

Regular Board Session  
Monday, May 12, 2025 6:00 PM Pacific

BANKS HIGH SCHOOL CAFETERIA  
13050 NW Main Street  
Banks, Or 97116

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

Present: 5.

1. Preliminaries
  - 1.1. Call to Order
  - 1.2. Flag Salute
  - 1.3. Roll Call
  - 1.4. Public Welcome/Recognition
  - 1.5. Approval of Agenda
  - 1.6. Middle School Update
  - 1.7. Banks High School Leadership
2. Recognitions
  - 2.1. Staff Appreciation Week; May 5th-9th
3. Audience Comment
4. Presentations/Reports
  - 4.1. Superintendent's Report
  - 4.2. Financial Update
5. Consent
  - 5.1. Approval of 4.14.25 Regular Board Meeting Minutes
  - 5.2. Approval of 4.14.25 Board Work Session Minutes
  - 5.3. Routine Personnel Matters
  - 5.4. Summer School Grant; \$163,000 draft application submitted 5/12/25
  - 5.5. Girl's Basketball overnight, out-of-state trip to San Diego in December 2025.
  - 5.6. Resolution 2425MAY12; Recognizing Employee Appreciation Week, May 5th, 2025
  - 5.7. BOC Meeting #3 Report
6. Discussion Items
  - 6.1. Softball Drainage
7. Action Items
  - 7.1. Approval of 2025-27 Classified Agreement (Financials)
  - 7.2. Approval of 2025-2026 Banks School District Integrated Guidance Application
8. Closing
  - 8.1. Upcoming items
    - 8.1.1. May 15; First Budget Committee Mtg, 6 PM
    - 8.1.2. May 17; Braves Run
    - 8.1.3. May 19th: Community Curriculum Night
    - 8.1.4. May 22: 2nd Budget Committee Mtg, 6 pm

8.1.5. June 6: BHS Graduation

8.1.6. June 9: Next Board Meeting

8.1.7. June 10: BMS 8th Grade Promotion

8.2. Board Comments

9. Adjourn



**BANKS SCHOOL DISTRICT  
RESOLUTION 2425-MAY-12  
RECOGNIZING EMPLOYEE APPRECIATION WEEK, MAY 5<sup>th</sup>, 20225**

**WHEREAS**, the education of youth is essential to the future of our community, state, country and world;  
and

**WHEREAS**, classified and certified employees are the backbone of our public education system; and

**WHEREAS**, classified and certified employees work directly with students, educators, parents,  
volunteers, business partners and community members; and

**WHEREAS**, classified and certified employees support the smooth operation of offices, the safety and  
maintenance of buildings and property, and the safe transportation, healthy nutrition and direct  
instruction of students; and

**WHEREAS**, our community depends upon and trusts classified and certified employees to serve  
students; and

**WHEREAS**, classified and certified employees, with their diverse talents and true dedication, nurture  
students throughout their school years.

**NOW, THEREFORE, BE IT RESOLVED** that the Banks School District Board of Directors proclaims May 5,  
2025, to be **EMPLOYEE APPRECIATION WEEK**; and

**BE IT FURTHER RESOLVED** that the Banks School District Board of Directors strongly encourages all  
members of our community to join in this observance, recognizing the dedication and hard work of  
these individuals.

\_\_\_\_\_, May 12, 2025  
Ron Frame, Chairman of the Board  
Banks School District No. 13 Board of Directors

\_\_\_\_\_, May 12, 2025  
Brian Sica, Superintendent  
Banks School District No. 13

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## **Federal Updates**

The federal landscape continues to evolve, particularly in areas of policy and budgeting that directly affect the operations of the Banks School District. Recently, Board members inquired about changes to federal immigration practices and how they compare to Oregon's policies as a "sanctuary state." Below is a summary of guidance and discussions I've had with education leaders across the state.

## **Oregon Sanctuary Laws**

Oregon's sanctuary laws limit how state and local law enforcement agencies can cooperate with federal immigration authorities. The key statute is ORS 181A.820, originally passed in 1987 and reaffirmed in recent years through legislation and voter support.

### **Core Provisions:**

- State and local agencies cannot use public resources to enforce federal immigration law if a person's only violation is their immigration status.
- Law enforcement is prohibited from inquiring about or collecting information regarding a person's immigration status.
- Agencies may not arrest or detain individuals solely based on immigration detainers from ICE without a judicial warrant.

### **Purpose:**

The laws are designed to:

- Promote trust between immigrant communities and law enforcement.
- Ensure local resources focus on public safety rather than federal immigration enforcement.

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- Avoid liability and civil rights violations tied to unlawful detentions.

**Banks School Board Policy JOA:**

The policy states that a student's Social Security Number or student identification number will never be considered directory information. In accordance with state law, the district will not disclose personal information for the purpose of enforcing federal immigration laws.

**Federal Law:**

Federal guidance has been less clear, with rapid announcements from the new Presidential Administration. The level of authority behind recent executive orders remains uncertain. However, there has been a notable shift toward linking federal funding with compliance to current interpretations of civil rights guidance.

Although Banks School District does not receive direct federal funding—it is funneled through the Oregon Department of Education—there are federal grants we might consider pursuing if not for the discrepancies between federal and state guidance.

Ultimately, our legal teams advise the district to follow our policies and state laws, unless presented with a judicial subpoena.

These issues are complex, combining legal technicalities with deeply held public emotions. But we must stay focused on our mission: serving our students. We have a moral, ethical, and legal obligation to ensure that every student has an experience in our district that makes them feel happy and proud.

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**Key Efforts**

**CCAC**

The Curriculum and Community Advisory Committee (CCAC) met in March and April for work sessions focused on the 2025 Health Instructional Materials Adoption. Under the leadership of Chairperson Sarah Trussell, the group used warm feedback and "wishes/wonders" protocols in a structured process. These discussions were highly

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valuable, and feedback was shared with school teams. At the April meeting, teams returned to present their responses and additional insights. The next CCAC meeting is scheduled for May 15, followed by the Community Curriculum Night at BES/DO on May 19. As this was the committee's first year, we've gained valuable insights that will strengthen the process moving forward.

### **Safety-Care Training**

Over the past two years, we've invested in developing two staff members as certified trainers in Safety-Care. This program equips individuals to prevent, minimize, and manage behavioral challenges with dignity, safety, and a focus on positive change. As of May 1, 31 classified staff, certified staff, and administrators have completed this intensive, multi-day training. Certification is annual, and we're proud of the significant number of staff now trained in effective behavior management strategies.

### **Attendance & Belonging**

I'm pleased to share that I've been invited to speak on a panel at the upcoming COSA Seaside Conference. I'll be highlighting our district's work to increase student attendance and foster a strong sense of belonging. This recognition reflects the impact of intentional, student-centered strategies and is a testament to the collective effort of our staff, students, and families.

### **TSEL**

Our end-of-year TSEL (Transformative Social Emotional Learning) staff survey shows positive progress. More staff report feeling prepared and knowledgeable about their own emotional health, which in turn boosts their confidence in supporting students. This growth underscores the importance of our commitment to adult SEL development in creating safe, supportive learning environments.

### **The Confederated Tribes of Grand Ronde Partnership**

Several administrators recently took part in an Administrator Day hosted by the Confederated Tribes of Grand Ronde. The experience included school tours, professional development, and collaboration with leaders from other districts. A highlight was a hands-on apothecary lesson that offered a meaningful connection to cultural practices. This enriching experience deepened our understanding and strengthened our commitment to culturally responsive leadership.

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**Student Success Committee**

The Student Success Committee had their second meeting in April. In that meeting, they finalized the vision for their work. The finalized vision statement is the following:

The Banks Student Success Committee supports the district in achieving its goals by identifying and removing barriers students may encounter so they feel valued, accepted, safe, and able to achieve their fullest potential.

Additionally, the committee reviewed the various topics that Senate Bill 732 proposed as areas of work for this committee and prioritized which topics they would like to work on first. The committee decided to start with analysis of district data to identify gaps and needs, specifically in the areas of student experience (focus group and survey data), attendance, discipline data, and achievement. The group also wants to start working on creating an affinity group club for students of color, as well as learning more about and providing feedback on our bias incident and hate speech response policies and protocols.

