	0.00	0.00
200 Benefits	0.00	0.00	0.00		0.00	0.00	0.00
300 Services	0.00	0.00	30,000.00		30,000.00	30,000.00	0.00
400 Supplies	0.00	0.00	60,000.00		60,000.00	60,000.00	0.00
600 Dues and Fees	0.00	0.00	14,500.00		14,500.00	14,500.00	0.00
820 Reserved for Next Year	0.00	0.00	0.00		0.00	0.00	0.00
FUNCTION 2550							
300 Services	0.00	0.00	0.00		0.00	0.00	0.00
FUND 273 High School Donations	0.00	0.00	104,500.00		104,500.00	104,500.00	0.00

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FUND 275

Miscellaneous funds through private donations and small grants

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1920 Contributions From Private Sources	15,608.54	15,555.89	45,000.00		45,000.00	45,000.00	0.00
1990 Miscellaneous	0.00	0.00	0.00		25,000.00	25,000.00	0.00
2199 Other Intermediate Sources	14,491.26	0.00	0.00		0.00	0.00	0.00
3299 Restricted Revenue from the State	28,486.55	6,069.62	71,000.00		51,500.00	51,500.00	0.00
4700 Federal Government Through Other Intermediate	0.00	0.00	0.00		0.00	0.00	0.00
5400 Beginning Fund Balance	0.00	0.00	0.00		0.00	0.00	0.00
FUND 275	58,586.35	21,625.51	116,000.00		121,500.00	121,500.00	0.00
REQUIREMENTS:							
FUNCTION 11XX							
100 Salaries	6,369.87	5,634.28	0.00		4,507.60	4,507.60	0.00
200 Benefits	2,702.08	2,401.56	0.00		992.40	992.40	0.00
300 Services	11,887.65	7,411.62	0.00		0.00	0.00	0.00
400 Supplies	0.00	4,336.85	0.00		0.00	0.00	0.00
540 Depreciable Equipment	2,805.50	0.00	0.00		0.00	0.00	0.00
FUNCTION 1272							
100 Salaries	0.00	0.00	0.00		0.00	0.00	0.00
200 Benefits	0.00	0.00	0.00		0.00	0.00	0.00
300 Services	0.00	0.00	0.00		0.00	0.00	0.00
FUNCTION 1291							
300 Services	1,335.71	273.91	0.00		0.00	0.00	0.00
400 Supplies	0.00	0.00	0.00		0.00	0.00	0.00

FUNCTION 2120						
100 Salaries	0.00	104.90	0.00	0.00	0.00	0.00
200 Benefits	0.00	43.81				
FUNCTION 2190						
400 Supplies	2,319.20	0.00	0.00	0.00	0.00	0.00
FUNCTION 2220						
300 Services	0.00	0.00	0.00	0.00	0.00	0.00
FUNCTION 2240						
100 Salaries	139.08	-	0.00	0.00	0.00	0.00
200 Benefits	241.82	-	0.00	0.00	0.00	0.00
300 Services	5,170.94	1,882.58	45,000.00	45,000.00	45,000.00	0.00
400 Supplies	0.00	0.00	0.00	0.00	0.00	0.00
FUNCTION 2410						
300 Services	0.00	0.00	0.00	0.00	0.00	0.00
FUNCTION 2540						
300 Services	25,464.50	-464.00	71,000.00	71,000.00	71,000.00	0.00
FUNCTION 2550						
300 Services	150.00					
FUND 275	58,586.35	21,625.51	116,000.00	121,500.00	121,500.00	0.00

FUND 277 ELEMENTARY DONATIONS

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1510 Interest	0.00	0.00	1,000.00		1,000.00	1,000.00	0.00
1920 Contributions From Private Sources	5,644.75	0.00	25,000.00		25,000.00	25,000.00	0.00
1990 Miscellaneous	197.10	2,920.95	10,000.00		10,000.00	10,000.00	0.00
5400 Beginning Funds Balance	0.00	6,747.07	5,000.00		5,000.00	5,000.00	0.00
FUND 277 Elementary Donations	5,841.85	9,668.02	41,000.00		41,000.00	41,000.00	0.00
REQUIREMENTS:							
FUNCTION 11XX							
300 Services	0.00	0.00	14,000.00		14,000.00	14,000.00	0.00
400 Supplies	5,311.00	5,862.06	27,000.00		27,000.00	27,000.00	0.00
640 Dues and Fees	0.00	0.00	0.00		0.00	0.00	0.00
820 Reserved for Next Year	530.85	3,805.96	0.00		0.00	0.00	0.00
FUND 277 Elementary Donations	5,841.85	9,668.02	41,000.00		41,000.00	41,000.00	0.00

FUND 278 MIDDLE SCHOOL DONATIONS

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1510 Interest	0.00	0.00	0.00		0.00	0.00	0.00
1920 Contributions from Private Sources	0.00	0.00	19,500.00		19,500.00	19,500.00	0.00
1990 Miscellaneous	2,148.55	45.00	9,000.00		9,000.00	9,000.00	0.00
5400 Beginning Funds Balance	6,683.48	8,944.47	10,000.00		10,000.00	10,000.00	0.00
FUND 278 Middle School Donations	8,832.03	8,989.47	38,500.00		38,500.00	38,500.00	0.00
REQUIREMENTS:							
FUNCTION 11XX							
300 Services	0.00	0.00	15,000.00		15,000.00	15,000.00	0.00
400 Supplies	4,129.76	4,620.12	23,500.00		23,500.00	23,500.00	0.00
600 Dues and Fees	925.90	0.00	0.00		0.00	0.00	0.00
820 Reserved for Next Year	3,776.37	4,369.35	0.00		0.00	0.00	0.00
FUND 278 Middle School Donations	8,832.03	8,989.47	38,500.00		38,500.00	38,500.00	0.00

FUND 280 FOOD SERVICE

A fund accounting for the revenues and requirements of the district's food service program.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1610 Food Sales	96,642.62	3,557.48	2,000.00		2,000.00	2,000.00	0.00
31XX Restricted Revenue from the State	0.00	3,079.60	0.00		0.00	0.00	0.00
3299 Restricted Revenue from the State	24,880.70	234,420.69	125,000.00		250,000.00	250,000.00	0.00
4500 Restricted Federal Revenue Through State	38,116.66	59,033.43	60,000.00		60,000.00	60,000.00	0.00
4505 School Nutrition Revenue	153,894.33	221,330.06	205,000.00		250,000.00	250,000.00	0.00
4900 Commodity Revenue	21,862.12	27,517.98	35,000.00		35,000.00	35,000.00	0.00
5200 Interfund Transfer	2,819.24	0.00	4,000.00		4,000.00	4,000.00	0.00
5400 Beginning Fund Balance	287,461.38	119,976.99	90,543.32		100,500.00	100,500.00	0.00
FUND 280 FOOD SERVICE	625,677.05	668,916.23	521,543.32		701,500.00	701,500.00	0.00
REQUIREMENTS:							
FUNCTION 2540							
300 Purchased Services	0.00	0.00	5,000.00		5,000.00	5,000.00	0.00
FUNCTION 3100							
100 Salaries	25,727.36	0.00	10,686.00	0.10	11,113.43	11,113.43	0.00
200 Benefits	12,223.97	0.00	6,707.69		7,410.48	7,410.48	0.00
300 Purchased Services	317,442.38	331,744.67	359,000.00		439,393.00	439,393.00	0.00
322 Repairs and Maintenance	24,861.73	11,379.80	15,149.63		60,583.09	60,583.09	0.00
380 Miscellaneous	22,481.64	9,351.22	0.00		0.00	0.00	0.00
390 OTHER PROF/TECH SERV	0.00	92,804.07	10,000.00		20,000.00	20,000.00	0.00
400 Supplies	5,853.49	11,257.66	40,000.00		45,000.00	45,000.00	0.00
540 Equipment	128,206.19	0.00	20,000.00		51,000.00	51,000.00	0.00
640 Dues and Fees	1,918.03	2,415.18	5,000.00		5,000.00	5,000.00	0.00
FUNCTION 7000							
820 Reserved for Next Year	86,962.26	209,963.63	50,000.00		57,000.00	57,000.00	0.00
FUND 280 FOOD SERVICE	625,677.05	668,916.23	521,543.32		701,500.00	701,500.00	0.00

FUND 290 PREVENTATIVE MAINTENANCE FUND

A fund accounting for the financial resources used for preventative maintenance related expenditures.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
5200 Interfund Transfer	0.00	100,000.00	59,000.00		75,000.00	75,000.00	0.00
5400 Beginning Fund Balance	3,332.00	0.00	136,668.00		194,000.00	194,000.00	0.00
FUND 290 PREVENTATIVE MAINTENANCE FUND	3,332.00	100,000.00	195,668.00		269,000.00	269,000.00	0.00
REQUIREMENTS:							
FUNCTION 2540							
300 Services	0.00	0.00	67,000.00		129,000.00	129,000.00	0.00
400 Supplies	3,332.00	0.00	128,668.00		140,000.00	140,000.00	0.00
FUNCTION 7000							
820 Reserved for Next Year	0.00	100,000.00	0.00		0.00	0.00	0.00
FUND 290 PREVENTATIVE MAINTENANCE FUND	3,332.00	100,000.00	195,668.00		269,000.00	269,000.00	0.00

OTHER FUNDS

FUND 300 DEBT SERVICE

A fund accounting for the accumulation of resources for, and the payment of, general long-term debt, principal and interest. Includes debt service requirements and associated property tax revenue contingent on the voting result of bond measure on the ballot for the May 21, 2024 election.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1111 Current Year's Taxes	1,353,900.42	2,303,515.21	2,370,576.93		2,420,169.00	2,420,169.00	0.00
1112 Prior Year's Taxes	10,773.16	8,900.83	19,373.07		20,000.00	20,000.00	0.00
1114 Payments in Lieu of Property Taxes	243.62	1,828.62	1,000.00		1,000.00	1,000.00	0.00
1190 Interest on Taxes	2,200.76	5,135.58	5,000.00		5,000.00	5,000.00	0.00
1510 Interest	55,198.40	65,839.37	20,000.00		40,000.00	40,000.00	0.00
2199 Other Intermediate Sources	1,198.30	0.00	0.00		0.00	0.00	0.00
5200 Interfund Transfers	27,300.00	27,300.00	27,300.00		27,300.00	27,300.00	0.00
5400 Beginning Fund Balance	171,715.92	208,745.24	220,000.00		250,000.00	250,000.00	0.00
FUND 300 DEBT SERVICE	1,622,530.58	2,621,264.85	2,663,250.00		2,763,469.00	2,763,469.00	0.00
REQUIREMENTS:							
FUNCTION 51XX							
610 Principal	1,035,321.29	1,109,668.63	1,024,456.00		1,059,675.00	1,059,675.00	0.00
620 Interest	396,978.71	1,251,068.26	1,408,794.00		1,473,794.00	1,473,794.00	0.00
FUNCTION 7000							
820 Reserved for Next Year	190,230.58	260,527.96	230,000.00		230,000.00	230,000.00	0.00
FUND 300 DEBT SERVICE	1,622,530.58	2,621,264.85	2,663,250.00		2,763,469.00	2,763,469.00	0.00

General Obligation Bonds
Bond Series 2012C

Fiscal Year Ended June 30,	Total	Principal	Interest	Payment Date
2013				12/15/2012
2013				6/15/2013
2014				12/15/2013
2014				6/15/2014
2015				12/15/2014
2015				6/15/2015
2016				12/15/2015
2016				6/15/2016
2017				12/15/2016
2017				6/15/2017
2018				12/15/2017
2018				6/15/2018
2019				12/15/2018
2019	$1,140,000.00	$996,337.00	$143,663.00	6/15/2019
2020				12/15/2019
2020	$1,175,000.00	$988,328.00	$186,672.00	6/15/2020
2021				12/15/2020
2021				6/15/2021
2022				12/15/2021
2022				6/15/2022
2023				12/15/2022
2023	$1,365,000.00	$1,022,931.00	$342,069.00	6/15/2023
2024				12/15/2023
2024	$1,405,000.00	$1,010,982.00	$394,018.00	6/15/2024
2025				12/15/2024
2025	$1,450,000.00	$999,456.00	$450,544.00	6/15/2025
2026				12/15/2025
2026	$1,495,000.00	$984,786.00	$510,214.00	6/15/2026
2027				12/15/2026
2027	$1,535,000.00	$969,675.00	$565,325.00	6/15/2027
TOTAL	$9,565,000.00	$6,972,495.00	$2,592,505.00	

State of Oregon, Department of Energy
Cool School Loan

Fiscal Year Ended June 30,	Total	Principal	Interest	Payment Date
2012	$13,650.00	$8,760.36	$4,889.64	$4,550 Mthly
2013	$54,600.00	$33,154.79	$21,445.21	$4,550 Mthly
2014	$54,600.00	$34,333.98	$20,266.02	$4,550 Mthly
2015	$54,600.00	$35,555.15	$19,044.85	$4,550 Mthly
2016	$54,600.00	$36,771.33	$17,828.67	$4,550 Mthly
2017	$54,600.00	$38,127.59	$16,472.41	$4,550 Mthly
2018	$54,600.00	$39,483.66	$15,116.34	$4,550 Mthly
2019	$54,600.00	$40,887.98	$13,712.02	$4,550 Mthly
2020	$54,600.00	$42,309.20	$12,290.80	$4,550 Mthly
2021	$54,600.00	$43,847.04	$10,752.96	$4,550 Mthly
2022	$54,600.00	$45,406.53	$9,193.47	$4,550 Mthly
2023	$54,600.00	$47,021.51	$7,578.49	$4,550 Mthly
2024	$54,600.00	$48,678.57	$5,921.43	$4,550 Mthly
2025	$54,600.00	$50,425.26	$4,174.74	$4,550 Mthly
2026	$54,600.00	$52,218.75	$2,381.25	$4,550 Mthly
2027	$40,127.75	$39,556.30	$571.45	$4,550 Mthly
TOTAL	$818,177.75	$636,538.00	$181,639.75	

General Obligation Bonds
Bond Series 2024

	Outstanding Bonds		Series 2024A Bonds		Series 2024B		
Fiscal Year	Principal	Interest	Principal	Interest	Principal	Interest	Total
2025	$ 99,945.00	$ 450,544.00			$ 85,000.00	$ 798,438.00	$ 1,433,927.00
2026	$ 984,786.00	$ 510,214.00				$ 908,250.00	$ 2,403,250.00
2027	$ 969,675.00	$ 565,325.00			$ 90,000.00	$ 908,250.00	$ 2,533,250.00
2028			$ 1,523,717.00	$ 221,283.00		$ 903,750.00	$ 2,648,750.00
2029			$ 1,566,790.00	$ 293,210.00		$ 903,750.00	$ 2,763,750.00
2030			$ 1,609,617.00	$ 375,383.00		$ 903,750.00	$ 2,888,750.00
2031			$ 1,641,542.00	$ 463,458.00		$ 903,750.00	$ 3,008,750.00
2032			$ 1,675,803.00	$ 559,197.00		$ 903,750.00	$ 3,138,750.00
2033					$ 2,365,000.00	$ 903,750.00	$ 3,268,750.00
2034					$ 2,620,000.00	$ 785,500.00	$ 3,405,500.00
2035					$ 2,890,000.00	$ 654,500.00	$ 3,544,500.00
2036					$ 3,180,000.00	$ 510,000.00	$ 3,690,000.00
2037					$ 3,450,000.00	$ 351,000.00	$ 3,801,000.00
2038			$ 88,924.00	$ 78,439.00	$ 3,570,000.00	$ 178,500.00	$ 3,915,863.00
2039			$ 2,047,243.00	$ 1,985,531.00			$ 4,032,774.00
2040			$ 2,014,937.00	$ 2,139,263.00			$ 4,154,200.00
2041			$ 1,982,601.00	$ 2,295,540.00			$ 4,278,141.00
2042			$ 1,950,265.00	$ 2,454,333.00			$ 4,404,598.00
2043			$ 1,919,950.00	$ 2,618,390.00			$ 4,538,340.00
2044			$ 1,889,635.00	$ 2,785,365.00			$ 4,675,000.00
2045			$ 1,767,710.00	$ 3,048,920.00			$ 4,816,630.00
2046			$ 1,734,695.00	$ 3,224,503.00			$ 4,959,198.00
2047			$ 1,703,055.00	$ 3,405,181.00			$ 5,108,236.00
2048			$ 1,672,790.00	$ 3,591,456.00			$ 5,264,246.00
2049			$ 1,641,150.00	$ 3,777,575.00			$ 5,418,725.00
2050			$ 1,612,262.00	$ 3,972,963.00			$ 5,585,225.00
2051			$ 1,012,478.00	$ 2,667,522.00			$ 3,680,000.00
	$ 2,054,406.00	$ 1,526,083.00	$ 31,055,164.00	$ 39,957,512.00	$ 18,250,000.00	$ 10,516,938.00	$ 103,360,103.00

FUND 400 CAPITAL PROJECTS

A fund accounting for the financial resources used to acquire or construct major capital facilities (other than those of proprietary funds and trust funds).
The fund was originally created from the sales of the Buxton School.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1510 Interest	4,645.25	4,839.23	4,000.00		4,000.00	4,000.00	0.00
5400 Beginning Fund Balance	92,185.01	96,830.26	96,830.00		106,000.00	106,000.00	0.00
FUND 400 CAPITAL PROJECTS	96,830.26	101,669.49	100,830.00		110,000.00	110,000.00	0.00
REQUIREMENTS:							
FUNCTION 41XX							
300 Services	0.00	0.00	0.00		0.00	0.00	0.00
400 Supplies	0.00	0.00	0.00		0.00	0.00	0.00
500 Capital Outlay	0.00	0.00	100,830.00		100,830.00	100,830.00	0.00
FUNCTION 7000							
820 Reserved for Next Year	96,830.26	101,669.49	0.00		9,170.00	9,170.00	0.00
FUND 400 CAPITAL PROJECTS	96,830.26	101,669.49	100,830.00		110,000.00	110,000.00	0.00

FUND 402 CONSTRUCTION EXCISE TAX

A fund accounting for the financial resources used to acquire or construct major capital facilities (other than those of proprietary funds and trust funds).
The funds are collected by the Construction Excise Tax.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1130 Tax Revenue	26,948.62	38,283.06	80,000.00		180,000.00	180,000.00	0.00
5400 Beginning Fund Balance	570,489.26	205,109.30	336,000.00		336,000.00	336,000.00	0.00
FUND 402 CAPITAL PROJECTS	597,437.88	243,392.36	416,000.00		516,000.00	516,000.00	0.00
REQUIREMENTS:							
FUNCTION 41XX							
300 Services	15,000.00	27,539.80	0.00		100,000.00	100,000.00	0.00
500 Capital Outlay	398,186.54	0.00	416,000.00		416,000.00	416,000.00	0.00
FUNCTION 7000							
820 Reserved for Next Year	184,251.34	215,852.56	0.00		0.00	0.00	0.00
FUND 402 CAPITAL PROJECTS	597,437.88	243,392.36	416,000.00		516,000.00	516,000.00	0.00

FUND 403 ATHLETIC FACILITIES FUNDRAISING

A fund accounting for fundraising efforts pursued to upgrade District athletic facilities. In 2024–25, fundraising efforts began to raise funds for the Kelly Field 365 updates.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1920 Contributions from Private Sources	9,200.00	538,880.03	1,020,800.00		1,820,800.00	1,820,800.00	0.00
5400 Beginning Fund Balance	350,000.00	9,200.00	542,000.00		542,000.00	542,000.00	0.00
FUND 403 HS TRACK REPLACEMENT	359,200.00	548,080.03	1,562,800.00		2,362,800.00	2,362,800.00	0.00
REQUIREMENTS:							
FUNCTION 41XX							
500 Capital Outlay	350,000.00	520.00	1,562,800.00		2,362,800.00	2,362,800.00	0.00
FUNCTION 7000							
820 Reserved for Next Year	9,200.00	547,560.03	0.00		0.00	0.00	0.00
FUND 403 HS TRACK REPLACEMENT	359,200.00	548,080.03	1,562,800.00		2,362,800.00	2,362,800.00	0.00

FUND 405 HIGH SCHOOL ADDITION AND OTHER BOND PROJECTS

A fund accounting for the financial resources used for projects approved under the passed bond measure.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1510 Interest	0.00	761,939.93	350,000.00		900,000.00	900,000.00	0.00
1990 Miscellaneous	0.00	1,161,022.35					
3299 Restricted Revenue From the State-OSCIM	0.00	0.00	6,000,000.00		6,000,000.00	6,000,000.00	0.00
5110 Bond Proceeds	0.00	49,305,193.60	0.00				0.00
5120 Bond Premiums	0.00	2,919,017.95					
5400 Beginning Fund Balance	10.31	10.31	51,214,434.29		44,789,454.84	44,789,454.84	0.00
FUND 405 HS ADDITION AND OTHER BOND PROJEC	10.31	52,224,221.86	57,564,434.29		51,689,454.84	51,689,454.84	0.00
REQUIREMENTS:							
FUNCTION 2520							
100 Salaries	0.00	0.00	38,565.26		0.00	0.00	0.00
200 Benefits	0.00	0.00	15,794.44		0.00	0.00	0.00
FUNCTION 2540							
100 Salaries	0.00	0.00	88,400.00		0.00	0.00	0.00
200 Benefits	0.00	0.00	65,371.42		0.00	0.00	0.00
FUNCTION 41XX							
380 Other Non Prof/Tech			2,775,000.00		2,775,000.00	2,775,000.00	0.00
390 Other Prof/Tech			1,200,000.00		1,659,000.00	1,659,000.00	0.00
460 Non-Consumable			20,000.00		235,000.00	235,000.00	0.00
500 Capital Outlay	0.00	0.00	25,099,000.00		33,167,621.00	33,167,621.00	0.00
600 Dues & Fees			1,248,000.00		1,248,000.00	1,248,000.00	0.00
FUNCTION 7000							
820 Reserved for Next Year	10.31	52,224,221.86	27,014,303.17		12,604,833.84	12,604,833.84	0.00
FUND 405 HS ADDITION AND OTHER BOND PROJEC	10.31	52,224,221.86	57,564,434.29		51,689,454.84	51,689,454.84	0.00

FUND 600 INTERNAL SERVICE

A fund accounting for the operation of district functions that provide services to other district functions.

ACCOUNT NUMBER / TITLE	ACTUAL 2023-24	ACTUAL 2024-25	ADOPTED 2025-26	FTE	PROPOSED 2026-27	APPROVED 2026-27	ADOPTED 2026-27
REVENUES:							
1510 Interest	5,758.38	0.00	1,000.00		1,000.00	1,000.00	0.00
1970 Service Provided Other Funds	385,747.84	389,727.04	395,210.00		428,351.00	428,351.00	0.00
5400 Beginning Fund Balance	21,697.32	41,704.74	25,000.00		50,000.00	50,000.00	0.00
FUND 600 INTERNAL SERVICE FUND	413,203.54	431,431.78	421,210.00		479,351.00	479,351.00	0.00
REQUIREMENTS:							
FUNCTION 51XX							
600 Principal and Interest	371,501.80	375,243.04	385,498.00		418,639.00	418,639.00	0.00
FUNCTION 7000							
820 Reserved for Next Year	41,701.74	56,188.74	35,712.00		60,712.00	60,712.00	0.00
FUND 600 INTERNAL SERVICE FUND	413,203.54	431,431.78	421,210.00		479,351.00	479,351.00	0.00

APPENDICES

STATE SCHOOL FUND GRANT
2026-2027
Based on $11,359,400,000 Budget with a 49/51 split as of 3/2/2026

Washington County, Banks SD 13 - 2240

2026-2027 Local Revenue

Property Taxes and in-lieu of property taxes from local sources	=	$4,279,449.00
Common School Fund	=	$155,216.62
County School Fund	=	$35,000.00
State Managed Timber	=	$750,000.00
ESD Equalization	=	$0.00
In-Lieu of Property Taxes(non-local sources)	=	$0.00
Revenue Adjustments	=	$0.00
Sum of Local Revenue	=	$5,219,665.62

2026-2027 Experience Adjustment

District Average Teacher Experience	=	13.08
State Average Teacher Experience	=	12.57
Experience Adjustment (Difference in District and State Teacher Experience)	=	0.51

2026-2027 Transportation Grant

Salaries	=	N/A
Payroll	=	N/A
Purchased Services	=	N/A
Supplies	=	N/A
Other	=	N/A
Garage Depreciation	=	N/A
Bus Depreciation	=	N/A
Fees Collected	=	N/A
Non-Reimburseable	=	N/A
Net Eligible Trans Expenditures	=	$821,100.00
Transportation per ADMr Rank		26%
Transportation Reimbursement Rate		70.00%

70.00% of the Net Eligible Transportation Expenditures = the Transportation Grant $574,770.00

2026-2027 Extended ADMw

2026-2027 ADMw 1,215.97 **2025-2026 ADMw** 1,207.60 **Extended ADMw** 1,215.97

2026-2027 General Purpose Grant

Multiply the Teacher Experience Adjustment of 0.51 by $25 then add $4500 to the result = $4,512.75
Then multiply $4,512.75 by the Extended ADMw 1215.9675 and then by the funding ratio 2.5922539943 = $14,224,623.97

2026-2027 Total Formula Revenue

Add the General Purpose Grant $14,224,623.97 to the Transportation Grant $574,770.00 = $14,799,393.97

2026-2027 State School Fund Grant

Subtract the Local Revenue $5,219,665.62 from the Total Formula Revenue $14,799,393.97 = $9,579,728.35

2026-2027 Rates per ADMw

General Purpose Grant per Extended ADMw = $11,698 Total Formula Revenue per Extended ADMw = $12,171

Charter Schools Rate(ORS 338.155) = $11,698

STATE SCHOOL FUND GRANT
2026-2027 As of 3/2/2026

Washington County, Banks SD 13 District ID: 2240

2026-2027 Extended ADMw

Banks SD 13: District total extended ADMw for funding calculations

		2026-2027		**2025-2026**
ADMr:	1,060.00 X 1.00	1,060.00	1,059.91 X 1.00	1,059.91
Students in EL programs:	35.00 X 0.50	17.50	18.47 X 0.50	9.24
Students in Pregnant and Parenting Programs:	0.00 X 1.00	0.00	0.00 X 1.00	0.00
160 IEP Students capped at 11% of District ADMr:	116.60 X 1.00	116.60	116.59 X 1.00	116.59
Students on IEP Above 11% of ADMr:	9.50 X 1.00	9.50	9.50 X 1.00	9.50
Students in Poverty:	44.47 X 0.25	11.12	44.47 X 0.25	11.12
Students in Foster Care and Neglected/Delinquent:	5.00 X 0.25	1.25	5.00 X 0.25	1.25
Remote Elementary School Correction:	0.00 X 1.00	0.00	0.00 X 1.00	0.00
Small High School Correction:	0.00 X 1.00	0.00	0.00 X 1.00	0.00
Post Graduate Scholars:	0.00 X-0.25	0.00	0.00 X-0.25	0.00
	2026-2027 ADMw	**1,215.97**	**2025-2026 ADMw**	**1,207.60**

Banks SD 13 Extended ADMw 1,215.97

Banks SD 13 Extended ADMw 1,215.97

BUDGET TERMINOLOGY

Adopted Budget: Financial plan adopted by the governing body for the fiscal year or the budget period.

Agency Fund (Charter School/Scholarships): A fund used to account for activities of assets held in trust by a local government.

Appropriation: A legal authorization to make expenditures and incur obligations for specific purposes. Total appropriations include the adopted budget and any supplemental budget(s). The legal appropriation is the amount authorized by the board.

Approved Budget: The budget that has been approved by the budget committee.

Budget Committee: A statutorily (ORS 294.336) defined committee composed of the School Board and an equal number of citizen members appointed by the Board. The committee is responsible for reviewing the budget as proposed, recommending changes and approving the final budget which is presented to the School Board for adoption.

Budget Document: Written report showing the school district's comprehensive financial plan for one fiscal year. It must include a balanced statement of actual revenues and expenditures for each of the last two budgets and estimated revenues and expenditures for the current and upcoming budget.

Budget Message: Written explanation of the budget and the local government's financial priorities. It is prepared and presented by the Superintendent of the school district.

Capital Outlay: Items which have a useful life of one or more years and exceed a dollar threshold established by the district, such as land, buildings, furniture, and equipment.

Capital Projects Funds: Accounts for resources, usually bond sale proceeds, used for activities related to the purchase or construction of major capital assets.

Contingency: An estimate in an operating fund for unforeseen spending that may become necessary.

Cost Center: An administrative subdivision of the school district, which is charged with carrying on one or more specific purposes such as a school, department or special program.

BUDGET TERMINOLOGY (CONT.)

Current Budget Period: The budget period currently in progress.

Debt Service Fund: A fund established to account for payment of general long-term debt principal and interest.

Encumbrance: An obligation chargeable to an appropriation and for which part of the appropriation is reserved.

Expenditures: Total amount incurred if accounts are kept on an accrual basis; total amount paid if accounts are kept on a cash basis.

Fiscal Year: A 12-month period of July 1 through June 30 to which the annual operating budget applies.

Function: A group of related activities aimed at accomplishing a major service or regulatory program for which a government is responsible.

Fund: A fiscal and accounting entity with self-balancing accounts to record cash and other financial resources, related liabilities, balances and changes, all segregated for specific, regulated activities and objectives.

Fund Balance: The difference between fund assets and fund liabilities.

Fund Type: Any one of seven categories into which all funds are classified in governmental accounting. The seven fund types are: general, special revenue, debt service, capital projects, enterprise, internal service, trust and agency.

General Fund: A fund used to account for most operating activities except those activities required to be accounted for in another fund.

Governing Body: County court, board of commissioners, city council, school board, board of trustees, board of directors, or other managing board of local government unit.

Grant: A donation or contribution in cash which may be made to support a specified purpose or function, or general purpose.

Liabilities: Debt or other legal obligation arising from transactions in the past which must be liquidated, renewed, or refunded at a future date; does not include encumbrances.

BUDGET TERMINOLOGY (CONT.)

ORS: Oregon Revised Statute. Oregon laws established by the legislature.

Program: A group of related activities to accomplish a major service or function for which the local government is responsible.

Property Taxes: Ad valorem tax certified to the county assessor by a local government unit.

Proposed Budget: Financial and operating plan prepared by the budget officer. It is submitted to the public and the budget committee for review.

Requirement: The sum of all appropriated and un-appropriated items in a fund. Total requirements must always equal total resources in a fund.

Resource: Estimated beginning funds on hand plus anticipated receipts.

Special Revenue Fund: A fund used to account for proceeds of specific revenue sources (other than special assessments, expendable trusts, or major capital projects) that are restricted to expenditure for specific purposes.

Supplemental Budget: A financial plan prepared after the regular budget has been adopted to meet unexpected needs or to spend revenues not anticipated when the regular budget was adopted.

Transfers: Amounts moved from one fund to finance activities in another fund. They are shown as expenditures in the originating fund and revenues in the receiving fund.

Un-Appropriated Ending Fund Balance: Amount set aside in the budget to be used as a cash carryover to the next fiscal year or budget period. It provides the local government with cash until tax money is received from the county treasurer in November. This amount cannot be transferred by resolution or used through a supplemental budget, unless necessitated by a qualifying emergency.

BANKS SCHOOL DISTRICT 13
and
BANKS EDUCATION ASSOCIATION

LICENSED COLLECTIVE BARGAINING AGREEMENT

July 1, 202~~3~~6 to June 30, 202~~6~~9

Negotiators:

Ashley Thomas, BEA
Karl Bledsoe, BEA
Jo Schilling, BEA
Pat Marlia, BEA
Tony Richeson, BEA

Brian Sica, Superintendent
Darla Waite-Larkin, Director of Student Services
Jacob Pence, High School Principal
Jennifer Collins, Business Manager
Lara McCabe, Elementary School Assistant Principal
Leann Gallien, Middle School Assistant Principal
Molly Herbst, District Office Manager

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LICENSED CONTRACT

AGREEMENT

THIS AGREEMENT is entered into between the Board of Education on behalf of the Banks School District No. 13, Washington County, Oregon, hereinafter referred to as the "Board," or "District," and the Banks Education Association, hereinafter referred to as the "Association."

ARTICLE 1

STATUS OF AGREEMENT

A. The Board recognizes the Banks Education Association as the exclusive bargaining representative on wages, hours, and conditions of employment for all certificated teaching personnel employed by the District.

B. Employees not subject to the terms and conditions of this agreement include substitute (working less than 90 consecutive days in the same position) and per diem teachers, superintendent, building principals, confidential employees, classified employees, and coaches and advisors not otherwise subject.

C. The term "teacher'' when used hereinafter in this Agreement shall refer to all certified employees represented by the Association in the bargaining unit as above defined. References to male teachers shall include female teachers.

D. Within sixty (60) days after the date of final ratification by both parties of the agreement, a quantity of copies of the document, adequate to provide one copy per teacher, subject to this agreement, will be compiled for the teaching staff. (The District will type and print the document. The Association and District will share the costs.) Documents may be distributed by the building principals. '

E. Teachers will have access to the CBA via the District web portal. New teachers to the District will receive a hard copy at the time of hire and the Association leaders will receive hard copies.

F. A probationary employee is defined as either a bargaining unit member employed by the District for a period of less than three (3) successive years (in the case of bargaining unit members who have not received contract status in another Oregon FDAB school district) or less than two (2) successive years (in the case of bargaining unit members who received contract status in another Oregon FDAB school district).

G. The purpose of this article is to recognize the right of the bargaining agent to represent teachers in the bargaining unit in negotiations with the Board. Granting recognition is not to be construed as obligating the Board in any way to continue any functions or policies. The Board reserves the right to create, combine, or eliminate any positions.

ARTICLE 2

NEGOTIATION OF SUCCESSOR AGREEMENT

A. Reopening Dates and Procedures

Written notice shall be provided by either party of intent to open negotiations for a successor agreement by March 1st of the year in which the agreement expires.

B. Modification

This agreement shall not be modified in whole or in part by the parties except by an instrument in writing, duly executed by both parties.

ARTICLE 3

Grievance Procedure

The Association Grievance Form Is Appendix C

A. Purpose: The purpose of this procedure is to provide an orderly process to secure, at the lowest possible level, solutions to grievance.

B. Definitions:

1. A "grievance" is a contention by a teacher or a group of teachers of any alleged violation of this agreement.

2. The "grievant" is the person (or persons) who has the grievance and is presenting the complaint.

3. A "party of interest" is either the person (or persons) making the complaint, or the person (or persons) against whom the complaint is made in order to resolve the grievance.

4. A "representative" is an Association representative who may speak for and/or advise the grievant.

5. An "immediate supervisor'' is a person who has direct administrative or supervisory responsibilities over the aggrieved in the area of the grievance.

6. The term "days" shall mean working days of the district office. However, days for scheduling steps of this process may be delayed due to the availability of parties or representatives during break periods.

C. Time Limits:

1. These procedures should be processed as rapidly as possible: the number of days indicated for settlement or appeal at each level shall be considered a maximum. Time limits can be extended by written mutual consent of the parties of interest at any level of the proceedings.

2. Failure at any step of this procedure by the District to communicate the decision in writing on a grievance within the specified time limits shall permit the aggrieved to go on with procedures at the next step. Failure at any step of this procedure by the aggrieved to appeal a grievance to the next step within the specified time limits shall be acceptance of the decision at that step.

D. Miscellaneous:

1. There shall be no restraint, interference, discrimination, or reprisal exerted on any teacher who uses these procedures for the resolution of grievances.

2. The grievant shall have a right to an Association representative at each level of these grievance procedures.

3. Meetings or discussions involving grievances should be scheduled to avoid interruption of classrooms and/or any other school sponsored activities. Furthermore, every reasonable effort will be made by all parties of interest to avoid the involvement of students in the grievance procedure.

4. All parties of interest will process grievances after their regular work day or at other times which do not interfere with assigned duties.

5. All documents, communications, and records of a grievance will be filed in the school district office separately from the personnel files. The grievant or designee shall have access to the grievance file.

6. Financial Responsibility: each party of interest shall pay any and all costs incurred by said party of interest, but shall pay mutually incurred costs on an equal basis.

7. The filing or pendency of any grievance under the provisions of this article shall in no way operate to impede, delay, or interfere with the right of the District to take the action complained of, subject, however, to the final decision of the grievance.

8. The grievant may be represented at any stage of the grievance procedure after Step One, at his option, by a representative selected or approved by the Association. When the aggrieved, at his option, is not represented by the Association, the Association shall have the right to have its representative/observer present.

E. Procedures:

1. Step One - Informal and Formal Grievance Level

Informal: The grievant will first discuss his or her grievance with his or her principal or immediate supervisor, either individually or through an Association representative, or accompanied by an Association representative, with the objective of resolving the matter informally.

Formal: If the grievant is not satisfied with the informal disposition of his grievance, he or she may file a written grievance with his or her immediate supervisor (who has administrative authority to act) within ten (10) days after the informal disposition. This written grievance shall set forth the grounds upon which the claim is based and the reasons why the aggrieved considers the decision rendered unacceptable. The immediate supervisor shall communicate his decision in writing within five (5) days to the aggrieved.

2. Step Two - Superintendent.

If the grievant is not satisfied with the disposition of his grievance at Step One, he may file the grievance in writing with the Superintendent within fifteen (15) days after Step One procedures have been concluded. The written grievance shall specify the action or lack of action being grieved, the specific portion of this agreement alleged to have been violated, and the specific remedy sought. The Superintendent shall arrange for a meeting with the parties of interest to take place within ten days of his receipt of the written grievance. Within five (5) days of the meeting, the superintendent will provide his written decision to the parties of interest.

3. Step Three - School Board.

If the grievant is not satisfied with the decision of the Superintendent, the grievance may be presented to the School Board by filing all correspondence presented or received at prior steps within twenty (20) days after the conclusion of Step Two procedures. Within ten (10) days after receipt of the appeal, or at the next regularly scheduled Board meeting, the Board shall hold a meeting, subject to the Public Meetings Law, with all parties of interest. Within ten (10) days after the conclusion of the hearing, the Board shall render a decision in writing to the parties of interest.

4. Step Four-Arbitration

a. If the grievant is not satisfied with the decision of the Board, the grievant shall within ten (10) days of the receipt of the Board's decision submit the grievance to the Association. The Association shall have an additional ten (10) days to decide whether to submit to the Superintendent written notice of intent to arbitrate the issue. Such written notice shall contain a copy of all materials submitted or received at previous steps.

b. Within ten (10) days of receipt of written notification of the desire to arbitrate the grievance, the parties of interest will attempt to select an arbitrator. If the parties of interest are unable to agree upon an arbitrator or to obtain such a commitment within the ten-day period, a request for a list of arbitrators will be made by the Association to the Employment Relations Board and they shall choose an arbitrator by alternative striking of names until one name is left. The remaining person shall act as the arbitrator.

c. The designated arbitrator shall set a time and place for a hearing which is agreeable to the parties of interest. The expense of the arbitrator shall be born equally by the parties of interest; however, each party shall be responsible for compensating its own representatives, consultants, and witnesses.

d. The arbitrator shall have no authority to add to, modify, or detract from any provision of the Agreement.

e. Any decision of the arbitrator within the scope of this agreement shall be final and binding upon the parties of interest

ARTICLE 4

RIGHTS OF PROFESSIONAL TEACHERS

A. Organizing

Teachers shall have the right to organize, join, and assist the Association, to participate in professional negotiations with the Board through representatives of their own choosing, and to engage in other activities, individually or in concert, for the purpose of establishing, maintaining, protecting, or improving conditions of professional service and the quality of the educational program.

B. Conformance with Law

Nothing contained herein shall be construed to deny any teacher his rights under the constitution and laws of the United States and the State of Oregon or under other applicable laws and regulations.

C. Teacher Discipline

No member of the bargaining unit shall be disciplined without just cause. However, any action resulting in the dismissal of a contract or probationary teacher or the non-renewal in extra duties assignments will not be considered part of this agreement nor grievable under Article 111, Grievance Procedure. Such matters are governed exclusively by the Fair Dismissal Law.

D. Required Meetings or Hearings

Whenever any professional teacher is required to appear before the Superintendent and/or Board concerning any matter which could adversely affect the continuation of that teacher in his office, position, or employment, or the salary or any increments pertaining thereto, then he shall be given at least 24-hours prior written notice of the reasons for such meeting or interview and shall be entitled to have a representative of the Association or legal counsel present to advise him and represent him during such meeting or interview.

E. Evaluation of Students

The teacher shall have the responsibility to determine grades, within the grading policies of the District, based upon his professional judgment of available criteria pertinent to any given subject area or activity for which he is responsible. No grade or evaluation shall be changed without prior consultation with the teacher unless the teacher cannot be contacted. In this case the building principal shall gather data related to the student's grades and render a decision. If the grade is changed without the consent of the teacher, the principal shall notify the teacher of the rationale for the grade change.

F. Complaint Procedure

A complaint is a criticism made against a teacher by a student, parent, guardian, or community member. If a supervisor or an administrator intends to place a record of a complaint in the teacher's personnel file, or take any disciplinary action against the teacher, the complaint shall be processed in the following manner:

Level I -A conference between the administrator(s) or supervisor(s) shall be held with the teacher within ten (10) working days after the complaint is made. The nature of the complaint shall be stated to the teacher at the time of the conference.

Level II - If the complaint is not resolved at Level I, the administrator(s) or supervisor(s) must contact the complainant to try to arrange a meetings at the teacher's request. If the complainant refuses to meet, the administrator(s) or supervisor(s) may proceed to investigate the complaint and take appropriate action.

Any complaint which the administrator or supervisor chooses not to discuss with the teacher or which is not discussed within the required time shall not be considered in the teacher's evaluation and shall not be used against the teacher in any subsequent action by the District. The teacher shall be entitled to attach a rebuttal to any document placed in the personnel file as a result of a complaint.

G. Responsibilities and descriptions of TOSA's (Teacher on Special Assignment)

1. TOSA employees and mentors, shall not turn over classroom observation notes to administration.
2. TOSA employees are not to be present in meetings involving discipline of other certified employees by a supervisor, administrator or board member.
3. TOSA employees are not administrators and will not engage in evaluative tasks of licensed employees.
4. TOSAs will visit classrooms as needed.

ARTICLE 5

TEACHER WORK YEAR AND TEACHING HOURS

A. Teacher Work Year

1. The teacher work year shall consist of 192 contract days.

2. Paid holidays are Labor Day, Veterans Day, Thanksgiving Day, President's Day, and Memorial Day.

3. The October State Staff Development Day shall be a non-contract day. Martin Luther King, Jr. Day shall be a non-contract day.

4. There shall be (4) fall Staff Development days. The equivalent of at least one fall staff development day shall be free of administrative meetings.

5. Grading days shall be reserved, free of meetings, for teachers to work independently on grading or other curriculum projects. If a teacher does not complete grades on time, then the teacher forfeits the following grading day away from the worksite.

   Elementary teachers (grades K-5) will have six (6) grading days per year. The District will place the days on the calendar based on the needs of the school year and input from the Association. Three (3) grading days may be away from the work site.

   Secondary teachers (grades 6-12) will have five (5) grading days per year. The District will place the days on the calendar based on the needs of the school year and input from the Association. Three (3) grading days may be away from the work site.

6. Late start meetings will take place on Wednesday and will occur from 8:00 am to 8:45 am. The superintendent, administration, and BEA leadership will meet regularly to plan, evaluate, and ensure the quality of the late start meetings. Teachers and administrators will communicate to ensure both the late start meetings and the collaborative planning times are effective. Regular evaluation, feedback, and self-reflection will be part of the process. Professional development time will be allocated to new programs that are adopted by the district. District administration will have final decision making for determining the calendar, collaboration teams, and responsibility for the high quality content of the late start meetings.

7. The District reserves the right to adjust and change the calendar during the school year due to unforeseen circumstances, emergencies, "minimum standards," changing programs, and new laws. The Superintendent and the Association representative shall confer on building the school calendar for any adjustments to the calendar which may be necessitated. The Superintendent shall make the final decision on when and the number of days that may need to be made up. The District will strive to make the ~~Christmas~~ Winter break concurrent with the surrounding schools. The District reserves the right to have two calendars with one reflecting an ending date if there are any unforeseen emergency closures and the other reflecting a normal ending date.

B. Professional Day

1. It is understood that as professionals, teachers spend time necessary to achieve the goals of teaching. A teacher's required building hours shall be from 8:00 a.m. to 3:00 p.m. on non-student contact days and after the buses leave on student contact days.

2. Teachers shall adhere to the daily schedule and shall make no commitments that will preclude their being present in their assigned duties and responsibilities. Requests for exceptions must be submitted to the principal prior to the anticipated teacher's absence from a class and/or early leaving.

3. Teachers shall attend staff and departmental meetings as required by the superintendent or by the principal. Such meetings will fall, whenever practical, within the hours of 7:30 a.m. and 4:00 p.m.

4. Parent-teacher conferences shall be held. If occasion arises when it is not possible for a parent to meet with the teacher during these scheduled conference hours, the meeting shall be scheduled in consultation with the teacher through the principal. When a teacher works beyond the contractual

day for the purpose of district scheduled parent teacher conferences, that teacher shall be granted compensatory time equal to the length of the parent teacher conference. Such time will be earned whether or not the parent/guardian attends the scheduled conference. Conference days shall be scheduled as follows: Day 1 is 4:30 pm - 8pm, Day 2 at BES is 8 am - 8 pm with scheduled meal breaks and 4:30 pm - 8 pm at BMS and BHS, and Day 3 **will** be compensatory time for the additional hours worked, and teachers will not be expected to work that day. The earned compensatory time shall be used in a single block of time within 3 days.

5. The division of the work day shall be designated by each building principal in accordance with the schedule, the educational program, the co-curricular functions, and school activities peculiar to that building. Consideration will be given to advisory suggestions by the school's staff.

6. Teachers shall schedule and use time outside of designated instructional time, within building hours, to the extent necessary for adequate instruction preparation; student, parent, or principal conferences; co-curricular functions; and other activities related to instruction of students.

7. Duty-Free Lunch - Full-time staff members shall be provided with a continuous thirty (30) minute duty-free lunch period during regularly scheduled lunch hours. The building principal shall designate the regularly scheduled lunch hours for the staff and for the students under this jurisdiction.

ARTICLE 6

WORKING CONDITIONS

A. Preparation time

Elementary teachers (grades K-5) shall receive daily preparation time in addition to the lunch period, during which they shall not be assigned any other duties. There will be a minimum of 300 minutes per 5 day work week of preparation time during the student day.

Secondary Teachers (grades 6-8) shall have daily preparation time in addition to the lunch period during which they shall not be assigned to any other duties. There will be a minimum of 330 minutes per 5 day work week of preparation time. At least one daily preparation time shall not be less than 30 consecutive minutes. Preparation time can be averaged over an entire semester (18 weeks).

Secondary Teachers (grades 9-12) shall have daily preparation time in addition to the lunch period during which they shall not be assigned to any other duties. The length of each preparation time shall not be less than the average of one and one half (1 ½) periods per eight (8) period block.

If a teacher accepts an offer from the District to teach another class during their preparation time, compensation shall be 1/16th of their regular salary per semester, 1/8 of their regular salary per year if the teacher is on an 8 period schedule.

If a teacher accepts an offer from the District to teach another class during their preparation time, compensation shall be 1/14th of their regular salary per semester, 1/7 of their regular salary per year if the teacher is on a 7 period schedule.

If a teacher accepts an offer from the District to teach another class during their preparation time, compensation shall be 1/12th of their regular salary per semester, 1/6 of their regular salary per year if the teacher is on a 6 period schedule.

Teachers who travel between schools will not lose any of the half-hour lunch time or preparation period because of that travel. Building principals will collaborate and advise teachers on which meetings and committees to attend within each building.

Special Teachers - Teachers of music, art, physical education, librarians, reading consultants, and counselors shall be provided with relief and preparation time to the same extent as other teachers in the district.

We recognize that Specialized Educators are valuable staff members who fill a number of important roles within the building. When they are called away from their role, it goes unfilled and their tasks continue to build up. All Specialized Educators, i.e. Counselors, Reading Specialists, ELL staff, School Psychologists, Special Education, and Speech Pathologists are entitled to compensation for classroom coverage consistent with all educators covered by this agreement and may decline such assignments when other assigned responsibilities would make coverage impracticable. Assignments exceeding one period per day require prior approval from the building administration.

Special Education Teachers - The district and association agree that there is a need to support Special Education case managers due to the high volume of paperwork and meetings for which they are legally responsible.

Special education case managers will receive four **(4)** dedicated planning days upon educator request throughout the contract year, but could request more days if needed. The district shall provide substitutes for the special education case managers during these planning days. For each planning day, the specialist will present a written statement of additional work needing to be accomplished in advance to the building principal for approval. In any instance involving use of a fraction of a dedicated planning day, the minimum use shall be one half day.

Starting 2023-2024 school year, special education case managers shall receive an annual stipend prorated by FTE in the amount of $1500 to be paid equally over 12 checks. This stipend shall be in lieu of submitting extra duty hours for related special education meetings.

B. Work Load

A number of factors influence effective instruction, of which class size is one. The Association is encouraged to comment on class size problems and make recommendations to rectify problems in class size. To provide a good learning situation, the class size shall be determined by the administration based on the following criteria:

- the capacity of teaching facilities, number of adequate pupil stations available in the room the
- availability of equipment for teacher demonstrations and student use
- conditions that affect the health, safety and supervision of the pupils

Records of enrollment will be maintained by the District. When classes violate these criteria, corrective action shall be taken as soon as the Superintendent and Board deem practicable and within the economic resources of the District.

The number or unique classes a teacher is assigned is a factor that influences work load. Administration will work to balance the number of unique assignments within grade levels and departments

C. Teaching Materials and Equipment

The District will provide teaching materials and equipment as needed and as budget money permits.

D. Inclement Weather

When school is closed by the Superintendent and announced by designated radio stations, teachers need not report to school. If the Board determines that the lost days need to be made up, such days will be considered as part of the regular contract year and there will be no additional compensation provided teachers have already been compensated and not required to report for work on such days. These lost days can only be made up at the end of the school year.

E. Classroom Control and Discipline

The District and the Association will work together to provide classroom environments where learning can take place and school expectations are communicated to all staff and students. The Administration will support classroom and school behavior management plans. The Student Code of Conduct adopted by the District shall be the basis for discipline in the District. In addition to the Student Code of Conduct, each school shall annually develop and distribute to all teachers a student behavior management plan. The student behavior management plan will provide expectations and procedures for behaviors that are not compliant with the behavioral plan within each building. The plan will be periodically and regularly reviewed by site based teams (e.g. PSIS Teams).Additionally, all staff will have the opportunity to provide feedback on revisions to the plan at least annually. Any student whose disruptive behavior is hindering the progress of the class may be removed from that class at the prerogative of the teacher. An Administrative representative will reteach the behavioral expectations outlined in the student behavioral management plan prior to the student returning to class.

F. Extracurricular Activities

Teacher participation in extracurricular activities which extend beyond the regularly scheduled in-school day shall be voluntary, and shall be compensated according to the schedule in APPENDIX B.

Salaries for additional extracurricular duties added after this contract is signed shall be subject to negotiations.

ARTICLE 7

STAFF RESPONSIBILITIES

A Certificate and Transcript Requirements

1. Each teacher is responsible for securing teacher licenses as prescribed by law. These documents are to be turned in to the District clerk for verification. The teacher's contract is void if these conditions are not met.

2. State standards require transcripts of each teacher's formal education to be on file in the Superintendent's office. Each teacher shall forward evidence of additional work completed. These transcripts are used to help determine individual status of formal education for salary schedule purposes.

H. Resignation

A written notice of resignation shall be filed with the superintendent at least sixty (60) days prior to the

effective date of resignation. The superintendent may waive such notice.

I. Financial Affairs

Purchases are to be made through the building principal. No purchase is to be made without filling out a purchase order and having it signed by an administrator.

J. Responsibility toward Students

a. Teachers are responsible for the guidance, discipline, and instruction of pupils in their room and at all functions. They shall enforce all rules governing the conduct of the pupils as such rules may be prescribed by the principal, superintendent, or school board. They shall report promptly to the principal all accidents or serious illness affecting pupils in their charge.

b. Teachers are to use and maintain records provided by the District. These include plan books, grade books, report cards, permanent records, etc.

c. Teachers shall administer any grading system or other means of evaluating pupil achievement that may be developed for the school board and report to the parents the progress of their children as directed by the principal.

d. Each teacher shall prepare a written outline of the grading system for determining student grades. This outline shall be made known and available to the students before the end of the first week of each term.

e. Teachers are not to leave pupils to work in the building alone after school. Sponsors of activity groups are responsible for their group when it is necessary for them to stay after school.