**100 GENERAL FUND | Revenue & Expense Summary**

Fiscal Year 2024 - 2025

For the Period Ending April 30, 2025

	Period 1 Actual Jul '24	Period 2 Actual Aug '24	Period 3 Actual Sept '24	Period 4 Actual Oct '24	Period 5 Actual Nov '24	Period 6 Actual Dec '24	Period 7 Actual Jan '25	Period 8 Actual Feb '25	Period 9 Actual Mar '25	Period 10 Actual Apr '25	Period 11 Projected May '25	Period 12 Projected Jun '25	Projected 2024-25 Totals	Adopted 2024-25 BUDGET	Year-To-Date 2024-25 Actuals	Variance Budget vs. Projected	% of Budget
<b>REVENUES</b>																	
<b>STATE SCHOOL FUND FORMULA:</b>																	
Local Taxes	-	-	8,631	4,431	894,753	2,746,774	29,840	18,156	69,743	11,537	12,814	86,696	3,883,375	3,875,000	3,783,865	8,375	98%
County School Funds	-	-	-	-	19,336	-	-	-	7,306	-	-	3,475	30,117	35,000	26,642	(4,883)	76%
State School Fund	1,535,620	767,350	767,350	767,350	767,350	767,350	767,350	767,350	621,210	621,211	521,797	-	8,671,288	9,214,000	8,149,491	(542,712)	88%
Common School Fund	72,830	-	-	-	-	-	-	-	79,937	-	-	-	152,766	151,500	152,766	1,266	101%
State Managed Timber	-	-	-	-	118,910	-	-	160,637	-	-	94,226	131,488	505,261	380,000	279,547	125,261	74%
<b>SSF Formula Total</b>	<b>1,608,450</b>	<b>767,350</b>	<b>775,981</b>	<b>771,781</b>	<b>1,800,349</b>	<b>3,514,124</b>	<b>877,127</b>	<b>946,143</b>	<b>698,259</b>	<b>632,748</b>	<b>628,837</b>	<b>221,659</b>	<b>13,242,807</b>	<b>13,655,500</b>	<b>12,392,311</b>	<b>(412,693)</b>	<b>91%</b>
Local Sources (1000)	17,272	19,538	17,035	15,389	13,655	25,111	24,545	19,706	19,275	2,818	23,366	5,274	202,984	85,000	174,344	117,984	205%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	806	806	3,000	-	(2,194)	0%
State Sources (3000)	-	-	-	-	-	-	-	-	-	-	125,000	-	125,000	125,000	-	-	0%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>1,625,721</b>	<b>786,888</b>	<b>793,016</b>	<b>787,170</b>	<b>1,814,004</b>	<b>3,539,235</b>	<b>901,671</b>	<b>965,849</b>	<b>717,534</b>	<b>635,566</b>	<b>777,202</b>	<b>227,739</b>	<b>13,571,597</b>	<b>13,868,500</b>	<b>12,566,656</b>	<b>(296,903)</b>	<b>91%</b>
Beginning Fund Balance (5400)	2,468,213	-	-	-	-	-	-	-	-	-	-	-	2,468,213	2,155,000	2,468,213	313,213	115%
<b>Total Monthly Revenues</b>	<b>4,093,934</b>	<b>786,888</b>	<b>793,016</b>	<b>787,170</b>	<b>1,814,004</b>	<b>3,539,235</b>	<b>901,671</b>	<b>965,849</b>	<b>717,534</b>	<b>635,566</b>	<b>777,202</b>	<b>227,739</b>	<b>16,039,810</b>	<b>16,023,500</b>	<b>15,034,869</b>	<b>16,310</b>	<b>94%</b>
<b>CUMULATIVE RESOURCES</b>	<b>4,093,934</b>	<b>4,880,823</b>	<b>5,673,838</b>	<b>6,461,009</b>	<b>8,275,013</b>	<b>11,814,248</b>	<b>12,715,919</b>	<b>13,681,769</b>	<b>14,399,302</b>	<b>15,034,869</b>	<b>15,812,071</b>	<b>16,039,810</b>					
<b>EXPENDITURES BY OBJECT</b>																	
Salaries (100)	128,445	131,608	567,707	554,615	550,073	547,413	545,779	548,052	542,822	505,202	556,674	1,284,443	6,462,832	6,560,629	4,621,715	(97,797)	70%
Employee Benefits (200)	73,135	79,258	350,262	312,831	346,864	341,660	303,626	342,121	342,708	310,405	347,831	856,835	4,007,536	4,129,071	2,802,870	(121,536)	68%
Purchased Services (300)	85,440	236,516	90,198	126,199	361,294	260,190	239,380	192,088	159,588	204,911	342,112	362,802	2,660,719	2,804,700	1,955,805	(143,981)	70%
Supplies & Materials (400)	7,949	46,874	55,559	26,550	32,442	9,806	17,536	30,005	28,783	24,928	30,694	78,671	389,795	393,100	280,430	(3,305)	71%
Capital Outlay (500)	-	17,921	-	-	-	-	-	-	-	-	-	-	17,921	-	17,921	17,921	-
Insurance/Other (600)	150,352	10,068	2,541	3,716	2,627	763	1,139	1,402	3,966	1,204	916	2,873	181,571	185,700	177,781	(4,129)	96%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	-	-	644,216	644,216	645,300	-	(1,084)	0%
<b>Total Operating Expenditures</b>	<b>445,321</b>	<b>522,246</b>	<b>1,066,267</b>	<b>1,023,911</b>	<b>1,293,299</b>	<b>1,159,832</b>	<b>1,107,461</b>	<b>1,113,668</b>	<b>1,077,867</b>	<b>1,046,650</b>	<b>1,278,227</b>	<b>3,229,840</b>	<b>14,364,589</b>	<b>14,718,500</b>	<b>9,856,522</b>	<b>(353,911)</b>	<b>67%</b>
Contingency (810)	-	-	-	-	-	-	-	-	-	-	41,667	41,667	83,333	500,000	-	(416,667)	0%
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	67,083	67,083	134,167	805,000	-	(670,833)	0%
<b>Total Monthly Expenditures</b>	<b>445,321</b>	<b>522,246</b>	<b>1,066,267</b>	<b>1,023,911</b>	<b>1,293,299</b>	<b>1,159,832</b>	<b>1,107,461</b>	<b>1,113,668</b>	<b>1,077,867</b>	<b>1,046,650</b>	<b>1,386,977</b>	<b>3,338,590</b>	<b>14,582,089</b>	<b>16,023,500</b>	<b>9,856,522</b>	<b>(1,441,411)</b>	<b>62%</b>
<b>CUMULATIVE EXPENDITURES</b>	<b>445,321</b>	<b>967,567</b>	<b>2,033,835</b>	<b>3,057,746</b>	<b>4,351,045</b>	<b>5,510,877</b>	<b>6,618,338</b>	<b>7,732,006</b>	<b>8,809,872</b>	<b>9,856,522</b>	<b>11,243,499</b>	<b>14,582,089</b>					
<b>Month-end Fund Balance</b>	<b>3,648,613</b>	<b>3,913,255</b>	<b>3,640,004</b>	<b>3,403,263</b>	<b>3,923,968</b>	<b>6,303,371</b>	<b>6,097,581</b>	<b>5,949,763</b>	<b>5,589,430</b>	<b>5,178,347</b>	<b>4,568,572</b>	<b>1,457,721</b>			<b>5,178,347</b>	<b>1,457,721</b>	
<b>EXPENDITURES BY FUNCTION</b>																	
Instruction (1000)	3,549	28,432	649,619	637,009	650,305	709,975	619,432	647,896	634,803	563,375	720,449	1,983,000	7,847,845	8,074,046	5,144,396	(226,202)	64%
Support Services (2000)	441,772	493,814	416,648	386,902	642,994	449,857	488,029	465,772	443,063	483,274	557,778	602,625	5,872,529	5,999,154	4,712,126	(126,625)	79%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Uses (5000)	-	-	-	-	-	-	-	-	-	-	-	644,216	644,216	645,300	-	(1,084)	0%
<b>Total Operating Expenditures</b>	<b>445,321</b>	<b>522,246</b>	<b>1,066,267</b>	<b>1,023,911</b>	<b>1,293,299</b>	<b>1,159,832</b>	<b>1,107,461</b>	<b>1,113,668</b>	<b>1,077,867</b>	<b>1,046,650</b>	<b>1,278,227</b>	<b>3,229,840</b>	<b>14,364,589</b>	<b>14,718,500</b>	<b>9,856,522</b>	<b>(353,911)</b>	<b>67%</b>
Contingencies (6000)	-	-	-	-	-	-	-	-	-	-	41,667	41,667	83,333	500,000	-	(416,667)	0%
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	-	-	-	-	67,083	67,083	134,167	805,000	-	(670,833)	0%
<b>Total Monthly Expenditures</b>	<b>445,321</b>	<b>522,246</b>	<b>1,066,267</b>	<b>1,023,911</b>	<b>1,293,299</b>	<b>1,159,832</b>	<b>1,107,461</b>	<b>1,113,668</b>	<b>1,077,867</b>	<b>1,046,650</b>	<b>1,386,977</b>	<b>3,338,590</b>	<b>14,582,089</b>	<b>16,023,500</b>	<b>9,856,522</b>	<b>(1,441,411)</b>	<b>62%</b>
<b>CUMULATIVE EXPENDITURES</b>	<b>445,321</b>	<b>967,567</b>	<b>2,033,835</b>	<b>3,057,746</b>	<b>4,351,045</b>	<b>5,510,877</b>	<b>6,618,338</b>	<b>7,732,006</b>	<b>8,809,872</b>	<b>9,856,522</b>	<b>11,243,499</b>	<b>14,582,089</b>					
<b>Month-end Fund Balance</b>	<b>3,648,613</b>	<b>3,913,255</b>	<b>3,640,004</b>	<b>3,403,263</b>	<b>3,923,968</b>	<b>6,303,371</b>	<b>6,097,581</b>	<b>5,949,763</b>	<b>5,589,430</b>	<b>5,178,347</b>	<b>4,568,572</b>	<b>1,457,721</b>			<b>5,178,347</b>	<b>1,457,721</b>	

Regular Board Session  
Monday, April 14, 2025 6:00 PM Pacific

BANKS HIGH SCHOOL CAFETERIA  
13050 NW Main Street  
Banks, Or 97116

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 April 14th, 2025 agenda as presented. This motion, made by Leslee Sipp and seconded by William Moore, 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

BHS Representative Tayler Lovelady was present and introduced her replacement for next year, Olivia. Updates on upcoming spring sports and events were shared. Tayler also shared a slide show with the Board with highlights about prom. Club updates were also shared.

2. Recognitions

We are proud of all the accolades our music department is making and are very proud of Ms. Houglam's work with her classes. This is the first time the school has made it this far at the competition level. Violet, BHS Senior shared that she is grateful for the band experience, is happy to see the program grow and is proud to be a part of it. The band also performed an\ song for the Board and audience.

2.1. Banks High School Music - State Qualifying

3. Audience Comment

Public comment #1: Stephanie Jones: Want to give kudos to Ms. Houglam for her work with the band as she is doing a great job. Encourages the community to see the drama productions.

Public comment #2: Travis Schlegal; regarding letter circulating communities, shared feelings around DEI language

Public comment #3: Karen S.; Shared her feelings about the district administration building and its historical value. Asks the board to consider saving the building.

Public comment #4: Sarah, 2006 graduate of Banks High School. Hoping to save the District Office from being torn down. Shared community feedback that has been shared with her.

Public comment #5: Michelle Thomas: member of pioneering family with roots in Banks. Asks the Board to consider keeping the district office building. Feels it is an important part of the town.

Public comment #6: Mandy, concerned about the loss of the district administration building as it is a big piece of this community's heritage. Wants to draw attention to those that want to save the building. Shared community comments as well as some of the building's history. Supports the preservation of the building.

Public comment #7: Ayla Hoffler; community member. Points out that the adopted plan does not have to demolish the Admin building. Would like for, and asks the Board to consider leaving the District Administration building as it is for now, as well as consideration to make that feasible.

#### 4. Presentations/Reports

##### 4.1. Superintendent's Report

Dr. Sica shared the April Superintendent Report. Shared upcoming legislative changes, and information about the Accountability and Cellphone Bills. A brief overview of the budget was shared as well; some concern about the need for the district to backfill expenses with general fund, that would have previously been funded by federal money as well as contracted services.

The full report is attached to this agenda.

##### 4.2. Financial Update

Ms. Collins shared a brief summary of recent financial activity, Spring internal audit is done and clean.

##### 4.3. Integrated Guidance Application Summary 2025-2026

Ms. Waite Larkin shared the process of Integrated Guidance; ODE's attempt at aligning ODE's initiatives. Shared the Integrated Guidance process which starts with a need assessment, evidence based planning, ensuring investments, equity opportunities, early foundations, early intervening and community driven approach. Reviewed next steps and will continue to monitor progress. The Board is encouraged to review the full packet.

##### 4.4. OSBA Legislative Policy Committee Update

Kristy Kottkey, Member of FGSD Board and OSBA Legislative Board of Directors. Shared details of the OSBA Legislation and specifics in special education funding,

Would like to see Banks, Gaston and Forest Grove work together this summer to collaborate.

#### 5. Consent

##### 5.1. Approval of March 10th, 2025 Regular Board Meeting Minutes

##### 5.2. Routine Personnel Matters

5.3. Approval/Renewal of the Cooperative Agreement between the Banks and Vernonia School District for Soccer during the 2025-2026 school year

6. Action Items

6.1. CM/GC Contract Approval (Aux Gym, Kelly Field, Golf Facility)

I make a motion to appoint Five Star Builders for CM/GC Services related to 2024 Bond Projects for the Auxiliary Gym, Kelly Field and Golf Facility. The Contracts for these projects will be negotiated and approved by the Business Manager for each major project. This motion, made by William Moore and seconded by Ron Frame, Carried.

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

Yea: 4, Nay: 0, Absent: 1

Auxilairy gym is part of the bond promise and will be paid by bond dallars.  
Kelly field to be funded by private donations.

6.2. Superintendent's Evaluation Summary & Approval

I move to approve the Superintendent's Evaluation for the 2024-25 school year 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

Chairman Frame outlined the evaluation process and read the evaluation goals. A final statement was shared as well.

7. Closing

7.1. Upcoming items

7.1.1. May 12th: Next Board Meeting

7.1.2. May 15th: First Budget Committee meeting

7.1.3. March 17th: Brave Run

7.1.4. May 22nd: Second Budget Committee Meeting

7.1.5. April 21st: Classified Contract Review (Corissa is the Board representative)

Adjourned at 7:34

7.2. Board Comments

Member Moore: Excited to see the bandk play today. Thanks given to Brian for his work.

Member Mazurkiewicz: Wants to acknowledge the family who had a tragic loss last week. Is happy to see the Band play tonight. Spoke regarding public comments; the Baord is doing the best they can, Excites to work with Kristy moving forward.

Member Sipp: Really enjoyed hearing the band play and is grateful for the public attendance and comments,

Chairman Frame: Appreciates Brian's service, thanks to everyone.

8. Adjourn

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

**Legislative Update**

The Board will hear from Kristy Kottkey, Board Chair of the Forest Grove School District. Ms. Kottkey serves as our regional representative on the Oregon School Boards Association's Legislative Committee. She will provide an update on the region's legislative priorities, particularly those related to bills affecting school budgets and the services they support. Specifically, she will address current service level funding, the special education funding cap, and the grant program for reimbursing high-cost disability services.

In addition to funding-related legislation, several bills could impact district operations. I recently spoke with Senator Weber, Vice Chair of the Senate Education Committee, to discuss many of the proposed bills. Below are a few of the more high-profile ones.