K. Care of District Property

a. Teachers are expected to exercise proper supervision and care over all furniture, books, supplies, and equipment provided for their use to instruct the children in the care and proper use and preservation of the school's properties, and to report to the principal any abuses.

b. No District equipment is to be loaned to any teacher for private use.

c. Teachers are to close windows, turn off lights, and lock the door to their room before leaving the building.

d. Teachers who use District vehicles will be responsible for them during the time they are in their use. Clearance to use District vehicles must be through the principal only. Any teacher who uses a vehicle is responsible for putting it away and locking all doors on the garage.

F. Teacher Participation

1. Teachers are to participate in the education staff development program of the District and the school building.

2. Teachers are expected to participate actively on committees that deal with any planning, research, curriculum, and public relations. A list of opportunities to participate in committees, task forces, etc., shall be provided to teachers using District communications. Attendance at all parent club meetings is urged of all certified personnel.

3. Teachers are encouraged to attend student activities and to take part in community functions whenever possible.

4. The Association will encourage teachers to take part in community functions. Notification of functions should be turned in to a designated faculty representative well in advance of the function.

H. Student Management

The teacher will:

1. Supervise the work of pupils.
2. Direct and evaluate the learning experiences of the pupils in both curricular and extracurricular activities.
3. Plan and organize work in such a manner as to best meet the needs of the individual student.
4. Provide guidance to each pupil which will promote his welfare and his proper educational development.
5. See that the pupil and the school district get the maximum returns on all equipment, materials, supplies, and utilities used under his direction.
6. Provide leadership for students in developing good citizenship.
7. Maintain a well-organized and disciplined class at all times with administrative support as outlined in Article 6 (E)
8. Be familiar with and enforce District Policies for student conduct and discipline.

I. Summary of Teacher Responsibility

1. The teachers in the Banks Public Schools are the educational leaders who guide the learning, the interests, and the activities of the children. The teacher should do his best insofar as possible with the resources available to him to see that the educational needs of all children are met. His work should facilitate the optimum development of each and every child.

2. Teachers of the Banks Schools are expected to be familiar with the provisions of Oregon State Law relating to teachers and pupils; with the policies, rules, and regulations of the local Board of Education; and with the courses of study and curriculum guides adopted for the work of their respective grade or department.

ARTICLE 8

VACANCIES, PROMOTIONS AND TRANSFERS

A Definition

A vacancy shall be defined for purposes of this agreement as a situation where a vacant position was previously held by a teacher or when a new position covered by this agreement is created.

1. Teacher vacancies occurring while school is in session will be announced when they become official. Principals shall, upon receipt of official notice of vacancies, post the notice on the bulletin board in the faculty room which has been designated by the principal for notices.

2. Said vacancies occurring in periods when school is not in session will be announced by a notice mailed to the secretary of the Association provided the secretary has filed a mailing address with the Superintendent's office.

3. When the Administration believes that such an announcement should not be released, to protect the individual teacher or the District, such announcement shall not be made until this protection has reached the termination point.

4. A candidate for a position with the District shall submit a letter of application to the Superintendent. The letter shall state the candidate's qualification for and interest in the vacancy. Conditions of application shall be the same for teachers as they are for non-teachers.

B. Vacancy during School Year

The Association recognizes that when vacancies occur during the school year, it may be difficult to fill them from within the District without undue disruption of the existing instructional program. If the Superintendent in his reasonable judgment so determines, such a vacancy may be filled on a temporary or tentative basis until the end of the current semester or school year at which time the position will be considered vacant.

C. Voluntary Transfer

1. A request for transfer to a different grade level, position or building shall be made in writing. If the request is for a different building, the request shall be sent to the principal of that building and at the same time an identical copy shall be sent to the teacher's present principal. If the request applies to the building in which the teacher is working, the request shall specifically set forth the exact and accurate reasons for the transfer, the specific position sought, and the applicant's interest in that position.

2. The request for transfer shall be made on or before March 1 in order for it to be considered for the following school year unless the vacancy occurs later than that date. Applications for transfer shall be renewed annually in order to remain valid.

3. The District will notify the teacher of the disposition of the request within sixty (60) days after April 1 of the school year in which the request is made. If a vacancy occurs and a request for transfer is made later than March 1, the District shall notify the applicant as soon as possible within or after the sixty (60) day limitation.

D. Involuntary Transfer

1. It may become necessary for the District to change the assignment of a teacher prior to, at the beginning of, or during any school year.

2. In the case of an involuntary transfer, the teacher will be notified as soon as possible. The teacher will have the opportunity to make known his wishes regarding the assignment to the principal(s). The teacher will be able to indicate his preference or assignment.

3. In the case of an involuntary transfer, the principal or administrator in immediate charge of the transfer will inform the teacher of any known vacancies in the District for which the teacher may apply in place of the involuntary transfer. If requested, the reasons for the transfer will be reduced to writing.

4. In the case of an involuntary transfer, the teacher will receive one day's pay if:

   a. change in elementary assignment
   b. change in secondary department
   c. change in location between Schools.

E. Criteria Used in Transfer

In the evaluation of any teacher, it is understood that the instructional requirements, the effect on the overall program of the school, and the welfare of the students are of primary importance. The District will consider a teacher's seniority.

ARTICLE 9

Teacher Evaluation

A. Purpose

The purpose of teacher evaluation is to allow the teacher and the District to determine the teacher's development and growth in the teaching profession and to evaluate and refine the performance of their teaching responsibility. The current District-approved evaluation procedures shall be used to evaluate licensed staff. The District and Association shall convene a committee, as necessary, to review and suggest changes to the evaluation procedure as contained in the current evaluation instrument

B. Personnel File

1. Each teacher shall have the right, upon request, to review the contents of his own personnel file. A representative of the Association may, at the teacher's request, accompany the teacher in this review. A representative of the district must also be present to ensure the integrity of the file.

2. Each teacher's personnel file subject to review shall contain the following minimum items of information:
   a. all teacher evaluation reports;
   b. transcript of academic records;
   c. permanent teacher recommendation (where applicable).

ARTICLE 10

DISTRICT COMMUNICATIONS

The School Board will keep teachers posted on what is happening in the District by posting minutes in school faculty rooms after they have been read and approved.

Administrators will hold faculty meetings and send out written bulletins to staff as needed.

Teachers have a responsibility to notify their administrators of students destroying property, building repair needs and any general information that is pertinent toward making the general operation of the school safe and productive.

Faculty communication to the School Board should be directed through the building principal to the Superintendent who will, in turn, give the information to the Board. An example would be overnight trips.

Personal requests can be directed to the Superintendent directly. Example: resignations, leaves of absence.

Faculty requests to change programs or add new programs must be written up in detail and given to the principal and Superintendent for consideration and Board approval by January 1 preceding the year the change is to be effective. Requests after January 1 will be considered one year later.

All school news releases with the teacher speaking as a representative of a school or district are to be cleared with the building principal or Superintendent, whichever is appropriate.

ARTICLE 11

LEAVES AND MEETINGS

For the purpose of leaves the term day refers to 8 hours multiplied by the amount of FTE specified on the "Contract Teacher's Employment Agreement". (i.e. 0.75 FTE teacher's day would equal 6.0 hours.) The District shall comply with State and Federal Leave Laws.

A <u>Paid Leave</u>

1. <u>Sick Leave</u>

   a. Sick leave means absence from duty because of an teacher's illness or injury and for the purposes of this Article, illness shall include any disability relating to pregnancy and childbirth. Sick leave may also be used for any reasons set forth in the Oregon Sick Time Law (ORS 653.616).

   b. Teachers shall be granted ten (10) days sick leave during each school year. Such sick leave shall be credited to said teachers on the first school day of the fall semester. Total sick leave which can be accumulated by any teacher under this Agreement for sick leave shall be unlimited.

   c. Any teacher who is absent because of personal illness for five (5) or more consecutive school days may be required by the building principal to file with the Superintendent's office a certificate from his or her physician attending to such illness.

      In cases of continuous illness where a person receives compensation because of cumulative sick leave, a physician's certificate may be required at the end of each payroll period during which the teacher is absent for five or more consecutive days (ORS **332.507(3)).**

      Sickness or other unavoidable circumstances which prevent the teacher from returning to work within twenty (20) school days immediately following exhaustion of their

accumulated sick leave shall be placed on leave without pay until released by the doctor, not to exceed the remainder of the school year. (ORS 342.545)

d. Sick leave may be used for medical, dental or vision appointments during work hours, if such absence is ~~authorized~~ recorded forty-eight (48) hours in advance ~~by the principal~~. The staff member shall give notice in a manner prescribed by the district and record such absence for illness in accordance with this section. In any instance involving use of a portion of a day's sick leave, and an outside substitute is necessary, the minimum charge to the teacher's sick leave shall be four hours. Absences of 60 minutes or less will not need to be recorded in the absence reporting system. The principal shall be responsible for control of abuse of sick leave privileges.

e. Classroom coverage extra duty is paid only when leave has been deducted.

f. The parties agree that this Section constitutes a substantially equivalent policy for purposes of compliance with ORS 653.611.

2. Sick Bank/Personal Leave Donation

Application for Sick Bank Donation - When a bargaining unit member has used all available paid leave days and needs donated days due to their own or an immediate family member's critical illness or injury, the following procedure will be implemented.

a. The bargaining unit member will notify the Association of the need for sick days. This program will not begin until initiated by the bargaining unit member. The Association will notify the District of the request.

b. The Association will solicit personal days from the bargaining unit.

c. Payroll will process the days as instructed by the District after reviewing the information from the BEA President.

d. Guidelines for Personal Leave Donations

In consideration of extenuating circumstances surrounding the present needs of said individual, donation of personal leave days from BEA members will be approved with the following understanding, conditions and limitation:

1. All contributions of personal leave days are irrevocable.

2. All contributions to the bank are voluntary. The District shall be defended and held harmless from any claim arising from honoring the "pooling" in this matter.

3. Each association member who volunteers to donate their personal leave day must sign a waiver indicating they are forfeiting their personal leave day for that school year.

4. Association members from any building in the District may contribute to this bank

5. The District is not responsible for any personal tax liability that may be incurred by the donating teacher or receiving member should any liability arise.

6. The maximum number of days that may be collectively donated by association members (at a rate of one day per individual member) is twenty (20). Additional days may be granted upon request up to 10 days.

3. Injury on Duty

In the event of an absence due to a compensable injury that has been incurred in the course of a teacher's employment, the District will conform to ORS 656.240.

4. Absence Due to Quarantine

A teacher absent from work when he is not ill, solely as the result of quarantine declared by a public health official, may make a formal request of the Superintendent for full pay during said period. If approved by said office, such absence will not be charged against the teacher's accumulated sick leave.

5. Family Medical Leave

~~Family medical leave will be granted in accordance with law to care for seriously ill family members.~~ The appropriate leaves under Family Medical Leave will be granted to eligible employees in accordance with FMLA/OFLA/PFML laws.

Teachers shall be entitled to the following temporary leaves of absence with full pay each school year:

6. Personal Leave

The District agrees to grant personal leave with pay of two (2) days annually. Such leave must be approved in advance by the building principal. In any instance involving use of a fraction of a day's personal leave, the minimum charge to the teacher's personal leave shall be one half day. This leave may not be used to extend a vacation or holiday, except per administrative approval. Teachers may either be reimbursed for up to two (2) days of unused personal leave at the rate of $200 and/or have one (1) day rolled over to the following year for a maximum starting balance of three (3) days. In the event of reimbursement and/or roll-over, this will be prorated based on teacher's FTE and the district office must be notified in writing by June 1.

7. Bereavement Leave

Teachers are eligible for paid absence in the event of a death of a family member of teacher's immediate family. Immediate family is defined as: spouse, parents, parents-in-law, grandparents, grandparents-in-law, children, children-in-law, brother, brothers-in-law, sister, sister-in-law, and others per administrative discretion, without setting a precedent. In the event of the death of a teacher or student in the District, the principal will grant requests to attend the funeral as long as supervision can be maintained for all pupils.

Teachers may access additional bereavement leave as provided for in Oregon law and such leave shall run concurrently with the leave provided in this section.

8. Jury Duty

Jury Duty shall be regarded as an obligation of responsible citizens. The District shall pay the teacher's salary less the amount paid by the court during the time of duty. See staff handbook for details of District processes.

9. Visits and Meetings

The administration will release teachers to visit other schools when it is considered beneficial for the teacher and the District's programs. (Half-day meetings of staff with students dismissed will be called when the administration feels it is appropriate.)

10. Association Leave

The District shall grant the Association leave of seven (7) days yearly if the Association pays the substitute. No one bargaining unit member will take more than the equivalent of three (3) days yearly.

B. Unpaid Leaves of Absence

1. Military Leave

All rights and protections will be granted in compliance with the Uniformed Services Employment and Re-employment Rights Act of 1994 (USERRA) as amended. A re-employed teacher will suffer no loss of position on the salary schedule if he returns immediately following discharge and will be given credit on the salary schedule for time served in the uniformed service.

2. Child Care

a. A leave of absence for a period of no longer than one (1) year shall be granted to any teacher for the purpose of child care. Child care shall include parental duties, whether due to pregnancy or adoption, and also shall include leave for the purpose of caring for a previously born child with an illness or injury requiring extensive attention.

b. As soon as any teacher becomes aware of ~~her~~ their pregnancy, ~~she~~ they may request in writing a leave of absence. The effective date of the leave shall be determined by the teacher's physician. Such leave shall be without pay and for a period no longer than one (1) year, provided, however, that at the discretion of the Superintendent, the leave may be shortened if such action is approved by the teacher's physician or lengthened to finish out the current school year.

c. On the expiration of the leave, the Superintendent shall reinstate a teacher without loss of seniority. However, no increments in salary shall accrue during said leave of absence.

d. If a certified teacher's leave of absence expires during the school year and no suitable position is open, the Superintendent may postpone the reassignment until such other time as an appropriate vacancy occurs or until the beginning of the next fall term, whichever is first.

e. The teacher shall notify the District on or before April 1st if they intend to return to employment with the District the following school year.

3. Voluntary Leaves

a. Voluntary leaves of absence of approved travel, education, rest and recuperation, or because of illness may be granted for a period of one (1) year without pay. This policy is subject to the provision that except as otherwise required by law or contract, this policy will not operate to guarantee a teacher any particular position upon re-employment.

b. Teachers on leaves of absence shall notify the District on or before April 1st if they intend to return to employment with the District the following school year. No more than three teachers

or five percent (5%) of the total number of teachers in the District will be allowed a leave of absence in any given year.

4. Restoration of Benefits

All benefits to which a teacher was entitled at the time such leave commenced, including seniority, unused accumulated sick leave and any other eligibility credits, except salary increments for the year in which the leave was taken, shall be restored upon return.

5. Benefits

During the term of such leaves, the District shall continue to make available any benefits available to active teachers providing that any such cost be borne by the teacher and that this action shall be approvable by the insurance company. Payment for these benefits must be sent to the District office by the 15th of each month.

6. Short term Unpaid Leave

Short Term unpaid leave by the employee that does not fall into any other leave category (e.g. - OFLA, FMLA, PFML, and OPL) must be pre-approved by the building administrator and then superintendent (for final approval), and shall be granted on a case by case basis and reserved for extenuating circumstances. Such leave will only be granted after any accumulated personal leave is exhausted.

ARTICLE 12

PROFESSIONAL DEVELOPMENT AND EDUCATIONAL IMPROVEMENT

A. Purpose

In our rapidly changing society, teachers must constantly review curricular content, teaching methods and materials, educational philosophy and goals, social change and other topics related to education. The Board recognizes that it shares with its professional staff responsibility for the upgrading and updating of teacher performance and attitudes. The Board and the Association support the principle of continuing training of teachers and the improvement of instruction. The District will provide an opportunity for Association input on the planning, implementation, and evaluation of professional development trainings.

B. Implementation of Program

1. Credit through Professional Staff Development Training

The Banks Board of Education recognizes the importance of additional training as a means of acquiring greater professional skill for teachers of the District.

All college courses for which a grade of "C" or better is earned will be accepted for credit. In order to receive credit for any other type of Staff Development education or experience, it will be the responsibility of the individual teacher applying for such credits to submit a request in writing to the Superintendent who will rule on the eligibility for credits. The following will be eligible for credit:

a. classes sponsored by organizations, industry, or technical schools;

b. community college courses;

c. community education classes;

d. curricular related clinics and workshops.

1. The clinic or workshop shall have been called to consider some particular educational problem and shall have been called by a professional organization or recognized institution of higher learning.

2. In order to receive one credit, teachers will be required to be in attendance for at least eight hours and write a paper consisting of a critical analysis of the materials presented at the session attended giving appropriateness of the material to classroom, schools, or community relationships. In addition, the teacher may be required to present the material at one or more staff meetings in the District. No fractional credit will be allowed for sessions shorter than eight hours.

3. A written report on the clinic or workshop must be filed with the Superintendent or his designated representative within thirty (30) days following the meeting to be considered for credit.

4. No more than three credits will be accepted for each clinic or workshop.

e. Credit for leadership of District workshops, research, and curriculum improvement projects may be earned under the following conditions:

1. Research for which credit is desired must be related to some local District problem and be approved in advance by the Superintendent or his designated representative. In no instance shall more than two credits be awarded for any one project.

2. Active participation on curriculum committees operating within the District may also be counted when the following conditions are met:

   a. The committee must be in existence at least throughout one school semester or one full week's duration in the summer studying a single phase of the school program.

   b. The project for study must have been approved by the Superintendent or his designated representative.

   c. The committee's efforts shall be culminated in a cooperatively written report or curriculum guide to be used in the Banks Schools.

   d. One credit may be obtained for each eight hours of committee meetings.

   e. No more than three credits may be earned for each project.

3. Credit for leadership of a District workshop shall be allowed when the following conditions are met:

   a. Goals and objectives shall be clearly defined.

   b. The workshop may be either in a concentrated block of time or in regularly scheduled weekly, bi-weekly or monthly meetings.

   c. One credit will be allowed for each workshop; maximum will be two credits.

   d. In the case of conducting a District workshop or curriculum development, a teacher shall be allowed to choose whether he would like to receive pay or credit. In no case shall he receive both.

f. Credit for approved travel may be earned as follows:

1. The purpose of granting travel credit is to allow for the enrichment of a teacher's experience. It is not intended to allow travel to the exclusion of other worthwhile experiences. A maximum of three credits for travel will be allowed during any one year.

2. An itinerary and educational objectives must be submitted to the Superintendent or his designee representative at least two weeks prior to the trip.

3. A written report is to be submitted upon completion of the trip evaluating it in terms of its relationship to the classroom or school activities. This should be done within one month of returning to school or by October 1st of the current year, whichever is later.

4. The following regulations will form the basis for evaluating travel:

   a. Not more than one credit for each seven (7) days of travel is to be allowed;

   b. Within reasonable limits, the teacher will be expected to share learnings, pictures, etc. with other school groups.

g. Credit for a summer work experience may be earned under the following conditions:

1. Employment shall be related to the teaching assignment of the teacher and must contribute to his proficiency as a teacher in that particular teaching area.

2. Employment must be for a minimum of 100 hours. The number of credits awarded shall be determined by the evaluation committee (two administrators and two teachers) but no more than three (3) credits will be accepted per year.

3. A written report must be submitted to the Superintendent or his designated representative one (1) month after returning to school or by October 1st of the contract year, whichever is later. This report should explain how this work experience has contributed to the professional growth of the teacher and how it will relate to the classroom or school activities.

h. Professional Development and Educational Improvement/Tuition Reimbursement

1. All requests for Tuition Reimbursement must be requested in writing and receive written approval, based on District criteria, prior to taking course work.

2. Members will be reimbursed at the Portland State University graduate tuition rate or the actual tuition cost of approved courses, whichever is less.

3. A member who has not used his or her tuition reimbursement hours during the school year just ending may use unused hour(s) during the following summer and, in addition, may use part or all of the following year's tuition reimbursement hours during that same summer.

4. Reimbursement will be made upon presentation of receipts and grade slip showing a passing grade of C or higher.

5. Members qualify for Tuition reimbursement hours as follows:

a. Members employed six years or less are eligible for six (6) hours of tuition reimbursement per year.

b. Members employed over six years are eligible for three (3) hours of tuition reimbursement per year.

c. The District may choose to reimburse a greater number of hours on a case by case basis without setting a precedent.

2. <u>Evaluation of Credits</u>

All credit earned in any of the above mentioned methods shall be evaluated and approved before credit is allowed by the Superintendent.

3. <u>Notice</u>

In the event an increment *is* not granted, the teacher shall be notified in writing of the reasons for such action.

4. <u>Filing Deadline</u>

Evidence of having successfully completed the course must be on file in the Superintendent's office by October 15th.

5. Additional Preparation

A teacher who expects to complete a degree or necessary hours which will entitle him to placement in a different position on the salary schedule shall give written notice to the Superintendent by January 1, in order that necessary changes can be made in the budget.

Failure to notify the Superintendent by January 1st will not prohibit the teacher from advancing on the salary schedule if needed hours or degree has been completed by September 15 of the new school year.

6. District Staff Development

The District will provide enough Staff Development opportunities a year that will equal the yearly Professional Development Unit (POU) requirement set by the Teachers Standards and Practice Commission (TSPC).

ARTICLE 13

SELECTION AND ADOPTION OF TEXTBOOKS, LIBRARY BOOKS, AND OTHER INSTRUCTIONAL MATERIALS

A. Selection of Instructional Materials

1. ~~Books and other materials shall be chosen for values of interest and enlightenment of all students of the community and they should also meet the objectives of the class. Materials shall not be excluded because of race, nationality, or political or religious views of the author.~~ Materials shall align with district curriculum, state standards, and student learning needs.

2. ~~There shall be the fullest practical provision of materials representing all points of view concerning the problems and issues of our time: International, national and local. Materials of sound factual authority shall not be prescribed or removed from school use because of partisan or doctrinal disapproval.~~ Materials must be accurate, current, age-appropriate, and inclusive of diverse perspectives.

3. ~~Board approved or state adopted materials will not be suspended pending conclusion of the challenged material procedure. All other challenged materials will be suspended pending a final decision~~ Licensed Staff shall be involved in the review and recommendation process.

4. Selection shall follow established evaluation criteria and may include committee and community input.

5. Textbook adoption shall occur through a formal review process considering quality, usability, cost, durability, and accessibility.

6. Final approval rests with the District/Board, with materials subject to periodic review and replacement.

~~B. Selection of Textbooks~~

~~Textbooks are to be state-adopted texts or texts approved in writing by the Staff Textbook Adoption Committee and approved by the School Board.~~

~~C. Selection of Library Materials~~

~~1. It is the responsibility of teachers and librarians to select materials which are carefully balanced to include various points of view on any controversial subject and those which meet the educational objectives of the District.~~

~~2. Since materials are selected to provide for the interest and needs of the school community and the school program, they will be selected cooperatively by librarians, teachers, principals, and sometimes~~

~~with the assistance of students.~~

~~3. Selection of materials will be assisted by the reading, examination, and checking of standard evaluation aids such as standard catalogues and book review digests.~~

~~4. Two basic factors, truth and art, will be considered in the selection of books and other library materials. The first is factual accuracy, authoritativeness, balance, and integrity. The second is a quality of stimulating presentation, imagination, vision, creativeness, and style, appropriateness to the idea, vitality and distinction.~~

~~5. Materials for the school library shall be examined to select those in which the presentation and the subject matter are suitable for the grade and the interest level at which they are to be used. They will be considered in relation to both the curriculum and to the personal interests of pupils and teachers.~~

D. Pay and/or Released Time

Teachers serving on committees organized pursuant to this Article shall do so within the working day.

ARTICLE 14

INSURANCE

A Insurance

1. Effective October 1, 202~~3~~6, the District will provide unit members, whose FTE is 0.50 orgreater, a $~~1,704.57~~1,808.90 maximum contribution per month for the purchase of healthcare. Effective October 1, 202~~4~~7, the District will provide unit members, whose FTE is 0.50 orgreater, a $~~1,738.66~~1,845.08 maximum contribution per month for the purchase of healthcare. Effective October 1, 202~~5~~8, the District will provide unit members, whose FTE is 0.50 or greater, a $~~1,773.43~~1,881.98 maximum contribution per month for the purchase of healthcare. Anyunit member whose FTE is below 0.50 shall receive no contribution. Also included is the district paid Employee Assistance Program. It is understood and agreed that any eligible for insurance coverage under OEBB that does not meet the requirement for eligibility under this contract will not receive any District contribution. Healthcare will be defined as medical, dental, and vision insurance.

2. a. For the ~~2023-24~~ 2026-27 school year, the preferred Moda District plans shall be Medical plan 5, Delta Dental Premier Plan 5 and Moda Vision plan Quartz.

   b. The preferred District plans shall be supplemented by a Group Health Reimbursement Arrangement (HRA). Teachers that enroll in the preferred Moda District plan shall be also eligible to participate in the District sponsored Group HRA.

   c. For ~~2023-24~~2026-27 the group medical HRA benefits for Moda will have an in-network deductible of $350/$700/$1,050 and combined medical maximum out of pocket of $2,9501$5,900/$8,850 (Individual/2 Party/Family). Copayments will be equivalent to the Moda plan 5 PPO Plan.

   d. A teacher may upgrade their dental and vision plan to other plans offered by the District that are not the preferred plan. The difference in premium cost will be deducted from the teacher's monthly pay.

3. Either party may elect to discontinue the program described in Article 14A (2) at the end of any plan year.

4. For the ~~2024-25 and 2025-26 insurance year and subsequent years~~ 2026-27, 2027-28 and 2028-29, the preferred District medical, dental and vision plans and the Group HRAs plan design will be determined per Article 14A(4)(a).

   a. An insurance Committee consisting of three members from the Association and three District

representatives will meet in the spring of each year to examine insurance plans. The purpose of the committee shall be to review the outcomes and operations of the HRA program described above. Any committee recommendation must be mutually agreed to by both parties.

b. The committee will select which health plans (medical, dental and vision) offered through the Oregon Educators Benefit Board (OEBB) will be offered to members for the ensuing plan year beginning October 1. The committee will identify which of the selected plans will be designated as the preferred plan for purposes of Article 14A(2). The committee selections will be compliant with relevant OEBB rules and/or regulations governing health plan selections. The committee will notify the District of their plan selections each year on or before June 1.

5. Insurance coverage for domestic partners will be subject to the limitations and conditions required by the IRS, the insurance carrier, applicable statutes, regulations and/or court rulings.

6. Any member who is able to demonstrate that he had health insurance benefits from another source will be able to opt out of the District's health plan called for in 14(A)(1}. Any member who opts out of the plan shall receive a monthly cash stipend contribution equal to 30% of the cost of the District's maximum contribution defined in 14(A}(1). The cash stipend will be added to the member's pay as taxable income.

7. Any member who does not participate in the group HRA and selects an insurance plan with premium costs below the District maximum contribution stated in 14(A)(1) will receive a monthly cash stipend equal to 30% of the difference between the District maximum contribution and the cost of the selected plan. The cash stipend will be added to the member's pay as taxable income.

8. Any member who does not participate in the group HRA and selects an insurance plan with premium costs above the District maximum contribution stated in 14(A)(1) will have the difference in premium costs deducted monthly from their pay.

B. Benefits Period

1. For those teachers who work the entire year, as defined in the Agreement, twelve (12) continuous months of insurance will be provided.

2. Benefits will begin on the first day of the month following the first full calendar month of employment.

3. If a teacher's employment is terminated prior to the end of the school year, the District's contribution shall cease as of the last day of the month the teacher is employed.

4. If the teacher's employment is terminated between the end of the school year and the beginning of the ensuing school year, the District's contribution shall continue to provide benefits through the month of September.

C. Hiatus Period

In the event a successor to this Agreement has not been duly ratified by both parties by the expiration date of this Agreement, all insurance coverage as set forth above and existing on the expiration date of the Agreement shall continue in full force and effect. The District agrees to pay such premiums up to the cap amount as defined above per month per teacher for health care in order to maintain and continue the above benefits until a successor agreement is duly ratified by both parties. Payments of premiums will be discontinued during any type of work stoppage.

D. Retirement Option for Certified Members

1. Workback Scenario One:
   - Retire from PERS between January 1 and June 1 and be rehired into their current position without the need to reapply for the remainder of that school year.

        - All benefits, etc. roll over as if there were no break in service.
        - All "sick time" benefits are subject to the PERS rules of retirement.
        - **Note - any certified member on a plan of assistance for improvement is not eligible for this provision.
    - If the employee would like to continue beyond the remainder of the current school year they will need to reapply and be selected.
        - If selected, their contract would be temporary status
        - If selected, all benefits, etc. roll over as if there were no break in service
        - All "sick time" benefits are subject to the PERS rules or retirement
2. Workback Scenario Two: Retirement date outside of January 1 to June 1
    - Any continuation of current position requires the application/selection process
        - If selected, their contract would be temporary status
        - If selected, all benefits, etc. roll over as if there were no break in service
        - All "sick time" benefits are subject to the PERS rules or retirement
3. Members working within the workback scenarios are responsible for any impact on their PERS benefits.
4. Banks School District retirees may purchase insurance from the district at the insurance cap rate as allowed by OEBB policies.
5. Staff will be grandfathered into the long term sub rate if they were retired under the MOU for retirees that existed between Dec 31, 2022 and June 16th, 2026.

ARTICLE 15 PAYROLL

DEDUCTION

A Association Due

1. The District agrees to deduct Association dues from the salaries of the bargaining unit teachers as requested by the teacher. Such authorization shall continue in effect from year to year unless revoked in writing during the OEA designated drop/withdrawal period. The District shall deduct the dues in twelve (12) equal deductions beginning in September and ending in August.

2. All teachers in the bargaining unit who become members of the Association shall remain members of the Association during the term of this Agreement. This provision does not apply to any Association member who, within the designated period, withdraws from the Association by sending a signed withdrawal statement to the Association and to the District.

3. As the exclusive bargaining agent, the District shall continue to provide the Association with employee information necessary to represent employees as well as notify the Association of new hires within a reasonable time period but not to exceed fifteen District business days.

4. The Association agrees to indemnify, defend, and hold the District harmless from employee or former employee claims, orders, or judgments against the District concerning the dues deductions procedures outlined in this agreement. The Association's obligations are contingent upon the District: 1) giving the Association at least two weeks' notice, in writing, of any claim; and 2) fully cooperating with the Association and its designated counsel in the defense of the claim. The Association's obligation does not extend to criminal allegations or actions brought against the District by the Association. In the event the District properly invokes this paragraph, the Association will provide the attorney to defend against the claim. In the event the District wishes to use its own attorney, the District will pay the fees and costs of said attorney.

B. Other Deductions

1. The District agrees to deduct from the salaries of its regular certified teachers as requested in writing by the teacher:

a. Premiums for approved insurance and annuity programs;

b. Contributions to Charitable Organizations;

c. Payments to Banks or Credit Unions;

d. Other voluntary deductions, pre-approved by the ~~District~~ Business Office, will be deducted from the teacher's salary as authorized in writing by the teacher.

e. Short Term Unpaid Leave pre-approved by the building administrator and then superintendent or designee (for final approval), will be deducted from the teacher's salary as authorized in writing by the teacher.

f. OEA Foundation

g. OEA-PIE and the NEA Fund

2. Accumulated sick leave will be reported monthly on the employee's pay stub when programming becomes available.

ARTICLE 16

PROFESSIONAL COMPENSATION

A Salary Schedule

1. The salary schedule is as in Appendix A for the ~~2023-24, 2024-25 and 2025-26~~ 2026-27, 2027-28 and 2028-29 contract years.

Funding level SSF	
Year 1 COLA ~~2023/24~~ 2026/27	~~3.5%~~ 4.0% ~~4.5%~~ 3.50%
Year 2 COLA ~~2024/25~~ 2027-28	~~4.0%~~ 4.0%
Year 3 COLA ~~2025/26~~ 2028-29	

Teachers move between columns due to educational attainments if eligible. Teachers moving between columns will be placed on the proper vertical step if possible. Movement between columns will be made only when written notification to the district office is made prior to Christmas break preceding the anticipated move for the next school year.

A teacher currently on a plan of assistance may move on the salary schedule contingent upon satisfactory performance as recommended by the immediate supervisor. A teacher who is not recommended for movement may request a hearing by the Board.

COLUMNS:

Column 1 - BA
Column 2 - BA+ 75 or MA — At least 38 hours will be in areas designated by the District in district needs and priorities. The remainder will be teacher's choice of hours provided they are approved by the Superintendent as applicable to improving instruction.

2. Newly hired teachers shall be placed on the salary schedule at the discretion of the Superintendent.

B. PERS Pickup

1. The district shall "pick up," assume or pay six (6) percent of teacher salary as the full amount of teacher contribution to the Public Employees Retirement Fund for the teacher members participating in the Public Employees Retirement System. Such Employer Paid Pre-Tax payment of teacher member monthly contributions to the system shall continue for the life of this Agreement.

2. The full amount of required teacher contributions assumed or paid by the District on behalf of teachers pursuant to this agreement shall be considered "salary" only for the purpose of computing a teacher member's "final average salary," and shall not constitute additional "salary" or "other advantages" for any other purpose. Such teacher contributions assumed or paid by the employer on behalf of its teachers shall be added to the member accounts of the members for their annuities and shall be considered to be teacher contributions for all other purposes of ORS Chapter 238

C. Extended Pay

1. Any teacher on an extended contract shall receive 1/total contract days of this regular yearly salary as determined by the salary schedule for each day of extension.

2. The exact days of extended contract shall be determined by the building principal at the time of the extending of the contract.

D. Extra Duty Pay

1. See Appendix B for rate and listing of positions.

~~2. A joint committee will be comprised of one association member, one high school administrator, 2 current head coaches and 1 dance and drill/music coach. This committee will evaluate and make recommendations on Appendix B/Extra Duty Salary Schedule. This committee will also develop job descriptions for any and all extra duty positions that do not currently have a detailed description. The committee will commence in January 2022 and will make recommendations no later than March 1. This will be considered Association business and Association member's participation on the committee will be voluntary and unpaid by the District.~~

2. Dates and hours must be turned in to the building principal for approval before presentation for payment.

3. Such extra duty pay is for those who are in charge of activities requiring work other than during regular work hours.

4. The salaries listed in Appendix B shall be computed by multiplying the stated percentage by the base salary for that year of the contract.

5. The base salary is defined as BA Step 1 Col 1 for that contract year.

E. Mileage

1. Mileage allowance for teachers using their car on school authorized business will be paid at the current IRS mileage rate

F. Curriculum Pay

1. Efforts will be made to allocate curriculum adoption funds for training teachers on new curriculum as well as training new teachers on existing curriculum. Teachers can request additional pay when professional development or curriculum enrichment opportunities are available. Such situations require prior-approval from the business office. Payment is only for the number of days teacher is attending conference. Teachers can decline to participate in professional development outside of their contract day/year.

2. Teaching assignments that have required certifications or trainings, ie. AP, IB, or Dual Credit, will be paid at the defined per diem curriculum rate when outside of the contract day/year. Teachers will be given information about options, and a minimum 6 month time period to complete training before any change to their teaching assignment is made.

Unless otherwise compensated by stipend, whenever teachers are asked to serve on committees, attend meetings, or carry out curriculum training, enrichment, and/or instructional projects which meet on a noncontract day or ~~on Saturday or~~ beyond the 7:30 am to 4:00 pm contract day, the hourly salary shall be determined by the following formula:

Teacher's Salary/Total Contract Days = Daily Salary/8 = Hourly Salary

G. Retention Stipend

1. Years of service are cumulative in the Banks School District. Stipends are paid in June of the year that completes the milestone. (e.g. the $500 stipend is paid in June in the year the fifth year is completed)

2. A "year" is considered if 70% of contract days are served. For example, a 1.0 FTE teacher will serve at least 135 days, a 0.5 FTE teacher will serve the equivalent of 96 days

3. Leaves approved under Article 11.B.3 are not considered service for this stipend.

4. A member must be 0.5 FTE or greater for a year to be awarded.

Retention Stipend: increased by the same % as COLA

	2026/27	2027/28	2028/29	
5 years	$ 500.00	$ 517.50	$ 538.20	One time stipend on the June payroll
10 years	$ 750.00	$ 776.25	$ 807.30	One time stipend on the June payroll
15 years	$ 1,000.00	$ 1,035.00	$ 1,076.40	One time stipend on the June payroll
20 years	$ 1,250.00	$ 1,293.75	$ 1,345.50	Annual stipend until a break in service on the June payroll

ARTICLE 17

MISCELLANEOUS PROVISIONS

A. Individual Contracts

In cases of conflict, the provisions of the collective bargaining agreement shall prevail over any inconsistent provision of an individual teacher's contract.

B. Job Sharing

1. Definition: Job sharing shall refer to two unit members sharing one full-time position.
2. Application: any assignment openings shall be available to certificated staff who have indicated in writing to the Superintendent their desire to job share.
3. Pairing: Job sharing assignments shall terminate at the end of each school year. In the event teachers request a job share for the ensuing school year, the request may be granted for the following year by the building principal, and be filled only by teachers who have jointly agreed to work together. If the principal/supervisor denies their request to job share, the teachers have the right to appeal the decision to the superintendent.

4. Selection: Job sharing assignments shall be granted annually upon mutual agreement of the teachers and the Board.

5. Responsibilities: Responsibilities of an assignment by two job sharers may be divided and/or allocated according to a plan designed by the immediate supervisor in consultation with the job sharers. This shall include but not be limited to attendance at regular staff meetings, district meetings, parent conferencing, and staff development.

6. Compensation: Teachers sharing contracts shall receive salary step movement at the start of the school year.

7. Benefits: Unit members working in job sharing positions shall receive a prorated amount of health, welfare, and leave benefits.

8. Substituting: Job sharers shall substitute for each other whenever possible.

C. Separability

If any provision of this Agreement or any application of this Agreement to any teacher or group of teachers is held to be contrary to the law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect. Upon request of either party, the parties agree to meet without undue delay to negotiate a replacement provision.

D. Strikes

Members of the Bargaining Unit agree not to strike during the term of this contract.

E. Layoff

1. In the event the District determines that a layoff is to take place, the District will follow ORS 342.934.

2. The District will give the teachers involved prior written notice and the proposed time schedule.

3. Procedure for Recall of Teachers

   a. Applicability

      If within twenty-seven (27) months of the most recent date of release by the District, a vacancy occurs within the District for which the laid-off teacher is deemed qualified and properly certified by the District, the recall procedure outlined below should be followed.

   b. Notification

      At the time of layoff, laid-off teachers shall have the opportunity to express in writing a desire to return to the District. The teachers shall also leave with the District an address for recall notification. In the event of a recall, the District shall notify the teacher of the available position by certified mail, return receipt, sent to the last address given by the teacher to the district office. The teacher will then have fourteen (14) calendar days from the mailing of such notice, to notify the District of ~~his~~ their intent to return to District employment. Failure of the teacher to respond within the time herein specified shall terminate such teacher's employment as a voluntary resignation.

c. End of Recall Rights

The teacher's recall rights shall end as of the date twenty-seven (27) months after the most recent date of release by the District or upon the teacher's rejection of a position offered by the District, whichever comes first

4. Any "appeal" from the Board's decision on layoff or recall pursuant to this Article shall be by means of a grievance filed pursuant to the Article on Grievance Procedure. The decision of the arbitrator will be final and binding on all interested parties as long as the arbitrator's decision is within ~~his~~ their jurisdiction. The jurisdiction of the arbitrator and the scope of ~~his~~ their review shall be limited by the provisions of ORS 34.010 through 34.100 (Writ of Review). In other words, the arbitrator shall be limited to a review of the record established by the District in determining the layoff or recall. The arbitrator shall be limited to a determination of whether the District:

a. Exceeded its jurisdiction;

b. Failed to follow the procedure applicable to the layoff or recall;

c. Made a finding or order not supported by substantial evidence in the whole record;

Or

d. Improperly construed this Article, to the injury of some substantial interest of the grievant(s), and not otherwise.

Additionally, the arbitrator shall have the authority to affirm, modify, reverse, or annul the decision or determination of the Board, and, if necessary, to award restitution to the grievant(s), or to direct the Board to proceed in the matter reviewed according to the decision of the arbitrator.

F. Labor - Management

An Association representative and the Superintendent shall meet at mutually agreed times to discuss and resolve issues regarding working conditions and to improve communications and collaboration between the District and the Association.

ARTICLE 18 MANAGEMENT

RIGHTS

A The Board, on its own behalf and on behalf of the electors of the District, hereby reserves unto itself, except as modified in this Agreement, all powers, rights, and authority; duties and responsibilities, conferred upon and invested in it by the laws and the Constitution of the State of Oregon, including the right:

1. To exercise management and administrative control of the school system, and its properties and facilities.

2. To hire all teachers and, subject to the provisions of the law, to determine their qualifications and the conditions for their continued employment or their dismissal or demotion, and to promote and transfer all such teachers.

ARTICLE 19

ASSOCIATION RIGHTS & PRIVILEGES

A Information

The Association will have made available by the District any and all public, non-confidential information requested by it in the form and content in which it is readily available.

B. Use of Buildings

The Association shall have the right of access to school buildings providing there is no interference with the regular school program. The Association-designated representatives shall be allowed to conduct association business inside District work locations, provided that the business does not occur during student contact time and provided that the representative notifies the principal and/or office of their presence.

C. Use of School Equipment

The Association shall have the right to the use of school facilities and equipment including typewriter, duplicating equipment, calculating machines, computers, district email and all audiovisual equipment at reasonable times when such equipment is not otherwise in use. The Association shall pay for the reasonable cost of all materials and supplies incidental to such use and for any repairs necessitated as a result thereof.

D. Bulletin Boards

The Association shall have in each school building the use of a bulletin board or bulletin board space in each school for posting materials relating to the Association or its members.

E. Mail Facilities and Mail Boxes

The Association shall have the right to use the interschool mail service and school mail boxes.

F. Use of the Telephone

Four (4) Association officers may make long distance telephone charges against the District from the Association.

ARTICLE 20

DURATION AND FUNDING OF AGREEMENT

A. Previously Negotiated Agreements

This Agreement supersedes all previous contracts.

B. Effective Date

This Agreement shall be in effect as of July 1st, 202~~3~~6, through June 30, 202~~6~~9, subject to the Association's right to negotiate over a successor Agreement as provided in Article II. This Agreement shall not be extended orally and it is expressly understood that it shall expire on the date indicated.

C. Agreement

If the District is unable to perform to the economic terms of this Agreement, then those economically related portions of the contract, upon request of the Board, shall be reopened for negotiation.

D. Waiver

The parties agree that neither is obligated to bargain on any subject or future subject for the life of this Agreement except as stated in paragraph C above.

E. Funding

The District agrees to include in its budget request an amount sufficient to fund this Agreement and to openly support the passage of such budget requests.

ARTICLE 21 HOLD HARMLESS

Appropriate deduction of tax assessments for the health insurance benefits provided to teachers under this contract is the responsibility of the District. The District agrees to hold the Association and its members harmless and to defend and indemnify the Association in the event of an enforcement action by any government agency concerning taxation of such health insurance benefits incurred during the term of this contract.

The parties, being the Banks Education Association (BEA) and Board of Directors, by their signatures below, confirm they have read, understand and agree to terms and conditions outlined in this tentative agreement for CBA years 2026-27, 2027-28 and 2028-29. The parties agree that the terms and conditions are subject to the ratification of this tentative agreement by both parties before the terms and conditions of this tentative agreement are effective and set to a successor CBA commencing July 1, 2026 ending June 30, 2029.

_____ _____

Board of Directors - Ron Frame Date

_____ _____

District Superintendent - Brian Sica Date

_____ _____

BEA Co-President - Karl Bledsoe Date

_____ _____

BEA Co-President – Tony Richeson Date

APPENDIX A

CERTIFIED SALARY SCALE 2026-27

	COLUMN I	COLUMN II
Step 1	~~$ 50,576~~	
Step 2	$ 52,977	$ 54,583
Step 3	$ 55,426	$ 57,107
Step 4	$ 57,920	$ 59,680
Step 5	$ 60,453	$ 62,297
Step 6	$ 63,022	$ 64,948
Step 7	$ 65,622	$ 67,631
Step 8	$ 68,245	$ 70,337
Step 9	$ 70,882	$ 73,062
Step 10	$ 73,533	$ 75,794
Step 11	$ 76,187	$ 78,535
Step 12	$ 78,842	$ 81,266
Step 13	$ 81,478	$ 83,989
Step 14	$ 84,166	$ 86,764
Step 15	$ 86,950	$ 89,639
Step 16	$ 89,828	$ 92,605
Step 17	$ 92,801	$ 95,675
Step 18	$ 95,881	$ 98,850

APPENDIX A

CERTIFIED SALARY SCALE 2027-28

	COLUMN I	COLUMN II
Step 1	~~$52,346~~	
Step 2	$54,831	$56,494
Step 3	$57,366	$59,106
Step 4	$59,947	$61,769
Step 5	$62,569	$64,477
Step 6	$65,228	$67,221
Step 7	$67,919	$69,998
Step 8	$70,633	$72,799
Step 9	$73,363	$75,619
Step 10	$76,107	$78,447
Step 11	$78,854	$81,283
Step 12	$81,602	$84,110
Step 13	$84,329	$86,929
Step 14	$87,112	$89,801
Step 15	$89,993	$92,776
Step 16	$92,972	$95,846
Step 17	$96,049	$99,023
Step 18	$99,237	$102,310

APPENDIX A
CERTIFIED SALARY SCALE 2028-29

	COLUMN I	COLUMN II
Step 1	~~$ 54,440~~	
Step 2	$ 57,024	$ 58,754
Step 3	$ 59,660	$ 61,470
Step 4	$ 62,345	$ 64,240
Step 5	$ 65,072	$ 67,057
Step 6	$ 67,837	$ 69,910
Step 7	$ 70,635	$ 72,798
Step 8	$ 73,459	$ 75,711
Step 9	$ 76,298	$ 78,644
Step 10	$ 79,151	$ 81,585
Step 11	$ 82,008	$ 84,535
Step 12	$ 84,866	$ 87,474
Step 13	$ 87,703	$ 90,406
Step 14	$ 90,596	$ 93,393
Step 15	$ 93,593	$ 96,487
Step 16	$ 96,691	$ 99,680
Step 17	$ 99,891	$ 102,984
Step 18	$ 103,206	$ 106,402

APPENDIX B

EXTRA DUTY SALARY SCHEDULE*

Rounded to nearest whole dollar amount

POSITION	%OF BASE	DAILY/ HOURLY	NOTES
HIGH SCHOOL			
High School Head Coach	14.50%		
FFA Advisor	14.50%		(2)
Drama Director	14.50%		(1)
Band and Vocal Music Director	10.00%		(1)
High School Assistant Coach	9.25%		
Robotics	9.5%		
Events and Activities	7.00%		
Leadership Advisor	4.50%		
Yearbook Advisor	4.50%		
National Honor Society	4.50%		(2)
MIDDLE SCHOOL			
Middle School Coach	7.00%		
Leadership Advisor	4.50%		(5)
Yearbook Advisor	4.50%		(5)
National Jr Honor Society Advisor	4.50%		
Drama Director	4.50%		(3)
Band and Vocal Music Director	4.50%		(3)
Outdoor School Stipend		$150/Day	
ELEMENTARY SCHOOL			
~~Outdoor School Stipend~~		~~$150/Day~~	
DISTRICT WIDE			
Classroom Coverage		$40/Hour	(4) (6)
Academic Coaching (Tutor)		$40/Hour	(4)
OSAA supervision (reimbursed)		OSAA Reimburse Rate	(4)
Detention Monitor	4.50%		(4)
District Approved Club Advisor	4.50%		(5)
Ticket Seller	4.50%		(5)
Concessions Advisor	4.50%		(5)
Dance Supervision	4.50%		(4)

(1) Stipend to cover both high school and middle school

(2) Two 75% stipends will paid for any year that more than two grade levels are allowed admittance to NHS. Two 75% stipends will be paid for any year in which the FFA chapter maintains at least 20 active members and participates in 20 or more Career/Leadership Development Events and other activities combined.

(3) This stipend will be paid only if there is a full time teacher at both the middle school and high school

(4) Paid hourly

(5) Paid hourly, maximum 100 hours preapproved by Administration

(6) Classroom coverage extra duty is paid only when leave has been deducted

* See building principal for district club approval.

* For all sports or activities recognized by the Oregon School Activities (OSAA), extended compensation shall be paid to *district compensated* varsity coaches and assistant coaches involved in OSAA Playoffs and State Tournaments. The participating *district compensated* coaches of that team will receive an additional payment of 5% of the stipend for each week the team is in the OSAA Playoffs and State Tournaments.

ASSOCIATION GRIEVANCE FORM APPENDIX C

This Grievance Form is to be carried forward until the Grievance is resolved.

Name of Grievant: _____ Date Filed: _____

Building: _____ Assignment: _____

Home Address: _____ Home Phone: _____

Name of Principal: _____ School Phone: _____

The above named grievant and the Banks Education Association allege that there has been an unfair and inequitable interpretation, application, or violation of the contractual Collective Bargaining Agreement.

Specific Contract language allegedly violated or inequitably applied:

_____

_____

_____

Statement of Grievance:

_____

_____

_____

Date of alleged action which caused the grievance or first acknowledge of such action:

_____

_____

_____

Remedy or action requested:

_____

_____

_____

Date of Informal Disposition: _____

Step One (Formal)

Date of Conference: _____

Disposition by: _____ _____

(Name) (Title)

Date of Written Response: _____

Disposition:

_____

_____

_____

Signature: _____

Grievant/Council satisfied with disposition of grievance at informal stage? Yes No

Grievant Signature _____

Date of Appeal to next step: _____

Step Two (Superintendent)

Date of Conference: _____

Disposition by: _____ _____
{Name) (Title)

Date of Written Response: _____

Disposition:

_____
_____
_____

Signature: _____

Grievant/Council satisfied with disposition of grievance at Step One? Yes No

Grievant Signature: _____

Date of Appeal to next step_____

Step Three (School Board)

Date of Hearing: _____

Disposition by: _____ _____
(Name) (Title)

Date of Written Response: _____

Disposition:

_____
_____
_____

Signature: _____

Grievant/Council satisfied with disposition of grievance at Step Two? Yes No

Grievant Signature: _____

Date of Appeal to next step: _____

Step Four - Binding Arbitration

The Banks Education Association is not satisfied with the disposition of this grievance and is, therefore, submitting this matter to binding arbitration as per the contracted Agreement.

_____ _____
(Signature - BEA) Date

Board Work Session
Monday, June 8, 2026 4:15 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 June 8th, 2026 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
2. Discussion Items
   2.1. Banks Trailhead Academy
   Leann Gallien, BMS VP and Darla Waite Larkin, Director of Student Performance, gave a presentation on the new Banks Trailhead Academy, including the steps taken so far to create the program, curriculum and the start date.
   2.2. 2026-27 School Board Leadership
   Mark Nordeen with BRIC Architecture provided an update on the Bond Progress, timeline and the Board Meeting space.
   2.3. Bond Update
3. Adjourn
4. Walkthrough Site Visit (Board Members only)

CHOOSE YOUR TRAIL

FLEXIBLE LEARNING OPTIONS FOR EVERY STUDENT

Every student's path is unique. Whether you're looking for full flexibility, a blend of online and in-person, or a specific class to support your goals, we're here to help you find the right fit.

	FULLY ONLINE 100% Online	HYBRID Online + School	INDIVIDUAL CLASSES Online Course Replacement	INDEPENDENT CLASSES Self-Paced Learning
SCHEDULE	Full online schedule with flexibility built in.	Online schedule with access to school classes and activities.	Replace a current class offering with an online course.	Student/family choose to take a class that we do not offer.
EXPERIENCE	Virtual learning and the opportunity to stay connected through a school "homebase."	Virtual learning with the opportunity to stay connected through a school "homebase."	Focused on your academic needs with flexibility built in.	Customized learning that fits your goals and timeline.
SUPPORT	Support through Edmentum coach and school coach.	Support through Edmentum coach and school coach.	Support through Edmentum coach and school coach.	Student/family investment and timeline.
	LEARN ANYWHERE. STAY CONNECTED.	THE BEST OF BOTH WORLDS. FLEXIBILITY + CONNECTION.	TARGETED SUPPORT. STRONG RESULTS.	YOUR GOALS. YOUR PATH.

WE'RE HERE TO GUIDE YOU EVERY STEP OF THE WAY.

Have questions? Contact your school coach to explore the best option for your student.

BANKS TRAILHEAD ACADEMY

VIRTUAL/HYBRID OPTIONS

6th GRADE - 12TH GRADE

Banks Trailhead Academy is a local hybrid program for students in grades 6-12 designed for students who benefit from strong relationships, personalized support, and flexibility.

TRAILHEAD ACADEMY IS A BRIDGE TO SUCCESS.

Students receive guidance and accountability along with the flexibility to learn in a way that works best for them while building confidence to explore new opportunities.

CURRICULUM

EdOptions Academy

OPTIONS

- Full online option
- Majority of classes online with access to some in-person classes
- Individual classes to replace current offerings (summer only)

ENTRY

Program addmitance at the beginning of a semester.

WHY CHOOSE TRAILHEAD ACADEMY?

- Supportive learning environment
- Personalized learning paths
- On-campus academic help and support
- Flexible learning schedules with local support
- Free and local alternative to online schools

FLEXIBILITY THAT FITS YOUR STUDENT

- Learn from home, on campus, or a mix of both
- Flexible schedule designed around student needs
- Personalized learning paths

A DIFFERENT BRAVES EXPERIENCE

- Not just an online program
- Strong relationships and accountability
- A path forward for students who need something different

Whether your family is looking for a full online option, or a more hybrid option, Trailhead Academy is here to support you and your student in their educational journey!

BANKS SCHOOL DISTRICT

42350 NW Trellis Way, Banks, Oregon 97106

503-324-8591

www.banks.k12.or.us

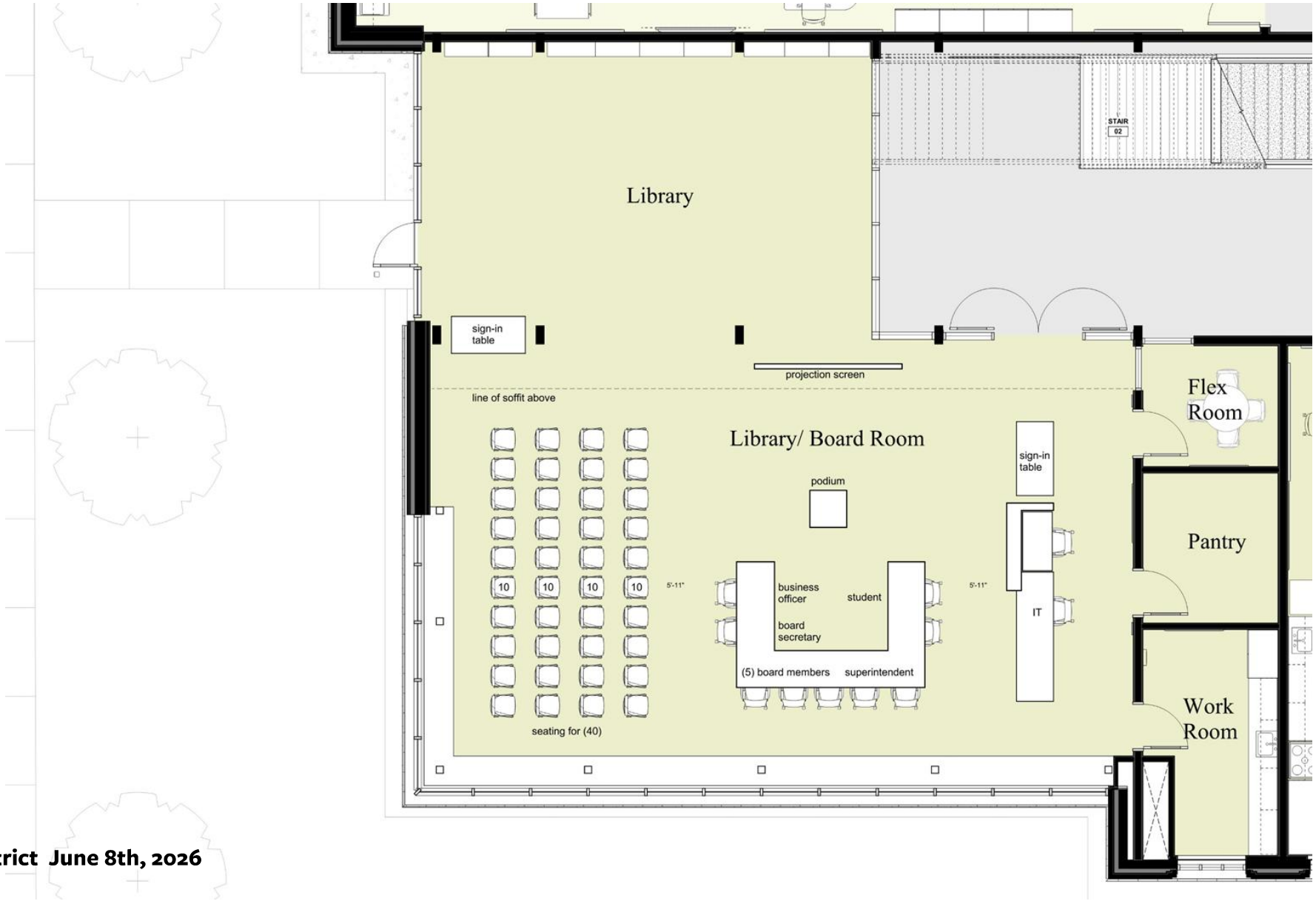
Banks School District

School Board Design Update

June 8th, 2026

BR|IC

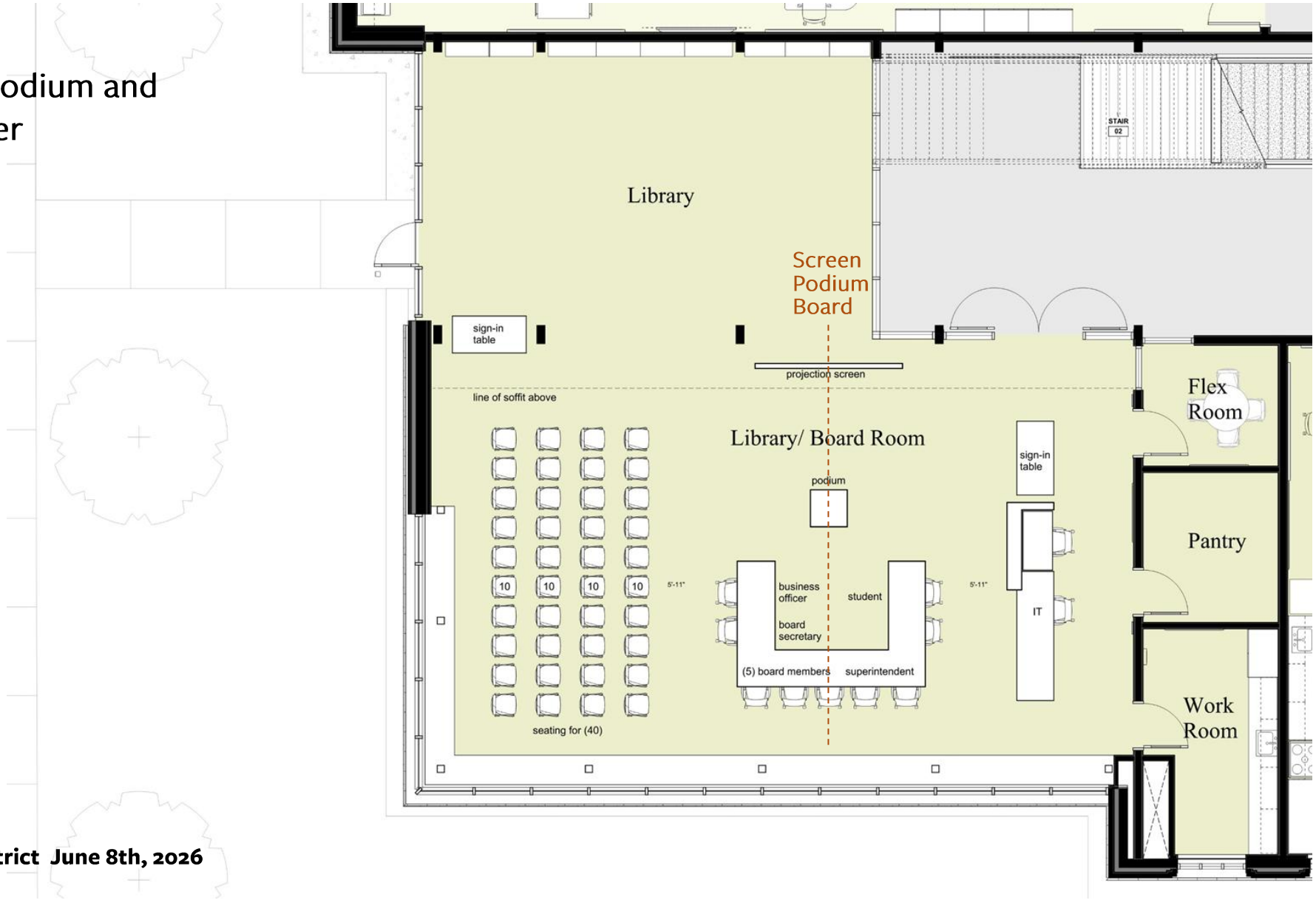
School Board Room Floor Plan – *flow and function*



School Board Room Floor Plan – *flow and function*

Layout

Projection Screen, Podium and Board table on center



School Board Room Floor Plan – *flow and function*

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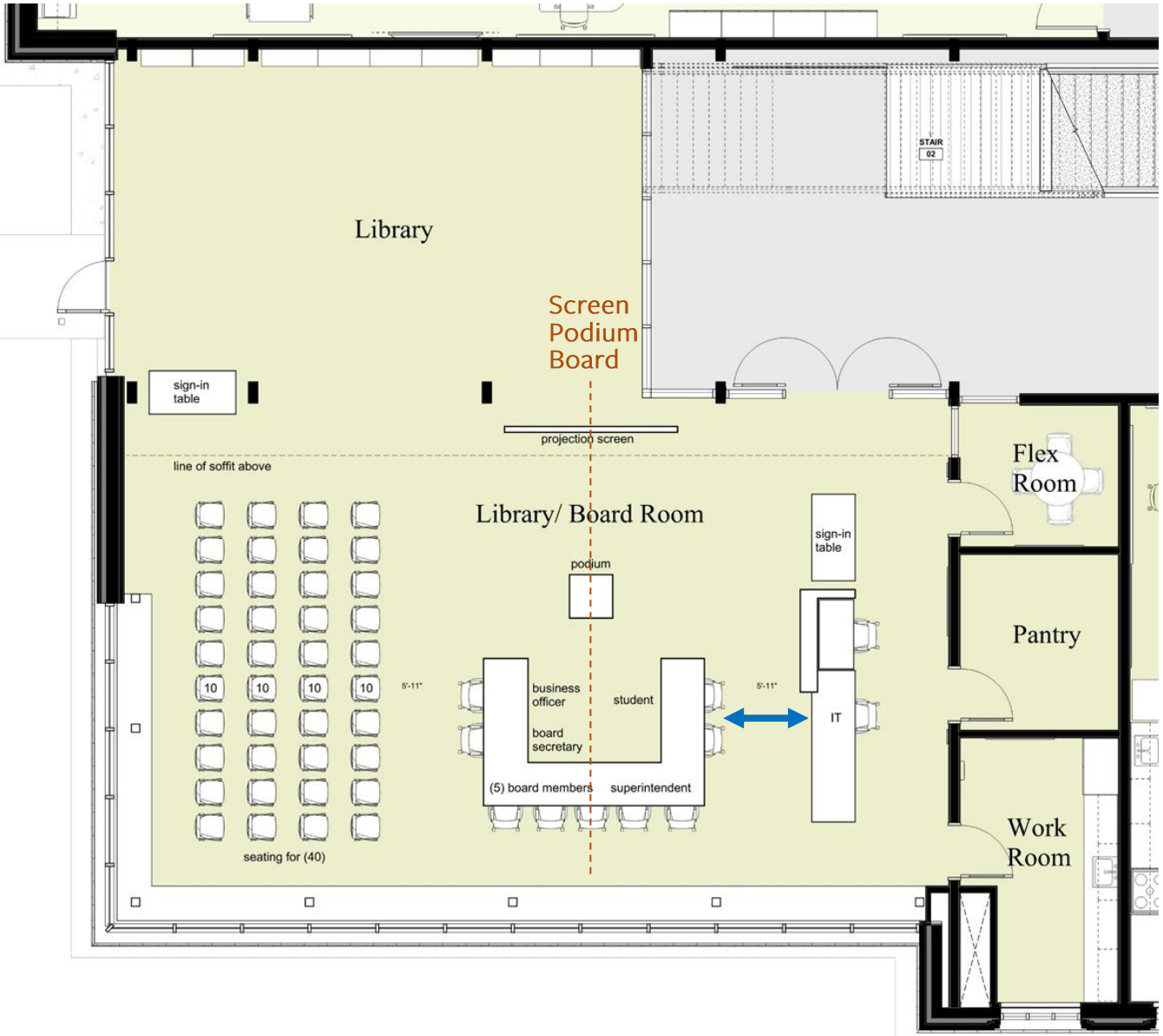
Board table close to IT controls "next slide"



School Board Room Floor Plan – *flow and function*

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Board table close to IT controls

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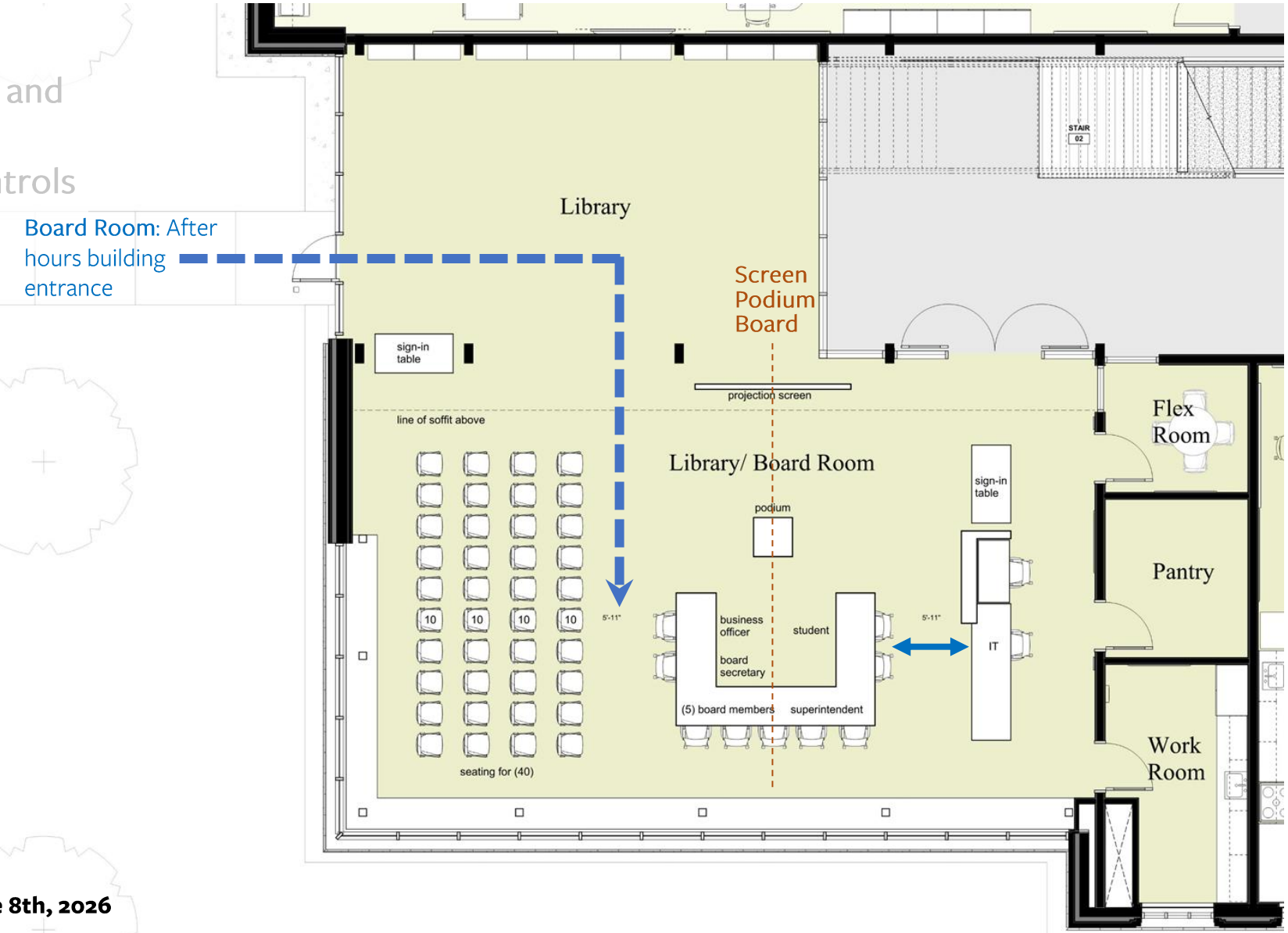
Arrival

West: Primary after hours



School Board Room Floor Plan – *flow and function*

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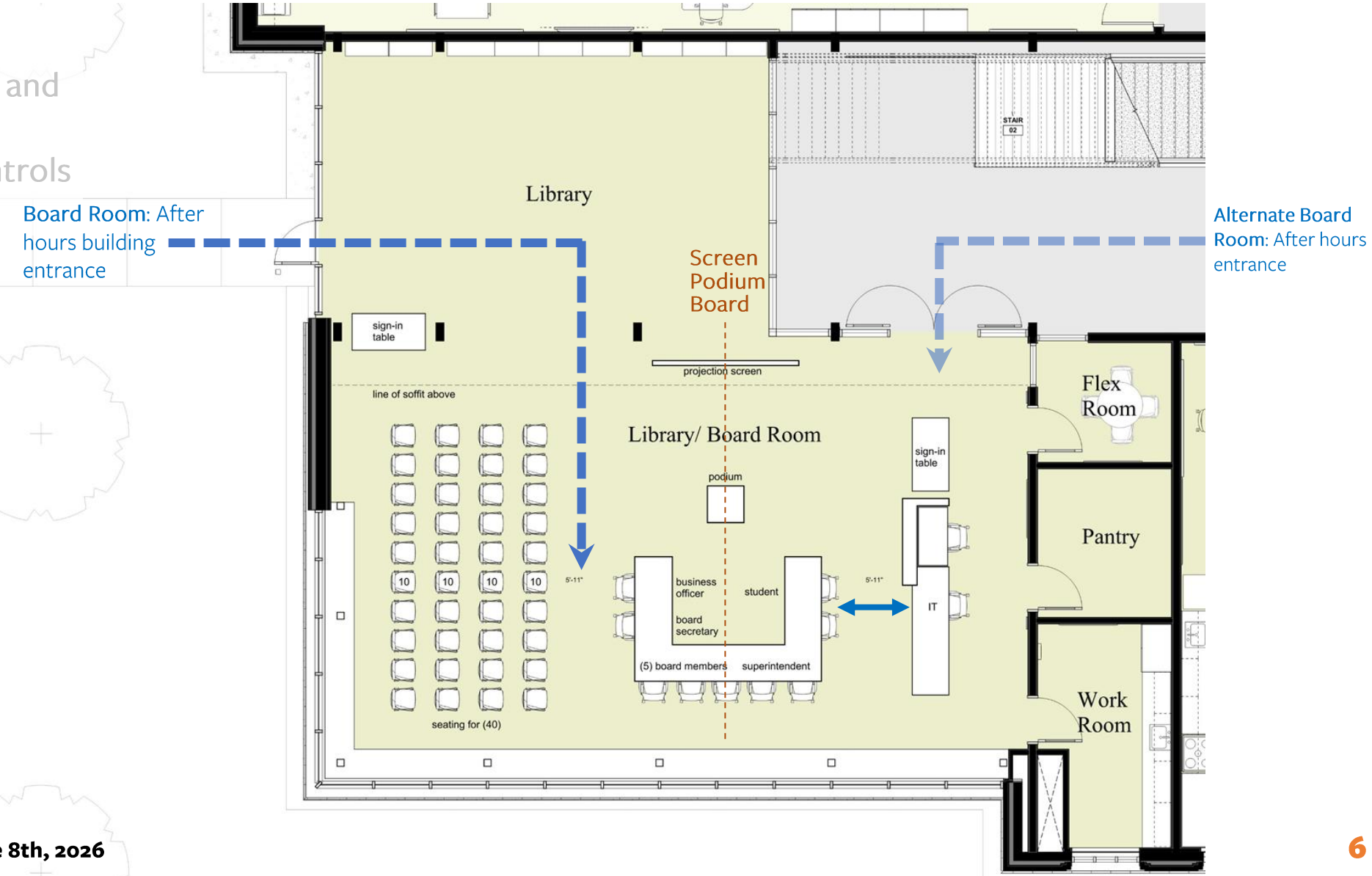

School Board Room Floor Plan – *flow and function*

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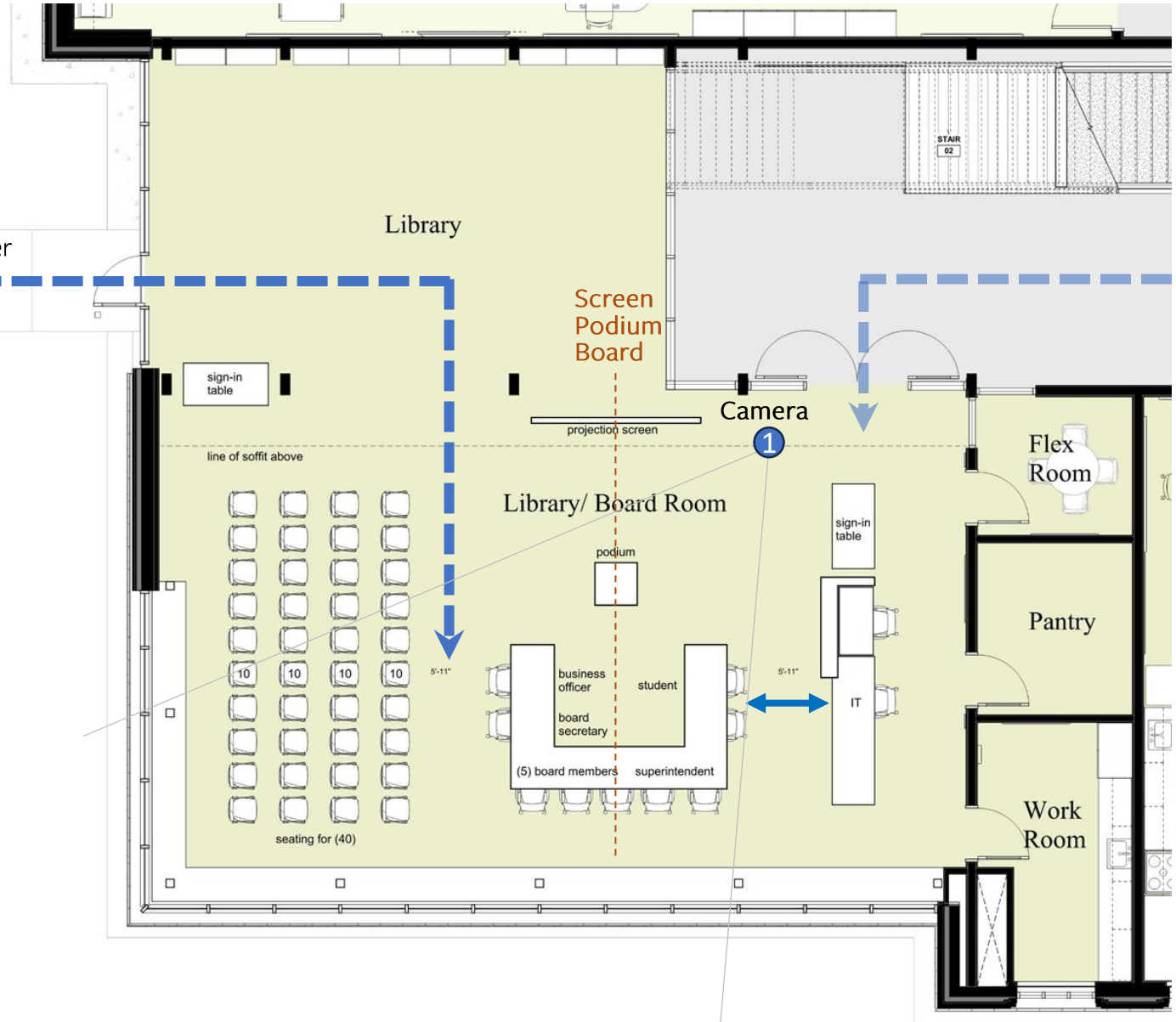
Arrival

West: Primary after hours
East: Alternate after hours

Camera

1 Board, Community, Podium



School Board Room Floor Plan – *flow and function*

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Arrival

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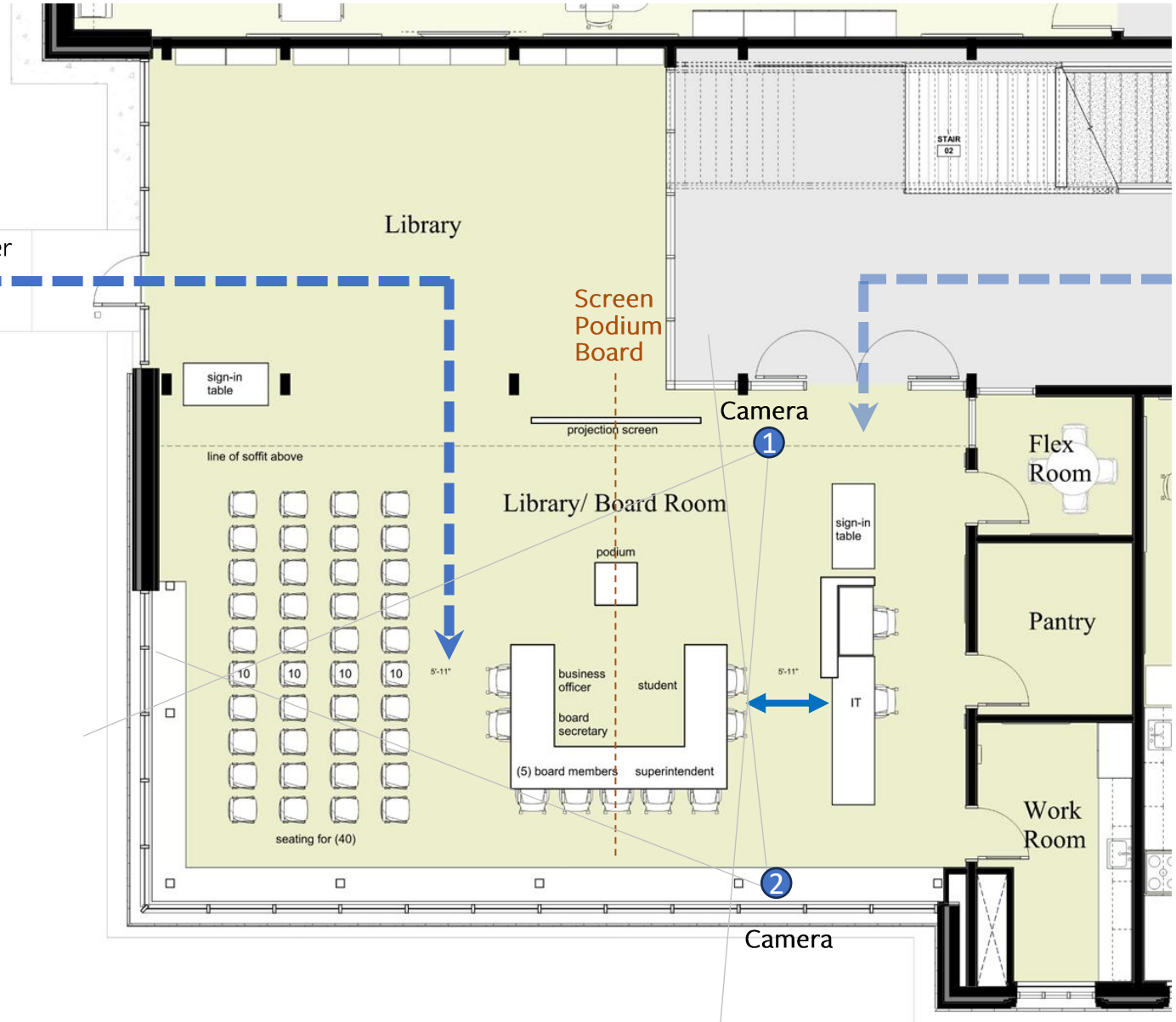
East: Alternate after hours

Camera

1 Board, Community, Podium
2 Board, Community, Podium



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Arrival

West: Primary after hours
East: Alternate after hours

Camera

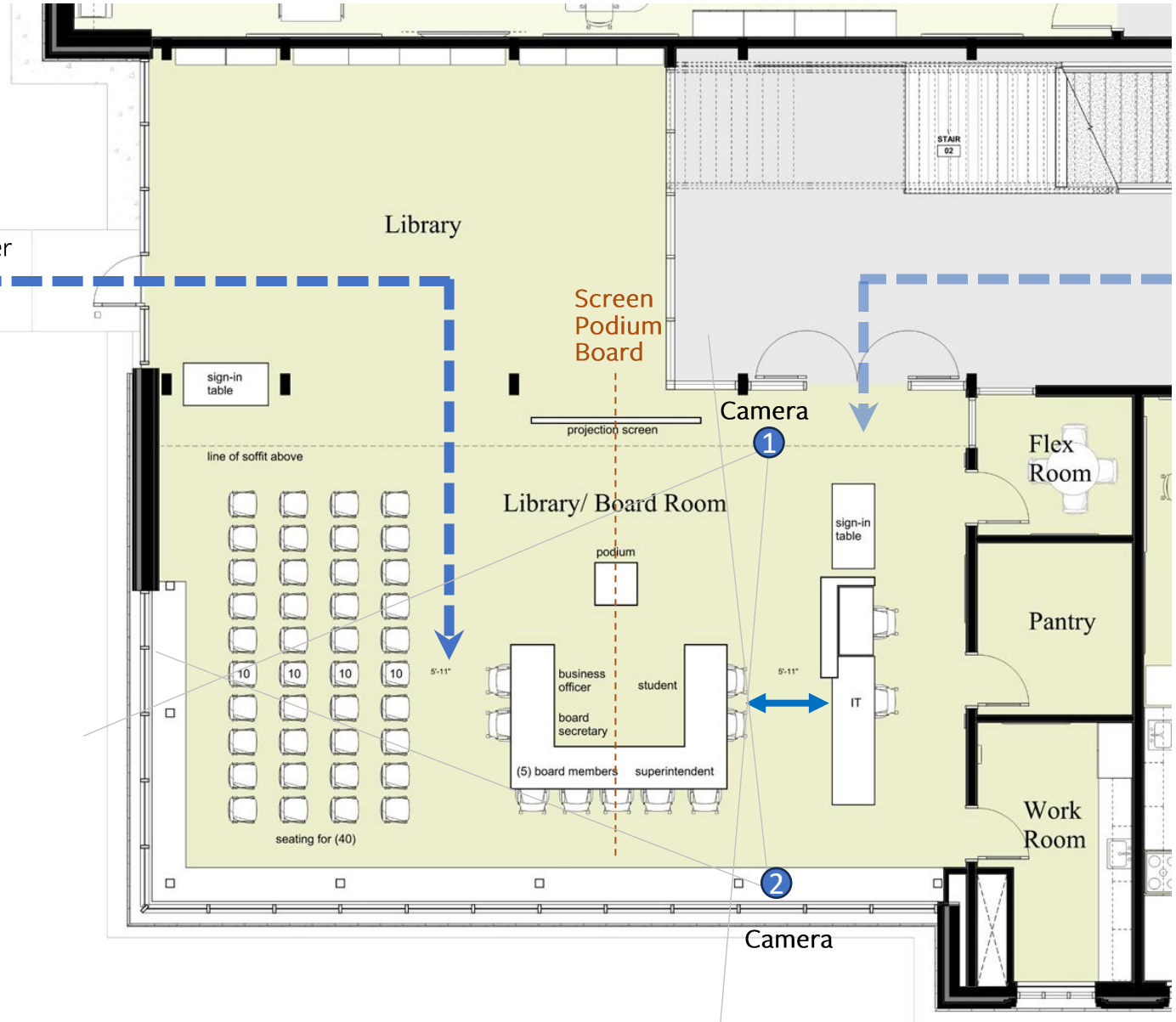
1 Board, Community, Podium
2 Board, Community, Podium

In-Person

What do you hear
What do you see

On-line

What do you hear
What do you see



Thanks

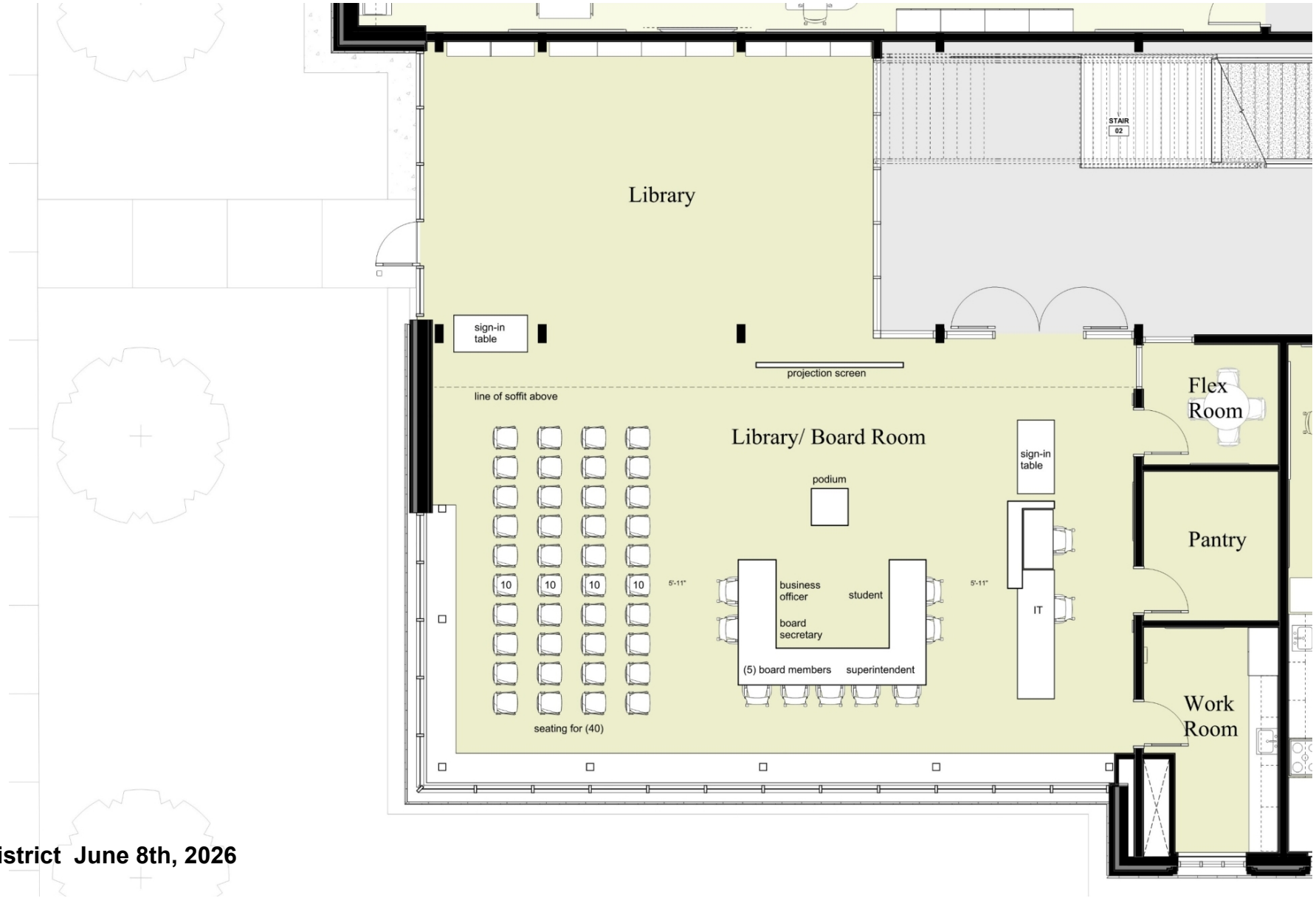
Banks School District

School Board Design Update

June 8th, 2026

BR|IC

School Board Room Floor Plan *– flow and function*



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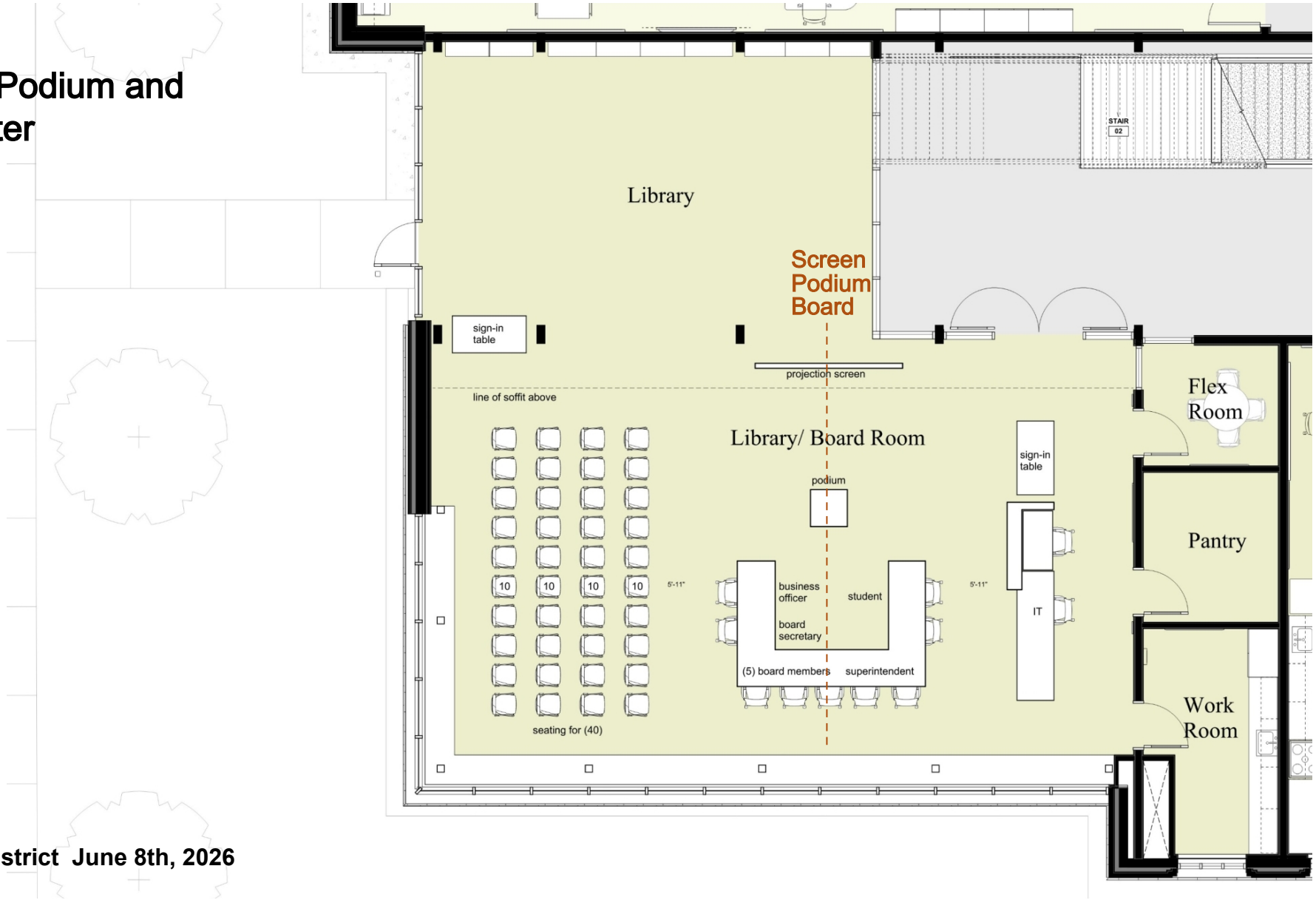

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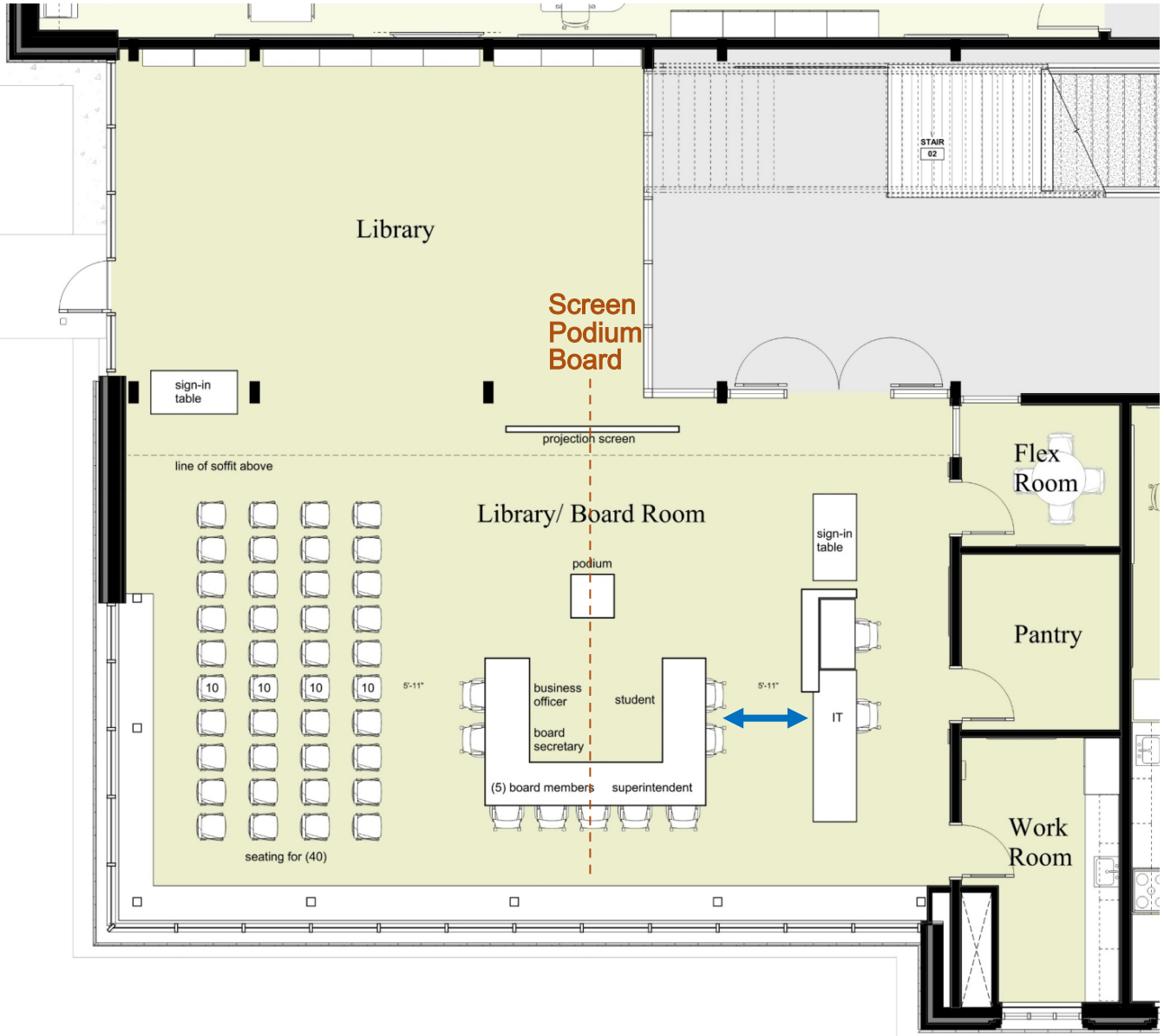

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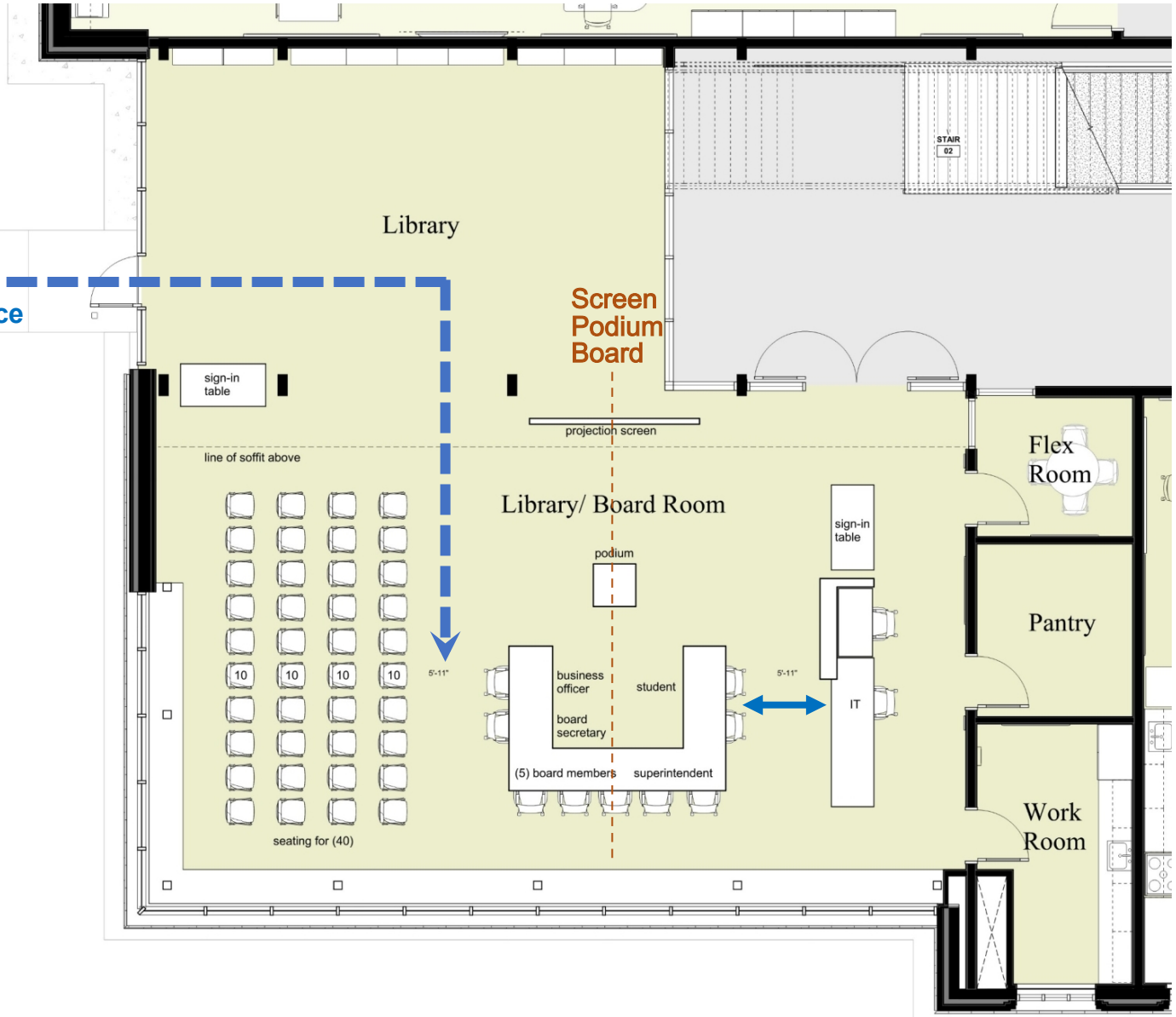

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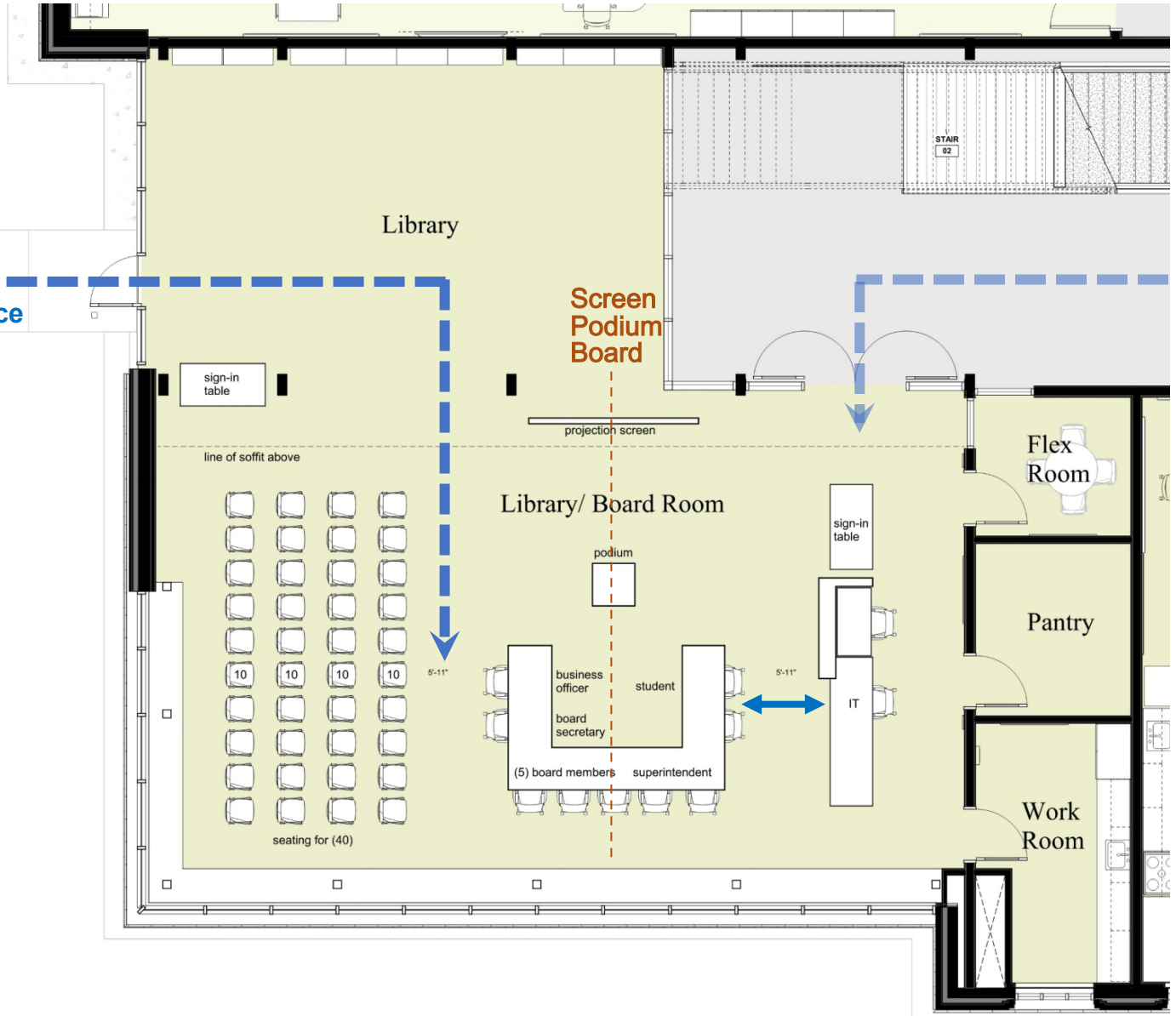