**Accountability Bill**

There is widespread support for a statewide accountability bill, and we anticipate that a version of the bill will pass. In short, districts will be required to submit longitudinal growth targets on a number of defined measures (currently five), as well as one or more local measures selected from an approved list. The currently proposed required measures are:

- Third grade reading (as measured by the SBAC/OSAS exam)
- Eighth grade math (as measured by the SBAC/OSAS exam)
- K–3 attendance rate (the percentage of students attending at least 90% of school days)
- Ninth grade “on-track” to graduation (measured by the number of students earning six or more credits by the end of ninth grade)
- On-time (four-year) graduation rate

It is important to note that the District continues to advocate for the Oregon Department of Education to address the significant challenges associated with the state's required “opt-out” policy. As a reminder, districts must offer every student the opportunity to opt out of the SBAC/OSAS exams. However, regardless of the number of students who opt out, our success is still calculated based on the assumption that 95% of students take the exam. Banks, like most districts across the state, experience opt-out rates of 25–40% in grades K–8 and rates often exceeding 75% at the high school level.

Additionally, the opt-out process appears to lower the perceived importance of the exam among students who do take it. In response, we have developed a year-long assessment plan that includes nationally normed assessments delivered and analyzed in real time by classroom teachers.

While we rely on those classroom-based assessments to monitor our progress toward literacy goals, we also include attendance and graduation rates in our “District Scorecards.” Below is a table of state-required data similar to what we expect to see in the final version of the accountability bill.

<b>Student Group</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
All Students (Attendance)	79.18%	83.95%	80.98%		83.91%	59.94%	62.3%	68.4%
Combined Focal Groups (Attendance)	67.70%	74.36%	68.70%		61.56%	40.00%	54.1%	59.9%
All Students (3rd ELA)	39.02%	45.33%	49.33%			37.10%	42.03%	42.9%
Combined Focal Groups (3RD ELA)	26.00%	25.00%	43.48%			17.39%	21.7%	37.5%
All Students (9TH On Track)	92.39%	95.00%	91.18%		79.49%	92.9%	92.0%	95.0%
Combined Focal Groups (9th On Track)	82.76%	95.00%	79.41%		73.33%	89.47%	91.3%	90.6%
All Students (4 Year Grad)				95.00%	91.51%	88.30%	95.0%	87.2%
Combined Focal Groups (4 Year Grad)				88%	84.21%	72.22%	90.5%	72.7%

There is currently no indication that the Legislature will require the Department to adjust the opt-out process. If the bill proceeds as expected, the Banks School District will launch a campaign to increase awareness and understanding of the value and purpose of state assessments. In short, we expect our students, staff, and community to succeed in all our endeavors. We often outperform expectations on the athletic fields, we are in the midst of a

highly successful fundraising campaign, and we recently passed a local bond measure by a significant margin. This community rises to challenges, and I fully expect us to lead the state in academic performance just as we frequently lead in athletics.

## **Cell Phone Bill**

The Legislature is considering a bill that would prohibit the use of cell phones throughout the entire school day—including during lunch, recess, and passing periods. While we all strive for distraction-free learning environments, similar policies have failed over the past decade. The challenge lies in achieving consistent enforcement across both teaching and administrative staff.

For such a bill to be successful, the Banks School District will need to develop policies and practices that ensure consistent implementation while allowing our educators to remain focused on high-quality teaching. Our approach will likely include purchasing phone lockers and establishing staff guidelines that do not rely on individual interpretation.

## **Budget Committee and Process**

The District is currently developing its budget for the 2025–2026 school year based on a projected State School Fund of \$11.5 billion. While we remain hopeful that additional funds—particularly those addressing special education needs—will become available, it is too early to responsibly include them in our revenue assumptions.

Additionally, it is likely that our general fund will need to absorb costs from services that may be lost due to changes at the federal level. Another key consideration is the District's role as a consumer in many of our operations. As a small district, we contract out a range of services, including specialized special education support, college credit opportunities, and facilities and maintenance.

The current global economic landscape suggests that many goods and services will rise in cost, driven both by federal policy requirements and supply-and-demand pressures. These increased costs are inevitably passed along to consumers. As a result, we are maintaining higher contingency reserves to protect the District against unexpected expenses.

**Student Success Committee** - In March, we completed the application and selection process for our Students Success Committee (SSC) and held our first meeting. You can find more information about the committee members, our meeting agendas, and our plan of work on the new [SSC webpage](#) on the district website. In the first meeting, members got to know each other and each member shared their "why" for being a part of this work. We also started to draft a vision statement for the committee to envision our future impact on our district in support of Banks students. We also started the process to select a co-chair for the committee, who will partner with Caitlin Everett to facilitate the group. The committee will be meeting monthly through June, culminating in an end of year report.

100 GENERAL FUND | Revenue & Expense Summary

Fiscal Year 2024 - 2025

For the Period Ending March 31, 2025

	Period 1 Actual Jul '24	Period 2 Actual Aug '24	Period 3 Actual Sept '24	Period 4 Actual Oct '24	Period 5 Actual Nov '24	Period 6 Actual Dec '24	Period 7 Actual Jan '25	Period 8 Actual Feb '25	Period 9 Actual Mar '25	Period 10 Projected Apr '25	Period 11 Projected May '25	Period 12 Projected Jun '25	Projected 2024-25 Totals	Adopted 2024-25 BUDGET	Year-To-Date 2024-25 Actuals	Variance Budget vs. Projected	% of Budget
<b>REVENUES</b>																	
<b>STATE SCHOOL FUND FORMULA:</b>																	
Local Taxes	-	-	8,631	4,431	894,753	2,746,774	29,840	18,156	69,743	10,318	12,814	86,696	3,882,156	3,875,000	3,702,585	7,156	96%
County School Funds	-	-	-	-	19,336	-	-	-	7,306	7,343	-	3,475	37,460	35,000	19,336	2,460	55%
State School Fund	1,535,620	767,350	767,350	767,350	767,350	767,350	767,350	767,350	621,210	621,210	621,210	-	8,770,700	9,214,000	6,907,070	(443,300)	75%
Common School Fund	72,830	-	-	-	-	-	-	-	79,937	-	-	-	152,766	151,500	152,766	1,266	101%
State Managed Timber	-	-	-	-	118,910	-	-	-	160,637	-	94,226	131,488	505,261	380,000	279,547	125,261	74%
<b>SSF Formula Total</b>	<b>1,608,450</b>	<b>767,350</b>	<b>775,981</b>	<b>771,781</b>	<b>1,800,349</b>	<b>3,514,124</b>	<b>877,127</b>	<b>946,143</b>	<b>698,259</b>	<b>638,871</b>	<b>728,250</b>	<b>221,659</b>	<b>13,348,343</b>	<b>13,655,500</b>	<b>11,061,304</b>	<b>(307,157)</b>	<b>81%</b>
Local Sources (1000)	17,272	19,538	17,035	15,389	13,655	25,111	24,545	19,706	19,275	5,667	23,366	5,274	205,833	85,000	152,676	120,833	180%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	806	806	3,000	-	(2,194)	0%
State Sources (3000)	-	-	-	-	-	-	-	-	-	-	125,000	-	125,000	125,000	-	-	0%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>1,625,721</b>	<b>786,888</b>	<b>793,016</b>	<b>787,170</b>	<b>1,814,004</b>	<b>3,539,235</b>	<b>901,671</b>	<b>965,849</b>	<b>717,534</b>	<b>644,539</b>	<b>876,615</b>	<b>227,739</b>	<b>13,679,982</b>	<b>13,868,500</b>	<b>11,213,980</b>	<b>(188,518)</b>	<b>81%</b>
Beginning Fund Balance (5400)	2,468,213	-	-	-	-	-	-	-	-	-	-	-	2,468,213	2,155,000	2,468,213	313,213	115%
<b>Total Monthly Revenues</b>	<b>4,093,934</b>	<b>786,888</b>	<b>793,016</b>	<b>787,170</b>	<b>1,814,004</b>	<b>3,539,235</b>	<b>901,671</b>	<b>965,849</b>	<b>717,534</b>	<b>644,539</b>	<b>876,615</b>	<b>227,739</b>	<b>16,148,196</b>	<b>16,023,500</b>	<b>13,682,194</b>	<b>124,696</b>	<b>85%</b>
<b>CUMULATIVE RESOURCES</b>	<b>4,093,934</b>	<b>4,880,823</b>	<b>5,673,838</b>	<b>6,461,009</b>	<b>8,275,013</b>	<b>11,814,248</b>	<b>12,715,919</b>	<b>13,681,769</b>	<b>14,399,302</b>	<b>15,043,841</b>	<b>15,920,457</b>	<b>16,148,196</b>					
<b>EXPENDITURES BY OBJECT</b>																	
Salaries (100)	128,445	131,608	567,707	554,615	550,073	547,413	545,779	548,052	542,822	556,665	556,674	1,284,443	6,514,295	6,560,629	4,116,513	(46,333)	63%
Employee Benefits (200)	73,135	79,258	350,262	312,831	346,864	341,660	303,626	342,121	342,425	348,533	347,831	856,835	4,045,381	4,129,071	2,492,182	(83,691)	60%
Purchased Services (300)	85,440	236,516	90,198	126,199	361,294	260,190	239,380	192,088	159,588	204,271	342,112	362,802	2,660,078	2,804,700	1,750,893	(144,622)	62%
Supplies & Materials (400)	7,949	46,874	55,559	26,550	32,442	9,806	17,536	30,005	28,783	21,396	30,694	78,671	386,263	393,100	255,503	(6,837)	65%
Capital Outlay (500)	-	17,921	-	-	-	-	-	-	-	-	-	-	17,921	-	17,921	17,921	-
Insurance/Other (600)	150,352	10,068	2,541	3,716	2,627	763	1,139	1,335	3,824	354	916	2,873	180,512	185,700	176,368	(5,188)	95%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	1,084	-	644,216	645,300	645,300	-	-	0%
<b>Total Operating Expenditures</b>	<b>445,321</b>	<b>522,246</b>	<b>1,066,267</b>	<b>1,023,911</b>	<b>1,293,299</b>	<b>1,159,832</b>	<b>1,107,461</b>	<b>1,113,601</b>	<b>1,077,442</b>	<b>1,132,303</b>	<b>1,278,227</b>	<b>3,229,840</b>	<b>14,449,751</b>	<b>14,718,500</b>	<b>8,809,380</b>	<b>(268,749)</b>	<b>60%</b>
Contingency (810)	-	-	-	-	-	-	-	-	-	41,667	41,667	41,667	125,000	500,000	-	(375,000)	0%
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	67,083	67,083	67,083	201,250	805,000	-	(603,750)	0%
<b>Total Monthly Expenditures</b>	<b>445,321</b>	<b>522,246</b>	<b>1,066,267</b>	<b>1,023,911</b>	<b>1,293,299</b>	<b>1,159,832</b>	<b>1,107,461</b>	<b>1,113,601</b>	<b>1,077,442</b>	<b>1,241,053</b>	<b>1,386,977</b>	<b>3,338,590</b>	<b>14,776,001</b>	<b>16,023,500</b>	<b>8,809,380</b>	<b>(1,247,499)</b>	<b>55%</b>
<b>CUMULATIVE EXPENDITURES</b>	<b>445,321</b>	<b>967,567</b>	<b>2,033,835</b>	<b>3,057,746</b>	<b>4,351,045</b>	<b>5,510,877</b>	<b>6,618,338</b>	<b>7,731,938</b>	<b>8,809,380</b>	<b>10,050,433</b>	<b>11,437,411</b>	<b>14,776,001</b>					
<b>Month-end Fund Balance</b>	<b>3,648,613</b>	<b>3,913,255</b>	<b>3,640,004</b>	<b>3,403,263</b>	<b>3,923,968</b>	<b>6,303,371</b>	<b>6,097,581</b>	<b>5,949,830</b>	<b>5,589,922</b>	<b>4,993,408</b>	<b>4,483,046</b>	<b>1,372,195</b>			<b>4,872,813</b>	<b>1,372,195</b>	
<b>EXPENDITURES BY FUNCTION</b>																	
Instruction (1000)	3,549	28,432	649,619	637,009	650,305	709,975	619,432	647,896	634,521	651,647	720,449	1,983,000	7,935,833	8,074,046	4,580,738	(138,213)	57%
Support Services (2000)	441,772	493,814	416,648	386,902	642,994	449,857	488,029	465,705	442,921	479,572	557,778	602,625	5,868,617	5,999,154	4,228,642	(130,536)	70%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Uses (5000)	-	-	-	-	-	-	-	-	-	1,084	-	644,216	645,300	645,300	-	-	0%
<b>Total Operating Expenditures</b>	<b>445,321</b>	<b>522,246</b>	<b>1,066,267</b>	<b>1,023,911</b>	<b>1,293,299</b>	<b>1,159,832</b>	<b>1,107,461</b>	<b>1,113,601</b>	<b>1,077,442</b>	<b>1,132,303</b>	<b>1,278,227</b>	<b>3,229,840</b>	<b>14,449,751</b>	<b>14,718,500</b>	<b>8,809,380</b>	<b>(268,749)</b>	<b>60%</b>
Contingencies (6000)	-	-	-	-	-	-	-	-	-	41,667	41,667	41,667	125,000	500,000	-	(375,000)	0%
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	-	-	-	67,083	67,083	67,083	201,250	805,000	-	(603,750)	0%
<b>Total Monthly Expenditures</b>	<b>445,321</b>	<b>522,246</b>	<b>1,066,267</b>	<b>1,023,911</b>	<b>1,293,299</b>	<b>1,159,832</b>	<b>1,107,461</b>	<b>1,113,601</b>	<b>1,077,442</b>	<b>1,241,053</b>	<b>1,386,977</b>	<b>3,338,590</b>	<b>14,776,001</b>	<b>16,023,500</b>	<b>8,809,380</b>	<b>(1,247,499)</b>	<b>55%</b>
<b>CUMULATIVE EXPENDITURES</b>	<b>445,321</b>	<b>967,567</b>	<b>2,033,835</b>	<b>3,057,746</b>	<b>4,351,045</b>	<b>5,510,877</b>	<b>6,618,338</b>	<b>7,731,938</b>	<b>8,809,380</b>	<b>10,050,433</b>	<b>11,437,411</b>	<b>14,776,001</b>					
<b>Month-end Fund Balance</b>	<b>3,648,613</b>	<b>3,913,255</b>	<b>3,640,004</b>	<b>3,403,263</b>	<b>3,923,968</b>	<b>6,303,371</b>	<b>6,097,581</b>	<b>5,949,830</b>	<b>5,589,922</b>	<b>4,993,408</b>	<b>4,483,046</b>	<b>1,372,195</b>			<b>4,872,813</b>	<b>1,372,195</b>	