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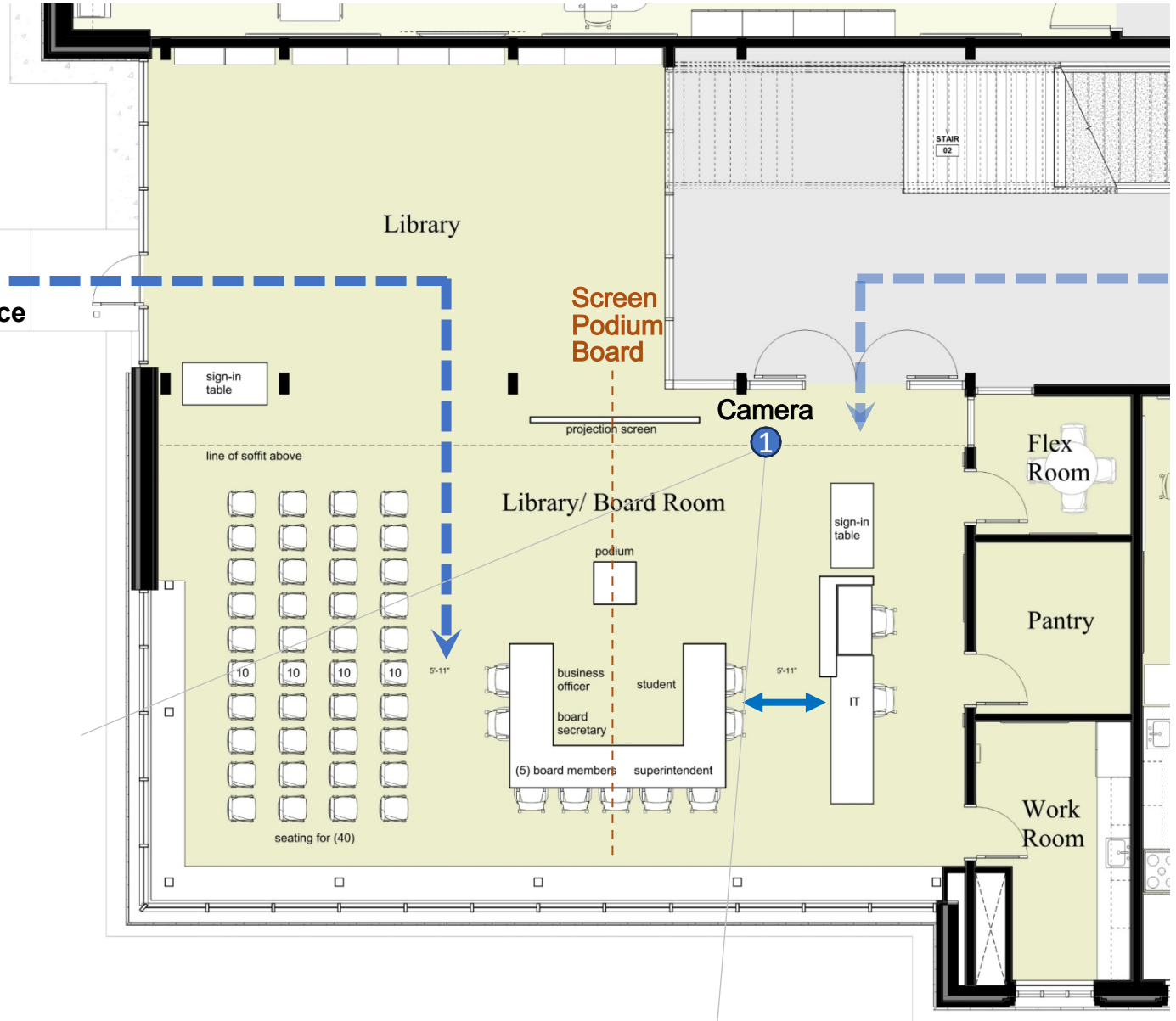
Camera

1: Board, Community, Podium



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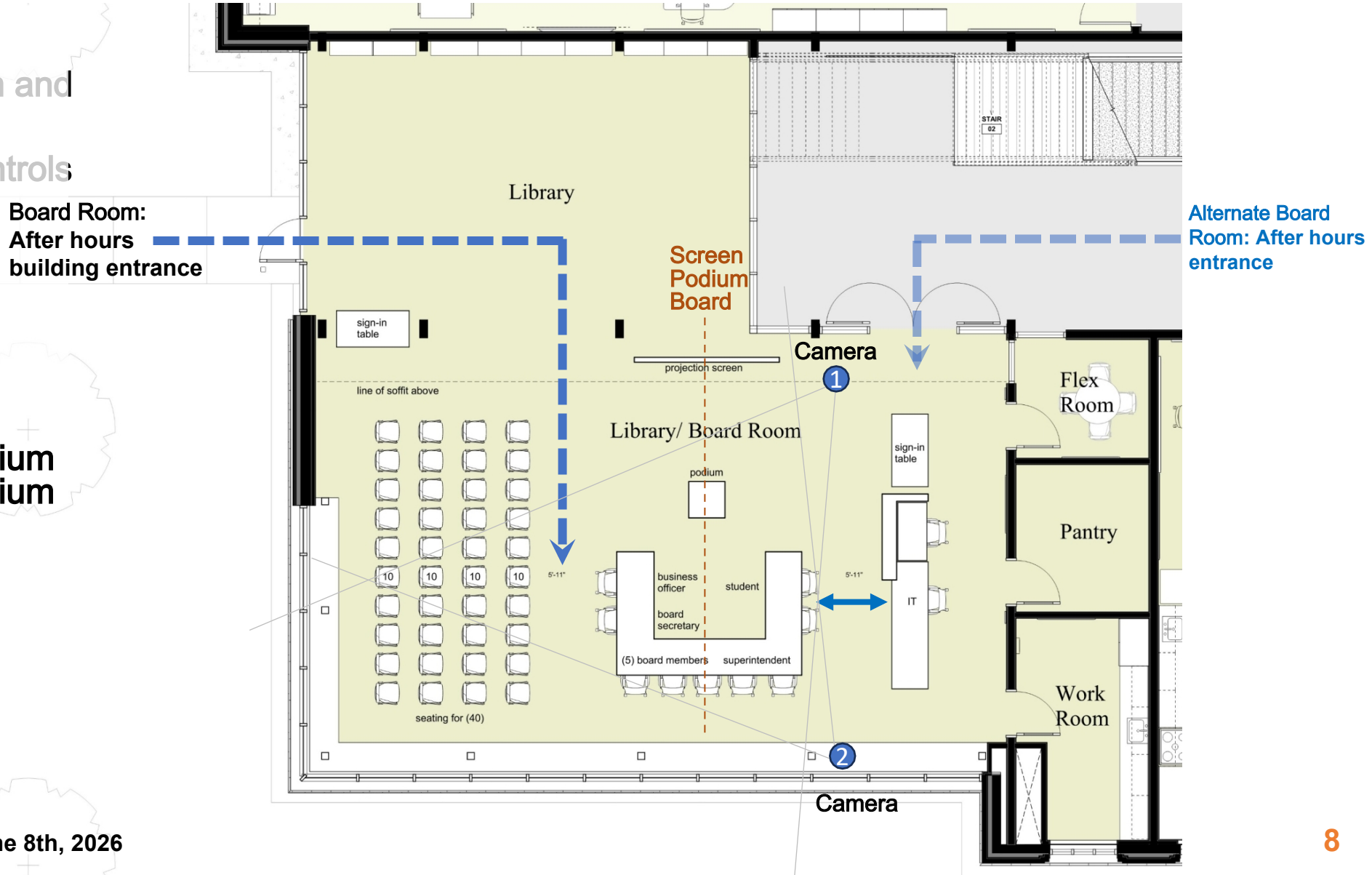
Camera

1: Board, Community, Podium

2: Board, Community, Podium



School Board Room Floor Plan *– flow and function*

Layout

Projection Screen, Podium and Board table on center

Board table close to IT controls

"next slide"

Arrival

West: Primary after hours

East: Alternate after hours

Camera

1: Board, Community, Podium

2: Board, Community, Podium

In-Person

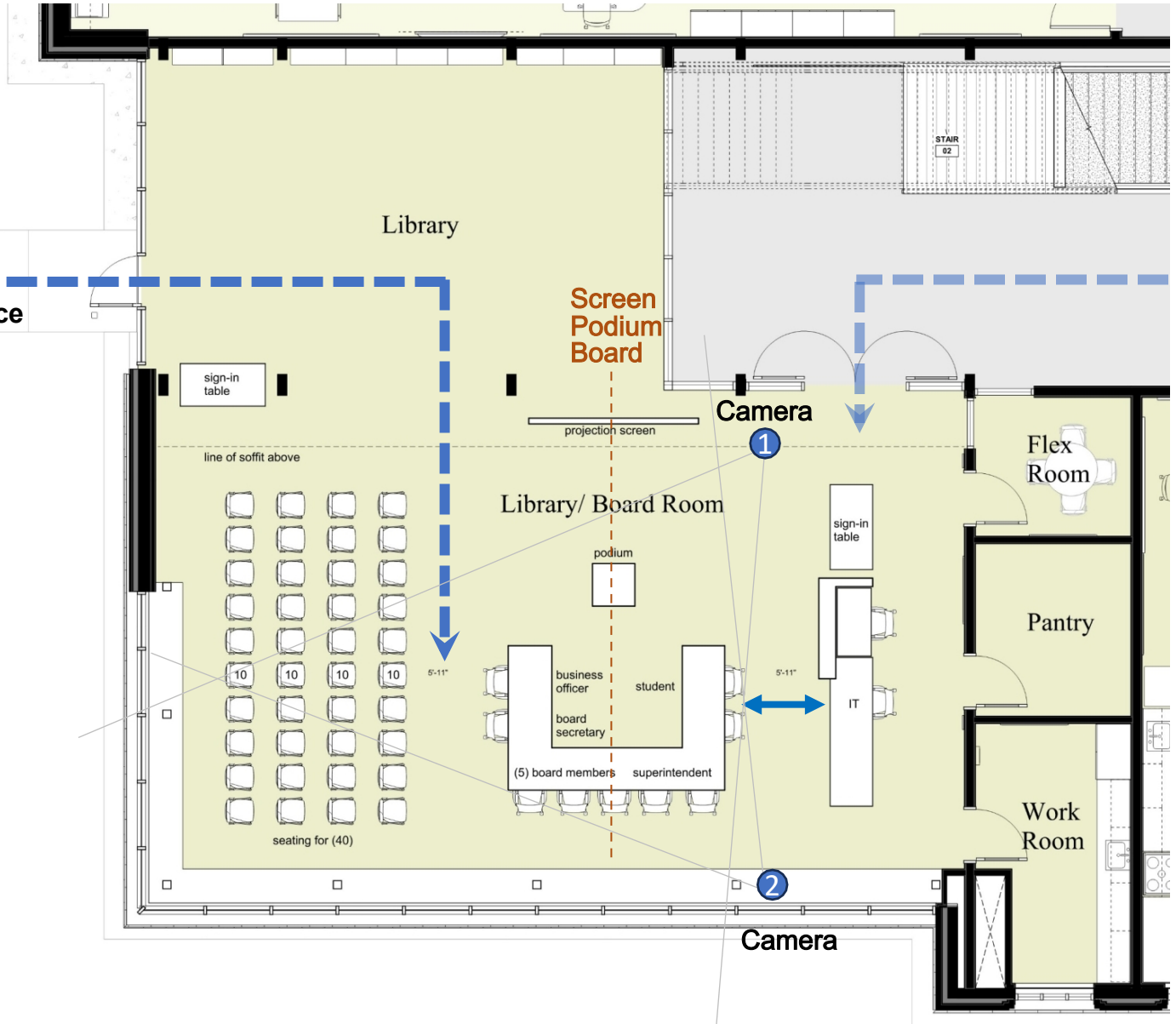
What do you hear

What do you see

On-line

What do you hear

What do you see



Thanks

BANKS SCHOOL DISTRICT – BOARD MEETING

June 8TH, 2026

BOND PROJECT UPDATES

1. PROJECT UPDATES
   - Schedule, Budget, Other

2. BUDGET UPDATES
   - Executive Summary, Grand Summary Budgets

3. QUESTIONS & DISCUSSION

4. SITE TOUR WITH

BANKS HIGH SCHOOL UPDATES

SCHEDULE

- Excavation continues. Rock crushing work completed. Most used for old gym backfill.
- Soils update: Contaminated soils (under old Boiler room), have been tested and will be removed and sent to landfill
- Soils update: Unsuitable soils found mainly under old South Wing. Team reviewing options. (Over exc, cement treat, etc)
- Old Fuel tank being excavated, investigated, and prepared for removal (Environmental Co. involved)
- CWS approval of Site Improvements plans. WaCo grading approval soon. WaCo building permit to follow.
- BHS Addition Beneficial Occupancy remains 8/12/27
- Locker Room Renovations: demo / abatement continues. Underground utilities installed. Concrete pour back soon.
- Locker Room Substantial Completion remains 8/14/26

BUDGET

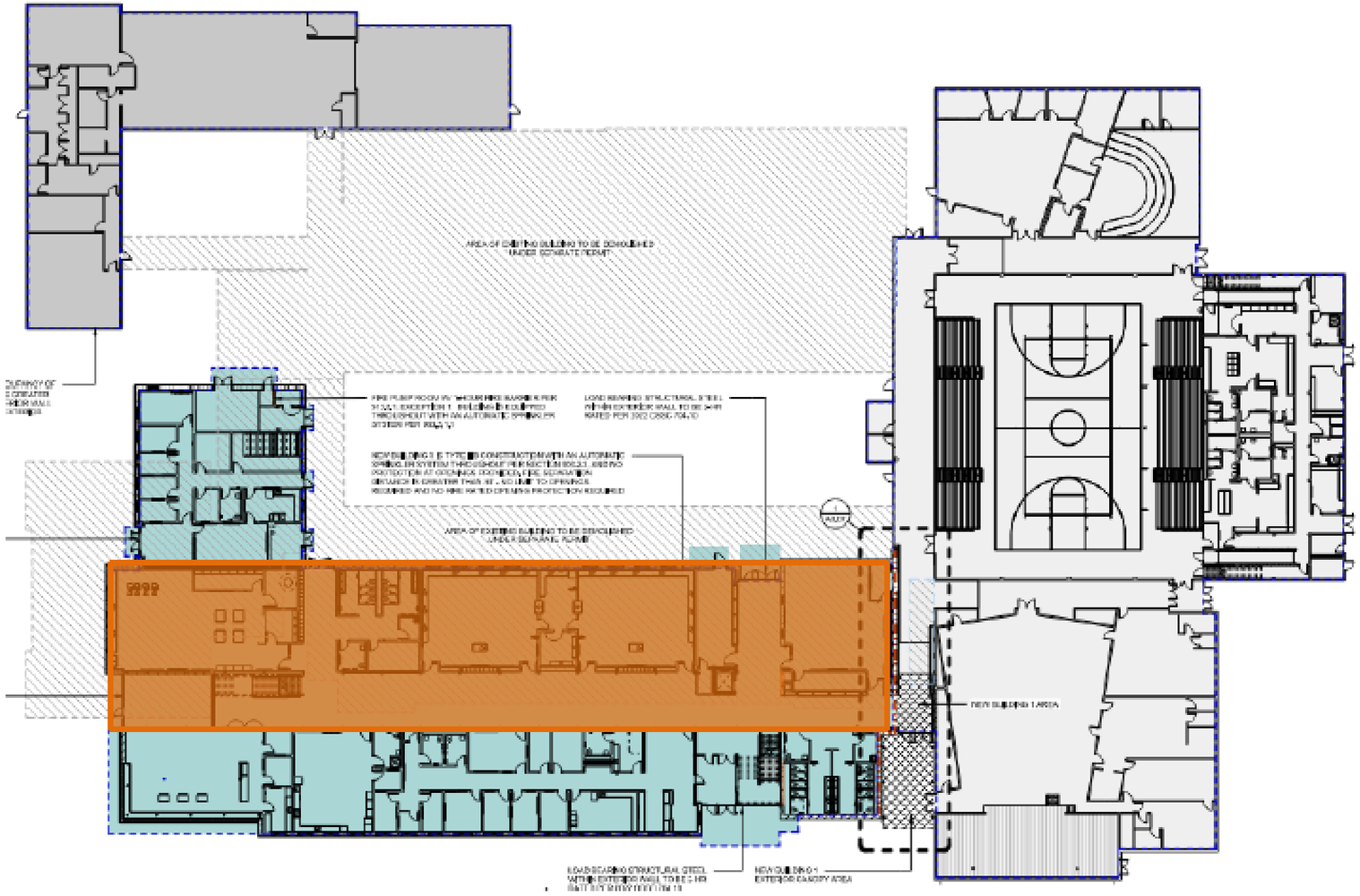
- GMP update: buyout continues, progressing withing the GMP contract amount
- Pricing for additional over-excavation and bad soils unknown at this time. Will have updates by next meeting.

OTHER:

- Review of Board Room / BHS Library Floor Plan (Marc Nordean – Bric)

BANKS HIGH SCHOOL UPDATES

GRI Field Report showing majority area of unsuitable soils (shown in orange, under old South Wing of BHS)



BANKS SCHOOL BOARD MEETING

AUXILIARY GYM UPDATES

SCHEDULE

- Underground Utilities completed for RR’s and Maint area
- Slab on grade pour 6/5 (RR’s & Maintence area)
- Steel all delivered and on site
- Main Gym radon pipe installation 6/12
- Slab on Grade final prep next few weeks
- Pouring of building Slab On Grade, then steel erection
- Substantial Completion for Aux Gym remainss 12/23/26

BUDGET

- GMP forecast remains solid, no major updates

Bond Program Executive Budget Summary

EXECUTIVE SUMMARY of Project Budgets

Banks School District **DRAFT**

Date: 6/4/26

	A	B	C	D	E	F	G	H	K
Original budget #	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	$ 47,618,919	$ 14,061,009	$ 8,710,457	$ 33,557,910	$ 5,350,551	
2	AUX GYM		$ 6,375,033	$ 7,405,033	$ 6,746,156	$ 2,246,977	$ 658,877	$ 4,499,179	
3	Banks ES Maintenance		$ 153,750	$ 935,209	$ 781,211	$ 58,287	$ 153,998	$ 722,924	
4	ROOF ES		$ 785,109	$ -	$ -	$ -	$ -	$ -	
5	PARKING		$ 559,650	$ -	$ -	$ -	$ -	$ -	
6	SAFETY		$ 372,383	$ 428,538	$ 412,585	$ 377,489	$ 15,953	$ 35,096	
		Subtotal	$ 55,305,194	$ 56,387,699	$ 22,000,961	$ 11,393,210	$ 34,386,738	$ 10,607,751	
A	District Costs		$ 2,919,018	$ 1,056,513	$ 772,236	$ 767,810	$ 284,276	$ 4,426	
B	Program Contingency		$ -	$ 882,000					
C	Other Additional Funds		$ -	$919,177					
D	BSD Program Totals		$ 58,224,211	$ 59,245,388	$ 22,773,197	$ 12,161,020	$ 34,671,014	$ 10,612,177	
				$ 900,570					

Approved by: _____ 6/4/24

Brian Sica Superintendent Date:

Bond Program Grand Summary Budget

Grand Summary

PROJECT BUDGET

Date 6/4/26

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	$5,636,874	$5,574,874	$4,045,685	$62,000	$1,529,189	72%
2.0 Professional Services (390)	$1,578,500	$1,982,822	$1,787,694	$1,198,034	$195,128	$589,659	60%
3.0 Building Construction (520)	$40,597,800	$45,824,467	$14,309,269	$5,855,590	$31,515,198	$8,453,678	13%
4.0 Site / Off-Site Construction (530)	$3,780,800	$7,975	$7,975	$6,535	$0	$1,440	82%
5.0 Hazardous Material Abatement (322)	$250,000	$0	$0	$0	$0	$0	0%
6.0 Furniture/Fixtures/Equipment (480, 481)	$800,000	$745,905	$35,678	$6,906	$710,227	$28,772	1%
7.0 Permits / PIP/PUP Fees / SDCs / TDCs (670)	$1,248,000	$1,289,086	$285,472	$280,459	$1,003,614	$5,013	22%
8.0 Owner's Costs	$0	$0	$0	$0	$0	$0	0%
9.0 Owner Contingency	$1,867,541	$900,570	$0	$0	$900,570	$0	0%
10.0 Land Acquisition	$0	$0	$0	$0	$0	$0	0%
11.0 TOTAL BUDGET	$55,305,194	$56,387,699	$22,000,961	$11,393,210	$34,386,738	$10,607,751	20%
Total Budget +/-		$1,082,505					

Rev 2022-01

Grand Summary

Approved by: 6/4/24

Brian Sica Superintendent Date:

Questions and Discussion

Oregon Instructional Material Evaluation Tool (OR-IM

Science (2026-2033)

Overall Rating

Publisher:	Portland Metro STEM Partnership
Title:	Patterns High School Science for All
Category	HS
Review Date:	3-Jun-26

Legal Requirements

Part 1: Oregon Science Baseline Criteria
Criterion 1.1 Alignment to Three-Deminesional (3D) Learning
Criterion 1.2 Science Phenomena & Engineering Design-Based Engagement
Criterion 1.3 Learning Progressions & Coherent Storylines

Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria
Criterion 2.1 Engagement & Motivation
Criterion 2.2 Culturally Responsive Instructional Support

Part 3: Technical Usability Criteria
Criterion 3.1 Supports for Teachers
Criterion 3.2 Supports for Students
Criterion 3.3 Digital Learning Design Elements*

Part 4: Assessment Criteria
Criterion 4.1 Formative Assessment Process
Criterion 4.2 Performance Assessments
Criterion 4.3 Integrated Assessment System*

Overall Rating

elements and/or integrated assessment systems are present.

VIET) Summary

Yes

Rating
2: Meets expectations
2: Meets expectations
2: Meets expectations

Rating
2: Meets expectations
2: Meets expectations

Rating
1: Partially meets expectations
2: Meets expectations
2: Meets expectations

Rating
2: Meets expectations
2: Meets expectations
2: Meets expectations

MEETS

Materials reflect the 3D focus of the Oregon Science Standards to integr

Metric	Score
1.1.1: 3D Integration	2: Meets expectations
1.1.2 Nature of Science	2: Meets expectations
1.1.3 Transdisciplinary Connections	2: Meets expectations

Meets Expectations (5-6 points

PROGRAMS THA

Rating

Point Total:

Criterion Score

Final Comr

Part 1: Oregon Science Baseline Criteria

1.1: Alignment to Three-Dimensional (3D)

rate the disciplinary core ideas (DCI), science and en
and/or grade-bands.

2 points
Across the majority of the materials there are consistent
Materials incorporate grade-band Connections to Nature of
Materials consistently provide clear and specific learning

s) Partially Meets Expectations (3-4 points) Does Not Me

AT SCORE 0 ON A GIVEN METRIC WILL RECEIVE A CRITERION

g for 1.1: Alignment to Three-Dimensional (3D) Learni

6

2: Meets expe

ments for 1.1: Alignment to Three-Dimensional (3D) L

[K-HS]

Learning

gineering practices (SEP), and crosscutting concepts (CCC) within and across grade-levels

1 point	0 points
Materials present inconsistent opportunities for	Materials do not include opportunities for students
Materials incorporate grade-band Connections to	Materials do not incorporate grade-band
Materials provide learning that includes connections	Materials do not provide learning opportunities that

et Expectations (0-2 points)

SCORE OF 0.

ing

ctations

earning

Comments
Lessons started and ended with thorough experiences with DCI, CCC's, and SEPs.
Very intentional inclusion of NoS elements, such as social impacts of design as well as
Options to connect to Math (with clear ties to Algebra in the Physics course), ELA

Materials center science phenomena and engineering c

Metric	Score
1.2.1: Conceptual Understanding	2: Meets expectations
1.2.2 Sense-making/Problem Solving	2: Meets expectations
1.2.3 Authentic Application	2: Meets expectations

Meets Expectations (5-6 points

PROGRAMS THA

Rating for 1.2:

Point Total:

Criterion Score

Final Comments fo

Part 1: Oregon Science Baseline Criteria

1.2: Science Phenomena & Engineering Design-Ba

design problems that drive student learning and enga

2 points
Materials connect phenomena and/or problems to grade-
Materials provide students with opportunities to
Materials include meaningful contexts that connect to and

s) Partially Meets Expectations (3-4 points) Does Not Me

AT SCORE 0 ON A GIVEN METRIC WILL RECEIVE A CRITERION

Science Phenomena & Engineering Design-Based E

6

2: Meets expe

r 1.2: Science Phenomena & Engineering Design-Bas

[K-HS]

ased Engagement

age students as directly as possible in authentic and relevant experiences.

1 point	0 points
Materials connect phenomena and/or problems to	Phenomena and/or problems do not connect to
Materials provide students with opportunities to	Materials do not provide students with
Materials include meaningful contexts that connect	Materials do not include meaningful contexts that

et Expectations (0-2 points)

SCORE OF 0.

ngagement

ctations

sed Engagement

Comments
Students engaged with multiple different phenomena, from anchoring phenomena to
There are many opportunities for students to communicate their thinking through
Contexts are provided for all of the phenomena. These contexts are generally

Materials integrate conceptual understanding linked to empirical evide

Metric	Score
1.3.1: Coherent Storylines	2: Meets expectations
1.3.2 Developmental Progression	2: Meets expectations
1.3.3 Student Agency	1: Partially meets expectations

Meets Expectations (5-6 points

PROGRAMS THA

Ratin

Point Total:

Criterion Score

Final Com

Part 1: Oregon Science Baseline Criteria

1.3: Learning Progressions & Coherent St

ence and explanations that allow students' understan

Appendix E, Appendix F, and Appendi

2 points
Materials explicitly identify coherent learning sequences
Materials provide opportunities for students to increase the
Teacher materials provide guidance for structuring student

s) Partially Meets Expectations (3-4 points) Does Not Me

AT SCORE 0 ON A GIVEN METRIC WILL RECEIVE A CRITERION

g for 1.3: Learning Progressions & Coherent Storylin

5

2: Meets expe

ments for 1.3: Learning Progressions & Coherent Sto

[K-HS]

torylines

ding to deepen and become more complex over time across the three dimensions (NGSS: ix G).

1 point	0 points
Materials explicitly identify coherent learning	Materials do not explicitly identify coherent learning
Materials provide opportunities for students to	Materials do not provide students opportunities to
Teacher materials provide guidance for structuring	Teacher materials do not provide guidance for

et Expectations (0-2 points)

SCORE OF 0.

es

ctations

orylines

Comments
Materials contain learning sequences that build on each other. Lessons coherently
Lessons and units very clearly talk about skill progressions, and the development of
Students are able to choose between the types of production and the processes they

Pa

Materials give opportunities for student-driven learning, and rigor is ma

Metric	Score
2.1.1: Relevance	1: Partially meets expectations
2.1.2 Collaborative Learning	2: Meets expectations
2.1.3 Individual Student Adaptability	2: Meets expectations

Meets Expectations (5-6 points

PROGRAMS THA

Point Total:

Criterion Score

rt 2: Equitable Student Engagement and Cultural Pe

2.1: Engagement & Motivation

aintained across all options. Materials should focus
to make connections with their goals, interest

2 points
Materials include opportunities to share science learning in
Materials provide opportunities for teachers to use a variety
Materials include instructional strategies for supporting

s) Partially Meets Expectations (3-4 points) Does Not Me

AT SCORE 0 ON A GIVEN METRIC WILL RECEIVE A CRITERION

Rating for 2.1: Engagement & Motivation

5

2: Meets expe

Final Comments for 2.1: Engagement & Motivation

dagogy Criteria [K-HS]

on relevant topics, authentic contexts, and experiences, and give students the opportunity
s, and values.

1 point	0 points
Materials include opportunities to share science	Materials do not provide opportunities to share
Materials provide opportunities for teachers to use a	Materials do not provide opportunities for teachers
Materials include instructional strategies for	Materials do not include instructional strategies for

et Expectations (0-2 points)
SCORE OF 0.

ctations

Comments
There are opportunities to share in ways that represent indigenous, international,
There are a variety of grouping strategies that are used throughout the material,
There is a resource toolkit with language scaffolds that support student writing and

Pa

Culturally responsive instruction refers to the explicit recognition an

Metric	Score
2.2.1: Asset-based Perspective	2: Meets expectations
2.2.2 Frames of Reference	1: Partially meets expectations
2.2.3 Inclusive Cultural Views	2: Meets expectations

Meets Expectations (5-6 points

PROGRAMS THA

Ratin

Point Total:

Criterion Score

Final Com

rt 2: Equitable Student Engagement and Cultural Pe

2.2: Culturally Responsive Instructional S

d incorporation of students' cultural knowledge, exp

2 points
The materials include texts, images, and assignments that
Materials use asset-based language and do not include
Materials include instructional strategies to engage diverse

s) Partially Meets Expectations (3-4 points) Does Not Me

AT SCORE 0 ON A GIVEN METRIC WILL RECEIVE A CRITERION

g for 2.2: Culturally Responsive Instructional Suppo

5

2: Meets expe

ments for 2.2: Culturally Responsive Instructional Su

dagogy Criteria [K-HS]

Support

erience, and ways of being and knowing in science teaching, learning, and assessment.

1 point	0 points
The materials include texts, images, and assignments	The materials do not acknowledge the expertise of
Materials use asset-based language and do not	Materials use deficit-based language and/or include
Materials include instructional strategies to engage	Materials do not include instructional strategies to

et Expectations (0-2 points)

SCORE OF 0.

rt

ctations

upport

Comments
Recognition of expertise from indigenous, differently abled, economically
There are no blatant examples of harmful or deficit-based language. Importantly,
This resource engages in instructional strategies that engage diverse learners in

The materials include opportunities for teachers

Metric	Score
3.1.1 Supporting Guidance	1: Partially meets expectations
3.1.2 Science Knowledge for Teaching	0: Does not meet the expectations
3.1.3 Home Connection Materials provide strategies to inform all partners–including students, parents, or caregivers–about the program and suggestions for how they can help support student progress and achievement.	1: Partially meets expectations
3.1.4 Content Editability Materials are designed to allow a teacher to differentiate content and varied modes of communication within lessons, tasks, or other activities for students.	2: Meets expectations

Meets Expectations (7-8 points)

Point Total:

Criterion Score

F

Part 3: Technical Usability

3.1: Supports for Teachers

to effectively plan and utilize materials with integrity

2 points
Materials provide course or grade-level and unit-level
Materials contain adult-level explanations and examples of
Materials contain strategies for informing students, parents, and caregivers about the science presented in a given course. AND Materials contain suggestions for how parents and caregivers can help support student progress and achievement.
Materials provide teachers options to efficiently edit content to support differentiation within lessons, tasks, and other activities for students. AND Materials provide guidance on how to utilize resources to support student communication and integration with technology if an option.

Partially Meets Expectations (4-6 points) **Does Not Meet**

Rating for 3.1: Supports for Teachers

4

1: Partially meets e

Final Comments for 3.1: Supports for Teachers

y and to further develop their own understanding of the content.

1 point	0 points
Materials provide course or grade-level and unit-	Materials do not provide course or grade-level and
Materials contain adult-level explanations and	Materials do not contain adult-level explanations
Materials contain strategies for informing students, parents, and caregivers about the science presented in a given course. OR Materials contain suggestions for how parents and caregivers can help support student progress and achievement.	Materials do not contain strategies for informing students, parents, or caregivers about the science presented in a given course. AND Materials do not contain suggestions for how parents and caregivers can help support student progress and achievement.
Materials provide teachers options to efficiently edit content to support differentiation within lessons, tasks, and other activities for students. OR Materials provide guidance on how to utilize resources to support student communication and integration with technology if an option.	Materials do not provide teachers options to efficiently edit content to support differentiation within lessons, tasks, and other activities for students. AND Materials do not provide guidance on how to utilize resources to support student communication and integration with technology if an option.

Expectations (0-3 points)

expectations

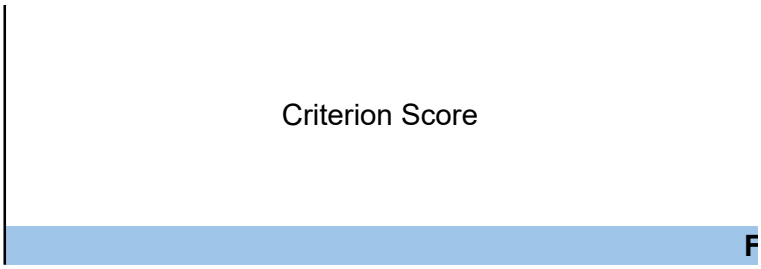
Comments
Many supports are present in the teacher resources. Very well
There is not much in the way of adult-level explanations of science
There are unit level summaries that can be shared with parents, as well as flyers that explain the instructional framework.
Materials are all in Google docs/slides/sheets and Desmos, these are all easily editable formats for teachers. Guidance on how to use the materials is present in recorded webinars, unit plans, and supporting documents (e.g. the Teacher Resource Guide).

Materials have explicit teacher support with suggestions (routines, strate

Metric	Score
3.2.1 Strategies for Special Populations	2: Meets expectations
3.2.2 Student Differentiation Materials provide extensions and/or opportunities for all students to engage with grade-level science at varied levels of complexity.	2: Meets expectations
3.2.3 Emergent Bilingual Student Support	1: Partially meets expectations
3.2.4 Student Editability* Digital materials include resources for students that are editable and allow for communication of understanding and thinking.	2: Meets expectations

Meets Expectations (6-8 points)

Point Total:


Criterion Score
F

Part 3: Technical Usability

3.2: Supports for Students

gies, etc.) for how they can meet the needs of indivic

2 points
Materials provide scaffold language support for multilingual
Materials provide opportunities for learners who could benefit from advanced applications of grade-level science at a higher level of complexity, rather than simply doing more problems than their classmates. AND Materials can be updated by teachers to reflect relevant topics with different groups of students.
Materials provide teachers with instructional strategies for
Materials provide resources that are editable by students to communicate their understanding and scientific reasoning. AND Teacher materials provide instructional guidance on how to use student resources to capture thinking and demonstrate proficiency in content.

Partially Meets Expectations (3-5 points) **Does Not Meet**

Rating for 3.2: Supports for Students

2: Meets expe

Final Comments for 3.2: Supports for Students

dual learners. Support materials include live updates (data sources, current events, etc.).

1 point	0 points
Materials provide scaffold language support for	Materials do not provide scaffold language support
Materials provide opportunities for learners who could benefit from advanced applications of grade-level science at a higher level of complexity, rather than simply doing more problems than their classmates. OR Materials can be updated by teachers to reflect relevant topics with different groups of students.	Materials do not provide opportunities for learners who could benefit from advanced applications of grade-level science at a higher level of complexity, and/or simply provide more problems than their classmates. AND Materials cannot be updated to reflect relevant topics with different groups of students.
Materials provide teachers with instructional	Materials do not provide teachers with instructional
Materials provide resources that are editable by students to communicate their understanding and scientific reasoning. OR Teacher materials provide instructional guidance on how to use student resources to capture thinking and demonstrate proficiency in content.	Materials do not provide resources that are editable by students to communicate their understanding and scientific reasoning. AND Teacher materials do not provide guidance on how to use student resources to capture thinking and demonstrate proficiency in content.

Expectations (0-2 points)

ctations

Comments
There is a big focus on design for Multilingual students. Scaffolds and sentence frames
Explorations of higher concepts are present in most lessons. Assessment calendar provides lots of opportunities to expand on student work for those who are ready. Materials can easily be updated by teachers to add depth to content.
Language supports are prevalent throughout that would support emergent bilingual
Matierals are editable for students as well, and guidance is provided on how to support students in using the resources. This guidance is in the slideshows, student directions, rubrics, and exemplars.

The materials are attentive t

Metric	Score
3.3.1 Materials Usability The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.	2: Meets expectations
3.3.2 Learning Resources The digital materials provide support for users in a variety of settings, including: -Professional learning resources to support educators' use of the materials, -Robust supports to help families understand and utilize the materials while supporting their students at home, -Support for students working independently.	2: Meets expectations
3.3.3 Media Integration Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.	2: Meets expectations

3.3.4 Adaptability of Materials Digital materials are designed to allow teachers the ability to adjust and adapt documents and other included resources to meet student needs.	2: Meets expectations

Meets Expectations (7-8 points)

R
Point Total:
Criterion Score
Final C

Part 3: Technical Usability

3.3: Digital Learning Design Elements

to digital design elements specific to structure, supp

2 points
Materials integrate interactive tools and/or simulation software in ways that support student engagement in science. AND Materials can be customized for local contexts on a variety of devices.
Materials provide learning resources for teachers and/or students to collaborate with each other within either print or digital activities. AND Materials provide resources for parents, caregivers, and students to understand and utilize the materials while working at home and/or independently from the teacher.
Digital and multimedia elements support accurate representations of scientific objects. AND Digital and multimedia elements are intentionally integrated and connected to learning outcomes.

Materials provide teacher guidance for adapting embedded resources to support student learning.

AND

Materials provide guidance for using embedded technology to enhance student learning

Partially Meets Expectations (4-6 points) **Does Not Meet**

Rating for 3.3 Digital Learning Design Elements

8

2: Meets expe

Comments for 3.3 Digital Learning Design Elements

ort for users, and adaptability of materials.

1 point	0 points
Materials integrate interactive tools and/or simulation software in ways that support student engagement in science. OR Materials can be customized for local contexts on a variety of devices.	Materials do not integrate interactive tools and/or simulation software in ways that support student engagement in science. AND Materials cannot be customized for local contexts.
Materials provide learning resources for teachers and/or students to collaborate with each other within either print or digital activities. OR Materials provide resources for parents, caregivers, and students to understand and utilize the materials while working at home and/or independently from the teacher.	Materials do not provide learning resources for teachers and/or students to collaborate with each other. AND Materials do not provide resources for parents, caregivers and students to utilize using the resources independently.
Digital and multimedia elements support accurate representations of scientific objects. OR Digital and multimedia elements are intentionally integrated and connected to learning outcomes.	Digital and multimedia elements do not support accurate representations of scientific objects. AND Digital and multimedia elements are not intentionally integrated and not connected to learning outcomes.

Materials provide teacher guidance for adapting embedded resources to support student learning. OR Materials provide guidance for using embedded technology to enhance student learning.	Materials do not provide teacher guidance for adapting embedded resources to support student learning. AND Materials do not provide guidance for using embedded technology to enhance student learning.

Expectations (0-3 points)

ctations

Comments
Simulations are present, the curriculum utilizes Phet and various other online simluation sites. Students collect data from simulations to explore phenomena relatively frequently and in each of the three courses. Materials can be customized to the local context. However, they mostly won't need to be because this curriculum was writting in Oregon and already has many local examples embedded in it.
Resources allow for in person collaboration, as well as digital. Students could see peer responses as they were filled in. Students have access to their digital notebook from different devices, and the at home resources can be accessed in the student print packets. There are not supplemental or enrichment resources available to students unless teachers assign them.
Elements that are there are intentionally and thoughtfully integrated.

Digital notebooks can be updated and edited by teachers. Google documents can be copied and then edited

Digital and print notebooks allow for highlighting, editing, and annotation from the students.

In
-Materials emplo

Metric	Score
4.1.1 Clarity of Learning Goals Materials are designed around clear learning goals, written in grade-appropriate, student-friendly language.	2: Meets expectations
4.1.2 Elicitation of Evidence	2: Meets expectations
4.1.3 Interpretation of Feedback Materials facilitate the provision of meaningful and strengths-based feedback to move learning forward. -Student-to-student -Educator-to-student -Student-to-educator	2: Meets expectations

4.1.4 Action & Adjustment Materials guide educators and students to act on feedback and determine next steps for learning.	1: Partially meets expectations

Meets Expectations (7-8 points)

R
Point Total:
Criterion Score
Final

Part 4: Assessment Criteria

4.1: Formative Assessment Process

ıstructional materials incorporate the formative asse
y clear learning goals and performance criteria to eli
-Feedback informs the teaching and learning
-Students have agency to monitor and adjust their

2 points
Learning goals include performance/success criteria. AND Learning goals are embedded and referred to throughout the unit and lesson content.
Instructional tasks and activities elicit evidence of student
Instructional materials include teacher resources that highlight opportunities for feedback to be given to students by the teacher. AND Instructional materials include strategies that promote a positive classroom culture for student-to-student and student-to-teacher feedback, as appropriate.

Instructional materials ask students to reflect on their thinking and learning and/or assess their own learning

AND

Instructional materials include a comprehensive set of both extensions and interventions for students who need additional supports.

Partially Meets Expectations (4-6 points) **Does Not Meet**

Rating for 4.1 Formatice Assessment Practices

7

2: Meets expe

Comments for 4.1 Formatice Assessment Practices

ssment process:
cit evidence of student thinking.
process.
own learning.

1 point	0 points
Learning goals include performance/success criteria. OR Learning goals are embedded and referred to throughout the unit and lesson content.	Learning goals do not include performance/success criteria. AND Learning goals are not consistently embedded and referred to throughout the unit and lesson content.
Instructional tasks and activities elicit evidence of	Instructional tasks and activities do not elicit
Instructional materials include teacher resources that highlight opportunities for feedback to be given to students by the teacher. OR Instructional materials include strategies that promote a positive classroom culture for student-to-student and student-to-teacher feedback, as appropriate.	Instructional materials do not include teacher resources that highlight opportunities for feedback to be given to students by the teacher. AND Instructional materials do not include strategies that promote a positive classroom culture for student-to-student and student-to-teacher feedback, as appropriate.

Instructional materials ask students to reflect on their thinking and learning and/or assess their own learning OR Instructional materials include a comprehensive set of both extensions and interventions for students who need additional supports.	Instructional materials do not ask students to reflect on their thinking and learning or assess their own learning. AND Instructional materials do not include a comprehensive set of both extensions and resources/interventions for students who need additional supports.

Expectations (0-3 points)

ctations

Comments
Rubrics with success criteria and learning targets are consistently present throughout the curriculum.
Questions of students are often framed in open ended ways, and students are given multiple
Assessment schedule is a resource that shows what sorts of feedback can be given in any particular lesson. Formative and summative assessments are present throughout, providing students multiple opportunities to check their understanding and demostrate proficiency.

Self assessment and peer assessment opportunities are built in consistently. There are extensions/depth options for all projects and some lessons.

Materials center science phenomena and engineering desig

-integr

Metric	Score
4.2.1: Alignment Materials include performance tasks that show clear and full alignment to science standards and reflect the 3D focus by including the disciplinary core ideas, crosscutting concepts, and science and engineering practices present.	2: Meets expectations
4.2.2 Cultural Affirmation Performance assessments utilize and affirm students' interests and cultural backgrounds. Tasks are suitable for both group and individual engagement.	2: Meets expectations
4.2.3 Authenticity Performance assessments allow students to work with relevant science phenomena, engineering design problems, and authentic audiences.	2: Meets expectations

4.2.4 Clarity & Feedback Performance assessments use clear scoring criteria and allow for multiple iterations of student thinking based on feedback.	2: Meets expectations

Meets Expectations (7-8 points)

Point Total:

Criterion Score

Fin

Part 4: Assessment Criteria

4.2 Performance Assessments

ɣn problems that align with the depth, breadth, and c
-affirm students' funds of knowledge and int
rate the three dimensions to allow for multiple repres
-can be iterated over time.

2 points
Performance assessment tasks clearly align to the Oregon science standards at the appropriate grade-level (K-5) or grade-band (6-8, 9-12). AND Performance assessment tasks fully address each dimension (i.e, disciplinary core ideas, crosscutting concepts, and science and engineering practices) in service of sense-making about a phenomenon or problem.
Performance assessments utilize and affirm students' interests and cultural background both for group and individual engagement. AND Performance assessments represent the diversity of our state and local communities.
Performance assessments require students to apply scientific concepts in authentic contexts. AND Performance assessments include opportunities for students to engage with authentic audiences.

Performance assessments use scoring criteria that are clear and understandable to students.

AND

Performance assessments promote actionable feedback to students.

Partially Meets Expectations (4-6 points) **Does Not Meet**

Rating for 4.2 Performance Assessments

8

2: Meets expe

al Comments for 4.2 Performance Assessments

ognitive demand of the standards. High-quality performance assessments:
terests.
entations of thinking.

1 point	0 points
Performance assessment tasks clearly align to the Oregon science standards at the appropriate grade-level (K-5) or grade-band (6-8, 9-12). AND Performance assessment tasks address at least two dimensions (i.e, disciplinary core ideas, crosscutting concepts, and science and engineering practices) in service of sense-making about a phenomenon or problem.	Performance assessment tasks are not aligned to the Oregon science standards at the appropriate grade-level (K-5) or grade-band (6-8, 9-12). OR Performance assessment tasks do not fully address the three dimensions (i.e, disciplinary core ideas, crosscutting concepts, and science and engineering practices) in service of sense-making about a phenomenon or problem.
Performance assessments utilize and affirm students' interests and cultural background both for group and individual engagement. OR Performance assessments represent the diversity of our state and local communities.	Performance assessments do not utilize and affirm students' interests and cultural background both for group and individual engagement. AND Performance assessments do not represent the diversity of our state and local communities.
Performance assessments require students to apply scientific concepts in authentic contexts. OR Performance assessments include opportunities for students to engage with authentic audiences.	Performance assessments do not require students to apply scientific concepts in authentic contexts. AND Performance assessments do not include opportunities for students to engage with authentic audiences.

Performance assessments use scoring criteria that are clear and understandable to students. OR Performance assessments promote actionable feedback to students.	Performance assessments have unclear or missing scoring criteria. AND Performance assessments do not promote feedback to students.

Expectations (0-3 points)

ctations

Comments
Assessments are consistently tied clearly to grade level standards and include all three dimensions.
Assessments include many case studies and real life examples with cross cultural connections.
There are assessments that have students find information about their local context and present it to stakeholders.

Rubrics are present and student-facing. Criteria are clear, and the design of the rubric revolves around the feedback given to students.

This criterion is not require

Diagnostic, benchmark, and/or interim assessments are integrated into ins standards (i.e. criterion-referenced), as dem

Metric	Score
4.3.1 Assessment Design	2: Meets expectations
4.3.2 Data Quality The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.	2: Meets expectations
4.3.3 Responsiveness	2: Meets expectations
4.3.4 Family Engagement & Communication If the assessment system provides reports and/or diagnostic information to families, those resources are accessible in multiple languages that allow families to effectively partner with their child(ren) in the learning process.	1: Partially meets expectations

Meets Expectations (7-8 points)

Point Total:

Criterion Score

Final

These metrics are designed to

Part 4: Assessment Criteria

4.3 Integrated Assessment System

d. Quality indicators are provided for evaluation if an

structional materials in ways that support the learnin
nonstrated by student evidence gathered in the learni

2 points
Diagnostic assessments measure student's performance on
Assessment results are clear and understandable. AND Assessment results are designed to inform next steps in the learning and teaching process.
Assessment results connect to appropriate next steps such
Assessment reports are easy to read and understandable by students and families. AND Assessment reports are available in English and at least one additional language. AND Assessment reports provide resources that students and/or families can use to support any needed learning outside the classroom.

Partially Meets Expectations (4-6 points) **Does Not Meet**

Rating for 4.3 Integrated Assessment System

2: Meets expe

Comments for 4.3 Integrated Assessment System

evaluate integrated assessment systems when present in in

integrated assessment system is present.

g process. Student results are interpreted relative to the performance expectations of the ing environment, and recommend instructional next steps.

1 point	0 points
Diagnostic assessments measure student's	Diagnostic assessments do not measure student's
Assessment results are clear and understandable. OR Assessment results are designed to inform next steps in the learning and teaching process.	Assessment results are ambiguous or not easy to use. AND Assessment results do not inform any next steps in the learning and teaching process.
Assessment results connect to appropriate next steps	Assessment results offer no extensions or
Assessment reports are easy to read and understandable by students and families. AND Assessment reports provide resources that students and/or families can use to support any needed learning outside the classroom.	Assessment reports are not easy to read or understandable by students and families AND Assessment reports do not provide resources that students and/or families can use to support any needed learning outside the classroom.

Expectations (0-3 points)

ctations

nstructional materials.

Comments
There are clear opoprtunities for diagnostic assessment versus summative assessment.
Teachers are able to follow the progress of students as they work on assignments and they are able to give comments to students as they work. We suggest including more student examples of exemplar assessments, though some are present.
Interventions are available in the form of additional resources teachers can use to
The rubrics provided are the major source of feedback. These are based on standards-based grading. This is accessible to parents once they have some guiding information to this shift in grading, consider enhancing communication to parents to help them understand.

Science Adoption Board Report

Banks School District 13

District Team Members	BES: Becky Wallace, Leslie Curran, Jonathan Pearson, Tasha Blatner, Marjorie Salter BMS: Marlee Zakrevsky, Glenn Smith, Caitlin Everett BHS: Tony Richeson, Carol Pallett, Jacob Pence District Level: Caitlin Everett and Darla Waite-Larkin	
CCAC Members	Sarah Trussell, Jodi Hailey, Mike Blok, Rhonda King, Vanessa Hancock, Curtis Updike	
School	**School Specific Priorities and Feedback**	**Curriculum Adoption Proposal**
BES	Our selection of materials for this curriculum adoption is guided by the elementary school's vision for student learning: *Banks Elementary School students are actively engaged in a safe, structured, inclusive learning environment where they make connections to build their academic and socio-emotional skills. By taking ownership of their learning, students will feel empowered to take academic risks and persevere through challenges during their time at BES and beyond.* Feedback from Twig review and classroom pilots: ○ Aligned with BES vision for student learning, highly engaging, student centered, and promotes ownership of learning through active engagement in the science and engineering practices. ○ Teachers found it easy to follow with clear and well supported lesson plans ○ Strong literacy and math integration ○ Has a "fast track" option that still meets standards to support teacher flexibility with instructional time ○ Lots of hands on investigations with high interest phenomena ○ Engaging and scaffolded student-facing materials ○ Many opportunities to learn and practice vocabulary. ○ On ODE approved science adoption list	Curriculum: **Twig Science K-5** Publisher: Imagine Learning Includes: ● 3-hour professional development during inservice + option for PLC time PD ● 7 years student digital licenses ● 7 years teacher digital licenses ● Non-consumable lab kits ● Consumable refill kits ● Trade books connected to the curriculum (literacy connection) ● Printable workbook files for paper/pencil student work ● Teacher guides

Science Adoption Board Report

Banks School District 13

School	School Specific Priorities and Feedback	Curriculum Adoption Proposal
BMS	Our selection of materials for this curriculum adoption is guided by the middle school's vision for student learning: *BMS Students are independent thinkers and problem solvers who engage with and take ownership of their learning.* Feedback from OpenSciEd review and classroom pilots: ● Aligned with BMS vision for student learning, with many student talk opportunities, engaging hands-on investigations, and high quality assessments that promote ownership of learning. ● Has a high level of rigor paired with differentiated supports and scaffolds for support. ● Teachers had positive feedback on usability and customizability. ● Lab supply kits available for purchase that are aligned to the curriculum ● Curriculum is open-source, with no cost to the district, and is licensed under a Creative Commons Attribution 4.0 International License ● Topics/phenomena used in the curriculum were engaging for our students, students provided feedback that they found the lessons relevant and interesting. ● Rated as meeting all expectations on Edreports, a national curriculum review organization.	Curriculum: OpenSciEd Middle School Publisher: OpenSciEd Includes: ● Full digital curriculum access for teachers and students ● Consumable and nonconsumable lab kits aligned to the curriculum, available from AquaPhoenix ● 3 day summer virtual professional development for teachers ● On-demand teacher PD videos for each unit as well as an instructional strategies video library. Curriculum Supplement: Newsela STEM ● Newsela STEM provides a library of relevant, engaging science texts, articles, embedded assessments, and videos that provide enhanced literacy opportunities for our students. We propose adopting this as a supplement to the OpenSciEd curriculum.

Science Adoption Board Report

Banks School District 13

BHS	Our selection of materials for this curriculum adoption is guided by the high school's vision for student learning: *Our vision for learning is to create an environment where students are engaged, collaborative, and take ownership of their education. Through hands-on activities and personal exploration, students develop a deep understanding and passion for learning. We believe in empowering students to shape their educational journey, preparing them for the challenges of the future.* Feedback from Patterns review and classroom pilots: ● Aligned with BHS vision for student learning, with many student talk opportunities, relevant phenomena, engaging hands-on investigations, rigorous assessments that promote ownership of learning, and student collaboration opportunities. ● Has a high level of rigor paired with differentiated supports and scaffolds for support. ● Three year sequence (Physics →Chemistry →Biology) provides access to all standards for all students. ● Third year in sequence can be substituted for AP Biology, improving access to AP science courses. ● The freshman Patterns Physics class is aligned to Algebra 1 standards, supporting student math achievement. ● Teachers had positive feedback on usability and customizability. ● Lab supply equipment lists are well organized. Lab supplies	Curriculum: Patterns High School Science for All Publisher: Portland Metro STEM Partnership Includes: ● Full digital curriculum access for teachers and students ● Consumable and nonconsumable lab equipment lists ● Teacher support for equipment ordering and lab reorganization. ● Summer professional development ● On-demand teacher PD videos for each unit. Note: Patterns is not on the ODE adoption list so we are conducting an independent adoption. Required documentation for this is attached to this report.

	will enhance our overall science program. ● Curriculum is open-source, with no cost to the district, and is licensed under a Creative Commons Attribution 4.0 International License ● Topics/phenomena used in the curriculum were engaging for our students, students provided feedback that they found the lessons relevant and interesting. ● Many other districts in Oregon have adopted Patterns, providing local collaboration partners. Additionally, surrounding districts (e.g. Beaverton, Hillsboro) also use Patterns, which supports students being able to transfer seamlessly between districts	

Science Adoption Board Report

Banks School District 13

Required Information for Independent Adoption of Patterns High School Science for All

(1) The subject, category, and grade level(s) in which the instructional materials will be used

- Subjects: High School Physics, Chemistry, and Biology
- Category: Basal Curriculum
- Grade Levels: Physics 9th grade, Chemistry 10th grade, Biology 11th grade

(2) The title of the instructional materials

Patterns High School Science for All

- Patterns Physics
- Patterns Chemistry
- Patterns Biology

(3) The publisher of the instructional materials

- Portland Metro STEM Partnership

(4) The copyright date of the instructional materials

- Patterns is an Open Educational Resource licensed under a Creative Commons Attribution 4.0 International License.