Banks School District  
 Integrated Guidance Application Responses  
 2025



ODE Question	District Response
<p>Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment.</p> <p>Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)</p>	<p>The ongoing needs assessment for the Banks School District was conducted using both qualitative and quantitative data analysis, ensuring a comprehensive and balanced interpretation. Our continuous efforts, guided by insights from focus groups in the initial cycle, have shaped the district's inquiry and response to emerging themes.</p> <p>The district remains committed to prioritizing stakeholder engagement through multilingual surveys, empathy interviews, and group feedback sessions with students, staff, community members, and the school board. The five key themes identified in the initial needs assessment became the foundation of the district's strategic plan and continue to drive our ongoing assessment efforts. As we refine our priorities, these themes remain central to our feedback and improvement cycles, ensuring meaningful and sustained progress.</p> <p>While it was clear from our qualitative results that not all students, staff, and community members are represented by our successes, it was the analysis of quantitative data that allowed us to finalize our focal students and specific efforts. Claims were developed for each guiding question through the triangulation of quantitative data sources, including OSAS results, DIBELS, SEL Surveys, course enrollment, CTE participation, etc. The Banks School District identified the following focus students as well as staff areas (and rationale)</p> <p><b><u>Attendance:</u></b>        For the 23/24 School Year:</p> <ul style="list-style-type: none"> <li>● 31.6% of all students were chronically absent</li> <li>● 47.8% of <b>students experiencing disabilities</b> were chronically absent (1.5x more likely to be chronically absent)</li> <li>● 48% of <b>Latino students</b> were chronically absent (1.5x more likely to be chronically absent)</li> <li>● 40% of <b>Students experiencing poverty</b> were chronically absent (1.526x more likely to be chronically absent)</li> </ul>

**Academic:**

- 51% of all **students experiencing disabilities** received one or more F in that time period
  - SpEd students are 2.1 times more likely to get D/F
- 46% of all **Latino students** received a failing grade
  - Latino students are 1.9 times more likely to get D/F

**Behavior:**

- **Students experiencing disabilities** are 7% more likely to receive a referral
- **Latino students** are 7% less likely to receive a referral

**Staff Mental Health and Wellness**

Research indicates a significant correlation between teachers' mental health and the quality of learning environments they create for students. We know this is a crucial component in ensuring our students' mental health and wellness are at the center of all we do. Staff were engaged this year in a book study that was facilitated by our District Transformative Social Emotional Learning Team. The team used data to determine effectiveness and create a sustainable growth plan for next year that will include expanded opportunities for learning through self-guided professional development and group PD.

- 68% of staff feel skilled at dealing with difficult situations with students

Resources from the funding areas in this application will result in increased connection to the specific needs of our students and families, provide expanded opportunities for students, and allow for increased support for students during the school day.

<p>What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?</p>	<p>The district is committed to providing high-quality professional development opportunities for licensed, classified, and administrative staff. Each school has established a vision for student learning and implemented the 5D rubric, with a focus on equitable student engagement and fostering inclusive, rigorous learning environments for all students. This ongoing work will deepen our understanding of engagement and how our school visions support our focal students.</p> <p>A dedicated team has collaborated with NWRESD to implement Oregon’s TSEL standards. This year, all staff have participated in a district-wide book study using <i>Teaching with the Heart in Mind</i>. Upon completion, staff will engage in professional development focused on integrating TSEL standards into daily instruction, further enhancing school culture and increasing students’ sense of safety and belonging. Our efforts will prioritize culturally responsive instruction, particularly for students experiencing poverty, students with disabilities, and students of color.</p> <p>At the elementary level, the team is entering the third year of the RTIi grant, shifting focus to Tier 3 support and its related professional development. Additionally, various teams have engaged in training on CTE, TBI research, and behavior management, many in partnership with NWRESD. New teachers benefit from mentorship through the NWRESD Mentor Grant.</p> <p>Our middle school team will continue transitioning to a standards-based assessment and grading system, ensuring equitable learning opportunities for all students. Each August, teachers and administrators attend the Education Summit hosted by the Confederated Tribes of Grand Ronde, with administrators also participating in a dedicated professional development day.</p>
<p>What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?</p>	<p>Our approach to our youth and families navigating houselessness is embedded into our comprehensive goal of continued community outreach. The district has policies that are compliant with McKinney Vento, which ensure equal access for all students navigating homelessness. We use enrollment data as well as outreach to identify and serve families. These students have access to all educational and school based programs and activities and are made aware of these programs by administrators, counselors and/or social workers at each school. We offer transportation and school stability through our McKinney-Vento program, in addition to coordinating with local service agencies such as the Salvation Army to secure food and stable housing.</p>

<p>Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.</p>	<p>To ensure that the opportunities and access are equitable, Banks does not charge fees for participation, transportation is provided for activities and courses, and students are not required to complete prerequisites for participation in CTE courses. The District is actively recruiting more diverse students to explore internships and work-based learning experiences. Specifically, the district is meeting with emerging multilingual students, students experiencing disability, and students from underrepresented races, ethnicities, and gender identities.</p>
<p>How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?</p>	<p>All elementary and middle level curriculums are state approved to meet all state standards in each grade level. The district has a clear process for instructional materials adoption. The process includes teacher evaluation of curriculum using the state provided evaluation tool, community input, and when applicable, piloting materials.</p> <p>Teachers follow ODE approved state standards at the high school. Staff meet at least once a month in content area teams and look at alignment, content standards, standards mapping, vertical alignment, and scope and sequence for common sections.</p> <p>Once materials are purchased, teams develop a scope and sequence for each subject area and grade level. The teams outline the specific learning objectives and provide a clear progression of skills and knowledge from preK-12. Staff ensure all learning objectives outlined in the scope and sequence are covered by the curriculum, and that it's designed to meet or exceed the standards. The district provides professional development opportunities for teachers so they understand the curriculum and effective implementation.</p>
<p>Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.</p>	<p>The district implements the 5D Instructional Framework and 5D+ Evaluation Rubric from the Center for Educational Leadership. Each school has an instructional vision focused on engaging and challenging students. Staff participate in ongoing professional development during weekly late-start sessions and select staff meetings. Administrators regularly observe classrooms and provide feedback aligned with the 5D Framework, emphasizing engagement and differentiation.</p> <p>Elementary students receive daily SEL instruction, 90 minutes of literacy, 60 minutes of math, and integrated science and social studies. Targeted interventions and enrichment opportunities ensure all students' needs are met.</p> <p>Middle school students take eight courses, including core subjects, PE, and electives. Seventh and eighth graders also take health and technology, while sixth graders participate in homeroom (with embedded health curriculum). Standards-aligned curricula build academic skills alongside essential success skills like time management, technology use, and study strategies.</p> <p>High school students have access to multiple levels of core classes in</p>

	<p>English, math, science, and social studies, including AP and honors courses. A growing selection of electives reflects student interests. Those receiving special services enroll in tutorial classes to support accommodations and modifications outlined in their 504 plans or IEPs.</p>
<p>How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?</p>	<p>First, we strive to be authentic in every interaction. For example, we look to move our efforts to consistently live in the "Involve, Collaborate, or Defer" levels of community engagement. We know that the more we facilitate authentic engagement the greater the response from our community. We also need to ensure relevance and representation in our practice. Our partnership with the Confederated Tribes of the Grand Ronde has taught us how to listen and learn to ensure that our spaces are welcoming and relevant to a diverse community. In addition, we use CharacterStrong character education curriculum, K-8, to build pro social skills, teach about anti-bullying, and teach drug abuse and violence prevention lessons in health courses.</p> <p>We focus on family engagement and positive communication home by utilizing a variety of communication tools such as positive postcards, school and district newsletters, phone calls, and emails. Additionally, we host a variety of engagement opportunities for families, including conferences, Literacy night at BES, science fair at BMS, Outdoor school information night at BMS, Incoming 6th grade night. At this time, we have no evidence of gang activity in our district, and very low rates of drug use and violence as reported by our initial report from this year's SHS survey. We foster close family relationships and restorative processes to ensure safety and support of our students and families.</p>
<p>How do you ensure students have access to strong school library programs?</p>	<p>Students attend library every week at the Elementary level. Book fairs are held 2x/year to help raise money for the purchase of new books for the library that align with our Character Strong program, books in Spanish, and books that align with projects for classroom novel studies. Students in grades 4 and 5 often work on their book reports during library so they can get assistance with resources from the media aide.</p> <p>At BMS, teachers regularly take classes of students to the library to check out choice books, and we are running book clubs in our ELA classes to promote student choice and a culture of reading. BMS also hosts an annual book fair. We regularly purchase books based on student requests and interests.</p> <p>Our High School library is one of the most accessible and comforting spaces in the high school. Our library is supervised by a classified staff member every day. She gets feedback from students on what books to order, and adds new materials each year. She also collaborates with the local city librarians for support and information sharing. She runs transition and career learning opportunities in collaboration with our school counselors through the library. The library houses a "Student Closet" where students can get items they need like food, deodorant, feminine supplies, etc.</p>

<p>How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?</p>	<p>Each school has a school counselor or behavior specialist who engages with students on a variety of topics, including offering support for mental health. Counselors work with students and families to develop individual plans for students experiencing depression, anxiety, stress challenges and dysregulation. Families are given information to access additional therapeutic resources as needed. We also work closely with our county mental health liaisons to provide support during mental health crises. This is monitored through data collected on individual plans/goals, attendance and behavioral data</p>
<p>How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?</p>	<p>The RTIi process at the elementary level is designed to systematically analyze progress monitoring data for all students receiving reading interventions. If a student is not making adequate progress, the team will determine whether to intensify instruction or implement a different intervention. If a student has participated in two different interventions for 6–8 weeks each without sufficient progress, the team convenes to assess whether a special education evaluation is appropriate.</p> <p>Across all schools, district and state assessment data are used to identify students who are meeting standards and those who require additional support. These data points inform the development of targeted intervention or enrichment plans to address individual student needs.</p> <p>To identify talented and gifted (TAG) students, the district utilizes multiple measures of intellectual and academic giftedness. All second-grade students, including those in focal groups, are screened using the NAAT3 Naglieri Nonverbal Ability Test to assess general intellectual ability. Additionally, standardized academic assessments and teacher/parent rating scales are used to identify students who may qualify for TAG based on intellectual or academic giftedness.</p> <p>Student data is reviewed by the Student Study Team, which determines TAG eligibility. Once identified, parents and teachers collaborate to develop a Personalized Education Plan (PEP), which is updated annually. TAG services are provided within the general education classroom through differentiated instruction, ensuring that gifted students receive appropriate challenges and support within their learning environment.</p>
<p>If planning to develop a new CTE Program of Study, please name the intended program to be</p>	<p>We are working with local superintendents and NWRESD to determine feasibility in sharing resources across local districts to add opportunities. Currently, we are looking at piloting a CDL permit and licensure program for high school seniors in the spring of 2025.</p>

<p>started, timeline, and the steps taken or to be taken.</p>	
<p>What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.</p>	<p>To ensure that the opportunities and access are equitable, Banks does not charge fees for participation, transportation is provided for activities and courses, and students are not required to complete prerequisites for participation in CTE courses. Our CTE teachers are working with their advisory boards to develop partnerships with local companies for work-based learning experiences. Within our courses, students are often developing working skills through school based clubs such as Fabrication and Design. They are broadcasting local events and selling products made in CTE courses at community events.</p> <p>We have kids doing Supervised Agricultural Experience programs where they have projects or jobs outside of school. Sometimes they are paired up with someone from the community for their project or job, keep records, and then apply for degrees or proficiency awards. We are working towards this becoming more formalized to count as our Work-Based Learning component for Perkins. We do a lot of Career Development Events and Leadership Development Events. These are hosted by and typically judged by industry professionals at the district, sectional, &amp; state levels. We often use community people to help train for these. We receive requests throughout the year from people looking for students to work for them and have been able to help a number of students find ag-related jobs.</p> <p>The District is actively recruiting more diverse students to explore internships and work-based learning experiences. Specifically, the district is meeting with emerging multilingual students, students experiencing disability, and students from underrepresented races, ethnicities, and gender identities.</p>
<p>Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.</p>	<p>Yes, students can earn dual credit in many of our CTE courses through partnerships with local community colleges.</p>
<p>What improvements have you made when engaging with your community, including focal students, families, and staff, in the</p>	<p>The past two years have been filled with opportunities to engage the community in a broad range of topics showcasing the emphasis placed on community engagement.</p> <p>The District was able to pass a bond in May, partially due, we are sure, to the diverse ways in which we conducted community outreach. There were pancake breakfasts, tours of the District, donuts at the fire station and so</p>

<p>past two years? What barriers, if any, continue to exist or were experienced?</p>	<p>many more opportunities. Community members expressed appreciation for the efforts.</p> <p>The District has several community advisory boards that community members have been able to apply for and participate in. The Community Curriculum Advisory Committee, the Bond Oversight Committee, and the Student Success Committee.</p> <p>The District has utilized staff and community surveys to get feedback on important topics such as school climate, student engagement and staff and student feeling of belonging.</p> <p>The district has been very intentional in ensuring that students and families in our focal groups are represented on all of our committees, elevating the voices that have been traditionally overshadowed.</p>
<p>Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)</p>	<p>Students Staff School Board Family Members Community Members</p>
<p>List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)</p>	<p>The district set a goal to meet with students in our focal groups through face-to-face interviews and group interviews. At our middle school, the administration met with every student in the school, using one of these, and sometimes both of these, methods. Elementary students were interviewed individually and high school students were interviewed in groups. The purpose of the interviews was to collect as much information as possible about the process, while also elevating student voice. Parents have been surveyed multiple times this year, both by the individual schools and at the district level with questions varied enough to collect the needed information from our focal group parent stakeholders. Our community liaison was instrumental in making sure that communication was sent in all languages and that parents were aware of the survey and the process.</p>
<p>Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.</p>	<p>The Banks community is deeply invested in the success of students within the Banks School District. This commitment is clearly reflected in the strong interest shown by community members in participating on various advisory committees—including those focused on bond planning, curriculum development, and student success—as well as their active involvement in student-centered events hosted by the district.</p> <p>Through ongoing dialogue with both staff and the community, it has become increasingly clear that transparent communication is essential to building and maintaining trust among all stakeholders. In response, the district has significantly enhanced its communication efforts, adopting a “more is better” philosophy to ensure celebrations, key information, and challenging topics are shared openly and proactively.</p> <p>Additionally, feedback has reinforced a shared desire for decision-making that reflects the unique identity and values of the Banks community. There is a clear preference for approaches tailored specifically to our local</p>

	<p>context, rather than simply replicating strategies from other districts. This principle now guides both our communications and the design of feedback tools—such as surveys, discussion groups, and interviews—ensuring that decisions are grounded in what is best for the students we serve.</p>
<p>List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)</p>	<p>Each school has a school leadership team composed of staff at that site who guide our work on instructional improvement as well as our school-based improvement and action plans. These teams regularly provide feedback on our action plans and review data aligned to our scorecard and this information is also shared with all staff for their input. Our district strategic plans and school action plans and scorecards include all aspects of our work on the integrated plan. These actions include quarterly review of our progress and next steps with our staff. We also have staff involved in various committees that guide our planning. Last school year, we formed a Behavior study team to improve our MTSS systems for behavior support and to update our Student Code of Conduct. We also have our Student Success Committee composed of students, staff, and community members. At BMS, we also had a schedule study team charged with changing the middle school bell schedule and course program. We also engage regularly with our certified and classified unions to ensure a positive staff climate and to get feedback on our plans and staff engagement strategies.</p>
<p>What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? ☒</p>	<p>We believe that instructional excellence is achieved by the careful cultivation of both the culture and strategy of our district. Furthermore, we explicitly place the responsibility of a positive culture and effective strategy on the leadership of our district. In the Banks School District, anyone has the opportunity for leadership. The belief that leadership extends throughout our system results in the elevation of the education profession and increases the satisfaction of all educators. To achieve that satisfaction, we go beyond simply embracing the philosophy, rather, we employ specific strategies to ensure that all staff members are engaged in the planning and implementation of educational excellence. Those strategies include clear and consistent goals (co-created) and on-going dialog throughout our system to make the on time adjustments to our practices that our students need.</p> <p>In addition to targeted discussions and strategic involvement of staff, we measure staff satisfaction in an annual survey. We publicly reflect on the results and implement actions to better our efforts so that our educators know they have the resources necessary to succeed. Our efforts in recruitment are multifaceted. However, it begins with retention, before recruitment. We know that the culture and working conditions of our district must be one of acceptance, diversity, and inclusion. Again, all staff members in our district can serve as leaders, an opportunity that is not realized in all workspaces. As the culture of our district continues to evolve toward excellence, we have utilized a wide range of tactics in recruitment.</p>

<p>What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?</p>	<p>Our current systems do not specifically measure or account identifying this disparity, but the district focuses on ensuring all teachers are highly effective and well-trained. Our K-8 programs are mostly heterogeneous with respect to student distribution. We take teacher requests on a very limited basis and only in high needs situations. Our high school does offer tracked pathways, which has been historically shown to provide additional support to underserved students in predictable fashions. Students at each grade in the high school have the same teacher for core subjects ensuring that all students are receiving the same high quality instruction. Further investigation and strategy into this issue is needed.</p>
<p>Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒</p>	<p>While we have data systems in place to evaluate our discipline outcomes, we do need to increase our understanding of student behavior and more targeted and specific approaches. In addition to an increase in counseling, we are proposing to increase our opportunity for community involvement through a bilingual community liaison. Additionally, we are looking to expand our use of the Character Strong Program, which is currently used as a Tier 1 intervention to their suite of Tier 2 resources.</p> <p>Each school monitors and reviews student behavior data through “student study teams” and other such groups. Our analysis clearly indicates the need for expanded Tier 2 and 3 interventions. Our expenditures from these funds in outreach and involvement will help us to further refine the suite of interventions that we offer. This year we are piloting a digital referral system that tracks additional data about location, time, student information to be able to analyze discipline data. The elementary and middle schools enter discipline data into SWIS to be able to analyze data.</p>
<p>What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?</p>	<p>We have used wrap around services through local community and county resources. Collaborated with families, case managers, and other stakeholders to set up students for success.</p>
<p>How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? ☒</p>	<p>We think of transition in two facets. First, we look to the summer preceding the transition. We have developed and continue to refine our summer programs to focus on student engagement as well as the on time acceleration toward grade level standards (when applicable). We believe that students who feel more welcome and supported at school will have a greater opportunity for success. Additionally, we adjust the entry point of the transition at the start of the school year. For example, our youngest learners have a more incremental start to their year. That delay allows for students to become acclimated to the school environment in a way that meets their needs. Additionally, the time allows for teachers to make real time observations as they begin to develop relationships with their new students and helps them to place students into a classroom where they will be the most successful. Similar, yet perhaps less obvious structures exist throughout our system.</p> <p>For students moving from elementary to middle school, we schedule times for the middle school administration to come to the elementary and present</p>

	<p>to the 5th grade students about forecasting for classes as well as setting up a day/time for the 5th grade students to visit the middle school before the end of the school year.</p>
<p>What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒</p>	<p>We contract with Hillsboro Chamber of Commerce to provide multiple job shadow and career exploration opportunities throughout the school year. We also take a group of students to NW Career Expo. We provide a unit in English class where students prepare a cover letter, resume, and complete a mock interview with local community volunteers. Students can attend Job Fairs, and the school district has hosted a Careers Day where we invite a variety of alumni in the area to present on a variety of career options for students. Students can attend the PCC Preview Day and see interesting information in-person and observe what college looks like. Additionally, funds from this application allow for more access to counselors and administrators for our students. These individuals work closely with both students and parents to understand their goals and coordinate opportunities such as the ones described above. Although most of our career exploration happens at the high school level, elementary and middle school teachers and counselors often share knowledge about various occupations that may be relatable to their students.</p>
<p>Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.</p>	<p>The Confederated Tribes of Grand Ronde maintain an Office of Curriculum and Instruction and a Curriculum Coordinator dedicated to supporting educational initiatives. The Tribe provides professional development through a variety of workshops, meetings, and site visits, offering educators meaningful learning experiences.</p> <p>Additionally, the Tribe develops curriculum resources that teachers can implement in their classrooms to create engaging and culturally enriching learning opportunities for students. Our educators have been invited to and have participated in an annual training at the Tribal Headquarters. Administrators have also been invited to attend yearly training and collaboration sessions.</p> <p>Through this close partnership, our district remains deeply connected to the Grand Ronde Tribe, ensuring that we honor its legacy and integrate its rich history and traditions into our educational practices.</p>
<p>Provide an overview of the plan detailing the key aspects and rationale behind the chosen</p>	<p><b>Banks School District Vision and Strategic Focus</b></p> <p>The Banks School District envisions an experience that will "engage, challenge, and prepare every student." To achieve this, we are committed</p>

approach.

Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE.

Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics.

(500 words or less)

to four foundational pillars: **Empowering our Students, Energizing our Team, Engaging our Community, and Enriching our Facilities**. We also recognize that in order to realize this vision, we must **Align our Resources** so every investment directly contributes to student success.

While we are proud of the themes developed through community collaboration, we also engaged in honest reflection about our current progress toward these goals. Our analysis revealed that students in certain subgroups—particularly Students with Disabilities, Hispanic/Latinx Students, Economically Disadvantaged Students, and Male Students—are disproportionately underrepresented in measures of academic success. We also found that the capacity of our staff to meet individual student needs—both academically and emotionally—has a significant impact on outcomes. This strategic plan is designed to address those disparities and ensure equitable success for all students.