(5) The date on which the district intends to install the instructional materials for use in the school system

- August 2026 through June of 2033

(6) A completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education can be found attached to this report and linked here.

(7) A statement of assurance that the independently adopted instructional materials will comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.

- The curriculum review team assures that Patterns meets NIMAS specifications.

(8) Digital, electronic, or web-based materials must include an accessibility conformance report for each electronic component that documents adherence to the Web Content Accessibility Guidelines (WCAG) identified in the circular of information and technical standards required by the Federal Rehabilitation Act, Section 508.

- The curriculum review team assures that Patterns meets WCAG specifications.

BANKS SCHOOL DISTRICT
JOB DESCRIPTION
Administrative Assistant – District Office
Confidential Employee, Non-represented

IMMEDIATE SUPERVISOR: Superintendent

GENERAL DUTIES

Perform telephone and reception duties for the District Office. Perform a variety of secretarial/clerical duties for District Office.

REQUIRED QUALIFICATIONS

A. A minimum of a high school diploma or the equivalent
B. Exceptional telephone etiquette and personal greeting skills
C. Operate a variety of office equipment including computer, copier, FAX, conference room scheduling software, and other related software or equipment
D. Possess knowledge of, and experience with, office programs such as Google docs and sheets
E. Demonstrated ability to compose a finished product from rough copy or verbal instructions
F. Record of ability to work under pressure and tight timelines
G. Ability to prioritize multiple tasks at a time
H. Ability to maintain effective relationships with students, fellow employees, and the general public
I. Proficient oral and written communication skills in English
J. Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds
K. The ability to follow oral and written instructions
L. Proficient in the use of computer and Internet based applications, including but not limited to email and systems applications
M. The ability to learn new automated systems as they are brought online by the District
N. The ability to work harmoniously with others

ESSENTIAL RESPONSIBILITIES

A. General reception duties: Answer telephone, receive visitors, route visitors to appropriate personnel and/or respond to requests for information, sort District mail
B. Provide a variety of secretarial and clerical duties
C. Maintain and process Building Use forms for District

D. Maintain and process student transfer and virtual charter requests
E. Maintain and process Free and Reduced lunch forms for District, including use of Mealtime software for input and reports
F. Assist District Office Administration and staff; Serve as additional support for District staff work as well as backup coverage
G. Schedule District Conference Room for use by District employees
H. May facilitate and participate in District activities
I. May assist with various fiscal procedures including accounts payable and deposits.
J. May assist with social media and website maintenance
K. Superintendent and Board Secretary; preparation of Board agendas & policies, and attendance at monthly Board meetings.
L. Coordinate equipment and supply needs for District Office
M. May participate in the Bargaining team during negotiations
N. Cultivate and model a respectful working and learning environment

Banks School District believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities.

Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's goals.

PHYSICAL REQUIREMENTS FOR ESSENTIAL RESPONSIBILITIES

In 8-hour workday, this job requires:

R – Rarely (Less than .5 hr per day) O – Occasionally (.5 – 2.5 hrs per day)
F – Frequently (2.5 – 5.5 hrs per day) C – Continually (5.5 – 8 hrs per day)
NA – Not Applicable

Physical Requirements	**NA**	**R**	**O**	**F**	**C**
Sitting					**X**
Stationary Standing			**X**		
Walking (level surface)				**X**	
Walking (uneven surface)			**X**		
Crawling	**X**				
Crouching (bend at knees)			**X**		
Stooping (bend at waist)			**X**		
Twisting (knees/waist/neck)			**X**		
Turn/pivot			**X**		
Climbing (stairs)		**X**			
Climbing (ladder)		**X**			
Reaching overhead				**X**	
Reaching extension				**X**	
Repetitive use arms				**X**	
Repetitive use wrists				**X**	
Repetitive use hands grasping				**X**	
Repetitive use hands squeezing			**X**		
Fine manipulation					**X**
Using foot control	**X**				
*Pushing/Pulling Maximum weight: **40** lbs.			**X**		
*Lifting/Carrying Maximum weight: **40** lbs.			**X**		

*Identify items typically moved: Miscellaneous office supplies and equipment including copy paper and files

WORK PLACE EXPECTATIONS

A. Work effectively with and respond to people from diverse cultures or backgrounds
B. Demonstrate professionalism and appropriate judgment in behavior, speech, and dress in a neat, clean, and appropriate professional manner for the assignment and work setting
C. Have regular and punctual attendance
D. Confer regularly with immediate supervisor
E. Follow all District policies, work procedures, and reasonable requests by proper authority
F. Maintain the integrity of confidential information relating to students, staff, and District patrons
G. Cultivate and model a respectful working and learning environment
H. Annually pass the District's required online training by the District's assigned due date
I. Follow site and/or District protocol for reporting absences
J. Maintain current licenses and/or certificates required for the position
K. Utilize the District's electronic systems and applications related to the job

EMPLOYEE STATEMENT

"I have reviewed the above position description and understand its contents. I am aware that my position description may be revised or updated at any time and once notified of changes, I remain responsible for knowledge of its contents. I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodation(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s)."

_____	_____
Employee Name (print)	Date
_____	_____
Employee Signature	Date

Board Work Session
Monday, August 10, 2026 4:20 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. Facility Walkthrough
   Board members participated in a walkthrough of the locker rooms and current construction.
2. Preliminaries
   2.1. Call to Order
   2.2. Roll Call
   2.3. Approval of Agenda
   I make a motion to approve the August 10th, 2026 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
   I make a motion to approve the 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
3. Discussion Items
   3.1. Bond Update
   John Abel presented an update on the ongoing Bond progress. Shared the updated scope, timeline and next steps. Details of the recent removal of the oil tank and ADA compliance in the new locker room/gym area along with the related projects were also shared. An update on the Auxiliary Gym construction project was shared as well.

   Noteworthy updates:

- The solution is being determined for the updates needed for the locker room ramp.
- Lockers and lighting are still on the way.
- Window, Air and other tests will be conducted soon.
- The Elementary Roof project is complete.

4. Board Agreements, etc
   Board agreements have not changed.

Dr. Sica reminded the Board members to set up 1:1 meetings with him on a 5-6 week rotation.

5. Adjourn
   Adjourned at 6:03.

Banks High School CMGC | Project No. 25002

P+C Quality Control Plan

Banks High School Addition

Overview

P+C applies a structured quality control approach to confirm, at every stage, that the work installed in the field matches the design intent and the contract documents. The building addition brings structural, architectural, and MEP systems together on one site, and P+C's QC approach is focused on verifying that these systems are installed correctly and that the interfaces between them hold up as each is built. The building envelope and waterproofing receive dedicated attention within this program, given their importance to the long-term performance of the building.

Quality control at P+C is a shared responsibility carried across the full project team rather than assigned to a single role. It includes bidding, buyout, and facilitating the subcontract process to capture project scope; submittal review and comparison against the drawings and specifications before they are forwarded to the design team for approval; and confirmation in the field by the superintendent, assistant superintendent, and foremen that the work is built per plan and consistent with proven construction practice. Design and its code compliance rest with the architect and their consultants for most of the project, and with licensed specialty engineers for deferred and delegated design items, which are designed and stamped by the responsible trade partner. P+C builds to these approved designs. The field team are the construction experts on site, and every member of the project team is responsible for verifying the work is installed per the project documents.

Quality Control Measures

- Field verification of installed work against the design set at each stage, confirming conditions on site rather than relying on paper review alone.
- Independent field confirmation of critical dimensions and conditions ahead of installation, so that key measurements are verified against actual site conditions before work is locked in place.
- Constructability review at each major trade handoff, focused on tie-ins, interfaces, and transitions between systems.
- Accessibility and code-related items coordinated with the architect and their consultants, who hold responsibility for design compliance, with P+C's field supervision supporting verification before those areas are closed in.
- **Building envelope and waterproofing verified through a dedicated process:** P+C performs and documents envelope QC to meet the specifications and the requirements of the independent building envelope consultant, who reviews, inspects, and documents mock-ups and envelope progress. Water testing is performed as required, and weather-resistive barrier, flashing, and waterproofing are inspected and photo-documented before they are covered by cladding or finishes.
- Mock-ups and field verification reviewed together before rough-in is finalized, so adjustments can still be made if something does not line up.

- QC findings documented, reviewed, and tracked to resolution, with issues escalated to the project team and design consultants as needed.

Focus Areas

The table below summarizes how QC is applied across the primary areas of the addition, with clear ownership and timing for each.

Focus Area	QC Approach	Timing	Owner
Tie-Ins	Field verification of existing structural and MEP tie-in points against the design set before each connection is made.	As each tie-in is reached in sequence	P+C Superintendent / Structural Engineer
Building Envelope & Waterproofing	P+C performs and documents envelope QC to spec and to the independent envelope consultant's requirements; consultant reviews, inspects, and documents mock-ups and envelope progress. Water testing per requirements. WRB, flashing, and waterproofing inspected and photo-documented before cover-up.	Throughout envelope install, before cover-up	P+C Superintendent & Field Team
Utilities	Utility routing and capacity confirmed on site with the civil engineer and utility providers before trenching and connection.	Prior to underground rough-in	P+C Superintendent / Civil Engineer
Procurement	Long-lead materials and equipment tracked on a shared log; deliveries verified against approved submittals before installation.	Ongoing through substantial completion	P+C Project Manager / Project Engineer
Submittals	P+C reviews submittals against the project drawings and specifications, then forwards them to the architect and their consultants for review and approval before materials are released for fabrication or installation.	Prior to fabrication / installation	P+C Project Engineer / Architect & Consultants
Mock-Ups	Physical mock-ups built and reviewed on site for critical assemblies, waterproofing, and finish transitions before full production begins.	Prior to rough-in / finish install, and as required per specification	P+C Superintendent & Field Team / Architect
Precon w/ Subs	Preconstruction meetings held with each major trade before mobilization, documenting critical dimensions, tolerances, and interface points.	Before each trade mobilizes, and as required per specification	P+C Superintendent
Documentation	QC checks recorded and issues logged, reviewed, and tracked to closure with the project team and consultants.	Ongoing through construction	P+C Project Engineer / Superintendent

Next Steps

- Complete field verification of structural and MEP tie-in points as each is reached in the construction sequence.
- Build and review mock-ups for envelope assemblies and finish transitions ahead of installation.
- Coordinate with the independent building envelope consultant on inspection and water testing milestones ahead of envelope installation.
- Hold preconstruction meetings with the remaining major trades ahead of mobilization.
- Confirm utility routing and connections on site with the civil engineer and utility providers ahead of underground rough-in.

BANKS SCHOOL DISTRICT – BOARD MEETING

August 10TH, 2026

BOND PROJECT UPDATES

1. PROJECT UPDATES
   - Schedule / Scope
2. BUDGET UPDATES
   - Executive Summary / Grand Summary Budgets
3. QUESTIONS & DISCUSSION
4. SITE TOUR

BANKS SCHOOL DISTRICT – BOARD MEETING

BANKS HIGH SCHOOL UPDATES

SCHEDULE

- Building pad work in progress
- Soils update: Contaminated soils have all been removed
- Soils update: Unsuitable soils have all been removed
- Majority of Permits have now been received
- BHS Addition Beneficial Occupancy remains 8/12/27
- Locker Room Renovations: wall framing complete, drywall installed, painting complete. Wall protection installed.
- Locker Room Substantial Completion remains 8/14/26
- Temp locker solution being installed, along with Temp lighting

BUDGET

- GMP update: Final LOA's and GMP has been established
- Pricing for additional over-excavation complete, and will be covered by savings from Permit budget.

OTHER:

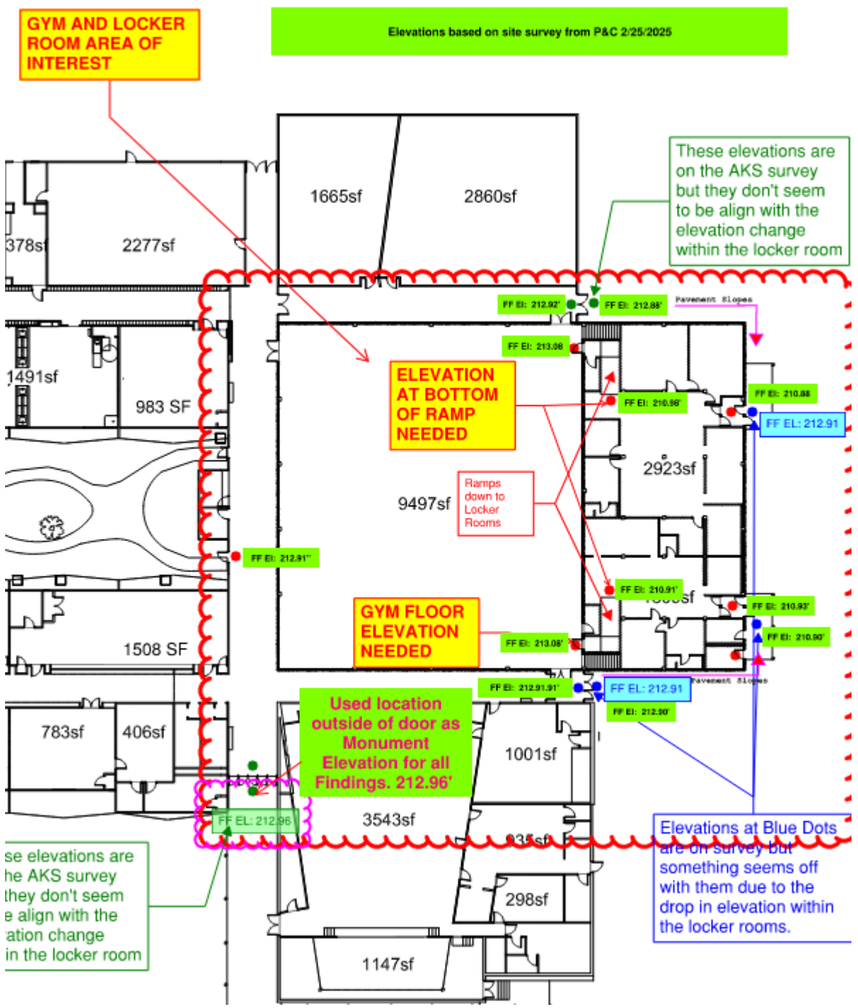
- Discussion of ADA Ramp at BHS Locker room, and plan to address the slope and threshold at the gym tie-in

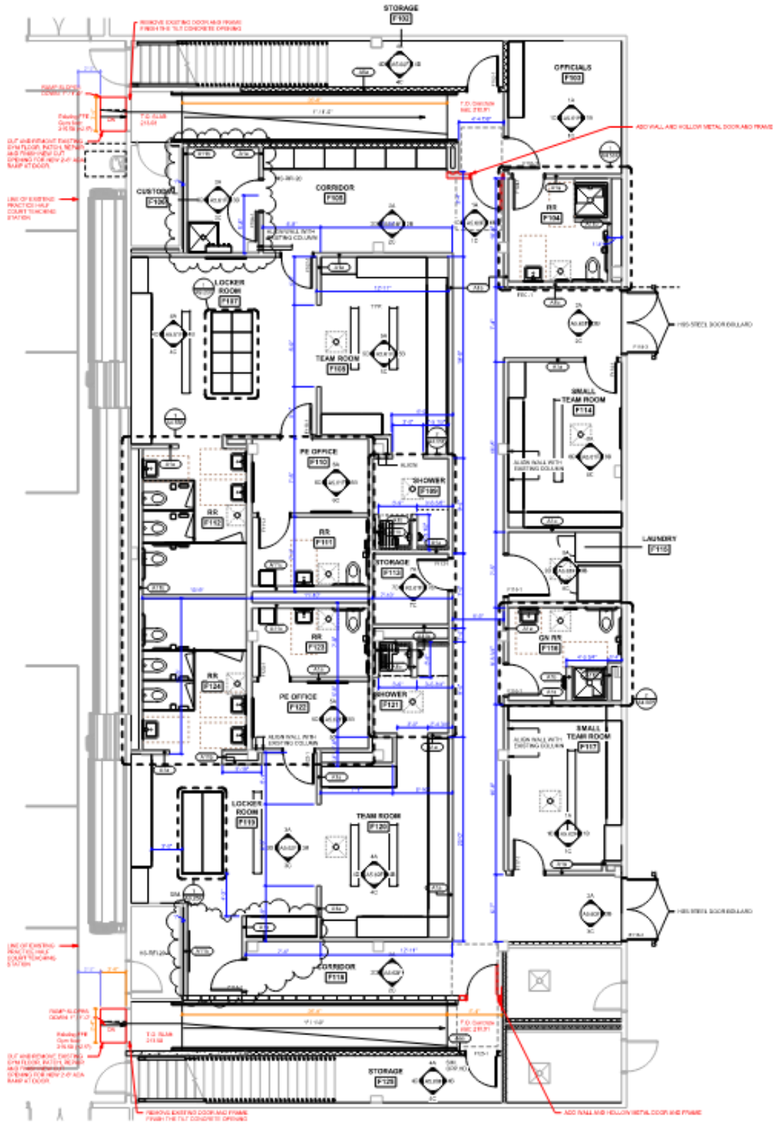
BANKS HIGH SCHOOL UPDATES

BHS Locker Room – ADA Ramp Update

Status

- Survey misunderstanding discovered during ramp formwork.
- Constructability concern identified during formwork (ramp was low 1.5" low at landing to gym).
- No tolerance for normal shrinkage/curling — risk of exceeding ADA limit and full tear-out
- Concrete placed at 7.4%–7.9% after curing (8.33% ADA maximum)
- Reviewed all potential solutions over a week to work with the slope.



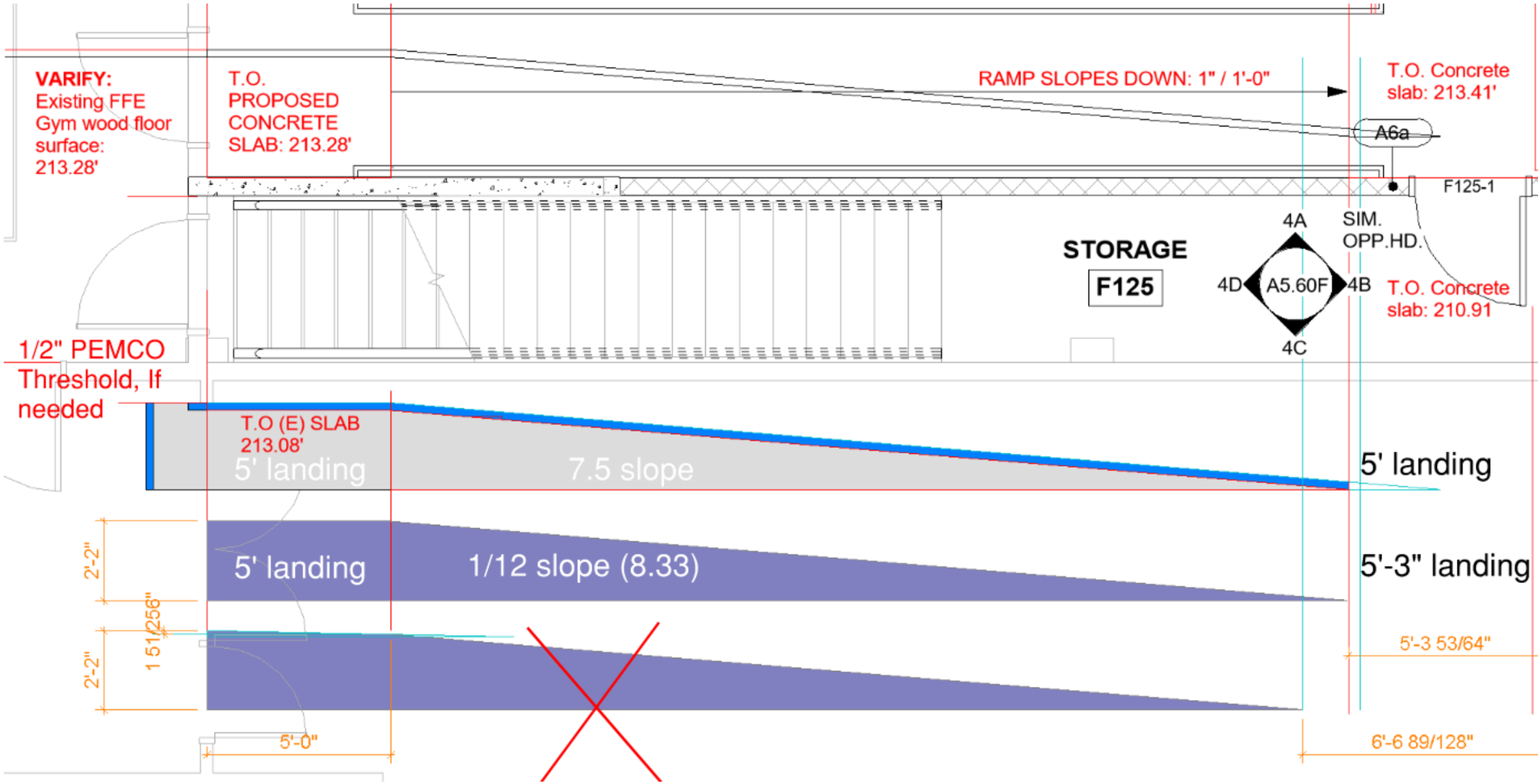


BANKS HIGH SCHOOL UPDATES

BHS Locker Room – ADA Ramp Update

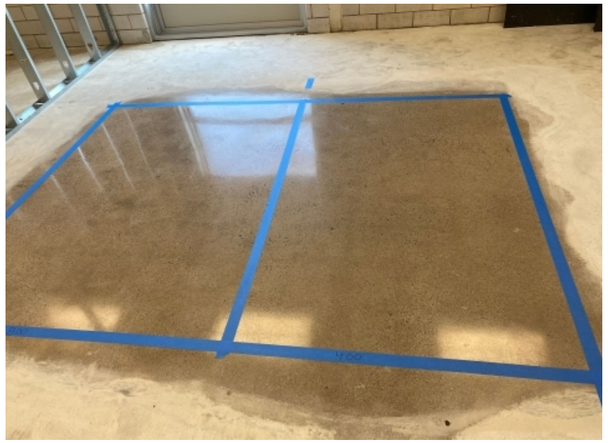
Path Forward

- Corrective approach being finalized with design engineer and concrete subcontractor
- Work scheduled next summer to avoid school-year disruption
- Locker rooms remain open and accessible; inspector confirmed no impact to occupancy
- Correction completed with no added cost to Banks School District



BANKS HIGH SCHOOL UPDATES

BHS Addition – Quality Control



QC Measures

- Field verification of installed work against the design set (approved materials)
- Independent confirmation of critical dimensions before installation
- Constructability review at each major trade handoff
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- Findings documented and tracked to resolution, escalated as needed
- Consultant site reports and site revies

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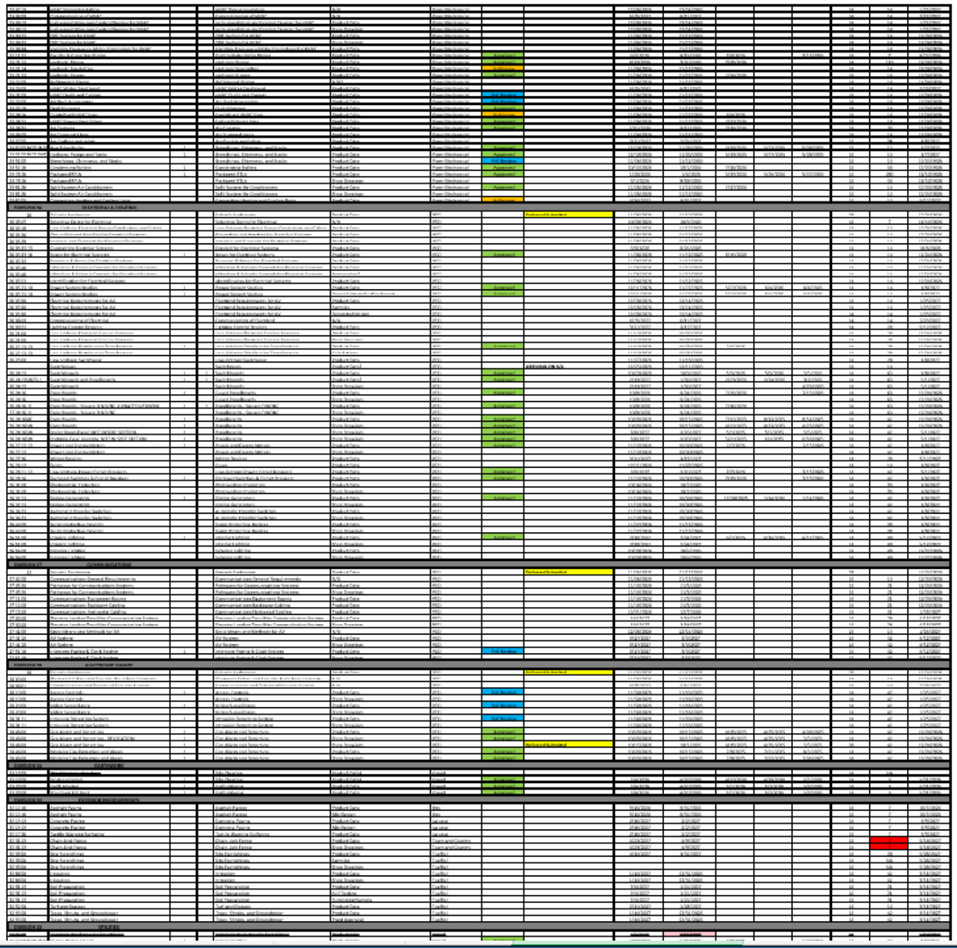
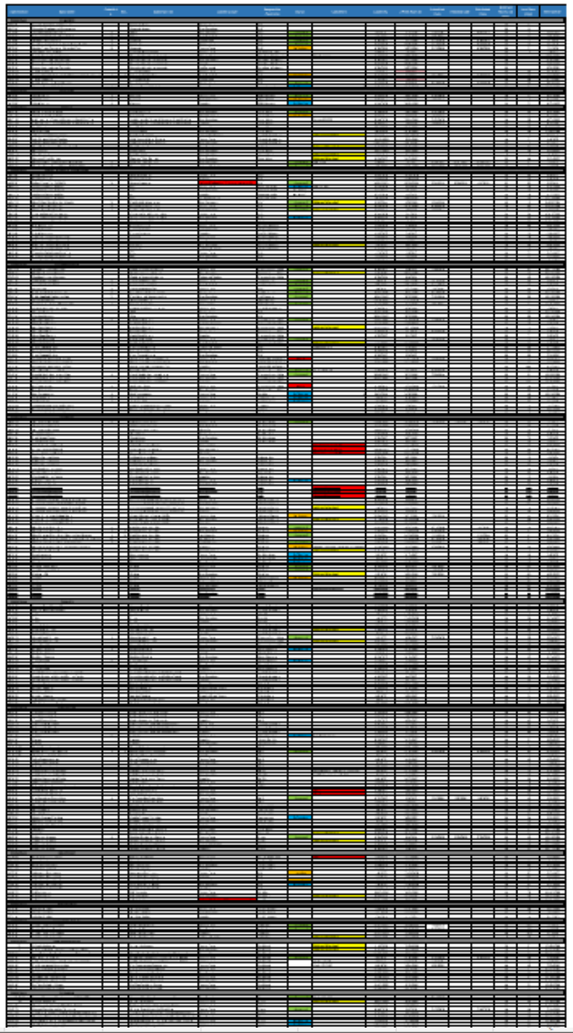
BANKS SCHOOL DISTRICT – BOARD MEETING

BANKS HIGH SCHOOL UPDATES

BHS Addition – Quality Control





RFI's

Submittals (correct materials/details)

Procurement Tracking

Permit Tracking

Preconstruction Installation Meetings

Consultant Site Visits

Phased Exterior Mock-Up

(envelope consultant)

Quality Control Plan Available

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BANKS SCHOOL BOARD MEETING

AUXILIARY GYM UPDATES

SCHEDULE

- Slab on grade was poured for main building & team rooms
- Steel erection has been completed
- Insulated roof panels have been installed
- CMU block for restroom building complete
- Onsite storm water detention system in progress
- Substantial Completion for Aux Gym remains 12/23/26

BUDGET

- GMP has been established, tracking within established budget
- Culvert repair at fields estimate will be updated when design

Is completed

Bond Program Executive Budget Summary

EXECUTIVE SUMMARY of Project Budgets

Banks School District **DRAFT**

Date: 8/4/26

A		B	C	D	E	F	G	H	K
Budget		Description	Original Budget	Current Budget	Committed to Date	Paid to Date	Uncommitted Budget (D-E)	Remaining to be Paid (E-F)	Notes
Original budget #									
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3	Banks ES Maintenance		$ 153,750	$ 935,209	$ 880,711	$ 376,861	$ 54,498	$ 503,850	
4	ROOF ES		$ 785,109	$ -	$ -	$ -	$ -	$ -	
5	PARKING		$ 559,650	$ -	$ -	$ -	$ -	$ -	
6	SAFETY		$ 372,383	$ 428,538	$ 401,980	$ 389,033	$ 26,558	$ 12,946	
		Subtotal	$ 55,305,194	$ 56,387,699	$ 54,039,587	$ 14,418,710	$ 2,348,112	$ 39,620,877	
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B	Program Contingency		$ -	$ 882,000					
C	Other Additional Funds		$ -	$919,177					
D	**BSD Program Totals**		**$ 58,224,211**	**$ 59,245,388**	**$ 54,811,823**	**$ 15,187,608**	**$ 2,632,388**	**$ 39,624,216**	

Approved by: 6/4/2024

Brian Sica Superintendent Date:

Bond Program Grand Summary Budget

Grand Summary

PROJECT BUDGET

Date 8/4/2026

Banks School District

Location Code

Bond 405 Summer 2027 Architect: BRIC

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	$5,578,754	$5,574,874	$4,246,398	$3,880	$1,328,476	76%
2.0 Professional Services (390)	$1,578,500	$1,989,442	$1,825,127	$1,249,086	$164,315	$576,041	63%
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4.0 Site / Off-Site Construction (530)	$3,780,800	$7,975	$8,771	$7,331	-$796	$1,440	92%
5.0 Hazardous Material Abatement (322)	$250,000	$0	$0	$0	$0	$0	0%
6.0 Furniture/Fixtures/Equipment (480, 481)	$800,000	$745,905	$88,442	$38,570	$657,463	$49,872	5%
7.0 Permits / PIP/PUP Fees / SDCs / TDCs (6	$1,248,000	$884,086	$808,302	$803,290	$75,784	$5,013	91%
8.0 Owner's Costs	$0	$0	$0	$0	$0	$0	0%
9.0 Owner Contingency	$1,867,541	$1,292,147	$0	$0	$1,292,147	$0	0%
10.0 Land Acquisition	$0	$0	$0	$0	$0	$0	0%
11.0 TOTAL BUDGET	$55,305,194	$56,387,699	$54,039,587	$14,418,710	$2,348,112	$39,620,877	26%
Total Budget +/-		$1,082,505					Rev 2022-01

Grand Summary

Approved by: 6/4/2024

Brian Sica Superintendent Date:

Questions and Discussion

BANKS SCHOOL DISTRICT – BOARD MEETING

August 10TH, 2026

BOND PROJECT UPDATES

1. PROJECT UPDATES
   - Schedule / Scope

2. BUDGET UPDATES
   - Executive Summary / Grand Summary Budgets

3. QUESTIONS & DISCUSSION

4. SITE TOUR

BANKS SCHOOL DISTRICT – BOARD MEETING

BANKS HIGH SCHOOL UPDATES

SCHEDULE

- Building pad work in progress
- Soils update: Contaminated soils have all been removed
- Soils update: Unsuitable soils have all been removed
- Majority of Permits have now been received
- BHS Addition Beneficial Occupancy remains 8/12/27
- Locker Room Renovations: wall framing complete, drywall installed, painting complete. Wall protection installed.
- Locker Room Substantial Completion remains 8/14/26
- Temp locker solution being installed, along with Temp lighting

BUDGET

- GMP update: Final LOA's and GMP has been established
- Pricing for additional over-excavation complete, and will be covered by savings from Permit budget.

OTHER:

- Discussion of ADA Ramp at BHS Locker room, and plan to address the slope and threshold at the gym tie-in

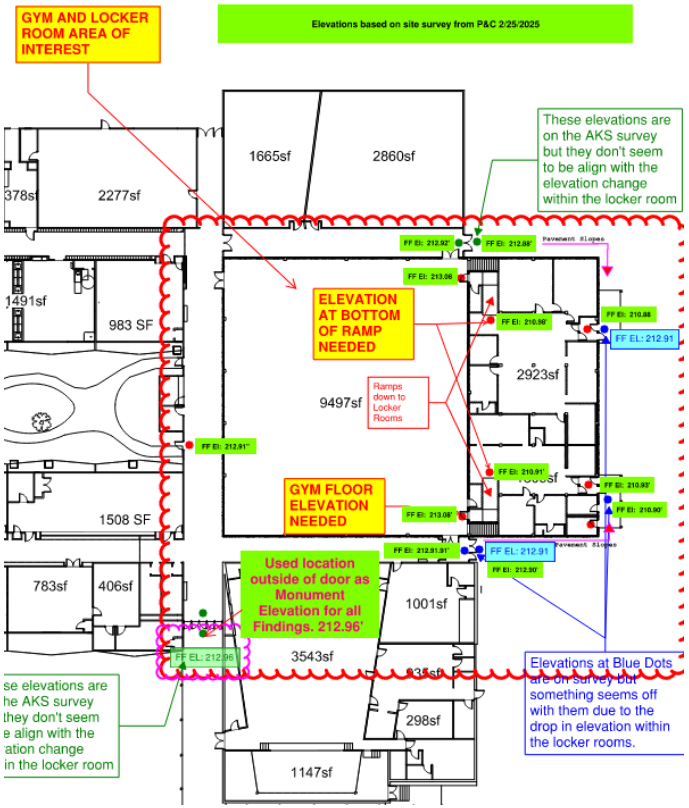
BANKS SCHOOL DISTRICT – BOARD MEETING

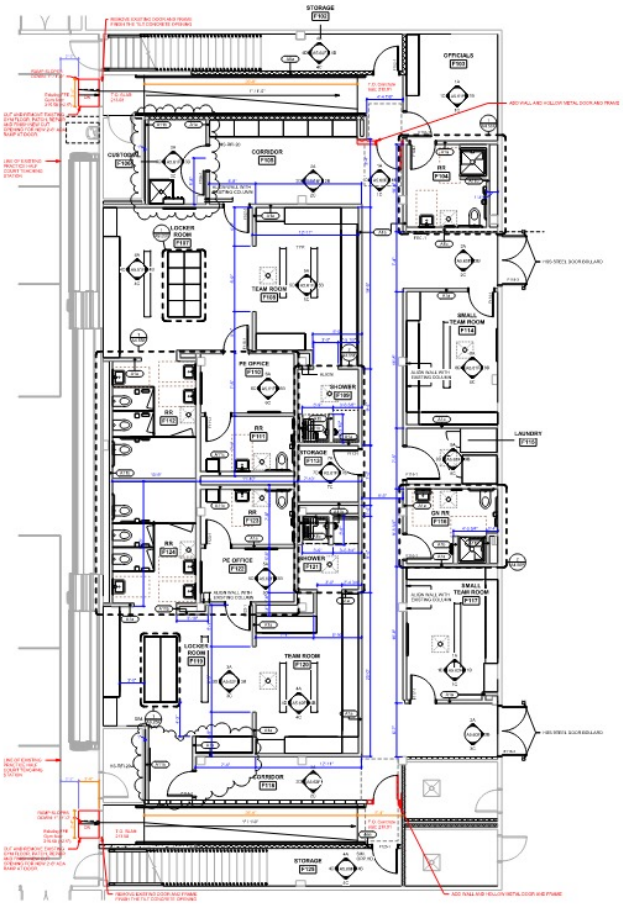
BANKS HIGH SCHOOL UPDATES

BHS Locker Room – ADA Ramp Update

Status

- Survey misunderstanding discovered during ramp formwork.
- Constructability concern identified during formwork (ramp was low 1.5" low at landing to gym).
- No tolerance for normal shrinkage/curling — risk of exceeding ADA limit and full tear-out
- Concrete placed at 7.4%–7.9% after curing (8.33% ADA maximum)
- Reviewed all potential solutions over a week to work with the slope.





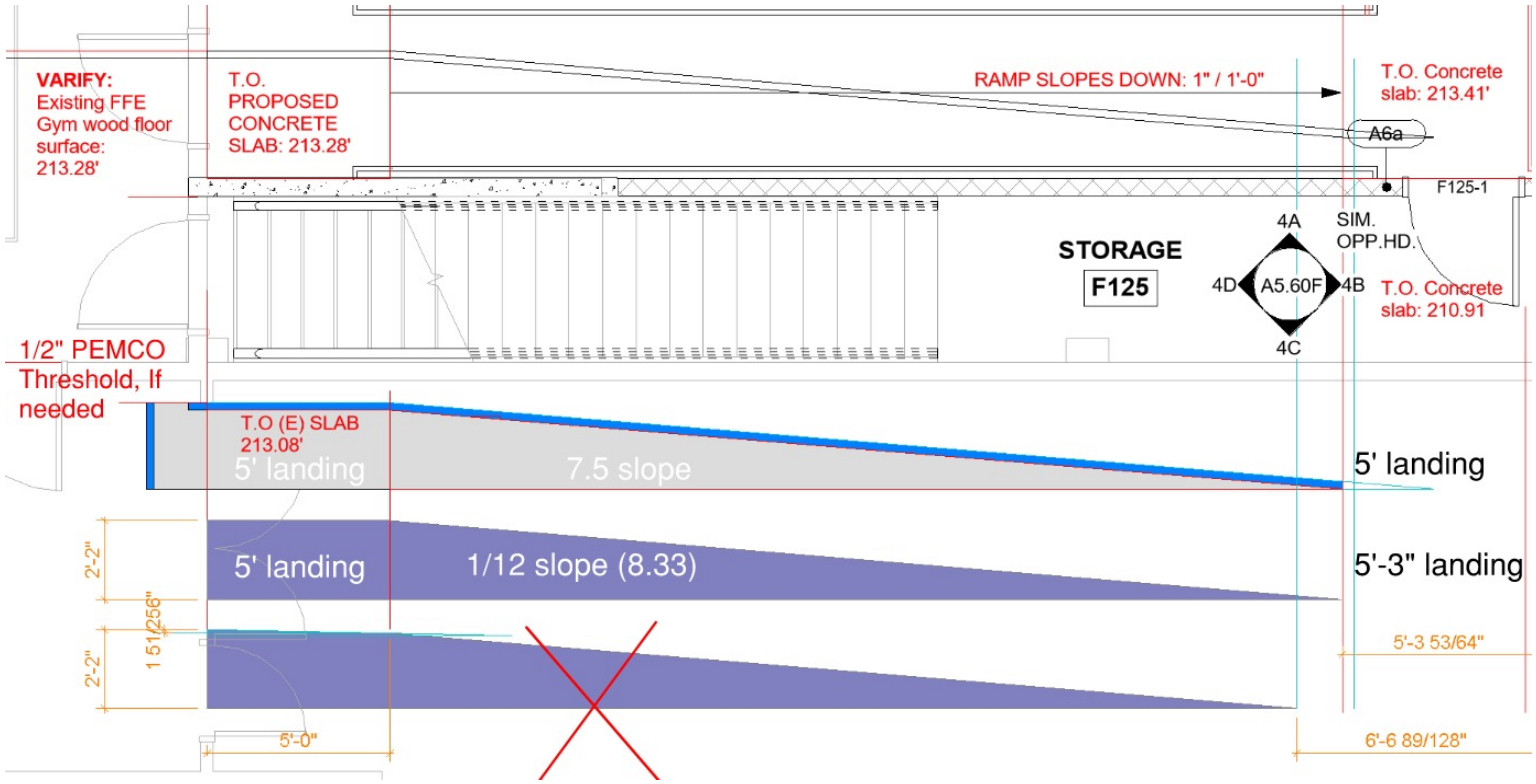
BANKS SCHOOL DISTRICT – BOARD MEETING

BANKS HIGH SCHOOL UPDATES

BHS Locker Room – ADA Ramp Update

Path Forward

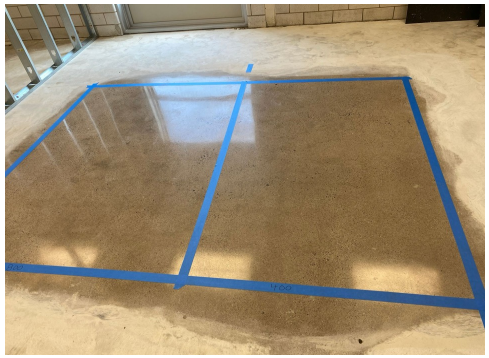
- Corrective approach being finalized with design engineer and concrete subcontractor
- Work scheduled next summer to avoid school-year disruption
- Locker rooms remain open and accessible; inspector confirmed no impact to occupancy
- Correction completed with no added cost to Banks School District



BANKS SCHOOL DISTRICT – BOARD MEETING

BANKS HIGH SCHOOL UPDATES

BHS Addition – Quality Control



QC Measures

- Field verification of installed work against the design set (approved materials)
- Independent confirmation of critical dimensions before installation
- Constructability review at each major trade handoff
- Envelope & waterproofing: third-party consultant, water testing, photo-documented
- Findings documented and tracked to resolution, escalated as needed
- Consultant site reports and site revies

Next Steps

- Verify structural and MEP tie-ins as the sequence reaches them
- Mock-ups for envelope assemblies and finish transitions ahead of install
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BANKS SCHOOL DISTRICT – BOARD MEETING

BANKS HIGH SCHOOL UPDATES

BHS Addition – Quality Control

RFI's

Submittals (correct materials/details)

Procurement Tracking

Permit Tracking

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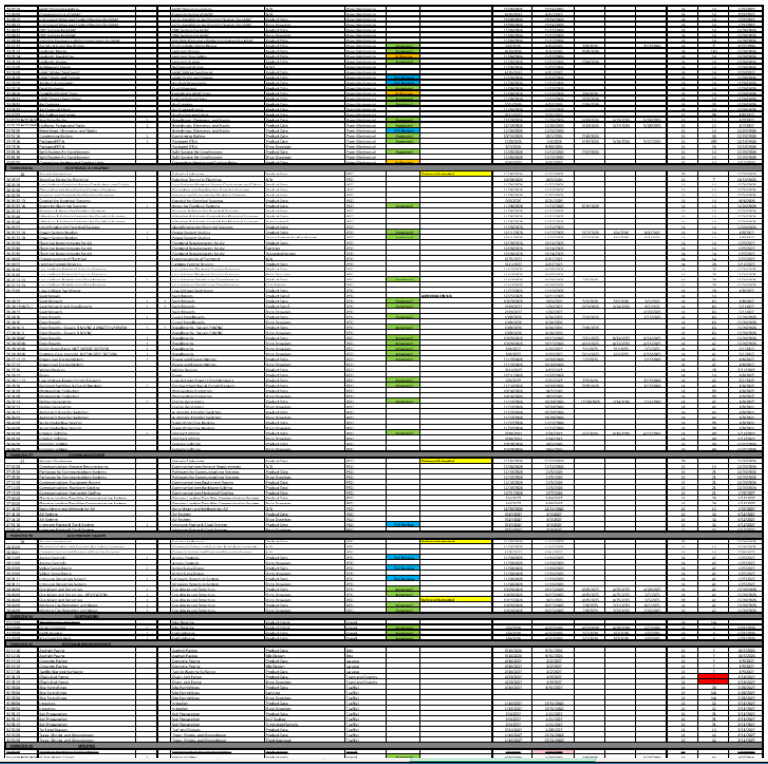
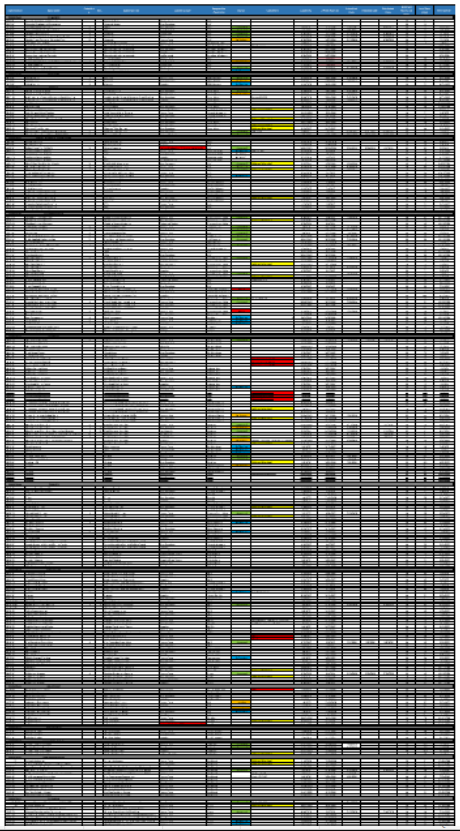
Consultant Site Visits

Phased Exterior Mock-Up

(envelope consultant)

Quality Control Plan Available





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Banks School District **DRAFT**

Date: 8/4/26

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Approved by: 6/4/2024

Brian Sica Superintendent Date:

Bond Program Grand Summary Budget

Grand Summary

PROJECT BUDGET

Date 8/4/2026

Banks School District

Location Code

Bond 405 Summer 2027 Architect: BRIC

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Rev 2022-01

Grand Summary

Approved by: 6/4/2024

Brian Sica Superintendent Date:

Questions and Discussion

P+C | CONSTRUCTION

Banks High School CMGC | Project No. 25002

Locker Room ADA Ramp: Summary & Path Forward

Status

As part of managing the locker room ramp work, P+C identified a constructability concern before the ramps were placed. The existing space is tight, and the slope shown in the drawings, while ADA-compliant at 8.33%, was at the maximum allowable slope with no allowance for the shrinkage and curling that naturally occurs as concrete cures. Pouring to that exact maximum carried a real risk that the finished slope could exceed the ADA limit after curing, which would have required removing and replacing both ramps.

To protect against that outcome and the added disruption a full tear-out would cause the District, P+C made a deliberate decision to place the ramps at a slope that leaves appropriate tolerance below the ADA maximum, following common concrete practice, and then apply a corrective measure for the resulting variance once the concrete had cured and could be accurately measured. The ramps were placed at 7.5%, measured slopes have since verified in the 7.4% to 7.9% range consistent with normal curing, and the top landing currently sits approximately 2" below the gym floor. Correcting that transition is the final step, and P+C is addressing it.

Path Forward

P+C is finalizing the corrective approach with the design team to bring the ramps into full ADA compliance with an appropriate transition between the top landing and the gym floor. P+C is confirming the specific method with the concrete subcontractor and design engineer to ensure a durable, code-compliant result that holds up over the life of the building.

P+C will complete the ADA-compliant ramps next summer, timing the work to mitigate its potential impact on the upcoming school year, and the locker rooms will remain available and accessible to students as planned. P+C has already confirmed with the building inspector that this approach will not affect occupancy. The correction will be completed within the GMP.

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).

Interactions with Immigration Enforcement

The Superintendent is designated as the "immigration liaison."

1. Staff, contractors and volunteers shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:

   a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:

      (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
      (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
      (3) Allow access to non-public areas of the district's facilities or property;
      (4) Sign documents presented by federal immigration authorities; or
      (5) Give consent to any immigration enforcement action.

   b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
   c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
   d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
   e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
   f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
   g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:

      (1) The name, badge number, and agency of the law enforcement officer making the request;
      (2) The number of officers present;
      (3) Time, date, and location of the request;
      (4) The nature of the request;

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(5) The source of authority for the request, including whether the request is administratively or judicially authorized;
(6) Whether the request requires an immediate response;
(7) The identification of witnesses present; and
(8) How the encounter concluded.

h. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

(1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
(2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
(3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies.

b. The immigration liaison shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
c. The immigration liaison should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee

PROPOSED

will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.

b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

4. School-Sponsored Events

If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison. When alerted to the presence of federal immigration authorities at a school-sponsored event, the immigration liaison shall notify the superintendent or designee.

5. School Transportation/Buses

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison. The immigration liaison shall notify the superintendent or designee and coordinate an approved response as outlined in this policy.

PROPOSED

6. Volunteers

The district will determine which volunteers need to receive training or materials regarding this administrative regulation.

PROPOSED

Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district's records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General's Model Public School Policies. The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.

This policy will be made available in the student handbook and on the district's website.

Designation of Primary Point of Contact

The Superintendent is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district. The Director of Student Services shall serve as an alternative point of contact during the immigration liaison's absence or unavailability.

The immigration liaison's responsibilities include:

1. Serving as the district's representative during encounters with federal immigration authorities;

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;

5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;

6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;

PROPOSED

7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:

    a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 7 and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
    d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the Superintendent.

2. Notice must include:

    a. The general location of the federal immigration authority; and
    b. Whether classes or school operations were affected by the presence of the federal immigration authority. Districts may include resources available to those impacted by immigration enforcement actions.

3. Notice must not disclose:

    a. Personally identifiable information;
    b. Other information that may not be legally disclosed; or
    c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent or guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

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1. Address;

2. Workplace or hours of work;

3. School or school hours;

4. Contact information, including telephone number, electronic mail address or social media account information;

5. Known associates or relatives; and

6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);

2. The disclosure is required by a judicially authorized warrant, order, or subpoena;

3. The information being shared with a person concerns only that person or their dependents; or

4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and

2. The training must be provided at the time of designation and at least once every two years thereafter.

PROPOSED

END OF POLICY

Legal Reference(s):

ORS 180.810
ORS 180.805
ORS 181.826
OAR 581-021-0371

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Oregon Attorney General's *K12 School Model Policy*
Senate Bill 1538 (2026).
Senate Bill 1594 (2026).
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2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

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2. The training must be provided at the time of designation and at least once every two years thereafter.

PROPOSED

END OF POLICY

Legal Reference(s):

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ORS 180.805
ORS 181.826
OAR 581-021-0371

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      (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
      (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
      (3) Allow access to non-public areas of the district's facilities or property;
      (4) Sign documents presented by federal immigration authorities; or
      (5) Give consent to any immigration enforcement action.

   b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
   c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
   d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
   e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
   f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
   g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:

      (1) The name, badge number, and agency of the law enforcement officer making the request;
      (2) The number of officers present;
      (3) Time, date, and location of the request;
      (4) The nature of the request;

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(5) The source of authority for the request, including whether the request is administratively or judicially authorized;
(6) Whether the request requires an immediate response;
(7) The identification of witnesses present; and
(8) How the encounter concluded.

h. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

(1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
(2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
(3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies.

b. The immigration liaison shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
c. The immigration liaison should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee

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will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.

b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

4. School-Sponsored Events

If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison. When alerted to the presence of federal immigration authorities at a school-sponsored event, the immigration liaison shall notify the superintendent or designee.

5. School Transportation/Buses

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison. The immigration liaison shall notify the superintendent or designee and coordinate an approved response as outlined in this policy.

PROPOSED

6. Volunteers

The district will determine which volunteers need to receive training or materials regarding this administrative regulation.

PROPOSED

Request for Postponement of K-5 Social Studies Adoption

The Banks School District Office of Student Performance is formally requesting that the School Board approve the postponement of the K-5 Social Studies Adoption until the 27-28 school year. This schedule would align our K-5 adoption implementation to the fall of 2028, which is within the allowable Division 22 postponement timeline of up to two years of the state adoption cycle.

Postponement of adoptions requires School Board approval, as well as a report on each of the below items:

(1) The reason for seeking postponement:

- Our elementary teachers have had a new adoption to implement every year for the last four years. These adoptions included Math in 2023, ELA in 2024, Health in 2025, and now Science in fall of 2026. Implementing new adoptions takes significant planning time as well as professional development and collaboration time, and with four subsequent adoptions that are all implemented by K-5 classroom teachers, they have had little time to refine their implementation of previous adoptions while also implementing new ones each year. Our proposal is designed to allow a year off from a new adoption next year so teachers can refine their implementations of the four prior adoptions.