### **Strategic Themes for Improvement**

#### **Staff Development**

We will partner with external experts to strengthen our culture and instructional practices. Staff will receive targeted training in social-emotional learning, behavior support, and inclusive education. We will also implement systems to support the consistent use of these strategies district-wide.

#### **Expanding Learning Options**

We will broaden educational opportunities across the K–12 continuum. This includes extended-year programming for early learners and more relevant, engaging course offerings at the middle and high school levels. Additionally, we will create more CTE opportunities for students to apply their learning through job shadowing and other career-connected experiences.


#### **In-School Student Support**

Recognizing that universal and targeted strategies impact students differently, we will increase individualized supports, particularly for students in our focal groups. When students attend, feel a sense of belonging and are instructed at their level, their opportunity for success improves significantly. We will support students by adding instructional assistants, counselors, and administrative support at the elementary level to better respond to student needs.

#### **Community-Based Support for Students and Families**

We are committed to expanding community partnerships that enhance student well-being. Collaborations with organizations like the Salvation Army help ensure food security through meal programs and our growing backpack initiative. Our partnership with Washington County Mental Health includes a Community Support Liaison funded through the program. We understand that when students' basic needs are met, they are more likely to attend school regularly and fully engage in their learning.

	<p><b>Anticipated Outcomes</b></p> <p>Through the successful implementation of these strategic themes, we anticipate improved outcomes for all students. Specifically, we expect to see gains in graduation and completion rates, 9th-grade on-track performance, attendance, and third-grade literacy. By staying committed to our vision and values, we will ensure that every student in the Banks School District is equipped to succeed.</p>
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2025-2027

# Integrated Guidance

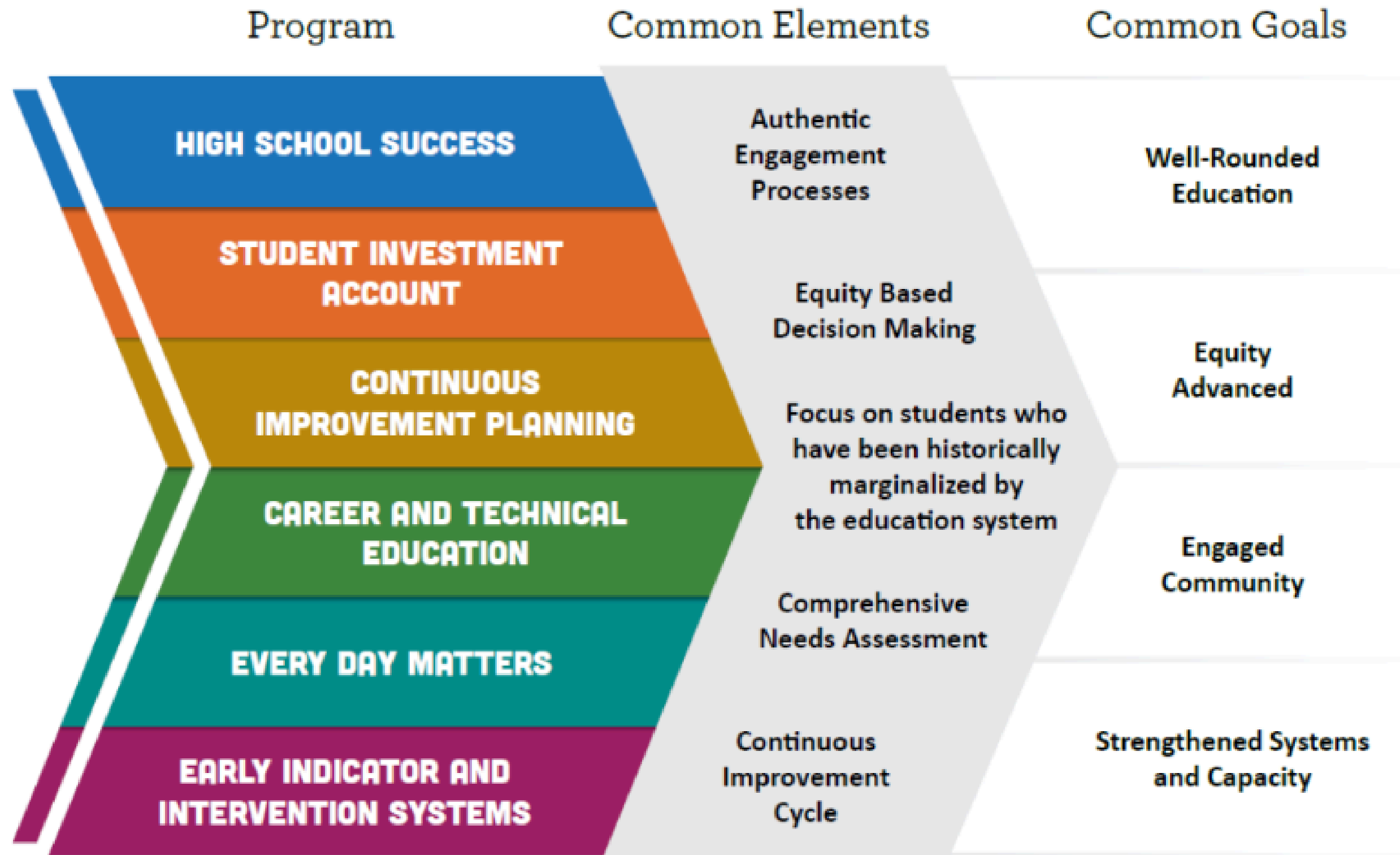
BANKS SCHOOL DISTRICT

# Oregon Integrated Guidance Application

**In 2022, the Oregon Department of Education (ODE) released *Aligning for Student Success: Integrated Guidance for Six ODE Initiatives*, which brings together six programs focused on improving outcomes and learning conditions for students and educators.**



# ODE Integrated Grant Program Overview





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# Integrated Guidance Process Areas

- **Needs Assessment**
- **Advancing Equity**
- **Providing a Well Rounded Education**
- **Community Engagement**
- **Strong Systems and Capacity**
- **Early Literacy**
- **Plan Summary**

# **Purpose of the the Process**

## **Aligning Vision with Action**

- **Grounded in a comprehensive Needs Assessment to identify strengths, gaps, and opportunities**
- **Supports evidence-based planning aligned with our district's mission and state expectations**
- **Ensures our investments reflect community values and student needs**

# **Core Priorities That Drive Student Success**

## **Equity, Opportunity, and Early Foundations**

- **Advancing Equity: Focused support for historically underserved student groups**
- **Well-Rounded Education: Access to academic, behavioral, and enrichment experiences**
- **Early Literacy: Prioritizing foundational skills to ensure future success**

# **A Community-Driven, Sustainable Approach**

## **Engagement, Capacity, and Accountability**

- **Community Engagement: Stakeholder voice is central in shaping priorities and building trust**
- **Strong Systems & Capacity: Investing in sustainable structures that support implementation**
- **Plan Summary: A clear, actionable roadmap that guides progress monitoring and outcomes**

## **Next Steps**

- **Plan is approved by ODE**
- **Strategies and outcomes are monitored for success**
- **Successful strategies are built upon**
- **Unsuccessful strategies are discontinued**
- **Data collection and analysis is continuous**



**Questions?**

**April 16, 2025**

**Testimony before the Ways and Means Committee  
Legislative Policy Committee – District 15, 16, 17  
Representing Wa County including: Banks, Gaston, Forest Grove,  
Hillsboro, Sherwood, Tigard, Beaverton, and NWRESD \***

Co-Chairs Lieber and Sanchez, Co-Vice Chairs Gomberg and Girod, and Members of the Joint Committee On Ways and Means,

Thank you - and your fellow legislators - for your commitment to our students across the state. After watching the entire American Institute of Research presentation to the Joint Committee on Education in February, I had a renewed appreciation for the countless hours our legislators spend on the dais, digesting an impressive amount of data, asking important questions, and doing so in a uniquely stressful legislative session. I am here today to highlight several priorities for our region that speak to the needs of students across the state.

We appreciate your dedication to raising the cap for Special Education funding and for increasing reimbursement costs for High Cost Disability. Were the legislature to fully fund high cost disability, just the Forest Grove School District would receive an estimated **\$2 million which could then be reinvested in the improvement of instruction** and student outcomes. These critical adjustments will significantly enhance the support available to students with diverse needs.

We also appreciate the recognition that the current Current Service Level (CSL) adjustments do not yet address the revenue shortfall impacting our ability to serve all students effectively. To preserve current service levels for students, we have been **deficit spending approximately \$6 million annually** for several years. The initial \$11.36 billion allocation is a significant step toward right-sizing the funding that our students deserve—funding that begins to reflect the high standards we know they can achieve. But like legislators in the Joint Committees on Education learned on February 26th, “It costs more to achieve more.”

That being said, we understand that there is no “magic pot of money” to address every need in this legislative session. We recognize the competing priorities across the state, including essential services like transportation and housing. In light of this, there is a way to make invested dollars go farther and impact students directly in the classroom right now.

**Without additional revenue available, it is critical that the legislature ensures we are not burdened with additional financial and administrative**

**mandates that could further erode the resources we are diligently allocating to improve student outcomes.**

**HB 3365, SB 847, SB 978, HB 3652 and SB 916** are just some of the bills whose impacts would necessitate adjustments to already limited budgets, and this would directly impact student funding and outcomes. HB 3365, for example, will require the purchase of new curricular materials and require time to develop new lesson plans and assessments. These are just some of the multiple bills that would **draw resources away from classrooms.**

Despite the tireless work being done by school districts to stretch limited dollars across a statewide system, our schools will continue to face challenges—and, in many cases, they will remain unable to meet the needs of all students without sustainable and predictable funding, coupled with a larger discussion about the statewide educational systems that need to be modernized. ***Even with the proposed current funding increases, many districts will still experience budget constraints that limit their ability to provide the high-quality education that every student deserves.***

Thank you again for your leadership and ongoing dedication to Oregon's students. We urge the committee to continue exploring ways to strengthen funding and support systems that empower our students and educators alike.

Kristy Kottkey

Chair, Forest Grove School Board

Legislative Policy Representative Region #15

OSBA Board of Directors




# Legislative Policy Committee Update

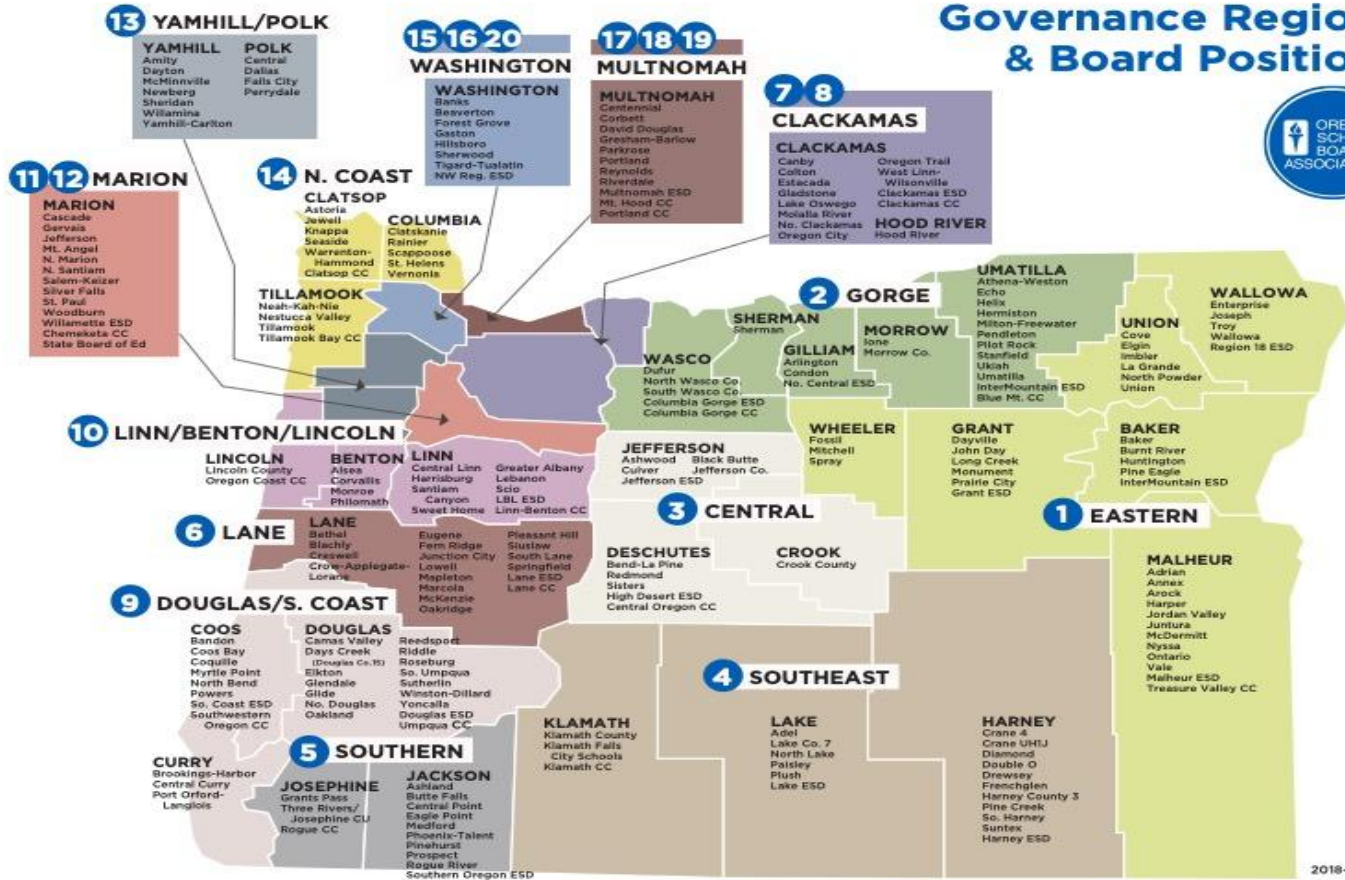
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## District 15 Washington County

Banks, Gaston, Sherwood, Tigard-Tualatin, Hillsboro, and Forest Grove



# Governance Regions & Board Positions



# Washington County Regional Reps



Melissa Potter  
BSD



Becky Tymchuk  
NWRES



Tristan Irvin  
TTSD



Nancy Thomas  
HSD



Kristy Kottkey  
FGSD



Jill Zurschmeide  
TTSD

# OSBA Rural Caucus



Nichole Schott  
President



**OREGON RURAL**  
School Board Members Caucus

## Our Mission

To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.

# Who's Who: Legislative Leadership



**Sen. Bonham**  
Senate  
Republican  
Leader



**Sen. Jama**  
Senate  
Democratic  
Leader



**Sen. Wagner**  
Senate  
President



**Rep. Fahey**  
Speaker  
of the House



**Rep. Bowman**  
House  
Democratic  
Leader



**Rep. Drazan**  
House  
Republican  
Leader

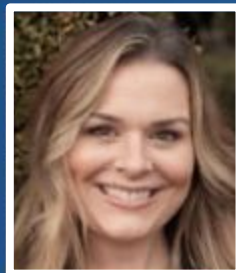
# Who's Who: House Education



**Rep. Dobson**  
Vice Chair



**Rep. Neron**  
Chair



**Rep. McIntire**  
Vice Chair



**Rep. Ruiz**



**Rep. Wright**



**Rep. Nguyen**



**Rep. Harbick**



**Rep. Hudson**

# Who's Who: Senate Education



**Sen. Sollman**



**Sen. Gelser  
Blouin**



**Sen. Frederick  
Chair**



**Sen. Weber  
Vice Chair**



**Sen. Robinson**

# Who's Who: Ways and Means



**Rep. Sanchez**  
Full Committee  
Co-Chair



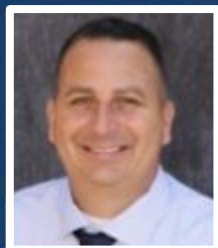
**Rep. Ruiz**  
Subcommittee  
Co-Chair



**Sen. Sollman**  
Subcommittee  
Co-Chair



**Sen. Lieber**  
Full Committee  
Co-Chair



**Rep. Yunker**



**Rep. Wright**



**Rep. Nguyen**



**Rep. McLain**



**Sen. Frederick**



**Sen. Weber**

# Local Advocacy

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**BOARD  
CONNECTIONS**

**TOWN  
HALLS**

**LEGISLATOR  
NEWSLETTERS**

**LETTERS &  
TESTIMONY**

# Ways and Means Testimony (draft)

April 16, 2025

Testimony before the Ways and Means Committee  
Legislative Policy Committee – District 15 Representing Wa County  
including: Banks, Gaston, and Forest Grove

Co-Chairs Lieber and Sanchez, Co-Vice Chairs Gomberg and Girod, and Members of the  
Joint Committee On Ways and Means,

Thank you - and your fellow legislators - for your commitment to our students across  
the state. After watching the entire American Institute of Research presentation to the  
Joint Committee on Education in February, I had a renewed appreciation for the  
countless hours our legislators spend on the dais, digesting an impressive amount of  
data, asking important questions, and doing so in a uniquely stressful legislative session.  
I am here today to highlight several priorities for our region that also speak to the needs  
of all students across the state.

We appreciate your dedication to raising the cap for Special Education funding and for  
increasing reimbursement costs for High Cost Disability. These critical adjustments will  
significantly enhance the support available to students with diverse needs. **In districts  
like example here (Banks, Gaston, and/or FG) this will allow us to reroute \*\*\*x  
amount of money \*\*\* to students in the classroom.**

We also appreciate the recognition that the current Current Service Level (CSL)  
adjustments do not yet address the revenue shortfall impacting our ability to serve all  
students effectively. The initial \$11.36 billion allocation is a significant step toward  
right-sizing the funding that our students deserve—funding that begins to reflect the  
high standards we know they can achieve. But like legislators in the Joint Committees  
on Education learned on February 26th, "It costs more to achieve more."

That being said, we understand that there is no "magic pot of money" to address every  
need in this legislative session. We recognize the competing priorities across the state,  
including essential services like transportation and housing. In light of this, there is a  
way to make existing invested dollars go further and impact students directly in the  
classroom right now.

**Without additional revenue available, it is critical that the legislature  
ensures we are not burdened with additional financial and administrative  
mandates that could further erode the resources we are diligently allocating  
to improve student outcomes.**



## Special Education Funding



## Current Service Level Commitment



## No Unfunded Mandates

Regular Board Session  
Monday, March 10, 2025 6:00 PM Pacific

BANKS HIGH SCHOOL CAFETERIA  
13050 NW Main Street  
Banks, Or 97116

Ron Frame: Present  
Corissa Mazurkiewicz: Present  
William Moore: Present  
Leslee Sipp: Present  
Daniel Streblov: 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 March 10th, 2025 agenda as presented. This motion, made by William Moore and seconded by Daniel Streblov, Carried.

Ron Frame: Yea, Corissa Mazurkiewicz: Yea, William Moore: Yea, Leslee Sipp: Yea, Daniel Streblov: Yea

Yea: 5, Nay: 0

1.6. Banks High School Leadership

No BHS Report at this time.

## 2. Recognitions

2.1. Banks School District Maintenance and Groundskeeping Team; Dale Virden and Daniel Zell

Dr. Sica recognized the Maintenance team for their contribution to our district. Our small Maintenance team is small but takes great pride in our campus and the work they do. Each Board member shared a message of thanks for their contributions.

## 3. Audience Comment

## 4. Presentations/Reports

4.1. March Superintendent's Report

Dr. Sica shared the March Superintendent report which included information about the upcoming Budget Committee meetings, proposed district calendar and other brief updates. He also shared his experience and takeaways from a recent national conference for Superintendents.

4.2. February Financial Update

Business Manager, Jennifer Collins, shared the March financial report and update.

#### 4.3. Bond Update

John Abel was present to provide a Bond Update; including a summary of progress and updated timeline. Each full report is attached to the agenda.

The next planning meeting will include plans for work that will begin this upcoming summer.

#### 4.4. Bond Oversight Committee Update

### 5. Consent

I make a motion to approve the Consent Agenda Items as presented. This motion, made by Daniel Streblov and seconded by Corissa Mazurkiewicz, Carried.

Ron Frame: Yea, Corissa Mazurkiewicz: Yea, William Moore: Yea, Leslee Sipp: Yea, Daniel Streblov: Yea

Yea: 5, Nay: 0

#### 5.1. Approval of 2.18.25 Regular Board Meeting Minutes

#### 5.2. Approval of 2.18.25 Board Meeting Work Session Minutes

#### 5.3. Routine Personnel Matters

#### 5.4. Approval of 2025-26 District Calendar

### 6. Discussion Items

No Discussion Items at this time.

### 7. Action Items

#### 7.1. Youth Library Access Card Library MOA between Banks School District, City of Banks and Washington County Library Services.

I make a motion to approve the Youth Library Access Card Library MOA between Banks School District, City of Banks and Washington County Library Services. 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 Streblov: Yea

Yea: 5, Nay: 0

The Board was presented with details at the February meeting work the district has been doing with the local library to provide every student with the opportunity to be given a library card.

### 8. Closing

#### 8.1. Upcoming items

8.1.1. April 14, 2025: Board Meeting

8.1.2. April 15, 2025: SEI Filing Due

8.1.3. May 15, 2025: First Budget Meeting

#### 8.2. Board Comments

Member Streblov - Congratulations to our Basketball teams for a great season.

Member Mazurkiewicz - Excited about the opportunity for our student to have library cards

and feels access to library services opens up a world of possibilities for students.

Member Sipp - Also excited about the library cards and shared a message from the elementary school's message board that resonated with her. .

Member Moore - Athletic programs in Banks have had a profound impact on the raising of the students in this community and feels that message changes the perspective when soliciting donations for Kelly Field.

Member Frame - No comment

9. Adjourn

Adjourned at 7:01 pm

Board Work Session  
Monday, April 14, 2025 4:45 PM Pacific

BANKS HIGH SCHOOL CAFETERIA  
13050 NW Main Street  
Banks, Or 97116

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. Roll Call

#### 1.3. Approval of Agenda

I make a motion to approve the April 14, 2025 agenda as presented. Action(s):  
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

### 2. Discussion Items

#### 2.1. Bond Update

Dan Hess with BRIC Architecture and Casey Cunningham with Cornerstone Management were present to provide the Board with an update. A slide presentation (attached to the agenda) was shared that highlighted the design updates. Done with the pre-design planning phase and working through the schematic design.

The Design Committee - an Advisory group consisting of students, staff, parents and community members. The meeting notes are then shared with the planning group.

The group continues to use the strategic plan as a guiding tool, along with feedback received from the design committee. The team will walk through several examples and will collect feedback.

Shared the next steps: approving CM/GC contractor, kicking off next phase of schematic design, design development phase, estimates, design meetings for schematic design.

Dan Hess gave an update on the SHPO process.

### 3. Adjourn



# **Banks School District**

School Board Design Update

April 14, 2025

# **Agenda**

Design Schedule

Design Committee – Role

Design Committee – North Stars / Project Design Goals

Design Committee – Process

Auxiliary Gym – Schematic Design Completion

Discussion / Next Steps

# Timeline



## PRE-DESIGN AND PLANNING PHASE

## DESIGN PHASE

## CONSTRUCTION PHASE

August 2024 – December 2024  
*completed*

January 2025 – January 2026

January 2026 – August 2027

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





# Design Committee

## Role and Process

# **Design Committee Team** (*Provide Ideas and Input*)

The Design Committee Team is tasked with providing input on the conceptual plans for each of the proposed projects, High School, and Auxiliary Gymnasium.

- BRIC will lead the Design Committee Team meetings.
- The School District selected members for the team. Members consist of community members, teachers and staff, and student representatives. The Design Committee Team will also include members of the Steering Committee.

## **Roles and Responsibilities:**

- Not a decision-making body.
- Refine the conceptual plans into a final schematic design that aligns with the established project scope, schedule, budget, and current existing conditions.
- Provide ongoing feedback throughout the design.

## **Meeting Schedule:**

The Design Committee Team will meet up to 5 times during the schematic design phase of the project to provide input on the final schematic designs and as needed throughout the design process.