(2) The subjects or categories for which postponement is sought;

- We propose to delay the K-5 Social Studies only
- The Secondary Social Studies adoption will be conducted this school year as scheduled.

(3) The projected dates for purchase and implementation of new instructional materials which shall not be later than two years from the beginning of the school year following the state adoption;

- The K-5 social studies adoption would be conducted next school year, and purchase and implementation would occur in the fall of 2028, which is within the allowable 2 year postponement window dictated by ODE.

(4) Identification of the instructional materials to be used during the postponement;

- K-5 teachers will continue to implement our existing social studies curricular materials including the following:
    - Confederated Tribes of the Grand Ronde Tribal History Curriculum social studies lessons (K-5)
    - Our K-5 ELA curriculum, myView by Savaas Learning, has significant social studies content integrated within the curriculum. myView Literacy reading selections, leveled readers, and project-based inquiry units incorporate historical, cultural, and civic topics (including diverse global perspectives and biographies) that correlate to elementary social studies standards.
    - Teacher developed units aligned to Oregon social studies standards
    - Biz Town curriculum

Request for Postponement of K-5 Social Studies Adoption

(5) Assurance that the postponement will not delay future purchases in other subject areas.

- The district plans to conduct the K-5 social studies adoption process next year at the same time that we conduct the planned PE adoption. Due to the PE adoption not involving K-5 classroom teachers, the two can take place in the same year. See the Proposed Adoption Schedule for 2025-2035. We had already planned on delaying the ELA adoption for one year to allow us to adoption PE and high school world language next year. Additionally, our current ELA adoption, implemented in 2024, will still be within its timeframe for implementation through spring of 2029.

(6) We formally request approval of the application by the School Board on today, September 14, 2026.

Banks SD Proposed Adoption Schedule

School Year	BES		BMS		BHS		State
	Adoption	**Implementation**	**Adoption**	**Implementation**	**Adoption**	**Implementation**	**Adoption**
2025-26	Science	Health	Science	Health	Science	Health	SS
2026-27	none (postpone SS)	Science	SS	Science	SS	Science	PE
2027-28	SS + PE (postpone ELA)	none	PE (postpone ELA)	SS	World Language + PE (postpone ELA)	SS	ELA
2028-29	ELA + ELP	SS + PE	ELA + ELP	PE	ELA + ELP	World Language + PE	ELP
2029-30	none	ELA + ELP	none	ELA + ELP	none	ELA +ELP	None - Literacy implementation year
2030-31	Math	none	Math	none	Math	none	Math
2031-2032	none	Math	none	Math	none	Math	Math implementation year
2032-2033	Health	none	Health	none	Health	none	Health
2033-2034	Science	Health	Science	Health	Science	Health	Science
2034-2035	none	Science	none	Science	none	Science	Science implementation year
2035-2036	SS	none	SS	none	SS	none	SS

District Performance & Continuum of Supports

Updated October 2025

Vision

The State will develop a transparent, equity-centered system where all Oregon districts have the clarity, tools, and aligned resources needed to continuously improve and meet student success priorities, resulting in measurable, sustained gains in student learning and wellbeing.

A Clear Line of Supports from the State to School Districts

Where We've Been

- It is not always clear which districts need support and the type of support needed.
- It is not always clear which staff from ODE is providing what support.
- Districts are not required to complete interim assessments.
- Technical assistance is not clearly defined.
- Professional development standards are not defined.

Where We're Headed

- ODE is a "one-stop shop" with a variety of supports available for school districts.
- ODE's Continuum of Supports has clearly defined entry points and exit points, informed by adopted growth targets.
- ODE has cross-office regional support teams to address district needs, support progress monitoring, and deliver coaching and technical assistance as appropriate.
- ODE adheres to consistent technical assistance and professional development standards.
- Districts administer interim assessments in math & language arts in Grades K-8.

Key Deliverables - Resource Repository

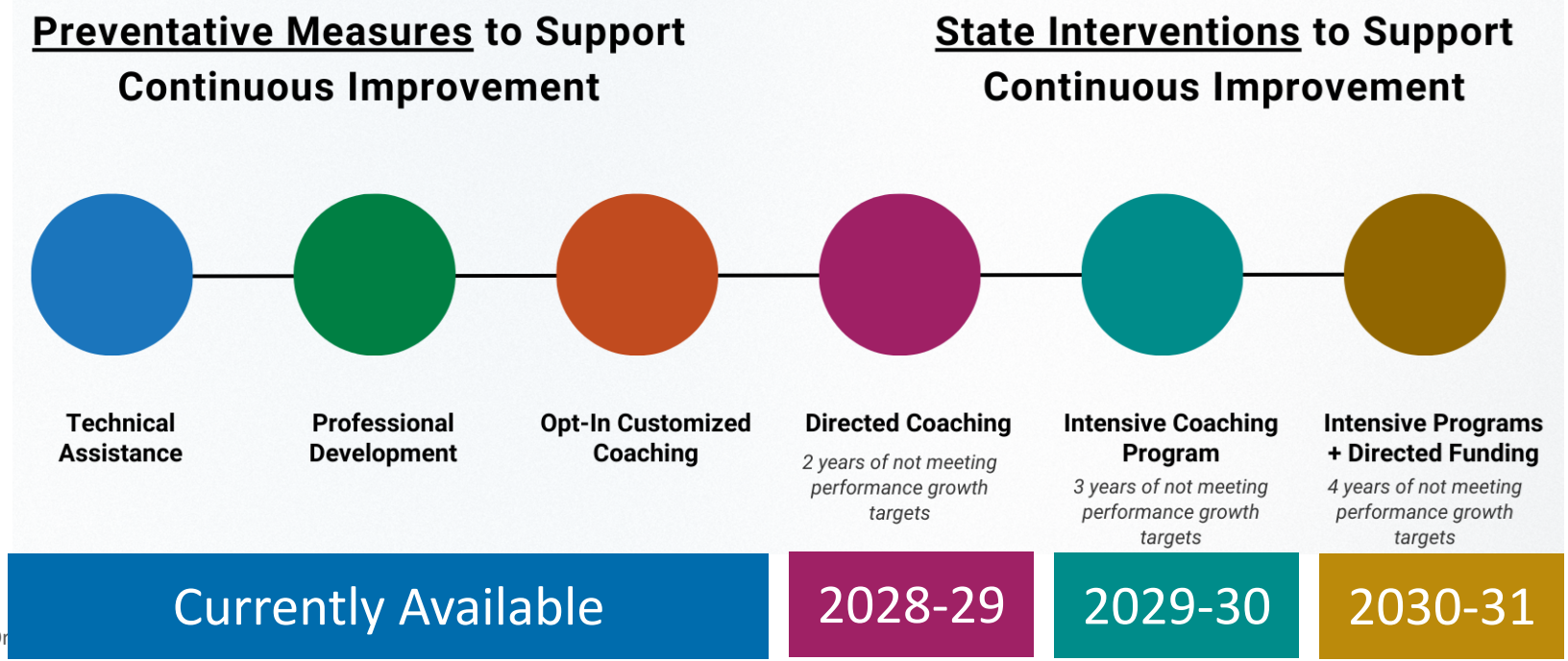
Student Success Needs Assessment	An assessment aligned to the Five Priorities for Student Success to guide districts in identifying strengths and areas for growth.
Responsive Strategy Menu	A menu of evidence-based response strategies connected to the Five Priorities for Student Success.
Strategy Learning Library	Accessible resources for school districts as they implement strategies.

Key Deliverables - Continuum of Supports

ODE Support Suite	A centralized hub to internally explore and access ODE's technical assistance, coaching, and professional learning offerings.
Regional Support Teams	Teams of ODE staff that will provide coherent, aligned, and responsive support to districts.

Continuum of Supports

Allows ODE to deliver consistent, aligned, and responsive support to school districts across the state.



Key Deliverables - District Performance Review

District Performance Review	ODE will conduct annual performance reviews of each school district's outcome data, based on seven Performance Growth Targets and locally defined metrics.

- **Regular Attenders**
- **K-2 Regular Attenders (New)**
- **3rd Grade Reading**
- **8th Grade Math (New)**
- **9th Grade On Track**
- **4-Year Grad Rates**
- **5-Year Completers**
- **Local Metric (New)**

Key Dates

During the 2025-26 School Year

- Engagement and rulemaking for:
  - Developing a Continuum of Supports with clear entry and exit points for each stage.
  - Developing a list of up to five local metrics that districts may choose from.
  - Expanding statewide performance growth targets (to include K-2 attendance & 8th grade math).
  - Developing a list of up to four approved interim assessments that districts may choose from.
- School districts and charters set growth targets for new metrics (they must select one local metric from the board-adopted options).

During the 2026-27 School Year

- ODE begins reviewing and tracking progress towards local and statewide metrics, annually.

During the 2027-28 School Year

- School districts and charter schools administer interim assessments three times per year in grades K-8 in Math and ELA and review the data during a public meeting.

Board Work Session
Monday, September 14, 2026 4:30 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. Facility Walktrough
2. Preliminaries
   2.1. Call to Order
   2.2. Roll Call
   2.3. Approval of Agenda
   I make a motion to approve the September 14th, 2026 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
3. Discussion Items
   3.1. Bond Update
   John Abel with Cornerstone Management was present to provide the Board with an update on the ongoing Bond construction progress. Shared overtime cost information, Auxiliary gym updates and the culvert repair project update. The Bond Program Budget Summary was also reviewed. The full presentation is attached to the agenda.
4. Adjourn
   Meeting adjourned at 5:55 pm.

BANKS SCHOOL DISTRICT – BOARD MEETING

September 14TH, 2026

BOND PROJECT UPDATES

1. PROJECT UPDATES
   - Schedule / Scope
2. BUDGET UPDATES
   - Executive Summary / Grand Summary Budgets
3. QUESTIONS & DISCUSSION
4. SITE TOUR

BANKS SCHOOL DISTRICT – BOARD MEETING

BANKS HIGH SCHOOL UPDATES

SCHEDULE

- Underslab utilities completed
- Slab on Grade for HS Addition poured
- Concrete Tilt-up Walls framed and poured
- BHS Addition Beneficial Occupancy remains 8/12/27
- Locker Room Renovations: Substantial completion received 8/14/26,
- Punchlist process and completion of final items in process

BUDGET

- GMP Established. Working on COR's from Contractor Coningency.
- Budget updated to reflect added costs for unsuitable soils
- Working to confirm actual costs for FFE & Tech items
- Overtime Costs: $32,249 of $81,554 allowance used in Summer 1
- Overtime Costs anticipated through September 30: $28,500 of $81,554 (+49,305 from Summer 1) for school year allowance
- Example: Friday after school/Saturday Tilt-Up Panel Pick for safety

BANKS SCHOOL BOARD MEETING

AUXILIARY GYM UPDATES

SCHEDULE

- Exterior Framing Completed
- Roofing Panels Installed
- Exterior Sheathing, CMU being installed
- HVAC Mezzanine framed and concrete deck poured
- Onsite storm water detention install
- Confirming all Tech and Security needs being met
- Fire Sprinkler lines installed
- Interior utility rough-in ongoing
- Substantial Completion for Aux Gym remains 12/23/26

BUDGET

- GMP has been established, tracking within established budget

BANKS SCHOOL BOARD MEETING

CULVERT REPAIR UPDATES

SCHEDULE

Environmental Permitting First

- DEQ 401 Certification = COMPLETE
- Army Core Permit = COMPLETE
- DSL Review – awaiting “no permit” confirmation letter
- CWS Natural Resource Assessment (underway)

Construction Permits Required Second

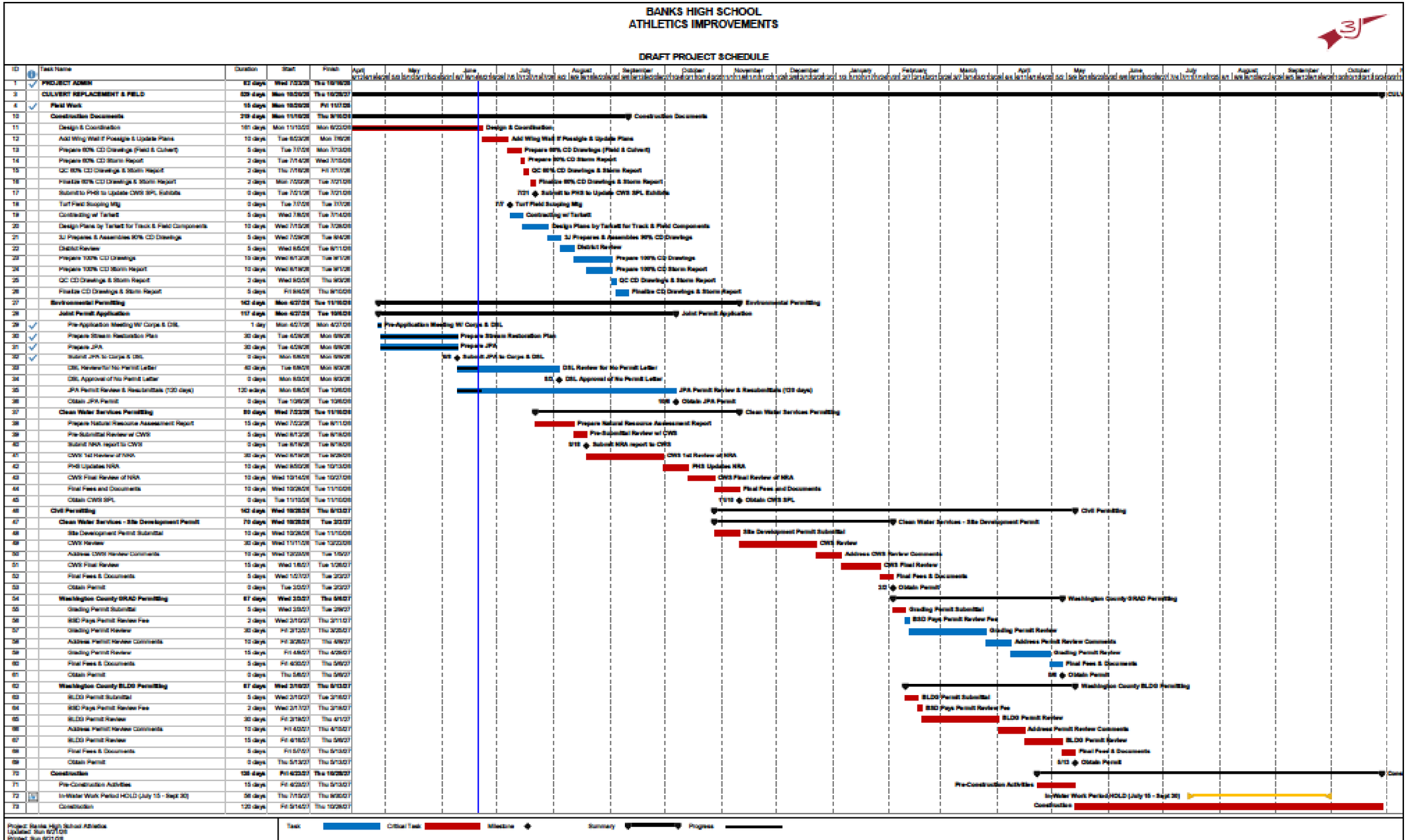
- Permit requirements
- Clean Water Services – Site development permit
- Washington County – Grading permit
- Washington County – Structural permit
- *Construction Scheduled for 5/14/27 – 10/28/27*
- *”In Water” Work Period for creek 7/15/27 – 9/30/27*

BUDGET

- Amount of $230k included in Five Star Aux Gym Contract
- This estimate will be updated once plans are updated based on permit responses

BANKS SCHOOL BOARD MEETING

CULVERT REPAIR DEAIL SCHEDULE



Bond Program Executive Budget Summary

Date: 9/8/26

	A	B	C	D	E	F	G	H	K
Original budget #	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	$ 47,618,919	$ 45,594,180	$ 13,248,131	$ 2,024,739	$ 32,346,049	
2	AUX GYM		$ 6,375,033	$ 7,405,033	$ 7,219,642	$ 3,186,369	$ 185,391	$ 4,033,273	
3	Banks ES Maintenance		$ 153,750	$ 935,209	$ 890,033	$ 718,212	$ 45,176	$ 171,820	
4	ROOF ES		$ 785,109	$ -	$ -	$ -	$ -	$ -	
5	PARKING		$ 559,650	$ -	$ -	$ -	$ -	$ -	
6	SAFETY		$ 372,383	$ 428,538	$ 401,980	$ 391,844	$ 26,558	$ 10,136	
		Subtotal	$ 55,305,194	$ 56,387,699	$ 54,105,835	$ 17,544,557	$ 2,281,864	$ 36,561,278	
A	District Costs		$ 2,919,018	$ 1,056,513	$ 773,336	$ 771,128	$ 283,176	$ 2,209	
B	Program Contingency		$ -	$ 882,000					
C	Other Additional Funds		$ -	$919,177					
D	**BSD Program Totals**		**$ 58,224,211**	**$ 59,245,388**	**$ 54,879,171**	**$ 18,315,684**	**$ 2,565,040**	**$ 36,563,487**	

Bond Program Grand Summary Budget

Bond 405 Summer 2027 Architect: BRIC

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	$5,592,199	$5,588,319	$4,364,670	$3,879	$1,223,649	78%
2.0 Professional Services (390)	$1,578,500	$2,007,456	$1,843,140	$1,308,766	$164,316	$534,374	65%
3.0 Building Construction (520)	$40,597,800	$45,898,712	$45,743,392	$11,021,930	$155,320	$34,721,462	24%
4.0 Site / Off-Site Construction (530)	$3,780,800	$8,771	$8,771	$7,331	$0	$1,440	84%
5.0 Hazardous Material Abatement (322)	$250,000	$0	$0	$0	$0	$0	0%
6.0 Furniture/Fixtures/Equipment (460, 461)	$800,000	$745,905	$89,722	$38,570	$656,183	$51,152	5%
7.0 Permits / PIP/PUP Fees / SDCs / TDCs (6	$1,248,000	$884,086	$832,490	$803,290	$51,596	$29,200	91%
8.0 Owner's Costs	$0	$0	$0	$0	$0	$0	0%
9.0 Owner Contingency	$1,867,541	$1,250,570	$0	$0	$1,250,570	$0	0%
10.0 Land Acquisition	$0	$0	$0	$0	$0	$0	0%
11.0 TOTAL BUDGET	$55,305,194	$56,387,699	$54,105,835	$17,544,557	$2,281,864	$36,561,278	31%
Total Budget +/-		$1,082,505					

Rev 2022-01

Questions and Discussion

ADDENDUM

This is an Addendum to the Agreement between the **Banks School District** (hereinafter referred to as "LEA" for Local Education Agency) and **ESS West, LLC (**the "Company") for the services of Substitute Teachers and Staff:

The parties hereby agree to modify the Agreement as follows:

1. Effective July 1, 2026 the following positions and rates are **added/revised** in Exhibit A:

SEE ATTACHED PRICING PAGE

2. All other provisions of the Agreement shall remain in full force and effect during the term of the Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date set forth below.

Banks School District

By_____
Signature

_____
Name and Title

Date_____

ESS West, LLC

By_____
Steve Gritzuk, Chief Operating Officer

Date_____

ADDENDUM A
Pricing Plan

Position	Pay Rate	Bill rate	Rule
Full Day Licensed Teacher	$236.26	$301.00	Per Diem
Half Day Licensed Teacher	$118.13	$150.50	Per Diem
Full Day Long Term Licensed Teacher	$277.96	$354.12	Per Diem
Half Day Long Term Licensed Teacher	$138.98	$177.06	Per Diem
Hourly Instructional Assistant	$16.55	$21.08	Hourly - 30 min lunch deduction
Hourly Library Assistant	$16.55	$21.08	Hourly - 30 min lunch deduction
Hourly Assistant Secretary	$16.55	$21.08	Hourly - 30 min lunch deduction
Hourly Secretary	$18.50	$23.57	Hourly - 30 min lunch deduction
Hourly Special Education Assistant	$16.55	$21.08	Hourly - 30 min lunch deduction
Hourly Media Aide	$16.55	$21.08	Hourly - 30 min lunch deduction
Hourly Playground Aide	$16.55	$21.08	Hourly - 30 min lunch deduction
Hourly Ground & Maintenance	$16.55	$21.08	Hourly - 30 min lunch deduction
Outdoor School Overnight Stipend	$150.00	$191.10	

Bond Oversight Committee Report to the School Board

October 19, 2026 | Committee meeting September 23, 2026

The Bond Oversight Committee reviewed construction schedules, the September 8 program budget snapshot, and emerging costs at its September 23 meeting. The high school addition and auxiliary gym remain on their stated schedules. The program budget is tracking within its established funding, while the culvert repair, furnishings, technology, and remaining construction conditions warrant continued monitoring.

Construction progress and schedule

Banks High School addition. Underslab utilities and the slab on grade are complete, and the concrete tilt-up walls have been framed and poured. Beneficial occupancy remains scheduled for August 12, 2027, with final occupancy work to follow. Locker room renovations reached substantial completion on August 14, 2026. The remaining lockers, lighting, door hardware, access controls, and punch-list items are being completed. The new key-card system is intended to support controlled staff and community access.

Auxiliary gym. Exterior framing and roofing panels are installed. Work continues on sheathing and masonry, interior utilities, stormwater detention, and the gym interior; the HVAC mezzanine and fire sprinkler lines have advanced. Substantial completion remains scheduled for December 23, 2026. Sidewalks, fire egress, and county and Clean Water Services sign-offs remain important steps toward occupancy.

Budget and cost outlook

The September 8 budget summary presented to the committee shows a current program budget of $59,245,388, with $54,879,171 committed and $18,315,684 paid. It lists $2,565,040 as uncommitted budget across project and district cost lines and a separate $882,000 program contingency. These are budget categories, not a combined estimate of freely available funds. Guaranteed maximum prices have been established for the major construction contracts; the auxiliary gym is tracking within its established budget.

The committee discussed approximately $330,000 in unsuitable or contaminated soil costs to be covered through permitting budget savings, with high school owner contingency expected to remain near its prior level. Contractor change orders have largely been managed through contractor contingencies. Furnishings and technology costs are still being confirmed. Pilot classroom chairs received unfavorable feedback, and potential reductions in federal E-rate support could affect technology funding.

Banks Creek culvert

The failed culvert near the southeast side of the football field is proposed to be abandoned, with the creek daylighted and a smaller road crossing installed. DEQ certification and the federal permit are complete; state review and a Clean Water Services natural resource assessment remain in process. Construction permits will follow environmental review. The schedule places construction between May 14 and October 28, 2027, subject to permitting, with in-water work limited to July 15 through September 30. The current Five Star contract includes $230,000 for this work, but the estimate will be updated after plans reflect permit responses. The committee expects costs to rise and will monitor coordination with the separately, privately funded Kelly Field improvements.

Other items and next steps

A $112,000 revitalization grant will support welding-area ventilation and may allow bond resources to address other career and technical education improvements. The district is exploring continued, temporary use of portable classrooms for robotics and an online school program. The committee plans to meet again in late November or early December, when it expects to preview progress at the auxiliary gym and review updated costs and schedules.

This report is provided for the Board's information. The committee will continue to review the project budget, schedule, and remaining risks as work proceeds.

Family and Medical Leave *

Employee Eligibility

FMLA benefits are available to employees who have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and work at a worksite that employs 50 district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days[1] immediately prior to the first day of the start of the requested leave. In determining if an employee has been employed for the preceding 180 calendar days under OFLA, the district must consider days, paid or unpaid, an employee is maintained on payroll.

In determining average workweek, under FMLA and OFLA, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines. An employee is eligible to take leave for any purposes of OFLA during a period of time covered by a public health emergency except:

1. An employee who has worked for the district for fewer than 30 days immediately before the date on which the family leave would commence; or

2. An employee who has worked for the district for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence.

An employee of the district who has separated and is reemployed within 180 days, or experiences a temporary cessation of schedule hours may be eligible for OFLA in accordance with ORS 659A.156.

An employee of the district is eligible to take leave for purposes of OFLA if the employee:

1. Separates from employment with the district, irrespective of any reason:

   a. Is eligible to take OFLA leave at the time the employee separates; and
   b. Is reemployed by the district within 180 days of separation from employment; or

2. Is eligible to take OFLA leave:

   a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and
   b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

[1] Thirty days during a declared public health emergency.

PROPOSED

Any OFLA leave taken by the employee within any one-year period continues to count against the length of time of OFLA leave the employee is entitled. The amount of time that an employee is deemed to have worked for the district prior to a break in service due to a separation from employment or a temporary cessation of scheduled hours shall be restored to the employee when the employee is reemployed by the district within 180 days of separation from employment or when the employee returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

When an employee requests OFLA leave, or when the district acquires knowledge that an employee's leave may be for a purpose that constitutes OFLA leave, the district will notify the employee of the employee's eligibility to take OFLA leave within five business days, absent extenuating circumstances. Whether an employee is an "eligible employee" as defined in OAR 839-009-0210 is determined, a notice must be provided, at the commencement of the first instance of each purpose for leave listed in OAR 839-009-0240 during the OFLA leave year. If an employee is an "eligible employee" as defined in OAR 839-009-0210 for the purpose listed in OAR 839-009-0240, the employee's eligibility for that purpose does not change during the applicable 12-month period. In addition:

1. An employee taking, in any order, some or all of 12 weeks of OFLA pregnancy disability leave and some or all of 12 weeks of OFLA leave for any other purpose, need not requalify each time the employee takes OFLA leave within the same leave year;

2. An employee who has taken 2 weeks of OFLA child placement leave need not requalify for up to an additional 12 weeks of leave within the same leave year when used for the purposes of OFLA sick child leave;

3. An employee unable to work because of a disabling compensable injury[2] need not requalify under OAR 839-009-0210 in order to use OFLA leave following a period the employee is off work due to the compensable injury.

In determining if an employee has been employed for the preceding 180 calendar days under OFLA, the district must consider days, paid or unpaid, an employee is maintained on payroll.

Leave under the Oregon Military Family Leave Act (OMFLA) applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.

Qualifying Reason

Eligible employees may access FMLA leave entitlements for the following reasons:

1. Serious health condition of the employee or the employee's covered family member. "Serious health condition" means an illness, injury, impairment or physical or mental condition that involves inpatient care[1] or continuing treatment by a health care provider[2].

[2] As defined in ORS 656.005.

PROPOSED

2. Parental leave (separate from eligible leave as a result of a child's serious health condition):

a. Bonding with and caring for the employee's newborn child (within 12 months following birth);
b. Bonding with and caring for a newly adopted child or newly placed child in foster care under the age of 18 (within 12 months of placement);
c. Caring for a newly adopted child or newly placed child in foster care 18 years of age or older who is incapable of self-care because of a mental or physical disability (within 12 months of placement);
d. Time to effectuate the legal process required for placement of a child in foster care or the adoption of a child.

3. Military caregiver leave: leave for the care for a covered servicemember if the eligible employee is the spouse, child or next-of-kin who is a covered of the servicemember with a serious injury or illness;

4. Qualifying exigency leave: leave arising out of deployment to a foreign country of the employee's spouse, child or parent who is a military member on active duty or call to covered active duty status.

Eligible employees may access OFLA leave entitlements for the following reasons:

1. Pregnancy disability leave: leave taken by an employee for their own disability related to pregnancy, including pregnancy termination or childbirth, whether the disability occurs before, during or after the birth of the child or for prenatal care, including fertility or infertility treatment.

2. Sick child leave: leave taken to care for an employee's child who is suffering from an illness, injury, or condition that requires home care. Under OFLA, sick child leave includes; or leave taken to care for an employee's child whose school or child care provider has been closed in conjunction with a statewide public health emergency declared by a public health official.

3. Bereavement leave: leave taken to deal with the death of a covered family member and includes leave taken to attend the funeral or alternative to a funeral of the family member, to make arrangements necessitated by the death of the family member, or to grieve the death of the family member. When such leave is used for a family member who is related by affinity, the district requires an attestation form signed and submitted by the employee.

1. Child placement leave: leave taken under OFLA before January 1, 2025, to effectuate the legal process required for placement of a foster child or the adoption of a child.

1. Leave previously protected by OFLA: 1) leave to which an eligible employee was entitled under ORS 659A.150 - ORS 659A.186 on June 30, 2024; and 2) leave to which an eligible employee would not be entitled under ORS 659A.150 - ORS 659A.186 on July 1, 2024 and may now be entitled leave under Paid Family Medical Leave (ORS 657B).

Eligible employees may also access OMFLA under OFLA for the purpose of spending time with a spouse or domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.

PROPOSED

Definitions

1. Family member:

   a. For the purposes of FMLA, "family member" means:

      (1) Spouse;
      (2) Parent; or
      (3) Child; or

   b. For the purposes of OFLA, "family member" means an eligible employee's:

      (1) Spouse or domestic partner;
      (2) Child or the child's spouse or domestic partner;
      (3) Parent or the parent's spouse or domestic partner;
      (4) Sibling or stepsibling, or the sibling's or stepsibling's spouse or domestic partner;
      (5) Grandparent or the grandparent's spouse or domestic partner;
      (6) Grandchild or the grandchild's spouse or domestic partner; or
      (7) Any individual related by blood or affinity whose close association with an eligible employee is the equivalent of a family relationship.

2. Child:

   a. For the purposes of FMLA, "child" means the eligible employee's biological or adopted child, a child the employee is fostering, a stepchild, a legal ward or a child of a person standing "in loco parentis", who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental disability.
   b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, "child" means the employee's child on covered active duty regardless of that child's age.
   c. For the purposes of OFLA, "child" means the eligible employee's biological or adopted child, a child the employee is fostering, a stepchild, the child of the employee's spouse or domestic partner, or a child with whom the employee is or was in a relationship of "in loco parentis."
   d. For the purposes of child placement leave and sick child leave only under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment as described in ORS 659A.104.

3. In loco parentis:

   a. For the purposes of FMLA, "in loco parentis" means persons with day-to-day responsibility to care for or financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.
   b. For the purposes of OFLA, "in loco parentis" means person in the place of the a parent, having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

PROPOSED

For the purposes of FMLA , "next of kin" means the nearest blood relative other than the covered servicemember's spouse, parent or child in the following order of priority (unless otherwise designated in writing by the servicemember):

a. Blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions;
b. Siblings;
c. Grandparents;
d. Siblings of parents and their spouses; and
e. First cousins.

5. Covered servicemembers:

For the purposes of FMLA, "covered servicemember" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness; or a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

For the purposes of FMLA, "covered servicemember" means:

a. A current member of the Armed Forces, including a member of the National Guard or Reserves, who:

(1) Is undergoing medical treatment, recuperation or therapy;
(2) Is otherwise in outpatient status; or
(3) Is otherwise on the temporary disability retired list for a serious injury or illness; or

b. A covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

6. Covered veteran:

For the purposes of FMLA, "covered veteran" means an individual who was:

a. A member of the Armed Forces (including a member of the National Guard or Reserves);
b. Discharged or released under conditions other than dishonorable; and
c. Discharged within the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran.

7. Public health emergency:

For OFLA a "public health emergency" means;

a. A public health emergency declared under ORS 433.441.
b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

PROPOSED

Leave Period

For the purposes of calculating an employee's leave period for FMLA, the district will use the 12-month period measured forward from the date the employee's leave begins.

For the purposes of calculating an employee's leave period for OFLA, the district will use a period of 52 consecutive weeks beginning on the Sunday immediately preceding the date on which family leave commences.

The methods for calculating the leave period for FMLA or OFLA leave entitlement shall be used for all employees.

The leave period for the purposes of Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district's designated leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period (12-month period). Spouses who work for the district and are eligible for FMLA leave may be limited to a combined total of 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for:

1. Birth of a child or to care for a child after birth;

2. Placement of an adopted child or child in foster care, the care for an adopted child or child in foster care after placement; or

3. Care of the employee's parent with a serious medical condition.

Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of up to 12 weeks of OFLA leave, for sick child leave and bereavement leave, during the designated leave period. An eligible employee is entitled to a total of two weeks of bereavement leave upon the death of each family member of the employee within a leave year, except that the eligible employee may not take more than four weeks of bereavement leave within a leave year.

An employee may also be entitled to take a total of 12 weeks of OFLA pregnancy disability leave within the same leave year.

PROPOSED

Qualifying Reason

Eligible employees may access OFLA leave entitlements for the following reasons:

1. Pregnancy disability leave: leave taken by an employee for their own disability related to pregnancy, including pregnancy termination or childbirth, whether the disability occurs before, during or after the birth of the child or for prenatal care, including fertility or infertility treatment.

2. Sick child leave: leave taken to care for an employee's child suffering from an illness, injury, or condition that requires home care. Under OFLA, sick child leave includes leave to care for an employee's child whose school or child care provider has been closed in conjunction with a statewide public health emergency declared by a public health official.

3. Bereavement leave: leave taken to deal with the death of a covered family member and includes leave taken to attend the funeral or alternative to a funeral of the family member, to make arrangements necessitated by the death of the family member, or to grieve the death of the family member. When such leave is used for a family member who is related by affinity, the district requires an attestation form signed and submitted by the employee.

4. Child placement leave: leave taken under OFLA before January 1, 2025, to effectuate the legal process required for placement of a foster child or the adoption of a child.

5. Leave previously protected by OFLA: 1) leave to which an eligible employee was entitled under ORS 659A.150 - ORS 659A.186 on June 30, 2024; and 2) leave to which an eligible employee would not be entitled under ORS 659A.150 - ORS 659A.186 on July 1, 2024 and may now be entitled leave under Paid Family Medical Leave (ORS 657B).

Eligible employees may access OMFLA for the purpose of spending time with a spouse or domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.

Definitions

1. Family member:

For the purposes of OFLA, "family member" means an eligible employee's:

a. Spouse or domestic partner;
b. Child or the child's spouse or domestic partner;
c. Parent or the parent's spouse or domestic partner;
d. Sibling or stepsibling, or the sibling's or stepsibling's spouse or domestic partner;
e. Grandparent or the grandparent's spouse or domestic partner;
f. Grandchild or the grandchild's spouse or domestic partner; or
g. Any individual related by blood or affinity whose close association with an eligible employee is the equivalent of a family relationship.

2. Child:

a. For the purposes of OFLA, "child" means the eligible employee's biological or adopted child, a child the employee is fostering, a stepchild, the child of the employee's spouse or domestic partner, or a child with whom the employee is or was in a relationship of "in loco parentis."

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b. For the purposes of child placement leave and sick child leave only under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment.

3. In loco parentis:

For the purposes of OFLA, "in loco parentis" means a person in the place of the parent, having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Public health emergency:

For OFLA a public health emergency means:

a. A public health emergency declared under ORS 433.441.
b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

Leave Period

For the purposes of calculating an employee's leave period, the district uses a period of 52 consecutive weeks beginning on the Sunday immediately preceding the date on which family leave commences. The same method for calculating the leave period for OFLA leave entitlement shall be used for all employees.

Leave Duration

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of OFLA leave, for sick child leave and bereavement leave, during the designated leave period. An eligible employee is entitled to a total of two weeks of bereavement leave upon the death of each family member of the employee within a leave year, except that the eligible employee may not take more than four weeks of bereavement leave within a leave year.

An employee may also be entitled to take a total of 12 weeks of OFLA pregnancy disability leave within the same leave year.

The employee may use all or part of the 12 weeks of family leave and all or part of the 12 weeks of pregnancy disability leave in any order.

In addition to the 24 weeks of possible OFLA leave identified above, an eligible employee is entitled to a total of two weeks of child placement leave within an OFLA leave year until January 1, 2025. The adoption or foster placement of multiple children at one time entitles the employee to take only one two-week period of child placement leave.

OFLA does not combine the leave entitlement when two or more family members work for the district. Under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements

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of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the designated leave period.

Qualified leave under OFLA may run concurrently with available leave taken under ORS 653.601 - 653.661, but does not run concurrent with leave taken under Paid Family and Medical Leave Insurance (PFMLI).

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 months worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward OFLA leave to which the employee is entitled.

Under OFLA, days in which the district is not in operation, are not counted toward intermittent or reduced work schedule OFLA leave.

Intermittent Leave

An eligible employee is permitted under OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks, etc.), rather than in one continuous block of time, and/or requiring an altered or reduced work schedule. For OFLA this includes but is not limited to sick child leave taken requiring an altered or reduced work schedule because of the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When an exempt employee is eligible for OFLA but not FMLA leave, and the employee takes intermittent leave in blocks of less than one day, the district will jeopardize the employee's exempt status if the district reduces the employee's salary for the part-day absence.

An employee's intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Alternate Work Assignment

Under FMLA, the district may transfer an employee taking intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment to an alternate position for which the employee is qualified and which better accommodates an employee's recovery from a serious health condition, a serious health condition of a spouse, parent, son, or daughter or child, or a serious injury of illness of a covered servicemember. However, the district may not transfer the employee to an alternative position in order to discourage the employee from taking leave or otherwise work a hardship on the employee.

Under FMLA, when an employee who is taking leave intermittently or on a reduced leave schedule and has been transferred to an alternative position no longer needs to continue on leave and is able to return to

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full-time work, the employee will be placed in the same or equivalent job as the job they left when the leave commenced. An employee may not be required to take more leave than necessary to address the circumstance that precipitated the need for leave.

Under OFLA, the district may transfer an employee on intermittent OFLA leave or reduced work schedule into an alternate position with the same or different duties to accommodate leave, provided:
The district may transfer an employee on intermittent OFLA leave or a reduced work schedule into an alternate position with the same or different duties to accommodate leave, provided:

1. The employee accepts the position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary to accommodate the leave and has equivalent pay and benefits;

3. The transfer is compliant with any applicable collective bargaining agreement, as well as with state and federal law;

4. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and

5. The transfer is not used to discourage the employee from taking leave or to create a hardship for the employee.

An employee transferred to an alternate position for the purpose of a reduced work schedule must be returned to the employee's former position when the employee notifies the employer that the employee is ready to return to the former position at the end of the alternate duty leave.

The district may transfer an eligible employee to an alternate position that accommodates OFLA pregnancy disability leave provided:

1. The employee accepts the transfer position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;

3. The transfer is compliant with any applicable collective bargaining agreements, as well as with state and federal law;

4. The transfer is not used to discourage the employee from taking leave or to create a hardship for the employee.

If an eligible employee is transferred to an alternative position and as a result the employee works fewer hours than the employee worked in the original position, the employee's OFLA leave time is determined by calculating the difference between the number of hours the employee worked in the original position and the number of hours the employee actually works in the alternate position.

An employee is not on OFLA leave if the employee has been transferred – as provided for in OAR 839-009-0245 (5) – to an alternate position for the purpose of alternate work duties that the employee is able to perform within the limitations of the employee's pregnancy disability, but not requiring a reduced workweek. An employee working in an alternate position retains the right to return to the employee's

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original position at any time during the employee's OFLA leave. This does not impair the right of an employee to a reasonable accommodation or the application of any other state or federal law.

Special Rules for School Employees

For the purposes of OFLA leave, if an employee begins a period of bereavement leave during the three-week period before the end of the term and the duration of the leave is greater than five working days, the district may require the employee continue on family leave until the end of the term.

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Paid Family and Medical Leave Insurance (PFMLI) leave taken via Paid Leave Oregon or an equivalent plan will not run concurrently with OFLA but may run concurrently with leave available under ORS 653.601 - 653.661 when taken for the same purpose. Subject to any related provisions in any applicable collective bargaining agreement, a~~A~~n employee may elect to use any available accrued paid leave including personal, sick or vacation leave during the leave period. ~~, to the extent that the total combined amount of accrued paid leave and benefits received from PFMLI does not exceed an amount equal to the employee's full wage replacement during the period of leave.~~ The total combined amount received by using accrued leave and PFMLI may exceed the employee's full wage replacement during the period of leave. The district will notify the eligible employee when the requested leave has been designated as FMLA or OFLA leave and ask the employee about the use of available accrued paid leave.

Eligible employees who request OMFLA leave are entitled to use available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

When an eligible employee returns to work following FMLA, OFLA or OMFLA qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other district policy provide otherwise. The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

For the purposes of OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

Application

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An eligible employee shall provide at least 30 days' written notice of the need for foreseeable leave before starting family leave. An employee may commence family leave without prior notice in the event of: an unexpected illness, injury or condition of a child of the employee that requires home care; the death of a family member; the closure of the school or child care provider of the employee's child due to a public health emergency unless the declaration of the emergency was issued by the Governor at least 30 days before commencement of the leave; or an illness, injury or condition related to the employee's own pregnancy or childbirth that disables the employee from performing any available job duties offered by the district. If an employee commences leave without prior notice as allowed above, the employee must give oral notice to the employer within 24 hours of the commencement of the leave and must provide the written notice within three days after returning to work. Failure of an employee to provide the required notice for leave may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

The district may request additional information to determine that the requested leave qualifies as FMLA or OFLA leave as provided by law. The district may designate the employee as provisionally on OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take such leave must follow the district's known, reasonable and customary procedures for requesting any kind of leave.

If an eligible employee is taking leave in an unforeseeable situation, an employee must give oral or written notice within 24 hours before or after commencement of the leave. In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

For purposes of OMFLA, an employee must provide the district with notice of the intention to take leave within five business days of receiving official notice of an impending call or order to active duty or of a leave from deployment.

Verification

Under FMLA, the district may require an eligible employee to provide medical certification, when appropriate[1], to support the stated reason for such leave. In most cases, the district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. The employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required, unless not practicable. Any additional certifications, including second and third opinions, will be in accordance with applicable law.

Under OFLA, the district may require an eligible employee to provide medical verification, when appropriate[2], to support the stated reason for qualifying OFLA leave. The district will provide written notification to an employee of this requirement and state the consequences for failure to provide the requested medical verification. If the employee gives advance written notice of foreseeable leave, the district may require the employee to provide medical verification for OFLA leave before the leave starts. If the employee begins unforeseeable OFLA leave without prior notice, the employee is required to submit such medical verification within 15 calendar days after receipt of the district's request for medical verification. The employee may be subject to disciplinary action for not providing the requested medical verification.

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For the purposes of OFLA qualified leave, costs associated with obtaining the medical verification shall be borne by the district, or be paid as otherwise allowed by law. The district will not delay the use of qualifying OFLA leave when medical verification is not received before the commencement of unforeseeable leave. The district may not require an employee to obtain a second opinion,

Under OFLA, the district may request verification for the need for leave to care for a child who requires home care due to the closure of the child's school or child care provider as a result of a public health emergency. A request for verification may include a request for:

1. The name of the child requiring home care;

2. The name of the school or child care provider that is subject to the closure;

3. A statement from the employee that no other family member of the child is willing and able to care for the child; and

4. A statement that special circumstances exist that require the employee to provide home care for the child during the day, if the child is older than 14 years of age.

Posted Notice

The district will post the Bureau of Labor and Industries Family Leave notice in each building or worksite in an area that is accessible to and regularly frequented by employees.[3] The district will also post a notice explaining the provisions of FMLA and providing information concerning the procedures for filing complaints.[4]

Record Keeping

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

Federal vs. State Law

Both federal and state law contain provisions for family and medical leave. Federal regulations state an employer must comply with all leave laws; that the federal law does not supersede any provision of state law that provides greater family or medical leave rights than those established pursuant to federal law; and if leave qualifies for FMLA and OFLA leave, the leave used counts against the employee's entitlement

[3] https://www.oregon.gov/boli/employers/Documents/BOLI_Printable_FamilyMedLv.pdf; electronic posting is not sufficient to satisfy this requirement, but may be used to supplement the physical posting.

[4] https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/fmlaen.pdf; electronic posting is sufficient as long as it is posted prominently where it can be readily seen by employees and applicants for employees. The poster and the text must be large enough to be easily read and contain fully legible text.

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under both laws. State law requires that FMLA and OFLA or other state leave entitlements run concurrently when for the same purpose.

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COMPARATIVE DATA · CLASS SIZE & ACADEMIC OUTCOMES

Class Size Reduction and Academic Performance: Washington County School Districts, 2014–2024

A decade of ODE class-size and OSAS proficiency data for all seven Washington County school districts, set against Oregon statewide trends and the broader research on what moves academic outcomes.

Districts: Banks SD 13, Beaverton SD 48J, Forest Grove SD 15, Gaston SD 511J, Hillsboro SD 1J, Sherwood SD 88J, Tigard-Tualatin SD 23J, and Oregon statewide

Years: 2014-15 through 2024-25 (2019-20 omitted, COVID)

Sources: ODE Annual Class Size Report; ODE OSAS Assessment Group Reports; NAEP; U.S. Census Bureau

1 The seven districts

Washington County has seven public school districts, ranging from Beaverton (37,826 ADM, Oregon's third-largest district) to Gaston (474 ADM). All seven are compared here against each other and against Oregon statewide — a wider, more representative comparison than any single district-pair could offer.

DISTRICT	2024-25 ADM	2024-25 MEDIAN CLASS SIZE	ODE INSTITUTION ID
Beaverton SD 48J	37,826	27	2243
Hillsboro SD 1J	18,737	27	2239
Tigard-Tualatin SD 23J	11,455	26	2242
Forest Grove SD 15	5,729	23	2241
Sherwood SD 88J	4,797	28	2244
Banks SD 13	1,081	23	2240
Gaston SD 511J	474	18	2245

ADM = resident Average Daily Membership, 2024-25 (`enrollment_annual`). Northwest Regional ESD, the county's education service district, is excluded — it is not a K-12 school district and has no student enrollment or class-size/proficiency data of its own.

> **Read the smallest districts' year-to-year swings with caution.** Gaston (474 ADM) and Banks (1,081 ADM) test far fewer students per grade than Beaverton or Hillsboro — a single classroom's worth of students

changes their proficiency percentage far more than it would for a 10,000+-ADM district. Their multi-year trend direction is still informative; a single year-over-year swing is not.

2 Class size, 2014–2024

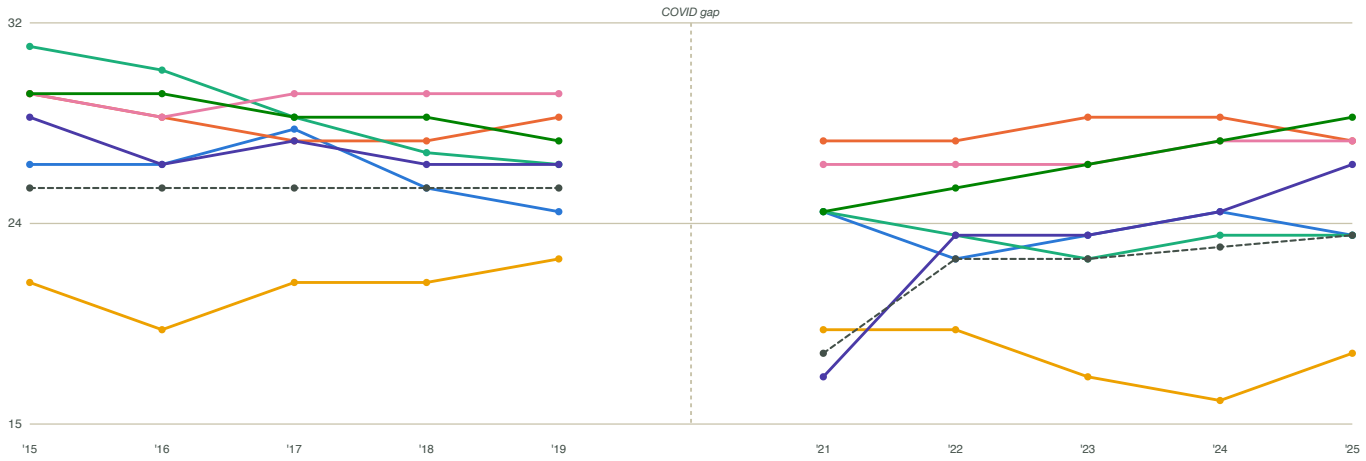
All seven districts' median class size, all subjects and grades, against Oregon's own statewide median. Every district in the county reduced its median class size over the decade — by very different amounts.

Median class size, all subjects/grades

Banks Beaverton Forest Grove Gaston Hillsboro Sherwood Tigard-Tualatin

Oregon statewide

ODE Annual Class Size Report, Class Roster Collection (first weekday in May each year). No 2019-20 report (COVID).



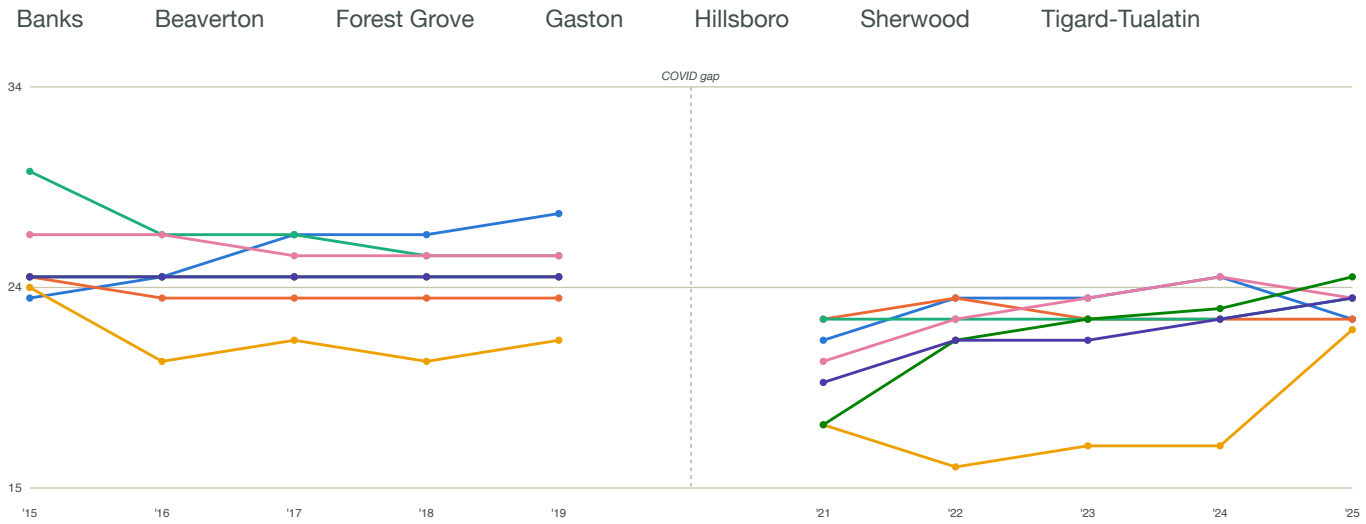
Oregon statewide figure is the ODE report's own "State Level, All Subjects/Grades" row, cited from this project's existing analysis (`data/sources/archive/state/ode/class-size/README.md`) rather than re-queried here, since Oregon-statewide has no ODE institution ID for the standard per-district import pipeline to key on.

DISTRICT	2014-15	2024-25	CHANGE
Forest Grove	31.0	23.0	-25.8%
Gaston	21.0	18.0	-14.3%
Banks	26.0	23.0	-11.5%
Tigard-Tualatin	28.0	26.0	-7.1%
Beaverton	29.0	27.0	-6.9%
Hillsboro	29.0	27.0	-6.9%
Sherwood	29.0	28.0	-3.4%
Oregon statewide	25.0	23.0	-8.0%

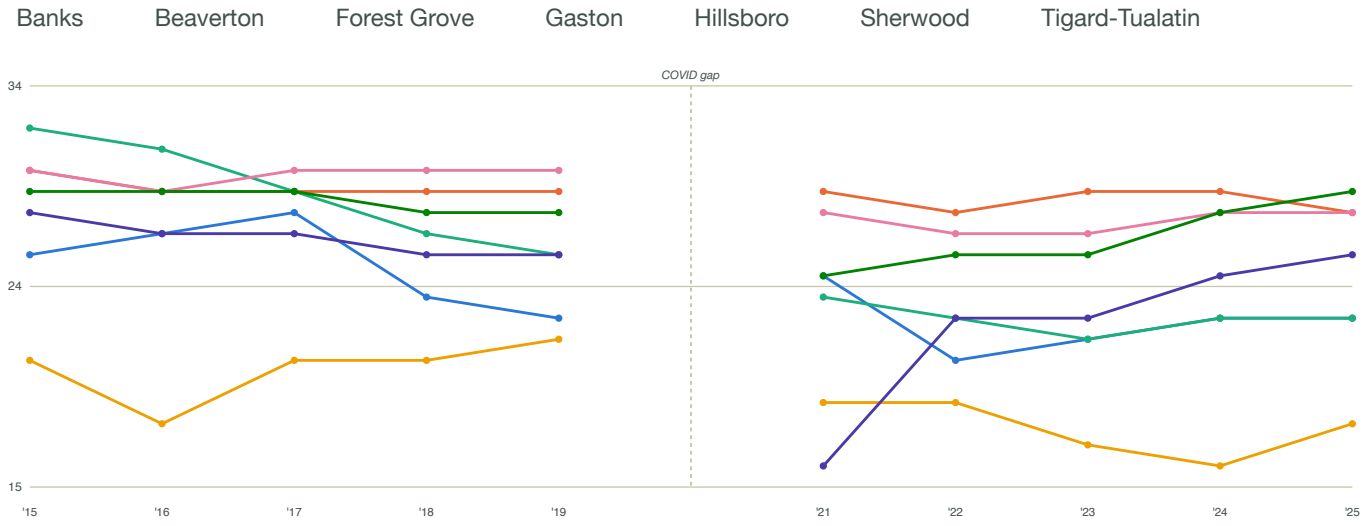
By grade band

ODE's own class-size categories split into "Total Self-Contained" (one teacher, one classroom — the elementary K-5 model) and "Total Departmentalized" (subject-rotation classes — middle and high school). There is no separate ODE figure isolating grades 9-12 from 6-8, so this is the finest band split the source data supports.

Elementary (Total Self-Contained)



Middle + High (Total Departmentalized)

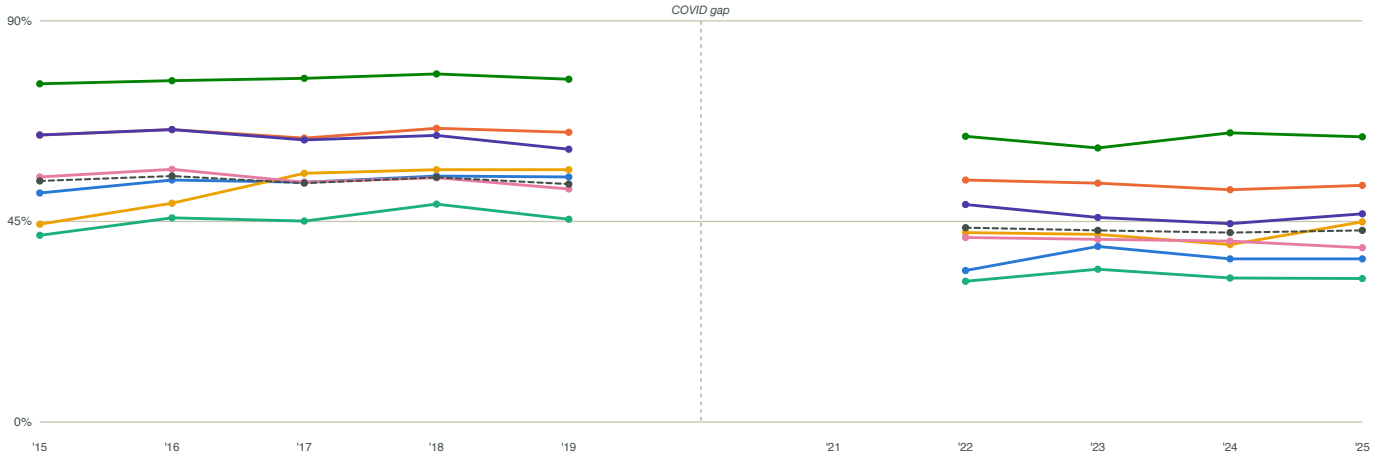


3 Academic performance, 2014–2024

Percent proficient (OSAS/Smarter Balanced, Levels 3-4 or equivalent), All Grades tested, ELA/Math/Science. All seven districts and Oregon statewide share the same test and the same COVID-era disruption.

ELA proficiency

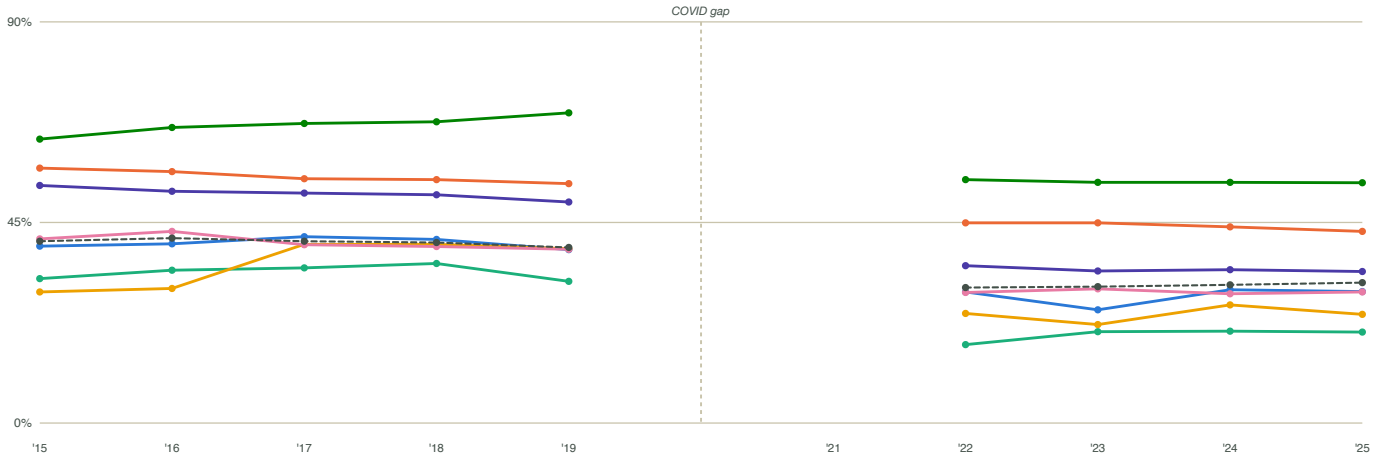
Oregon statewide



Math proficiency

Banks Beaverton Forest Grove Gaston Hillsboro Sherwood Tigard-Tualatin

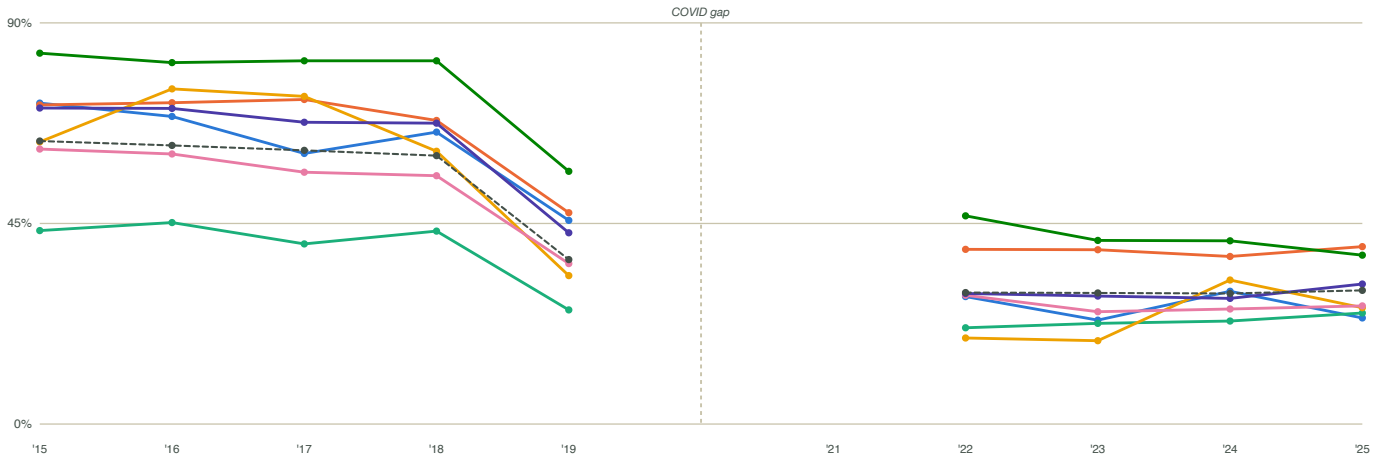
Oregon statewide



Science proficiency

Banks Beaverton Forest Grove Gaston Hillsboro Sherwood Tigard-Tualatin

Oregon statewide



> **The 2017-18 → 2018-19 Science drop is a scoring-standard artifact, not a one-year academic collapse.** Science proficiency falls sharply for every one of the seven districts *and* Oregon statewide simultaneously in the same single year, well before COVID — a uniform, same-year, same-direction shift across the entire state is the signature of a test or cut-score change at the state level, not seven independent district-level declines. Treat pre-2018-19 and post-2018-19 Science figures as two different scales, not one continuous trend.

The 2018-19 → 2021-22 shared decline

Every one of the seven districts, and Oregon statewide, shows a comparable-magnitude drop across the COVID gap in ELA — regardless of how much each district's own class size moved over the same decade:

ELA PROFICIENCY	2018-19	2021-22 (TROUGH)	DROP	2024-25	STILL BELOW 2018-19 BY
Banks	55.0%	34.0%	-21.0 pts	36.6%	-18.4 pts
Beaverton	65.0%	54.3%	-10.7 pts	53.1%	-11.9 pts
Forest Grove	45.5%	31.6%	-13.9 pts	32.2%	-13.3 pts
Gaston	56.6%	42.5%	-14.1 pts	44.9%	-11.7 pts
Hillsboro	52.3%	41.4%	-10.9 pts	39.1%	-13.2 pts
Sherwood	76.9%	64.1%	-12.8 pts	64.0%	-12.9 pts
Tigard-Tualatin	61.2%	48.8%	-12.4 pts	46.7%	-14.5 pts
Oregon statewide	53.4%	43.6%	-9.8 pts	43.0%	-10.4 pts

All seven districts' 2018-19→2021-22 ELA drops cluster within roughly 10-15 points of each other despite class-size changes ranging from –3.4% (Sherwood) to –25.8% (Forest Grove) — the clearest county-wide signal that something other than any one district's own class-size policy is driving the shape of this trend. Section 4 quantifies this directly.

By grade band

ODE only tests ELA/Math at grades 3-8 and 11, and Science at grades 5, 8, and 11 — there is no K-2 or 9-10/12 proficiency data in Oregon's assessment system at all. Bands below are averaged from the tested grades within each: Elementary = grades 3-5, Middle = grades 6-8, High = grade 11 (Science bands are single grades: 5, 8, 11). Shown as 2014-15 vs. 2024-25 only, for readability across seven districts — full year-by-year detail is available via the underlying `academic_performance_annual` data.

ELA, by grade band

DISTRICT	ELEMENTARY '15	MIDDLE '15	HIGH '15	ELEMENTARY '25	MIDDLE '25	HIGH '25
Banks	45.6%	50.6%	69.8%	46.6%	27.3%	37.5%
Beaverton	62.6%	64.6%	70.7%	54.7%	51.3%	53.2%

DISTRICT	ELEMENTARY '15	MIDDLE '15	HIGH '15	ELEMENTARY '25	MIDDLE '25	HIGH '25
Forest Grove	37.4%	47.4%	40.8%	28.8%	31.0%	45.0%
Gaston	37.9%	45.1%	59.5%	44.7%	48.5%	38.7%
Hillsboro	50.4%	56.2%	66.0%	38.8%	39.1%	39.9%
Sherwood	73.8%	75.9%	83.6%	69.3%	61.8%	52.2%
Tigard-Tualatin	63.3%	62.7%	74.5%	49.3%	42.9%	49.5%
Oregon statewide	49.4%	55.1%	67.2%	43.0%	42.5%	44.4%

Math, by grade band

DISTRICT	ELEMENTARY '15	MIDDLE '15	HIGH '15	ELEMENTARY '25	MIDDLE '25	HIGH '25
Banks	38.0%	43.9%	32.9%	39.0%	21.5%	13.3%
Beaverton	61.3%	56.3%	45.0%	48.0%	41.3%	30.3%
Forest Grove	34.6%	32.4%	24.9%	25.3%	17.5%	14.6%
Gaston	33.1%	28.8%	28.9%	33.8%	20.8%	9.4%
Hillsboro	43.1%	44.3%	26.0%	33.5%	28.9%	16.2%
Sherwood	66.5%	66.1%	44.4%	63.0%	50.8%	30.0%
Tigard-Tualatin	56.2%	51.1%	51.0%	40.8%	30.1%	22.3%
Oregon statewide	43.4%	41.2%	30.5%	36.1%	29.9%	20.3%

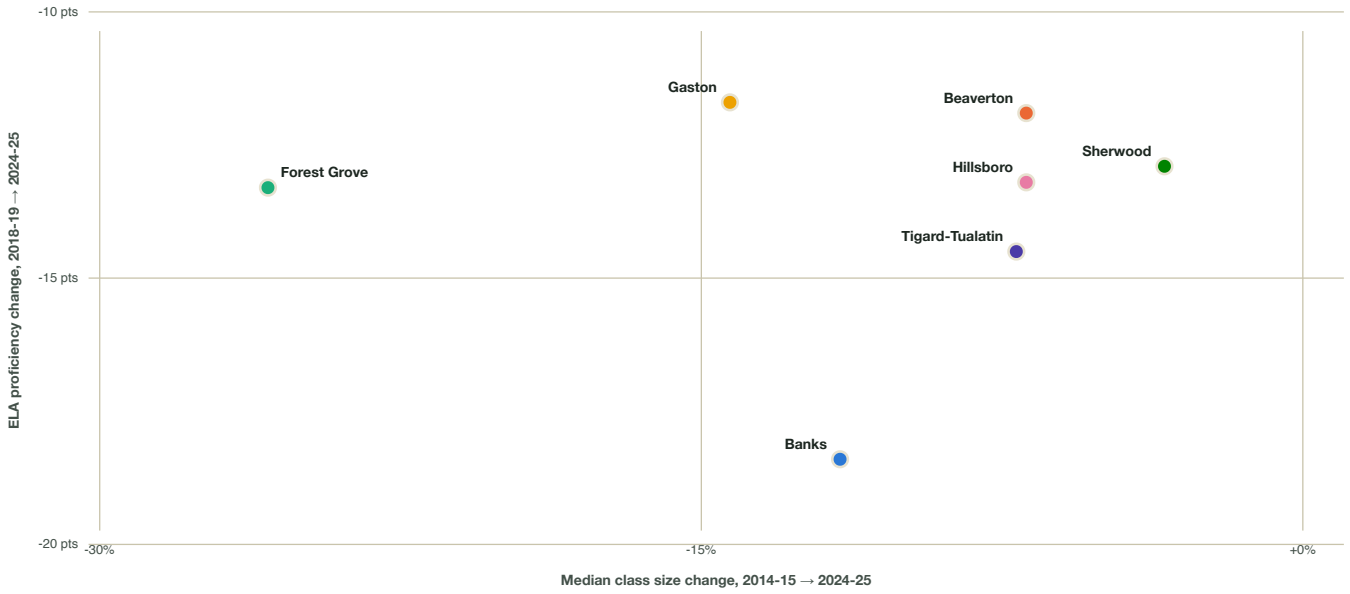
Science, by grade band

DISTRICT	ELEMENTARY '15	MIDDLE '15	HIGH '15	ELEMENTARY '25	MIDDLE '25	HIGH '25
Banks	63.2%	75.3%	78.4%	26.2%	12.5%	41.9%
Beaverton	71.9%	51.6%	78.8%	42.2%	32.6%	44.5%
Forest Grove	40.1%	40.5%	50.0%	17.9%	20.6%	34.1%
Gaston	53.1%	67.7%	69.2%	22.5%	20.8%	38.7%
Hillsboro	65.6%	62.4%	56.8%	26.5%	25.5%	27.6%
Sherwood	85.0%	83.9%	80.5%	50.9%	36.6%	26.5%
Tigard-Tualatin	78.5%	72.8%	61.4%	32.7%	29.3%	32.3%
Oregon statewide	65.5%	63.5%	60.8%	30.4%	27.2%	32.6%

4 Class size change vs. proficiency change, across all seven districts

Each of the seven districts made a different class-size choice over the decade. If class-size reduction were the dominant driver of proficiency trends, districts that cut class size the most should show the smallest (or most positive) proficiency change. Plotting all seven districts' class-size change (2014-15→2024-25) against their ELA proficiency change (2018-19→2024-25, capturing how much of the pre-COVID level each has recovered) tests that directly.

Class size change vs. ELA proficiency change (2018-19→2024-25), all 7 districts



Each point is one district. A downward-sloping cluster (bigger class-size cuts → smaller proficiency declines) would support class size as a driver; a flat or scattered cluster would not.

r = +0.02
Correlation, class-size % change vs. ELA proficiency point change, all 7 districts

r = -0.22
Same correlation, Math proficiency

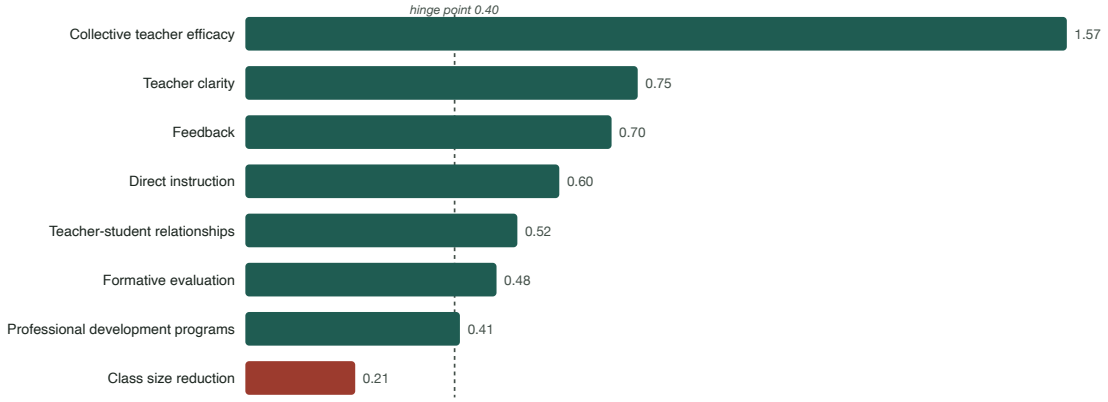
> **What the data shows, plainly stated:** Forest Grove cut its median class size the most of the seven (-25.8%); Sherwood cut it the least (-3.4%). Their ELA proficiency changes since 2018-19 are within a few points of each other, and the county-wide correlation between the two measures is close to zero (r = +0.02 for ELA, r = -0.22 for Math) — a district that cut class size aggressively shows no more (and no less) proficiency recovery than one that barely changed it at all.
>
> We do not have data on what curriculum or teacher-development investments any of the seven districts made over this window, so this comparison cannot say *why* proficiency trends look so similar despite such different class-size paths — only that they do, consistently, across seven independent districts rather than one comparison pair. The next two sections lay out what the broader research literature offers as possible explanations.

5 Why class size alone often underperforms

This isn't a claim that class size doesn't matter — it's that class size reduction is one lever among several, and the research literature is fairly consistent that it is not the largest one on its own.

Hattie's Visible Learning: effect sizes on student achievement

Cohen's *d*, meta-analysis of hundreds of underlying studies. Hattie's own "hinge point" of 0.40 is the average effect size across everything he studied — his threshold for "better than a typical intervention."



Source: visible-learning.org (John Hattie's own published ranking). Class size reduction (*d* = 0.21) sits well below the hinge point; the instructional-practice and teacher-capacity levers Mississippi, Louisiana, and Alabama leaned on (below) all clear it by a wide margin.

> **Hattie's own explanation for the mechanism:** "teachers rarely change their practice when class size is reduced, and without major retraining the effects are likely to remain small." A smaller class creates the *opportunity* for more individual attention, tighter feedback loops, and differentiated instruction — but the opportunity only converts into a measurable gain if instruction actually changes to use it. A district that shrinks its classes while keeping the same whole-group teaching approach is paying for capacity it isn't using.

A second, distinct cautionary tale: California, 1996–2000

California enacted a statewide mandate in 1996 requiring all K-3 classrooms to shrink to 20 students or fewer — a much larger, faster, more forceful version of the same lever. The results were mixed to disappointing, for a reason that has nothing to do with instructional practice:

$1.5B/yr
Program cost

29 → 19
Statewide K-3 average class size, in three years

~25,000
Additional teachers needed overnight, statewide

Mixed to disappointing
Independent research finding (PPIC, RAND)

Reducing class size in roughly 10,000 classrooms simultaneously created overnight demand for about 25,000 new teachers — more than the state's credentialed supply could meet. Experienced teachers migrated from urban, high-poverty schools toward the newly-opened suburban positions; the urban schools they left backfilled with emergency-credentialed teachers with no training. Since student achievement correlates more strongly with teacher quality than with class size, many students in high-poverty schools ended up with smaller classes *and* weaker teachers — a net negative in exactly the schools the policy most wanted to help.

Suburban schools with a stable teacher pipeline saw modest positive effects, consistent with Tennessee's Project STAR findings.

> This does not rebut the evidence that smaller classes can help — Project STAR's randomized design is the rebuttal to that rebuttal. It is a distinct failure mode: implementing one strategy *too fast*, at a scale the supporting system (here, the teacher pipeline) couldn't absorb, without the second piece (in Hattie's framing, instructional capacity) in place to capture the benefit.

6 What moved the needle elsewhere

Four states pursued curriculum and teacher-development reforms over roughly this same decade, all while ranking among the lowest-spending states in the country. Their pupil-teacher ratios — a statewide proxy for class size — moved by very different amounts, which matters for how cleanly each case answers the question "did this work without lowering class size?"

STATE	NAEP RESULT	
Alabama	Gr.4 math: 230→236 (2022→2024); last in the nation→31st since 2019	
Tennessee	Gr.4 reading: 212→215 (1998→2024), modest but real; bucked the post-COVID national decline	
Louisiana	Gr.4 reading: 49th→32nd since 2013; only state exceeding pre-pandemic reading levels	
Mississippi	Gr.4 reading: 209→219 (2013→2024) while the national average *fell* 221→214; 49th→9th	$12,324/

Ratios: NCES Digest of Education Statistics, Table 208.40 (already on file in this project's `data/sources/state/nces/`). NAEP figures: NCES/NAEP State Snapshot Reports (Reading and Mathematics, Grade 4, Public Schools), 2000/2013/2022/2024 editions, fetched directly from nces.ed.gov. Spending: U.S. Census Bureau, Annual Survey of School System Finances (Mississippi); National Education Association, Rankings & Estimates of School Statistics 2026 (Tennessee).

CLEANEST CASE

Alabama — math coaches, not smaller classes

- Alabama Numeracy Act: math coaches in every elementary school, 60 minutes of daily K-5 math instruction
- Alabama Literacy Act: coaching and science-of-reading teacher training
- Funding grew from $15M to $95M/year — directed at coaching and training, not staffing ratios
- Alabama and Louisiana are the only two states where 4th graders now score higher in both reading and math than before the pandemic

CLEAN, MODEST GAIN

Tennessee — two waves, lowest spending in the nation

- Wave 1 (2011, Race to the Top): observation-based teacher evaluation tied to coaching feedback (TEAM)
- Wave 2 (2019-2024): Reading 360, a statewide science-of-reading initiative layered on top
- Spending fell to 51st (dead last) nationally in 2024-25 even as the reforms continued
- The standout result is resilience, not a dramatic reading turnaround: Tennessee bucked the national post-COVID decline while most states kept falling

REAL GAIN, PARTLY CONFOUNDED

Louisiana — curriculum first, teacher training second

- Built a state-vetted list of high-quality instructional materials (HQIM), replacing widespread low-quality "homegrown" curricula
- Teachers co-designed the state ELA curriculum (the "Guidebooks"), building ownership alongside quality
- 2021 law required literacy training for every early-grades educator
- Its pupil-teacher ratio did decline modestly (–5%) over the same years — a real, if smaller, staffing change alongside the curriculum work

STRONGEST GAIN, MOST CONFOUNDED

Mississippi — the headline case, with an honest caveat

- 2013 Literacy-Based Promotion Act: statewide science-of-reading adoption, 19,000+ teachers trained in LETRS coaching
- 3rd-grade reading gate exists, but explains only ~22% of the gain per the underlying research — the other 78% is attributed to earlier instruction and training
- Lowest-spending state, by a wide margin — the "not from spending more" framing genuinely holds
- **But** its pupil-teacher ratio fell the most of these four states (–12%) over the same period — so "curriculum and training alone, with zero staffing change" is not quite accurate for Mississippi specifically

> **A non-U.S. illustration of the same principle:** Finland never pursued small classes as a lever at all. Its 1979 reform required a master's degree for every teacher, treating the profession itself as the intervention. Twenty years later, Finland was #1 in the world on PISA — without ever making class size the centerpiece of its strategy.

7 Methodology & caveats

- **Scope:** all seven Washington County school districts (Banks, Beaverton, Forest Grove, Gaston, Hillsboro, Sherwood, Tigard-Tualatin), compared against Oregon statewide. An earlier version of this analysis compared only Forest Grove against Oregon City SD (a Clackamas County district); OCSD is not part of Washington County and has been dropped from this version in favor of full within-county coverage.
- **COVID gap:** 2019-20 has no data in either source (ODE cancelled the May 2020 class-roster collection; federal approval reduced OSAS administration that year). 2018-19 to 2021-22 spans the gap directly — read that jump as a discontinuity, not a smooth two-year decline.
- **Science 2018-19 discontinuity:** proficiency drops sharply for every district and the state simultaneously in this single year, before COVID — almost certainly a scoring-standard or cut-score change at the state level. Pre- and post-2018-19 Science figures should not be read as one continuous scale.
- **Small-district volatility:** Gaston (474 ADM) and Banks (1,081 ADM) have far fewer tested students per grade than the county's larger districts. Their year-to-year proficiency swings are noisier by construction; multi-year direction is more reliable than any single year's value.

- **Forest Grove's class-size reduction was reported to have begun around 2017-18** per a contemporaneous Forest Grove Times article (Oct. 2017) describing a district-wide plan in development — not a board resolution or adopted policy document, and not independently confirmed for the other six districts. Treat it as an approximate, secondary-sourced reference point specific to Forest Grove, not a county-wide timeline.
- **We have no data on any district's curriculum or teacher-development choices** over this window. This analysis can show what happened to class size and proficiency together, across all seven districts; it cannot say what any district did or didn't pair with its staffing decisions, and does not attempt to.
- **Oregon statewide class-size figures** are cited from this project's own prior analysis of the same ODE files (not re-derived here), since the statewide aggregate has no district-level ODE institution ID for the standard import pipeline to key on.
- **Grade bands are a source-driven approximation, not a K-5/6-8/9-12 split.** Oregon does not test ELA/Math below grade 3 or above grade 8 except grade 11; Science is tested only at grades 5, 8, and 11. Class size only distinguishes elementary (self-contained) from middle+high (departmentalized), with no split within secondary grades.
- **The class-size-change-vs-proficiency-change correlation (Section 4) is descriptive, not a formal statistical test** — seven data points is enough to see whether a relationship is obviously present or obviously absent, not enough to establish statistical significance in either direction.
- **State case studies (Section 6) are correlational, not causal** — each state pursued several reforms simultaneously, and no counterfactual isolates class size, curriculum, or spending as the sole driver of any state's NAEP trend.

Primary sources

- ODE Annual Class Size Report (Class Roster Collection), 2014-15 through 2024-25 — `data/sources/archive/state/ode/class-size/`
- ODE OSAS Assessment Group Reports (District & State files, ELA/Math/Science), 2014-15 through 2024-25 — `data/sources/archive/state/ode/osas/`
- NCES/NAEP State Snapshot Reports — Mississippi, Tennessee, Alabama (Reading & Mathematics, Grade 4, Public Schools)
- U.S. Census Bureau, Annual Survey of School System Finances, FY2024
- National Education Association, *Rankings & Estimates of School Statistics 2026* (Tennessee per-pupil spending)
- John Hattie, Visible Learning — effect-size rankings
- Forest Grove Times, "District finds new funding available for teacher hires," Oct. 2, 2017
- NCES Digest of Education Statistics, Table 208.40 (pupil/teacher ratios by state) — `data/sources/state/nces/digest_table_208.40_pupil_teacher_ratio.html`

Policy and Advocacy Update and 2027 Session Preview

Parasa Chanramy and Morgan Allen, COSA

2027 Legislative Session Preview

- What are COSA's Leaders Hearing?
- Preparing for the 2027 Session - Why Your Advocacy Makes a Difference
- Legislative Timeline
- State Revenue Forecast
- Where Do We Stand Heading into the 2027 Session?
- Emerging 2027 COSA Legislative Priorities
- Best Practices: Building Relationships & Advocacy Opportunities
- ThoughtExchange - Top 3 Issues Facing Your School District and ESD

Question for COSA Leaders:

What are you hearing about:

- The state budget;
- The 2027 Legislative Session;
- Public education when you connect with students, staff, parents, community and workforce partners, and state lawmakers?

Preparing for the 2027 Session - Why Your Advocacy Matters

COSA Leaders Are the Key Ingredient to Advocacy Success! We Need:

- Compelling stories, data, and facts about our students and schools.
- Engagement of Superintendents, COSA Leaders, and administrators across the state.
- Message discipline - student centered and focused on meeting the needs of our students.
- Persistence in our advocacy efforts. Sometimes it takes time!

Without Your Advocacy, Public Education Looks Much Different. Our Members:

- Helped craft and pass the Student Success Act.
- Helped craft and pass the OSCIM Bond Matching program.
- Helped craft and pass changes to Current Service Level for the State School Fund.
- Stopped bills making class size a mandatory subject of bargaining in 2025 and 2026.
- Most Recent Example - Instructional Time.

2026-27 Legislative Timeline - Key Interim Dates

Sept./Oct. 2026	**COSA/OASE Fall Regional Meetings**
Nov. 3, 2026	General Election
Nov. 18, 2026	Revenue Forecast
Dec. 1, 2026	Governor's Budget Release (tentative)
Dec. 1 - 3, 2026	December Legislative Days
Dec. 1, 2026	Legislative Concept Return Deadline
Dec. 11, 2026	Pre-Session Legislative Concept Filing Deadline
Jan. 2027	January Legislative Days - TBD
Jan. 19, 2027	2027 Long Legislative Session Begins - (projected)
March 18, 2027	Education Advocacy Day in Salem - Save the Date!
June 2027	2027 Session Ends

What are Long Sessions?

- *Odd-numbered years*
- *Sessions may last 160 days*
- *During the "long session" the legislature approves a two-year state budget for the next biennium*
- *Few limits on the number of bills being introduced*
- *More time for policy discussions*
- *Pacing - marathon-like*

September Revenue Forecast and State Budget Update

2025-27 Revenues Generally Following Projections

- Net General Fund and Lottery resources up $59.1 million from June
- Corporate Activity Tax decreased $94.6 million from June
- No kickers currently projected

2027-29 Projected Revenues Show Significant Growth

- Net General Fund and Lottery resources increased $569.7 million from June

State Reserves projected to top $3.8 Billion at the end of the 2025-27 biennium

- Education Stability Fund = $1.27 billion
- Rainy Day Fund = $2.19 billion
- Cash Reserves = $400 million

Full depth and breadth of HR 1 impacts will be clear when the Governor's Recommended Budget is released in December.

Where Do We Stand Heading Into the 2027 Session

- State School Fund single largest item in the general fund - invites scrutiny in difficult budget circumstances.
- COSA Funding Workgroup recommends addressing SPED underfunding and modernizing school funding formulas and the Quality Education Model.
- Cost drivers and mandates outside district control squeezing budgets.
- Corporate Activity Tax is under the microscope; funds all of SIA, $800 million of SSF, majority of High School Success, and many more critical programs.
- State School Fund Current Service Level Calculation for the 2027-29 biennium = $12.57 billion (10.6% increase)
- More voices saying “money is not the problem” and “K-12 gets all the funding - it’s never enough.”

2027 Issue
State K-12 Budget Context

Where Do We Stand Heading Into the 2027 Session

- Democratic supermajorities in both the House and Senate. Unlikely to change this general election cycle.
- Democratic caucuses becoming more progressive - two DSA backed candidates won contested primaries in the metro area.
- Key changes coming on the Senate Education Committee and Ways and Means Education Subcommittee.
- Rematch between Gov. Kotek and Sen. Drazan most watched election in Oregon.
- Federal elections may bring some change, but too early to tell.

2027 Issue

Political Balance of Power & Elections

Where Do We Stand Heading Into the 2027 Session

Legislative Workgroups / Discussions

- Class Size/Case Load/Safety as a mandatory subject of bargaining
- Review of the charter school statutes
- State School Fund formula changes
- Chronic absenteeism
- Quality Education Model
- Limiting screen time / AI usage
- Office of Training, Investigations, and Safety (OTIS) investigations

2027 Issue
Legislative Discussion
Informing K-12 Policy

Where Do We Stand Heading into the 2027 Session?

Challenges – COSA leaders are:

- Navigating federal (education budget uncertainty) and state budget challenges (impacts of H.R. 1)
- Responding to a growing number of unfunded mandates
- Experiencing intense local bargaining dynamics (demands outpacing amount of resources)
- Hearing negative public perceptions / views of public education and student outcomes
- Tracking election outcomes and their impacts at the state and federal level

Opportunities – COSA Leaders are:

- Centering students and engaged in advocacy opportunities at the federal and state level
- Rising to meet the challenging number of unfunded mandates and sharing how these mandates impact resources for students
- Helping develop COSA's legislative priorities in preparation for the 2027 Session
- Building strong relationships with families, community partners, and lawmakers
- Sharing their local stories / examples as we prepare for the 2027 Session with newly elected / re-elected lawmakers

Emerging - COSA's 2027 Legislative Priorities

- Protect all K-12 Funding from Reductions
  - Includes State School Fund, Student Success Act, and Grant-In-Aid
  - Includes using Education Stability Fund as needed
- Secure Current Service Level (CSL) in the Governor's Recommended Budget
  - Current CSL estimate is $12.57 Billion
- K-12 Investment - Address the SPED funding shortfall
- Oppose significant new requirements or mandates with no funding; highlight unemployment costs
- Cost Drivers - PERS and OEBB
- Update Oregon's school funding formula & modernize the Quality Education Model
- Repeal opt-out law to increase participation in state tests required for accountability
- Oppose class size and caseload as a mandatory subject of bargaining

Crystal Ball - Other Bills We Expect in 2027

- Make class size/caseload/workload a mandatory subject of bargaining
- Require state to cover the unfunded actuarial liability of PERS costs
- Permit substitutes to qualify for PERS
- Modernize the State School Fund formula and Quality Education Model
- Limit or ban screen time and the use of AI in schools / boost data privacy
- Require new reporting of staff injuries
- Revise charter school statutes
- Create a new grant-in-aid fund to support increasing instructional time / professional development
- Create a new grant-in-aid fund to improve student attendance
- Amend reading statutes to require retention of students who are not proficient in reading; require educator preparation programs to align with science of reading

Best Practices for Building Relationships with Your State Lawmakers & Advocacy Opportunities

On-going

- Schedule recurring check-ins (1 per month / quarterly) with lawmakers in collaboration with leaders in your region.
- Share regular written updates with state lawmakers who represent your region.
- Help review and provide feedback on legislative concepts and bills.
- Engage in the legislative process (write, call, and connect with your lawmakers).

Special Events

- Invite your state lawmakers in to visit your schools / district / ESD, include them in special events (groundbreaking, ribbon cutting, lunch service, Principal for a Day, seeing student learning in action).
- Organize regional legislative convenings with state lawmakers (advocacy breakfasts).
- Attend statewide advocacy days - next year will be on March 18th, 2027.

ThoughtExchange - What are the top three issues that your district or ESD is currently facing?

- Join: https://tejoin.com/scroll/243457270
- Select your OASE Zone.
- Indicate your role.
- Contribute your thoughts.

Important: Please enter each thought individually so we can track categories.

Regional Issues, Key Federal Information, Wrap-Up Questions, and Next Steps

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Thank You

Questions or follow-up? Reach the COSA team anytime.

POLICY BRIEF · OREGON PERS

PERS Relief Without New District Debt

A laddered SDULF deposit strategy — bridging Oregon school districts to Tier 1/2's own funded-status recovery, without asking any district to take on bond debt to get there.

Mechanism: School Districts Unfunded Liability Fund (SDULF) **Funding source:** ESF lottery flow + EIF redirect

Prepared for: COSA · PERS Board & staff

Oregon's PERS agency has recommended Pension Obligation Bonds since 2003 as the way districts lower their contribution rate — a strategy GFOA's 2015 advisory and independent academic research (UMN, Boston College's Center for Retirement Research) warn against, and which PERS's own guide discloses those warnings for while recommending it anyway. Oregon City's own ledger, run all the way through — two bonds, fourteen confirmed years, net of what the debt actually cost — shows exactly why: a real net *cost* for four years, then a typical net benefit of only 1-3 percentage points of rate relief for most of the years after, briefly reaching 6-7 points only once OCSD had taken on a *second* bond. This proposal's own modeled 10-year SDULF deposit beats that typical result outright, with no debt, ever.

6–7pp
OCSD's own *net* rate relief at its historical peak — two bonds, four years (FY2022-25), after backing out debt service. Most years: 1-3pp.

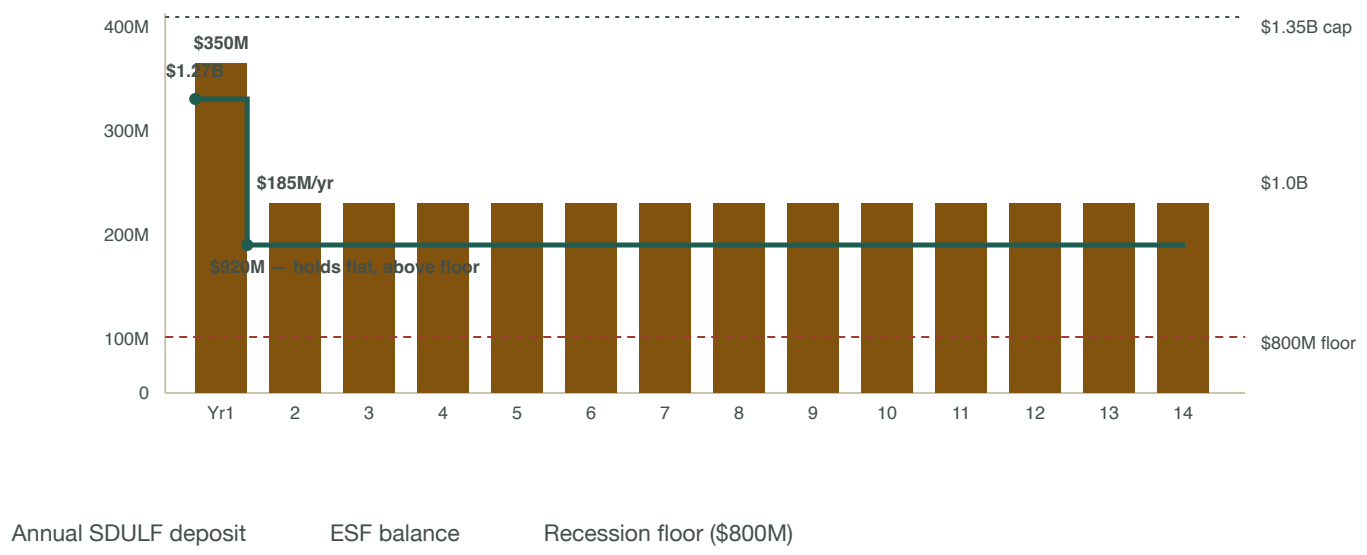
4.89–5.38pp
This proposal's own modeled 10-year SDULF relief — no debt, ever, and already above OCSD's typical bond-era result

$0
New district debt, underwriting fees, or board votes required under this proposal

197
Oregon K–12 districts relieved simultaneously by one SDULF deposit — proven by SB 849 (2025)

01 The proposal: a laddered deposit, not one lump sum

Deposit into SDULF every year instead of once. Year 1 is front-loaded to cushion the acute FY2028 side-account-expiration cliff; subsequent years use a smaller, sustainable figure sourced from money that is otherwise about to be wasted — the Education Stability Fund sits at 94% of its statutory cap, so new lottery inflow is on the verge of being auto-suspended rather than deployed.



Only Year 1 touches the existing ESF balance (a one-time $300–400M draw). Every year after, the $185M/yr deposit comes from new lottery inflow that would otherwise be wasted at the cap, plus EIF revenue redirect — the existing balance is never drawn down again, and stays well above the $800M floor.

> **The advantage a bond can never have: this allocation adjusts.** A district that issues a Pension Obligation Bond commits to fixed debt service for 20 years, no matter what actually happens to PERS rates afterward — if funded status improves faster than projected, the district still owes the same payment; if a side account underperforms, it still owes the same payment. A laddered SDULF deposit is set biennium by biennium: if a future rate comes in worse than projected, the allocation can increase; if Tier 1 runoff outpaces the model, it can shrink or pause. That responsiveness is exactly the condition the academic literature (Munnell/CRR) identifies as necessary for an instrument like this to actually work — and it's precisely what a bond, once issued, cannot offer.

02 The evidence: what a real district's two bonds actually delivered, net of debt

Every published rate-relief figure for a district with a side account — including OCSD's own — is **gross**: the pooled rate minus the district's rate, with no accounting for the annual cost of servicing the bond that bought the relief. That's the wrong number to size a debt-free alternative against. The right one is **net**: what OCSD actually gained per year, after backing out its own confirmed bond debt service, expressed as the equivalent rate discount — the size of SDULF deposit it would have taken to put the district in the identical financial position, with no bond ever issued. Fourteen years of OCSD's own audited history, computed this way for the first time this session:

PERIOD	YEARS	NET-OF-DEBT RATE RELIEF	WHAT IT TOOK TO GET THERE
2004 bond, pre-payoff	FY2012-15	**–5.65 to –1.87pp *(net cost)***	One bond, already active since 2004, still running a loss
2004 bond, single-bond era	FY2016-21	+1.03 to +2.81pp	One bond, avg. +1.71pp

PERIOD	YEARS	NET-OF-DEBT RATE RELIEF	WHAT IT TOOK TO GET THERE
Both bonds, historical peak	FY2022-25	**+5.88 to +7.09pp**	Two bonds, both side accounts posting, avg. +6.47pp — the best four years in fourteen
Both bonds, budgeted	FY2026-27	+1.48 to +2.13pp	Falling again as PERS's own rate resets

Full year-by-year figures, methodology, and sourcing: `docs/research/OCSD-PERS-POB-Savings-Timeline.html`, §04.

> **This proposal's own modeled number already clears the bar OCSD actually needed two bonds and fourteen years to reach.** The 10-year SDULF amortization below delivers 4.89–5.38pp — comfortably above the +1.71pp OCSD averaged for six straight years on its first bond alone, and within a rounding error of what it took a *second* bond, a second block of fixed debt, to briefly push past. OCSD's own real-world ceiling, achieved only in its best four years, was 6-7pp. A direct deposit doesn't need to match that ceiling to outperform what districts have actually been getting for most of the last fourteen years — it already does, at the lower end, with zero debt and zero years of net loss.

03 Why 10-year amortization, not the standard 20-year

Milliman's Dec 2025 modeling for the PERS Board projects Tier 1/2 funded status reaching 100% in 2036, unlocking a 3–4pp collar-driven rate drop in **July 2037** — roughly 11 years out. Comparing amortization periods specifically at that bridge window (years 9–13), a 10-year schedule outperforms every alternative and self-tapers almost exactly when the underlying problem resolves.

PERIOD	YR 9	YR 10	YR 11	YR 13	AUTHORITY NEEDED
6-year	4.37pp	4.37pp	4.37pp	4.37pp	PERS Board rulemaking
10-year ★	**4.89pp**	**5.38pp**	**4.94pp**	**4.94pp**	PERS Board rulemaking
16-year	3.63pp	3.99pp	4.36pp	5.09pp	PERS Board rulemaking
20-year (current default)	3.23pp	3.56pp	3.88pp	4.54pp	None — standard OAR

03 Not parity — but relief with no added cost

This strategy does not bring districts to what ODOT or OHA/DHS pay — that gap is structural (federal cost-share these agencies get and schools don't) and no deposit strategy closes it. What it does is beat the path districts are actually using today, without the debt, fees, or risk that path carries.

SECTOR	NOMINAL RATE	WHAT THEY PAY	COST OF GETTING THERE
ODOT	25.98%	**5.2%**	**NO COST** 80% FHWA federal match

SECTOR	NOMINAL RATE	WHAT THEY PAY	COST OF GETTING THERE
OHA / DHS	25.98%	**13.0%**	**NO COST** ~50% Medicaid FMAP match
School Districts — bond path (today)	28.02%	**25.95%**	**HIGH COST** Underwriting & trustee fees, 20-yr fixed debt, investment risk borne entirely by the district
School Districts — laddered SDULF (Yr 11)	28.02%	**~24.2%**	**NO COST** No new debt, no fees, no district board vote

04 Every condition the academic literature requires for a POB to succeed, and how each side scores

GFOA, the University of Minnesota, and Boston College's Center for Retirement Research all converge on the same short list of conditions that separate a pension obligation bond that helps from one that hurts. Oregon school districts fail every one of them — not from poor execution, but because the conditions are structurally unavailable to a K-12 district. The ESF/kicker → SDULF path satisfies all of them by design.

CONDITION FOR SUCCESS	SCHOOL DISTRICTS / BOND PATH	ESF/KICKER → SDULF PATH
Governance reform paired with the bond	**Required. Impossible — only the Legislature and PERS Board control plan design; no district can meet this.**	**Not required — the Legislature acts on the pooled rate directly, no plan redesign needed.**
Scale — a bad outcome must be absorbable	**Fails. The investment pool is large, but the debt sits on one district's books — $10.29M/yr is not a rounding error against OCSD's budget.**	**Statewide pool absorbs it; no single district carries concentrated exposure.**
Opportunistic timing (issued in a downturn, not under pressure)	**Fails. Districts issue reactively when the pooled rate spikes — the exact "under financial pressure" pattern the literature flags as the actual, non-ideal, real-world case.**	**Timed by the Legislature to actual need, not forced by a district's cash crisis.**
Rate savings stable enough to reliably offset debt service	**Fails on its own terms even when it works. OCSD: –$2.1–2.8M/yr net cost (FY2012–13) → +$4.1M/yr net savings peak (FY2025), with a confirmed peak-then-decline in between (+$1.49M FY2021 → +$0.97M FY2023, isolated 2004 bond) — a district that can't set or predict its own rate has no way to plan around any of these numbers.**	**Fixed amortization schedule set by legislation, not market-dependent.**
Transparent funding source voters can evaluate	**Fails. Silent levy redirect — board vote only, no ballot measure, no GF line item.**	**Lottery capital + corporate tax surplus — zero levy impact, nothing redirected from instruction.**

CONDITION FOR SUCCESS	SCHOOL DISTRICTS / BOND PATH	ESF/KICKER → SDULF PATH
Access to the state's own matching incentive (EIF)	**Excluded by design. EIF's 25% match is cash-only — bond-funded deposits are explicitly ineligible.**	**Not needed — draws on ESF/kicker directly, no matching program required.**
Ability to exit or adjust if it stops working	**None. 20-year fixed obligation — debt service is owed whether or not the bet ever paid off.**	**Adjustable biennium to biennium — can increase, shrink, or pause as actual rates diverge from projection.**
No new debt or liability created	**Fails by definition — a POB *is* new fixed debt on the district's books.**	**None. No borrowing, no bond counsel, no underwriter, no board vote to authorize debt.**

05 The legal path is simpler than assumed

- **SDULF itself needs no new legislation** — SB 849 (2025) already used it at scale.
- **The 20-year-only limit on pooled deposits is a Board rule, not a statute.** PERS's own 2018 rulemaking record shows staff considered 6-, 10-, 16-, and 20-year options and adopted 20 based on a district survey *at the time* — full Board discretion under SB 1566, no period specified in law.
- Changing it today needs only the same rulemaking process (Secretary of State notice, public comment, Board vote) that set the original choice.

06 The honest limits

- Rates stay elevated vs. the eventual post-2037 level regardless — this bridges the gap, it doesn't eliminate PERS cost.
- Corporate kicker funding is conditional and biennial, not annual — treated as an opportunistic bonus, not the recurring base.
- 2037 relief assumes Milliman's steady 6.9% return scenario; weaker markets delay it.

Sources: Milliman Financial Modeling presentation to the PERS Board, Dec 5, 2025 (funded-status & rate-collar projections) · PERS Board Meeting Packet, Oct 5, 2018 (OAR 459-009-0095 rulemaking record) · GFOA Formal Advisory on Pension Obligation Bonds, 2015 · Winkelmann & Pandolfo, University of Minnesota Heller-Hurwicz Economics Institute · SB 849 (2025) · SB 1566 (2018) · Oregon City School District financial records.

Washington County — Unfunded Mandate & Enrollment Comparison

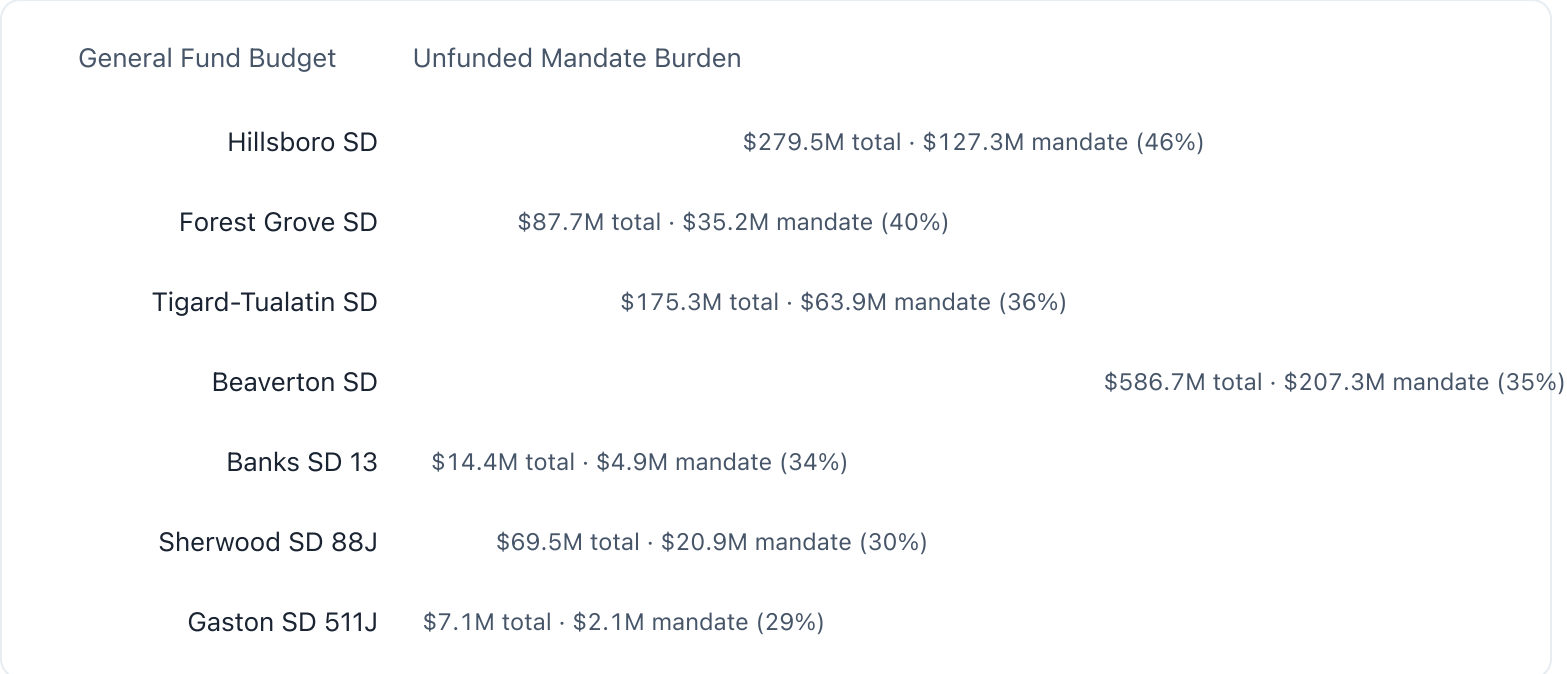
7 Washington County K-12 school districts on file, all FY2024-25 (audited actuals) vintage. District size ranges widely — Beaverton (~40,200 enrolled) to Gaston (~474) — so the smallest districts' bars run thin below; every value is labeled directly regardless of bar length.

Summary

District	GF Total	Unfunded Mandate	% of GF	10yr Enroll Δ	Post-COVID Δ
Hillsboro SD	$279,466,000	$127,291,305	45.5%	-11.1%	-1.9%
Forest Grove SD	$87,680,880	$35,245,134	40.2%	-8.8%	-2.7%
Tigard-Tualatin SD	$175,261,658	$63,857,217	36.4%	-13.7%	-5.5%
Beaverton SD	$586,719,000	$207,260,095	35.3%	-8.9%	-4.4%
Banks SD 13	$14,383,786	$4,854,537	33.8%	-3.7%	+0.6%
Sherwood SD 88J	$69,472,551	$20,865,317	30.0%	-9.9%	-2.8%
Gaston SD 511J	$7,125,168	$2,080,977	29.2%	-30.8%	-11.5%

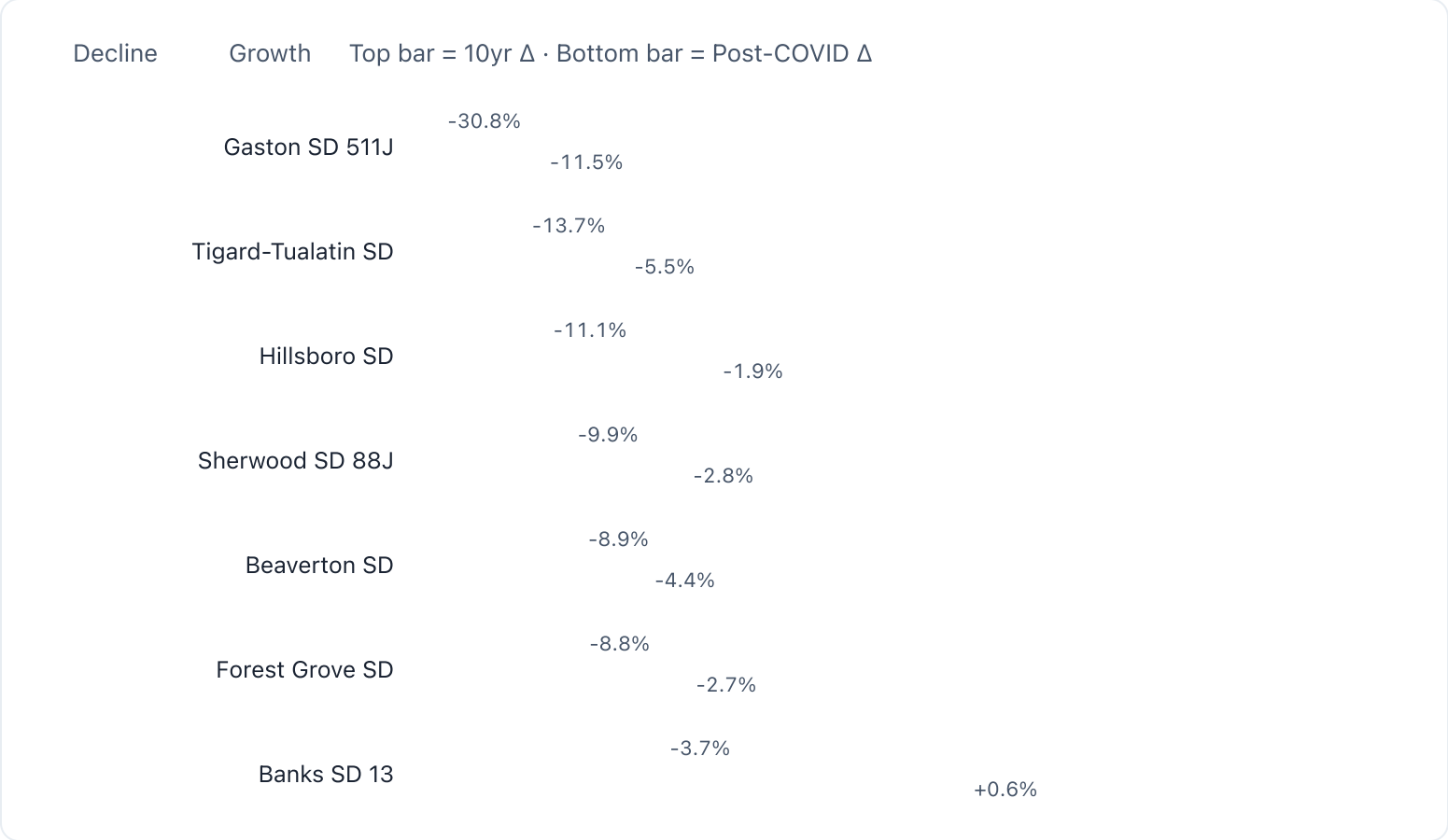
General Fund Budget vs. Unfunded Mandate Burden

Sorted by mandate burden as a share of General Fund. Orange segment is the mandate portion of each district's own GF bar — bar length is linear (proportional to actual dollars) so the orange share reads as the true % of GF; the ~80x range between Beaverton and Gaston means the smallest districts' bars are thin, with values labeled directly.



Enrollment Change

10-year change (2015-16 → 2025-26) and post-COVID change (2022-23 → 2025-26), both from ODE Fall Membership Reports. Sorted by 10-year change.



Sources: ODE Fiscal Transparency Actual Expenditure Data FYE 2024-25 (gross mandate costs, General Fund totals); district ACFRs/financial reports (GASB68 PERS Schedule of Contributions, pension bond debt service); ODE State School Fund Estimates 2024-25 (transportation grant); ODE Fall Membership Reports 2015-16 through 2025-26 (enrollment). Unfunded mandate burden = PERS excess cost + pension bond debt service + net SpEd, transportation, counselor, and other-mandate (ELL, health, attendance, Paid Leave Oregon, Section 504) costs. Fund 100 (General Fund) only.

Washington County — Unfunded Mandate Burden

Five categories of state/federal mandate the General Fund carries without matching revenue — Special Education, Student Transportation, the HB 2191 counselor mandate, PERS & pension bond debt service, and a composite of smaller mandates (ELL, health services, attendance/social work, Paid Leave Oregon, Section 504) — for seven Washington County districts, FY2024-25 audited actuals. Shown per student, so districts of very different sizes are directly comparable.

Total Unfunded Mandate Burden per Student

All five categories combined, divided by FY2024-25 enrollment. Ranked. The second line under each bar shows that amount as a share of the district's own per-pupil General Fund revenue.

Note: this county's average burden ($5,149/student, ranging $4,350–$6,216 across these seven districts) closely approximates the $5,074/student statewide adequacy gap the American Institutes for Research (AIR) found in its Jan 2025 Oregon K-12 funding study — the difference between what Oregon actually spent per pupil from state & local sources ($17,136, SY2022-23) and what AIR's cost-function model estimates is needed to raise every district to one standard deviation above the statewide average outcome ($22,210). The two figures measure different things and shouldn't be treated as equivalent: AIR's gap is a statewide regression estimate with no category breakdown, for SY2022-23; this chart is a bottom-up sum of five specific unfunded mandate categories from FY2024-25 audited actuals for seven Washington County districts. The similarity in magnitude is a notable coincidence worth flagging, not evidence that closing these specific mandates would close AIR's adequacy gap dollar-for-dollar.

Mandate Burden by Category, per Student

Which specific mandate weighs most, district by district. Same district colors as above.

Beaverton Hillsboro Tigard-Tualatin Forest Grove Sherwood Banks Gaston

SpEd Gap

Banks	$2K
Forest Grove	$2K
Hillsboro	$2K
Sherwood	$2K
Tigard-Tualatin	$2K
Beaverton	$2K
Gaston	$2K

Transport Gap

Hillsboro	$373
Gaston	$340
Tigard-Tualatin	$265
Banks	$255
Forest Grove	$249
Sherwood	$155
Beaverton	$137

Counselor

Tigard-Tualatin	$698
Beaverton	$500
Forest Grove	$421
Hillsboro	$333
Gaston	$297
Sherwood	$164
Banks	$152

PERS & Bonds

Tigard-Tualatin	$2K
Forest Grove	$2K
Beaverton	$2K
Sherwood	$2K
Hillsboro	$2K
Banks	$2K
Gaston	$2K

Other Mandates

Forest Grove	$1K
Hillsboro	$1K
Beaverton	$849
Tigard-Tualatin	$604
Gaston	$519
Sherwood	$330
Banks	$194

Mandate Burden Detail, FY2024-25

District	SpEd Gap	Transport Gap	Counselor		PERS & Bonds	Other	Total
Forest Grove	$11.7M	$1.4M	$2.4M		$12.3M	$7.5M	**$35.2M**
Hillsboro	$40.5M	$8.2M	$7.3M	$43.1M	Combined scope	$28.1M	**$127.3M**
Tigard-Tualatin	$19.4M	$3.0M	$7.9M		$26.7M	$6.8M	**$63.9M**
Beaverton	$64.9M	$5.5M	$20.1M		$82.7M	$34.1M	**$207.3M**
Banks	$2.3M	$276K	$165K		$1.9M	$210K	**$4.9M**
Gaston	$755K	$161K	$141K	$777K	Combined scope	$246K	**$2.1M**
Sherwood	$8.3M	$744K	$787K	$9.5M	Combined scope	$1.6M	**$20.9M**

Combined scope means that district's bond figure blends multiple pension debt series into one total because no source splits it further — none of these three overcounts non-pension debt.

Source: ODE Fiscal Transparency Actual Expenditure Data FYE 2024-25, each district's own audited financial report (ACFR/AFR), and PERS's published employer rate schedule. "PERS & Bonds" combines each district's confirmed PERS contribution (from its audited GASB68 Schedule of Contributions) with its pension obligation bond debt service, where one exists. Unfunded mandate burden = confirmed PERS & bond cost + net SpEd, transportation, counselor, and other-mandate (ELL, health, attendance, Paid Leave Oregon, Section 504) costs, all Fund 100 (General Fund) only.

OREGON K–12 FINANCE · EXPLAINER

What Is an Unfunded Mandate?

A definition, one recent Oregon example, and fifty years of the same pattern — which bill, what it required, and what funding came with it.

01 The definition

UNFUNDED MANDATE

A legal requirement imposed by a legislature — state or federal — that a school district must comply with, without funding adequate to cover its cost. The requirement is binding regardless of whether the money to pay for it ever arrives.

- Legally binding on the district
- Cost lands on the district's own General Fund
- Funding decision, if any, is separate from the requirement — often years apart

Not every mandate is unfunded — some come with a matching appropriation or reimbursement stream. The distinction below, mandate by mandate, is how much of each one's cost that funding actually covers.

02 A recent example — SB 489 (2023)

Senate Bill 489 removed a federal unemployment-benefit carve-out for most school-district classified staff (aides, bus drivers, secretaries), effective January 1, 2024. Oregon's own Legislative Fiscal Office priced one side of the resulting cost precisely, and declined to price the other.

STATE'S QUANTIFIED ESTIMATE	DISTRICT-SIDE COST, PER THE FISCAL NOTE	OSBA'S OWN PRE-PASSAGE ESTIMATE	ACTUALLY PAID, YEAR TWO
$2.68M	*"not practicable to calculate"*	**$90M+**	**$21M**
OED Trust Fund only, 2025–27 biennium	Legislative Fiscal Office, Apr. 4, 2023	Statewide, full phase-in, Mar. 2023	Statewide, 2024 — up 82% from 2023

> *"OED estimates that the measure would increase payments out of the UI Trust Fund by $1,986,600 total funds nonlimited in 2023-25 and $2,683,200 total funds nonlimited in 2025-27."*

— LFO Fiscal Impact Statement, SB 489, Analysis: Oregon Employment Department

> *"The measure is anticipated to have a fiscal impact on educational institutions, including school districts… However, determining the actual cost of unemployment insurance based on rates of pay and actual applications is not practicable."*
>
> — LFO Fiscal Impact Statement, SB 489, Analysis: Educational Institutions

The only dollar figure in the note belongs to the Employment Department's own trust fund — a different pot from what districts, as reimbursing employers, pay directly. For the side that actually bears the cost, the note offered no number, and nothing in the bill created an offsetting appropriation or State School Fund adjustment to cover it. OCSD's own Object 0232 "Unemployment Compensation" line rose from $130,142 (FY2023-24, a half-year under the law) to $590,921 (FY2024-25, the first full year) — a 354% actual-to-actual increase.

Full case-study detail — legislative formation, committee testimony, the OCSD object-code reconciliation — is in the standalone SB 489 doc.

03 The pattern isn't new — Oregon's mandate burden, 1975–2027

Tracked in one Oregon district's own dollars (Oregon City SD, OCSD62) across six points in time: what each mandate required, and what funding — federal, state, or none — came with it. Figures below are the mandate-cost side only; no spending-rank or outcomes-rank data is included here.

PERS figures below: Full Cost | UAL Cost only

Full Cost = Normal Cost (the ordinary, ongoing cost of the pension benefit being earned this year — ordinary compensation, ratio similar to any employer's) + UAL Rate (amortization of the legacy liability built by 1975–1989 rate-guarantee decisions, PERS's own numbers). **UAL Cost only** isolates the second piece — the part of PERS that behaves like an unfunded mandate. Applies to the Today and 2027–28 eras below and Section 04, where OCSD's own individual PERS actuarial valuations provide the split; the 1975–2014 nominal estimates aren't decomposed this way and don't change with the toggle.

TOTAL MANDATE BURDEN BY ERA · NOMINAL OCSD DOLLARS, NOT INFLATION-ADJUSTED

1975 50 yrs ago	$1.0M
1996 contribution holiday	$5.1M
2004 PERS rate reset	$20.0M
2014 post-crisis plateau	$30.4M

Today FY2024-25 audited	$34.3M
2027–28 projected	$41.8M

1975 50 years ago

IDEA's predecessor enacted; the mandate era begins

BILL / MANDATE	ENACTED	REQUIREMENT	FUNDING PROVIDED	STATUS
P.L. 94-142 (now IDEA)	1975	Free appropriate public education for students with disabilities	~$25,000 vs. ~$600,000 spend	~4% FUNDED
Section 504 Rehabilitation Act	1973	Civil-rights-based accommodation for students with disabilities	$0 dedicated	UNFUNDED
PERS Tier 1 benefit formula	est. 13% rate	Fund promised retirement benefits at the state-set employer rate	$0 state-funded	100% DISTRICT-PAID

Total mandate burden, 1975 **~$1.0M**

Estimated nominal OCSD dollars — enrollment ~6,000, PERS-covered payroll ~$2.7M. First-year IDEA grant nationally covered roughly 10% of excess cost against a 40%-of-cost promise Congress made when it passed the law.

1996 ~30 years ago

PERS rate falls to its lowest point in this timeline

BILL / MANDATE	ENACTED	REQUIREMENT	FUNDING PROVIDED	STATUS
McKinney-Vento Homeless Assistance Act	1987	Identify, enroll, and transport homeless students without barrier	$0 dedicated	UNFUNDED
IDEA continuing	1975	Same as above	~$225,000 vs. ~$4.5M spend	~5% FUNDED
PERS Tier 1 rate status	rate: 3%	Same benefit obligation as 1975 — tech-bubble asset gains declared the system overfunded	Contribution holiday some districts paid $0	RATE ANOMALY

Total mandate burden, 1996 **~$5.1M**

The low PERS rate reduced the visible total this era, but Tier 1 benefit promises kept accruing underneath it — the rate reduction was a funding-status anomaly, not a cost reduction. Early ELL compliance also began during this era, not separately itemized here.

2004 ~20 years ago

The PERS bill arrives; testing mandates begin

BILL / MANDATE	ENACTED	REQUIREMENT	FUNDING PROVIDED	STATUS
No Child Left Behind	2002	Annual standardized testing and adequate-yearly-progress accountability	Bundled, no dedicated per-district testing appropriation identified	UNFUNDED/PARTIAL
IDEA continuing	1975	Same as above	~$978,000 vs. ~$12.0M spend	~8% FUNDED
PERS Tier 1 rate reset	rate: 3%→19%	Same benefit obligation — dot-com crash exposed the unfunded liability	$0 state-funded	100% DISTRICT-PAID

Total mandate burden, 2004 **~$20.0M**

PERS rate roughly tripled in three years. 2004's ~8% federal IDEA share was, nationally, the closest the program ever came to its 40% promise (~18% nationally that year) — still a small fraction of OCSD's own spending, and PERS growth outpaced it.

2014 ~10 years ago

Post-2008-crisis PERS plateau; no new mandates enacted this era

BILL / MANDATE	ENACTED	REQUIREMENT	FUNDING PROVIDED	STATUS
IDEA continuing	1975	Same as above	~$1.12M vs. ~$15.5M spend	~7% FUNDED
PERS Tier 1 second UAL spike	rate: ~25%	Same benefit obligation — 2008 financial crisis created	$0 state-funded	100% DISTRICT-PA

BILL / MANDATE	ENACTED	REQUIREMENT	FUNDING PROVIDED	STATUS
		a second liability spike		
ESSA / NCLB testing, transport, ELL, McKinney-Vento, §504, health	ongoing	Combined compliance obligations active by this era	Bundled, ~$4.5M gross	UNFUNDED/PARTIA

Total mandate burden, 2014 **~$30.4M**

HB 2191 (counselor ratio) and Paid Leave Oregon — both below — did not yet exist; their absence here is what makes the jump to today's ledger visible.

Today FY2024-25 AUDITED

Two mandates added since 2014; the fullest ledger in this timeline

BILL / MANDATE	ENACTED	REQUIREMENT	FUNDING PROVIDED	STATUS
IDEA	1975	Free appropriate public education for students with disabilities	$1,604,048 vs. $16,736,061 gross	~10% FUNDED
Oregon pupil transportation ORS 327/328	ongoing	State-mandated student transportation service	$6,496,973 vs. $8,068,934 gross	~81% FUNDED
HB 2191	2019	School counselor ratios — 250:1 elementary, 150:1 secondary	$0 dedicated	UNFUNDED
Title III / ELL federal compliance	ongoing	English learner identification and services	$79,410 vs. $1,921,802 gross	~4% FUNDED
Section 504	1973	Civil-rights-based accommodation for students with disabilities	$0 dedicated	UNFUNDED
Oregon Paid Leave ORS 657B	2023	Employer-share payroll contribution	$0 reimbursed	UNFUNDED

BILL / MANDATE	ENACTED	REQUIREMENT	FUNDING PROVIDED	STATUS
PERS Tier 1	rate: 4.51%	Employer contribution — rate reduced by OCSD's own 2004 pension bond side account, not by any new state funding	$2,729,946 Normal Cost + UAL, net of side-account relief	100% DISTRICT-PAID

Full unfunded mandate burden, FY2024-25 (audited) **$34,346,751**

Includes $9,536,967 in pension obligation bond debt service — OCSD's own financing mechanism for the PERS Tier 1 liability above, not a separate state mandate, shown here as the current cost of servicing it. **UAL Cost toggle:** OCSD's own side-account relief (–21.51% for this biennium) more than covers the gross UAL rate (15.79%) — net UAL cost is $0; effectively all of the $2,729,946 shown is Normal Cost, the ordinary compensation portion. Source: OCSD Unfunded Mandate Burden — Full Category Breakdown, drawn from OCSD's audited financial report and ODE's published actuals.

2027–28 Projected MODELED

PERS bond side account expires — the rate cliff

BILL / MANDATE	ENACTED	REQUIREMENT	FUNDING PROVIDED	STATUS
SpEd, Transport, HB 2191, Other Mandates	as above	Same requirements as today — held at FY2026-27 Approved Budget levels; not mechanically tied to the PERS rate change below	$24,002,881 statutory total, unchanged	UNFUNDED/PARTIAL
PERS Tier 1 rate cliff	rate: 8.7%→19.28%	Same benefit obligation — OCSD's pension bond side account relief shrinks (–17.25% today → a modeled –8.30% for 2027-29), no longer fully covering the	$10,218,400 Normal Cost + UAL, OCSD's own Milliman advisory rate	100% DISTRICT-PAID

BILL / MANDATE	ENACTED	REQUIREMENT	FUNDING PROVIDED	STATUS
		gross UAL rate		
Pension bond debt service	confirmed schedule	Amortization on the 2004 and 2021 pension obligation bonds	$7,627,047 confirmed FY2027–28 schedule	DISTRICT DEBT

Full unfunded mandate burden, 2027–28 (modeled) **$41,848,328**

Modeled, not confirmed — payroll (~$53M) is a projection, but the PERS rate (19.28%) is OCSD's own individual advisory rate for the 2027-29 biennium, from its December 31, 2024 Milliman actuarial valuation — not a flat statewide-pool guess. The $7,627,047 bond debt service figure is the confirmed FY2027-28 amortization schedule, which declines slightly as the 2004 bond nears its June 2028 maturity. **UAL Cost toggle:** by 2027-29 the side-account relief (–8.30%) no longer fully covers the gross UAL rate (16.93%) — net UAL cost is $4,573,900, the first point in this timeline where OCSD's own relief mechanism stops fully masking the liability. First partial-year impact: Q4 FY2026-27. First full-year impact: FY2027-28.

The all-in cost of reaching “normal”

OCSD's near-zero UAL cost today isn't free — it's funded by two pension obligation bonds the district itself issued and must keep repaying regardless of how much PERS relief remains. Adding bond debt service to the PERS contribution shows the district's true total annual cost, compared against what a same-size Oregon district with no side account at all would pay on the standard pooled rate, with no bond and no debt service.

	OCSD: PERS CONTRIBUTION + BOND DEBT SERVICE	NO-SIDE-ACCOUNT COUNTERFACTUAL: FULL POOLED RATE, NO BOND	DIFFERENCE
Today (FY2024-25)	$12,266,913 19.48% of payroll	$16,390,067 26.02% of payroll	$4,123,154/yr less
2027–28 (modeled)	$17,845,447 33.67% of payroll	$14,616,605 27.58% of payroll	$3,228,842/yr more

The crossover is structural, not incidental: side-account rate relief has shrunk every biennium (–21.51% in 2023-25 → –17.25% in 2025-27 → a modeled –8.30% in 2027-29) as the account draws down, while the bond debt service keeps being owed on its own fixed amortization schedule regardless of how much relief is left. Reaching a "normal," Normal-Cost-only state today came from OCSD borrowing against its own future budget, not from any new state funding — and the same mechanism that makes it cheaper than the alternative today makes it more expensive than the alternative once the relief runs out and the debt remains.

04 Full unfunded mandate burden — FY2024-25 (confirmed)

Every category above, at the last confirmed point in the timeline — audited, not projected. The PERS line respects the Full Cost / UAL Cost toggle from Section 03 above; in UAL Cost view, PERS + Pension Obligation Bonds shows $9,536,967 (bond debt service only — OCSD's net UAL contribution is $0 this year) and the total drops to $31,616,805.

Special Education (IDEA) gap	$15,132,013
Transportation gap	$1,571,961
HB 2191 Counselor mandate	$2,324,601
Other Mandates (ELL, health, attendance, Paid Leave OR, §504)	$3,051,263
PERS + Pension Obligation Bonds	$12,266,913
Full Unfunded Mandate Burden	**$34,346,751**
SB 489 (Unemployment Insurance, 2023) *	*$590,921*

* Not included in the total above. FY2024-25's Object 0232 actual ($590,921) and OCSD's own budget narrative figure for the same year ($140,142) diverge roughly 4x and haven't been reconciled — see the full SB 489 doc's "what we know / what we don't know" panel. Shown here for reference, pending resolution before it's folded into the confirmed mandate-burden calculation.

DEFINITIONS & SOURCES

1. **Statutory Mandate Total** sums the state/federal mandates a district must fulfill by law with only partial or no dedicated funding: Special Education, Transportation, HB 2191 counselor ratios, and the Other Mandates cluster (ELL, health services, attendance, Oregon Paid Leave, Section 504). **Full Unfunded Mandate Burden** adds the PERS employer contribution and pension obligation bond debt service on top.
2. 1975/1996/2004/2014 figures are estimated nominal OCSD dollars (not inflation-adjusted), built from NCES Digest historical teacher-salary tables, PERS/OSBA rate documentation, and OCSD research notes — see `HowToGetTherePage.tsx`'s documented methodology in the EduAnalytics platform source.
3. FY2024-25 ("Today") figures are confirmed/audited — OCSD's Annual Comprehensive Financial Report for the year ended June 30, 2025, and ODE Fiscal Transparency actuals. Full breakdown: OCSD-Unfunded-Mandates-Summary-2024-25-2026-27.html.
4. 2027-28 figures are modeled, not confirmed. The PERS rate (19.28%) is OCSD's own individual 2027-29 biennium advisory rate; the payroll (~$53M) is a projection; the bond debt service ($7,627,047) is the confirmed FY2027-28 amortization schedule — all as documented in the EduAnalytics platform's own "Funding the Unfunded" projection.
5. **PERS Full Cost / UAL Cost toggle:** Milliman & Robertson, *Oregon Public Employees Retirement System — Actuarial Valuation Report, Oregon City School District #62/3122*, as of December 31, 2022 (sets the 2023-25 biennium rate behind the "Today" figures) and as of December 31, 2024 (sets the 2025-27 biennium rate and the 2027-29 advisory rate behind the "2027–28 Projected" figures). Both give OCSD's own Normal Cost Rate, UAL Rate, side-account rate relief, and member-redirect offset by payroll type (Tier One/Tier Two and OPSRP General Service), blended here 35%/65% per OCSD's own established payroll-mix assumption (`ocsdConstants.ts`). **Allocation method:** side-account and SDULF/SB 849 relief are netted against the UAL rate first (since side accounts and SDULF exist specifically to prepay UAL), with any relief exceeding the UAL rate treated as further

offsetting Normal Cost; the member-redirect offset (Senate Bill 1049) is netted against Normal Cost, since it reduces the ongoing crediting obligation, not the legacy liability. Every resulting net total was checked against the document's own already-published net rate line (4.51%, 8.70%, 19.28%) and matches exactly.

6. SB 489 figures and quotes: Oregon Legislative Fiscal Office, *Fiscal Impact of Proposed Legislation: SB 489*, Apr. 4, 2023; Oregon School Boards Association pre-passage estimate, Mar. 2023; Joanna Hou, "A 2023 Bill Allowed Classified School Employees to Collect Unemployment Benefits on School Breaks," *Willamette Week*, Apr. 2, 2025; OCSD Approved Budget 2026-27. Full sourcing and the object-code reconciliation discussion: SB489-Unemployment-Insurance-Fiscal-Note.html.

Northwest Regional Education Service District

October 6, 2026

TO: Northwest Regional Board of Directors

FR: Jenna Jones, Director of Government Relations

RE: Legislative Agenda Setting

EXPLANATION:
The 2027 legislative session is set to begin Tuesday, January 19, 2027. The 2027 session will be a long session where the state will craft its biennial budget and expect to review over 1,500 bills. In preparation for the legislative session, staff have prepared a proposed legislative agenda that includes legislative priorities and principles. The purpose of this agenda item will be to first read the legislative agenda and solicit Board feedback on what is proposed. A second read and final adoption is expected at the December Board meeting.

PRESENTER(S):	Jenna Jones, Director of Government Relations
SUPPLEMENTARY MATERIALS:	NWRESD DRAFT Legislative Principles
	2027 Legislative Priority Identification - Special Education Funding
	2027 Legislative Priority Identification - Workforce Development
	2027 Legislative Priority Identification - Good Governance
RECOMMENDATION:	N/A
PROPOSED MOTION:	N/A

Northwest Regional Education Service District

Legislative Principles

Proposed for discussion of regional superintendents on 10/2/2026 and Board on 10/14/26

Ensure Equitable Access Belonging and Individualized Support

Support policies that remove barriers to opportunity and provide the resources students need to participate, belong, and succeed. Consider effects on historically underserved students, students with disabilities, multilingual learners, and students facing economic or geographic barriers.

Evaluation Criteria

- Who benefits, who could be excluded, and could the bill widen opportunity or outcome gaps?
- Does it provide resources, qualified personnel, and accessible services for students with disabilities and intensive needs?
- Does it address barriers such as transportation, language, cost, accessibility, and uneven regional access?

Provide Adequate, Stable and Equitable Funding

Support predictable funding that reflects student needs and the full cost of providing education and regional services. Enable long-term planning, protect effective services, and account for differences in local revenue, geography, and district capacity. New requirements should include resources for start-up and ongoing costs.

Evaluation Criteria

- Does funding cover staffing, benefits, training, technology, administration, and ongoing service costs?
- Is the funding source sustainable beyond a pilot or initial appropriation?
- Does allocation reflect student needs and the cost of serving rural, small, and urban districts?

Quality Instruction and Student Success

Support policies that improve student learning, strengthen literacy and math, and help students graduate successfully. Prioritize evidence-based teaching, strong core instruction, and timely interventions that help every student make academic progress.

Evaluation Criteria

- Does the bill strengthen the quality of classroom instruction and use evidence-based approaches to improve learning?
- Does it support literacy and math development and timely interventions for students who need additional support?
- Does it help students stay on track, complete high school, and demonstrate academic growth?

DRAFT

Ensure Practical and Effective Implementation

Support legislation with clear responsibilities, realistic timelines, and the resources and flexibility school districts and ESDs need to achieve its intended outcomes. New requirements should reflect how schools and regional services operate. Account for staffing, instructional calendars, training, technology, procurement, and coordination with state agencies. Build on existing systems, limit duplicative reporting and work, and allow locally appropriate approaches. Significant changes should include phased implementation when needed and opportunities to improve the approach based on experience.

Evaluation Criteria

- Are responsibilities, requirements, and state guidance clear?
- Can districts and ESDs meet the timeline with available staffing, systems, and resources?
- Does implementation protect instructional time and essential student services?
- Does the bill account for differences among small, rural, and urban districts?
- Does it align with existing requirements and provide a way to identify and resolve implementation problems?

Support Safe Schools and Student Wellbeing

Support safe, welcoming schools that support students' physical, mental, behavioral, and social-emotional needs. Use prevention, early intervention, and timely access to specialized support to strengthen learning and attendance.

Evaluation Criteria

- Does the bill strengthen safety and wellbeing while supporting student participation and belonging?
- Are agency responsibilities, referral pathways, and coordination resources clear?

Sustain an Effective Education Workforce

Support recruitment, preparation, development, and retention of a diverse and well-prepared workforce across instructional, specialized, leadership, and support roles. Expand practical preparation pathways, mentorship, coaching, and relevant professional learning. Address shortages and working conditions that affect service quality and continuity.

Evaluation Criteria

- Does the bill address a documented workforce need or improve recruitment and retention?
- Are preparation, licensure, and professional learning expectations connected to practice and supported with time and funding?
- Can small and rural districts participate, and are specialized and support staff needs addressed?

Well Rounded, Engaging Education & Life Pathways

Support a well-rounded education that connects children to appropriate pathways to becoming students to learning and preparing for careers, further education, civic participation, and adult life. Preserve access to rigorous academics, arts, music, physical education, hands-on and outdoor learning, career and technical education, and postsecondary opportunities.

Evaluation Criteria

DRAFT

- Does the bill help a child move to a new step in the entire journey of a student from birth to post graduation?
- Does the bill broaden meaningful learning opportunities and help children stay engaged and on track?
- Does it strengthen career exploration, work-based learning, transferable credit, or postsecondary transitions?
- Can students participate equitably across income levels, disability status, and geography?

Respect Local Governance and Strengthen Partnership

Support shared statewide goals with local flexibility and meaningful collaboration among districts, NWRESD, families, students, communities, and state agencies. Recognize that communities differ in needs and capacity. Engage practitioners in policy design, define agency roles, and use regional expertise and shared services to improve access and implementation. Oppose requirements, state cost shifts, and preemption that divert school district and ESD resources from core educational services or unnecessarily restrict local problem-solving authority.

Evaluation Criteria

- Were affected districts, students, families, and implementation partners meaningfully consulted?
- Does the bill preserve appropriate local decision-making while maintaining equitable access and statewide expectations?
- Does it clarify roles and strengthen coordination rather than create conflicting or duplicative systems?

Meaningful Accountability and Responsible Stewardship

Support transparent use of public resources and accountability that measures student progress and guides improvements.Use valid, accessible measures and timely, useful data. Evaluate results alongside implementation conditions and direct resources toward effective services. Reporting should have a clear purpose and a proportionate burden.

Evaluation Criteria

- Are outcomes and measures clear, valid, and useful for improvement, including differences among student groups?
- Does the bill make costs, responsibilities, results, and public reporting transparent?
- Are data collection and assessment requirements proportionate, coordinated, and protective of student privacy?

DRAFT

NWRESD 2027 LEGISLATIVE PRIORITY IDENTIFICATION

ISSUE: Special Education Funding

BACKGROUND:
Every student deserves access to a public education that gives them the opportunity to learn, grow, and reach their full potential. For students with disabilities, that promise is not only a shared value, it is a federal commitment. The Individuals with Disabilities Education Act (IDEA) requires public schools to provide eligible students with a free appropriate public education tailored to their individual needs, including specialized instruction, related services, appropriate supports, and access to learning alongside their peers whenever possible.

Meeting our commitment to students with disabilities requires meaningful and sustained investment. Special education is not an optional program that schools can scale back when resources are tight; it is a fundamental responsibility of our public education system. The following four funding programs and policies impact the work that Northwest Regional ESD and our 20 component districts can do for our students with disabilities.

Early Intervention and Early Childhood Special Education (EI/ECSE)
The EI/ECSE System exists to partner with families and caregivers providing free, equitable, timely, and individualized services that enhance learning and development through everyday opportunities for all infants, toddlers, and young children with disabilities. Special education screening, evaluation, services and support are provided to children and their families at no cost. Children who qualify for special education receive a Free and Appropriate Public Education (FAPE), as required in the Individuals with Disabilities Act (IDEA). NWRESD provides services for EI/ECSE in Region 8 for the state as well as run preschool programs designed for early childhood special education.

In 2025, the Oregon Department of Education (ODE) convened an advisory committee to review Oregon's Adequate Service Level (ASL) framework for EI/ECSE. The framework, was originally developed in 2009, describes the level of services and resources needed to adequately serve young children with disabilities and their families and has historically been used to inform policy and budget discussions. The advisory committee reviewed current service delivery models, workforce conditions, funding structures, and family and provider perspectives. The committee found that the existing framework no longer fully reflects current realities, including increasing numbers of children served, expanded expectations for inclusive preschool participation, workforce shortages, and rising service delivery costs. In order to fund the EI/ECSE at adequate levels there will need to be a legislative fix.

Regional Inclusive Services (RIS)
The Regional Inclusive Services program was established in 1982 to ensure equitable funding and services for children and students, ages birth-21, with low-incidence,

high-cost disabilities. Regional Inclusive Services supports educators with training, tools, and resources to ensure inclusive education for all students, regardless of district size or location. This statewide program is a partnership between the Oregon Department of Education, education service districts, and community agencies, coordinated by regional advisory councils and a management team.

Low-incidence disabilities occur in the general population at such a low rate that it is difficult for individual districts to employ specialized staff and provide a full range of related services needed for these students. The regionalized model addresses inequities in service levels across geographic areas, disability groups, age differences, eligibility requirements, delivery patterns, and program funding and administration. Providing these services on a regional basis is both cost effective and assures that the students receive programs and services from qualified staff related to their specific needs.

NWRESD provides Region 8 RIS services. Our service providers partner with district teams to embrace each students' racial, linguistic and influential background experiences when approaching evaluations, consultation, intervention services and professional learning. Our service providers work alongside school teams by supporting culturally sustaining practices via meaningful, inclusive and rigorous experiences and by disrupting barriers that marginalize students. Below are a list of RIS services:

- Augmentative and Alternative Communication and Assistive Technology
- Autism Spectrum Disorder Services
- Blind Visually Impaired Student Services
- Deaf and Hard of Hearing Services and Audiology
- Nursing Services
- Occupational Therapy Services
- Physical Therapy Services
- Regional Equipment Center Services
- School Psychology Services
- Speech-Language Pathology Services
- Traumatic Brain Injury Services

High Cost Disability Reimbursement

The High Cost Disabilities Grant allows districts to apply for additional funds for individual students that have more than $30,000 a year in special education expenditures. The grant is currently $55 Million each year where initial reimbursement is based on estimates from the estimate of membership and revenue data collection. The grant is then reconciled the following year by districts submitting individual student and eligible expenditures in the High Cost Disability grant data collection. Current funding for students with the most significant special education needs only covers about 30% of expenditures. The Legislature could increase the allocation to the High Cost Disabilities Grant so that it covers 100% of cost. This would need to be additive funding so it will actually alleviate the cost burden to districts and not impact other programming.

Special Education Funding Cap
ORS 327.013 codified the special education funding cap. It provides that each child with an Individualized Education Plan (IEP) shall be given 1.0 weighting, which equates to additional funding to the general education weight. However, all district IEP counts are capped at 11% of the Resident Average Daily Membership (ADMr). This means those districts with counts of IEP students greater than 11% will not receive additional weighting. The special education cap was created in 1991, when the average population of students receiving special education services for a school district was calculated at 11%. Since then, as we have grown to better understand student needs, the state average is now 14.8%. Some districts approach 18% or higher. The special education cap needs to be revisited by the Legislature and should come with additional investment. Moving the cap without an investment to pay for the additional weights will take money from other existing programs that are also important to districts causing them to have funding gaps in other places.

RECOMMENDATION:
Staff recommends support for a range of state policy and funding tools that are likely to be the subject of 2027 legislation on special education funding. Anticipated legislative proposals include:

1. Funding EI/ECSE at an adequate service level.
2. Continue stable funding for RIS.
3. Increasing the High Cost Disability Grant to fully reimburse school districts who qualify. This funding should be additive.
4. Increasing or eliminating the SPED cap with additive investment for additional weights.

LEGISLATIVE HISTORY:

- **SB 868(2025)** directed ODE to establish a standardized, transparent approach to estimating the operational and administrative costs associated with serving children with low-incidence disabilities.
- **HB 2448(2025)** failed, but would have fully funded the High Cost Disability Grant program so that 100% of costs were reimbursed. The estimated investment in 2025 was $200M.
- **HB 2682(2025)** directed ODE to convene an advisory committee to review Oregon's Adequate Service Level framework for EI/ECSE.
- **HB 2953(2025)** failed, but would have increased the special education funding cap to 15% from 11%.
- **SB 53(2021)** required the ODE to conduct a study on special education programs provided on a local, county or regional basis.
- **HB 3497(2019)** created the Student Success Act, which required at least 20% of funds be dedicated to the Early Learning Account, which provides funding to EI/ECSE.

OTHER INTERESTED PARTIES:
COSA, OSBA, and the Alliance for Early Intervention (which NWRESD is a member) are leading proposals on special education funding. FACT Oregon, Children's Institute, Disability Rights Organization, and other education associations as well as state partners such as the Governor's office, Oregon Department of Education, Oregon Department of Early Learning and Care, Department of Human Services also have a vested interest in increased special education funding.

IMPACT IF PROPOSED ACTION OCCURS:
Legislation that sustainably funds special education programs and creates pathways from birth through 21 for kids with disabilities ensures children are provided a welcoming, equitable and accessible public education. Recommended legislation will also modernize the special education funding landscape and ensure that children with disabilities continue to have access to public education. It holds other programs provided by school districts and ESDs harmless by treating funding as additive.

NWRESD 2027 LEGISLATIVE PRIORITY IDENTIFICATION

ISSUE: K-12 Career Pathways & Workforce Development

BACKGROUND:
Oregon's ability to meet its long-term workforce and economic development needs depends on preparing young people for high-demand careers before they leave the K–12 system. Students need meaningful opportunities to explore careers, develop technical and employability skills, earn industry-recognized credentials and college credit, and participate in hands-on learning connected to regional workforce needs. However, access to these opportunities varies significantly across communities and school districts.

Career and Technical Education (CTE), work-based learning, career-connected learning and other workforce pathways can help bridge the gap between education and employment. Yet individual school districts, particularly smaller and rural districts, may lack the enrollment, facilities, specialized equipment, instructors or employer partnerships necessary to independently offer a broad range of high-quality programs. Regional approaches can help districts pool resources, expand student access and build programs around the needs of multiple communities and employers.

Education Service Districts (ESDs) are uniquely positioned to support this regional approach. ESDs already work across district boundaries and can coordinate partnerships among school districts, employers, workforce boards, community colleges, labor organizations and other regional partners. Investments in regional career centers, shared programs and distributed workforce models can complement programs operated by individual districts while expanding access to specialized learning opportunities that may otherwise be unavailable to students.

Oregon has made significant investments in workforce development, including Future Ready Oregon, but workforce policy and funding frequently focus on adults and postsecondary education after students have left the K–12 system. A stronger workforce development system should recognize K–12 education as the beginning of Oregon's talent pipeline and ensure school districts and ESDs can participate directly in workforce investments. Connecting workforce development more intentionally with K–12 education can create clearer pathways from school to postsecondary education, training and employment while helping Oregon develop the skilled workforce needed to support the economy.

RECOMMENDATION:
Support legislation that increases workforce pathways for Oregon's youth in the K-12 system. Support legislation that includes school districts and ESDs as eligible recipients of workforce development funds.

LEGISLATIVE HISTORY:

- **HB 3552(2025)** failed, but would have allowed ESDs to establish regional career centers to provide career and technical education and would have appropriated $156.4 million from the General Fund to ODE to support regional career centers grants for ESDs.
- **HB 3038(2025)** included provisions that allow ODE to distribute funding to sustain a network of entities designated by regional partners that must expand education in STEM and coordinate efforts with regional partners to support career and technical education with local workforce boards. As well as, the bill added ESDs to the list of eligible entities for STEM Investment grants.
- **SB 736(2023)** directs ODE to conduct a study to identify how to increase access to advanced instruction in the public schools of this state for the purpose of preparing students for college and career.
- **SB 1545 (2022)** known as the "Future Ready Oregon" bill invests $200 million to expand existing programs and establish new programs to develop Oregon's workforce to meet the needs of Oregon's employers. The funds will be distributed by the Higher Education Coordinating Commission, the Oregon Department of Education, and the Bureau of Labor and Industries, in collaboration with local workforce development boards, community-based organizations, culturally specific organizations, labor organizations, and education and training providers.
- **HB 2345(2021)** established the Oregon Rural Capacity Fund to provide resources to Oregon's Economic Development Districts for assisting rural jurisdictions in learning about, applying for, and managing grants and other funding opportunities that support workforce, infrastructure, economic development, and community development.
- **HB 2246 (2017)** implemented and refined the High School Graduation and College and Career Readiness Act created by Measure 98, establishing requirements for funding and planning around career and technical education, college-level opportunities, and dropout prevention.

OTHER INTERESTED PARTIES:

The Governor's Prosperity Council has been leading an effort to implement recommendations published this summer that primarily focus on higher education's role in workforce development. Additionally, in the last few years Willamette ESD has been a major proponent for ESD investment in ESD-led workforce programs. Statewide local government associations like Oregon Economic Development Association, Oregon Economic Development Districts Association, local workforce boards, state partners like the Higher Education Coordinating Commission, Oregon Employment Department, Business Oregon, the Bureau of Labor and Industries also have a vested interest in increased workforce development.

IMPACT IF PROPOSED ACTION OCCURS:
Investing in K-12 career pathways has a myriad of positive impacts on students and the economy including:

- **Improves student engagement and success.** Relevant, hands-on learning can help students see the connection between school and their future, supporting stronger engagement, attendance, persistence and progress toward graduation.
- **Creates more equitable opportunities for students.** Regional programs can give students, regardless of their home district or ZIP code, access to specialized instructors, equipment, facilities and career pathways that their individual district may not be able to provide on its own.
- **Helps students graduate with a head start on their future.** Expanded pathways can provide opportunities for students to earn industry-recognized credentials, college credit, work experience and other skills that prepare them to transition successfully into postsecondary education, training, apprenticeships or employment.
- **Provides students with greater exposure to career options.** Stronger partnerships with employers, labor, community colleges and other regional partners can give students opportunities to explore a wider range of careers, build professional networks and make more informed decisions about their futures.

NWRESD 2027 LEGISLATIVE PRIORITY IDENTIFICATION

ISSUE: Good Governance & System Optimization

BACKGROUND:
Oregon has historically had problems with fragmented responsibility, weak accountability for outcomes, complex compliance requirements, and insufficient mechanisms for turning state policy into consistent implementation. The challenge is less about any single policy, program, agency, or school district and more about how the pieces of the system fit together. Oregon has invested significantly in education improvement, yet authority, accountability, resources, and implementation capacity have often been spread across different entities without clear ownership for whether those investments ultimately improve outcomes for students.

For years, Oregon has also placed significant emphasis on compliance rather than outcomes. Districts navigate extensive requirements, reporting, plans, grants, and programs, but successfully complying with those requirements does not necessarily mean students are doing better. A system can therefore be functioning exactly as administratively intended with reports submitted, dollars spent, programs implemented, all while still struggling to improve attendance, academic achievement, or other student outcomes.

Oregon is also very good at creating programs, but programs do not automatically create a system. New initiatives are often layered onto existing ones without enough attention to implementation capacity, alignment, or sustainability. Schools and districts are ultimately expected to translate those policies into practice, even when expectations, funding streams, accountability measures, and support structures do not fully align. The result can be further fragmentation rather than continuous improvement.

At the same time, communities across the state have different students, economies, geography, workforce needs, and resources. The solution should not be to replace local decision-making with centralized state control. Instead, Oregon needs greater clarity about who is responsible for what. For example, the Legislature should establish priorities and provide adequate resources; ODE should establish expectations and measure outcomes with clear guidance on how to achieve; regional partners such as ESDs can provide implementation support, technical assistance, and shared capacity; and districts and schools should determine how best to deliver for students within their communities.

Accountability should therefore be paired with capacity and support. Measuring outcomes and identifying struggling schools is important, but measurement alone does not improve instruction, attendance, or student engagement. When the data show that something is not working, there needs to be an effective system for helping educators diagnose the problem, identify evidence-based solutions, implement them well, measure progress, and adjust. That connective infrastructure between state policy and classroom practice is just as important as the policy itself.

The opportunity for Oregon is not simply to create another education initiative. It is to build a more coherent education system. A system where expectations are clear, resources follow priorities, accountability focuses on outcomes, regional capacity supports implementation, and local communities retain meaningful decision-making. Oregon does not lack good ideas or committed educators, rather it lacks a system that consistently turns good policy and investment into better experiences and outcomes for students.

RECOMMENDATION:
Staff recommends support for a range of topics that are likely to be the subject of 2027 legislation that would create a more aligned and optimal education system. Anticipated legislative proposals include:

1. **Creating a process to modernize the State School Fund formula and Quality Education Model.** Oregon continues to operate a 1991 equalization architecture that has been repeatedly amended but never comprehensively recalibrated for today's costs and educational expectations. A recalibration must be done thoughtfully through a comprehensive process with stakeholders, data and evidence.
2. **Repealing statewide assessment opt out law.** We need a system that can truly be measured so that it can be effectively optimized based on data.
3. **Protecting Regional Educator Network(REN) funding and professional development time allowances.** Strong professional learning improves job satisfaction, strengthens instructional practice, supports retention, and helps districts stabilize their workforce by investing in the people they already have.
4. **Investing in high quality instruction techniques and practices.** High-quality instruction is the single most powerful and cost-effective lever for improving student achievement, outstripping class size, technology, or school buildings**.**
5. **Clearer accountability at every level—not just for districts.** Clearly define roles and responsibilities for the Legislature, ODE, ESDs, districts.

LEGISLATIVE HISTORY:

- **SB 141 (2025)** established Oregon's new education accountability framework, requiring school districts and other State School Fund recipients to measure student outcomes, establish performance growth targets, use interim assessments, and receive escalating support or intervention when targets are repeatedly missed.
- **HB 2508 (2025)** directed ODE to develop a standardized method for school districts, ESDs, and ODE to electronically create, collect, transfer, and access student data, with the goals of improving interoperability and reducing redundant reporting.
- **SB 1552 (2024) d**irected a study of Oregon's Quality Education Model and K–12 school financing system and required ODE to develop a plan for collecting course-level completion and grade data, among several other education policy changes.

- **HB 4078 (2024)** failed, but would have advanced work toward a statewide K–12 student information system; the final amended version proposed a statewide student-information-system study and task force.
- **HB 3198 (2023)** established the Early Literacy Success Initiative, including Early Literacy Success School Grants, community grants, and a Birth Through Five Literacy Plan intended to strengthen evidence-based early literacy instruction and support.
- **HB 2656 (2023)** directed the Superintendent of Public Instruction to convene an advisory committee to explore expanding or revising Oregon's education accountability framework.
- **HB 3338 (2021)** failed, but would have directed the ODE to develop accountability measures based on indicators of school quality and student success.
- **HB 3427 (2019)** established the Student Success Act, created the Corporate Activity Tax and Fund for Student Success, and established major funding structures including the Student Investment Account, Statewide Education Initiatives Account, and Early Learning Account.
- **HB 2655 (2015)** established the Student Assessment Bill of Rights. Parents or adult students may annually opt out of statewide summative ELA and math assessments, and districts must notify families of that right.

OTHER INTERESTED PARTIES:
Every partner from Stand for Children to the Oregon Department of Education, statewide associations, labor unions have a vested interest in the governance and accountability structure of the education system.

IMPACT IF PROPOSED ACTION OCCURS:
Legislation that is system optimized or structured around good governance would not simply give Oregon more education programs; it would create the connective infrastructure that allows existing investments to work together. Funding would support clearly defined priorities, data would identify needs, accountability would establish responsibility, ESDs and other regional partners would help build implementation capacity, and districts would retain flexibility to respond to their communities. The result would be a system better positioned to identify problems early, direct resources where they are needed, support educators in implementing solutions, and hold every level of the system accountable for improving student outcomes.

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 priority areas of the Banks School District Adopted strategic plan. The goals are representative of the district's annual priorities. These are presented and adopted annually at the October Board meeting.

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.

Superintendent Goals
All goals will have evidence of progress/attainment by March of 2027
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 =3.85). The target score for 2027 is 4.00.
  - Increase the number of students affirming that they feel safe at school as measured by the Student Survey. (2025-26= 3.90). The target score for 2027 is 4.00.
  - Increase the percentage of students "Regularly Attending School" (defined as having a greater than 90% attendance rate) to 80% in 2026-2027.

- **Quarterly Indicators of progress (We refer to these as "Leading Indicators")**
  - Empathy Interviews
  - 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 the percentage of 3rd grade students ***meeting*** **the Literacy** benchmark to 70% by the Spring of 2027. (iReady)
  - Increase the percentage of third grade students **meeting the Literacy** benchmark, as measured by the OSAS to 60% by the Spring of 2027.**
  - Increase the percentage of 8th grade students ***meeting the Math*** benchmark to 50% by the Spring of 2027. (iReady)
  - Increase percentage of 8th grade students ***meeting*** Math benchmark, as measured by the OSAS, to 50% by the Spring of 2027**
  - Increase percentage of 9th grade students on track for graduation to 95% in Spring of 2027
  - 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

** Superintendent Goals measured by interim assessments and OSAS exceed the *District Goals* required by ODE.

<u>Goal Statement Three:</u> 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 4.00 in May of 2027 (Studer Employee Experience Survey)
    - Increase the affirmative responses to survey item #1 from 4.00 in May of 2027 (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

<u>Goal Statement Four</u>: 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 2027.
    - Maintain an on-time and on-budget projected completion of the High School Modernization through the opening in August of 2027.
    - Implement Phase One of the Kelly Field 365 project in the Spring of 2027.
- **Quarterly Indicators of progress**:
    - Monitor and Feedback in sub-committees
        - Bond Oversight Committee
        - Banks Traditions and Innovation Committee
        - Bond Management Team
        - Kelly Field 365 Campaign Cabinet

** Superintendent Goals measured by interim assessments and OSAS exceed the *District Goals* required by ODE.

Key Performance Indicators for both the evaluation criteria and goals	
Artifacts	
Portfolio of Work	The board will receive a portfolio, in spreadsheet form, with examples of key work that is aligned to each priority area of our strategic plan
Assessment Data	
iReady	The district's approved interim assessment for Literacy and Math in grades K-8
OSAS	The district's approved summative exam. The Oregon version of the SBAC exam, measuring Literacy and Math at grades 3-8 and 11.
Additional Student Indicators	
9th grade on track data	Compares the number of credits earned to the number of credits expected to be earned by a high school freshman
Attendance Rate	Attendance is reported as the percent of students who are present at least 90% of the school time. Reported as both K-12 and K-2 rates.
District Surveys	
District All Staff Survey	Annual Survey given to all staff members.
District Leadership Survey	Annual Survey given to district office staff members.
Student Engagement Survey	Annual Survey given to students.
Community Satisfaction Surveys	Annual Survey given to community staff members.