# North Star Process



**(8) Listening and Learning sessions:  
September – November 2024**

Banks high school staff, community members, school board, and high school students including special education and multilingual families

*Who needs to be centered?  
Who will be impacted by  
this change (and is furthest  
away from power)?*

*What are the critical  
questions to ask?*

**What did you hear and  
what does it mean?**  
Design Committee to  
Develop North Stars project  
aspirations and goals: these  
will guide the way!

**How do the North Stars  
manifest in design? What  
do these actually look  
like?**  
Developed by the  
Design Committee and  
Design Team

**How will you test this  
to make sure it meets  
the intention of the  
North Stars?**



# 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



## North Star Number 1

# Safe and healthy school that supports student learning and growth.

- A safe environment for learning
- A place where students are valued and celebrated
- Hallways that are filled with natural light, easy to navigate and supervise
- Inviting, calm, and clean
- Wayfinding that gives clear entry points and a sense of community

## North Star Number 2

# **A future-facing school that empowers our students**

- Supports modern learning options and future learning opportunities
- A foundation for student choices beyond high school
- Design that promotes flexibility
- Learning Spaces that reflect modern industries
- Adaptable technology

## North Star Number 3

# Part of our Banks community.

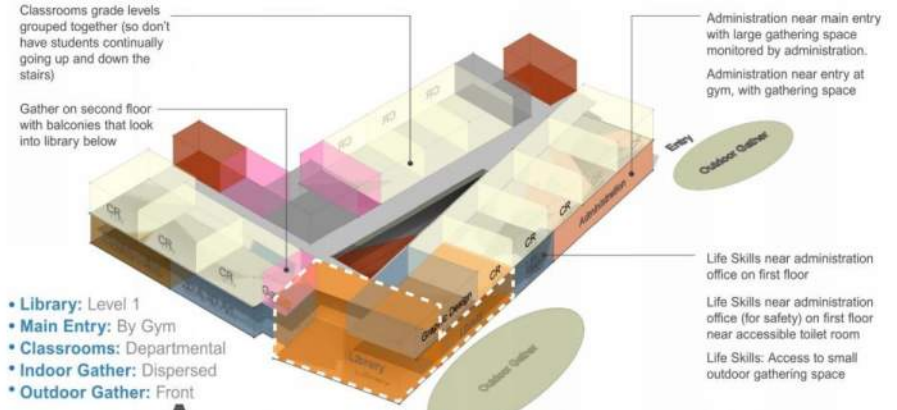
- Recognizes our past and looks to our future
- Design that reflects community needs
- Streamlined pickup and drop-off
- One community, one campus – continuity between ES, MS, and HS

## North Star Number 4

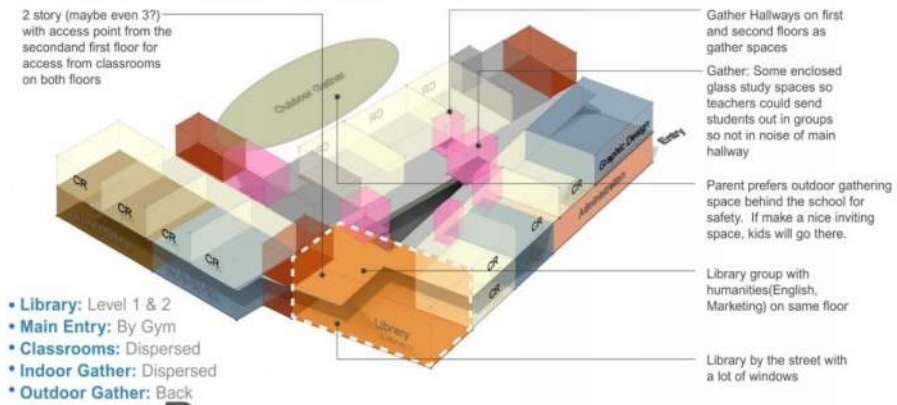
# Wise Use of Community Resources

- Building systems that promote health and wellness
- A building that stands the test of time – maintenance and longevity are priorities
- Thoughtful planning for the future
- Reflective of Banks community pride

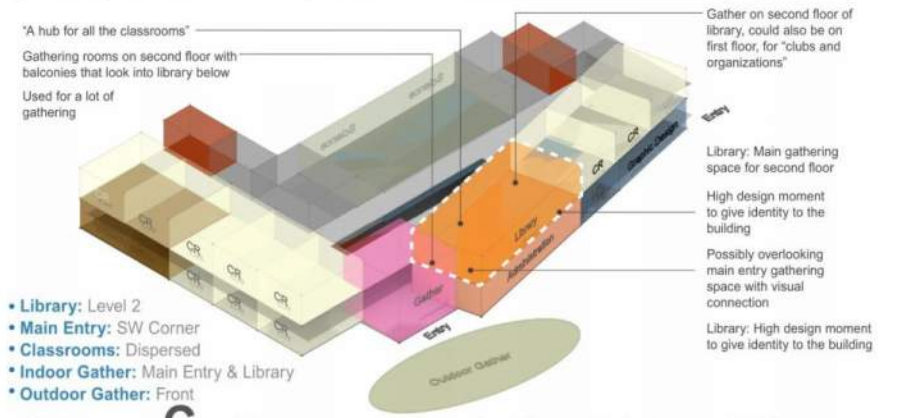
# DESIGN COMMITTEE MEETING 2



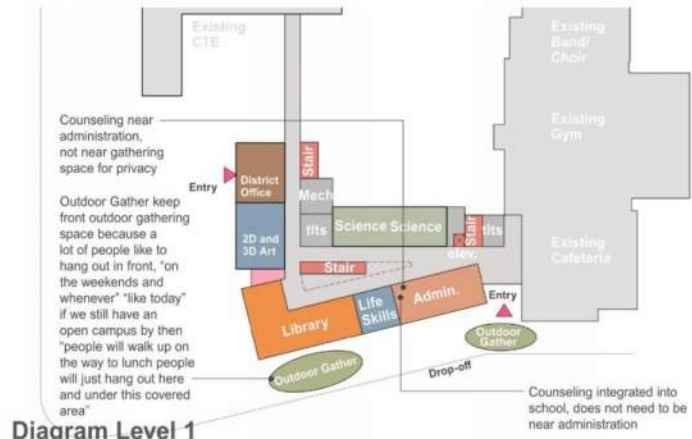
**3D Diagram A** Library access from ground floor. Main Entry by Gym



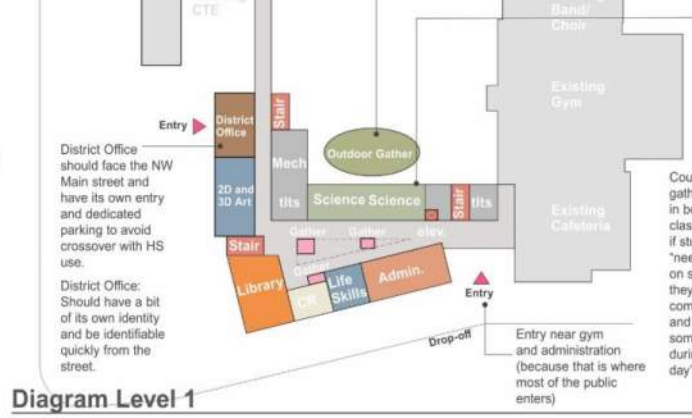
**3D Diagram B** Library access from both levels. Main Entry by Gym



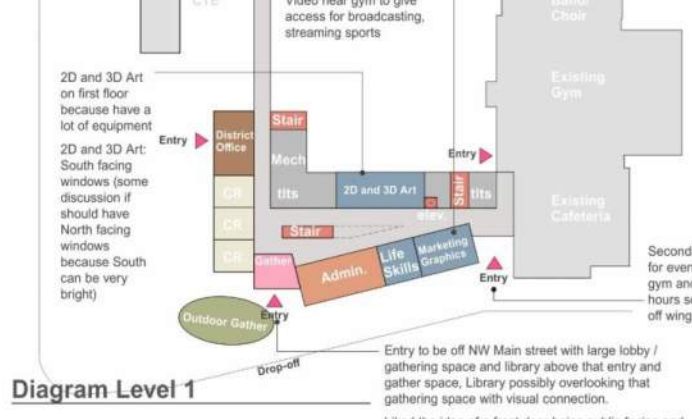
**3D Diagram C** Library access from 2nd floor. Main Entry SW Corner



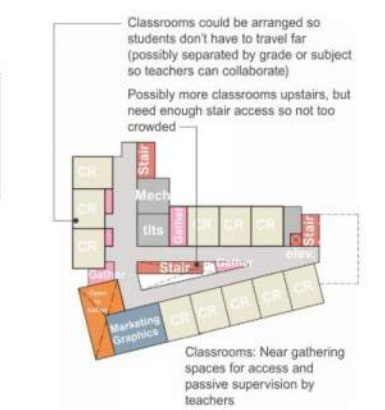
**Diagram Level 1**



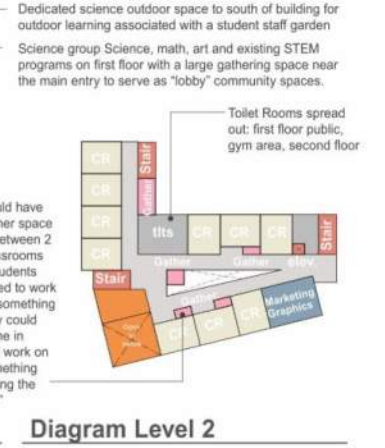
**Diagram Level 1**



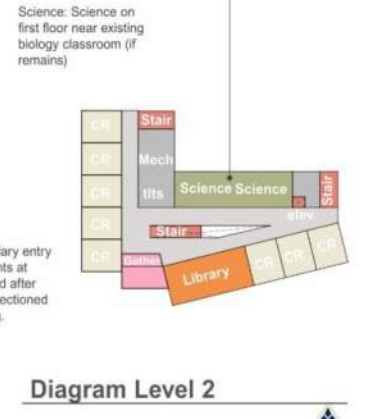
**Diagram Level 1**



**Diagram Level 2**



**Diagram Level 2**



**Diagram Level 2**

# Key Takeaways from Meeting 2

## Library

- Corner location is great; strong visibility from the street, great visibility in school
- Two story volume is appealing, but second floor mezzanine may be hard to supervise

## Main Entry

- Need to keep district office and high school entrances in separate locations
- High school entrance should have a strong presence
- Best location is next to gym – it provides security both during school day and for after-hours events

## Classroom Arrangements

- Specialty classrooms on ground floor and general classrooms on second floor seems like a good arrangement; Marketing and graphics should be on the ground floor near the gym for video productions,

# Key Takeaways from Meeting 2

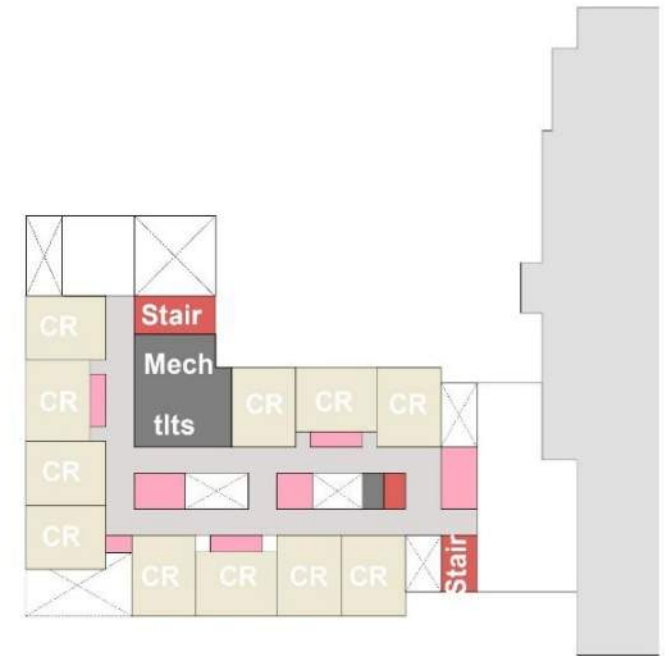
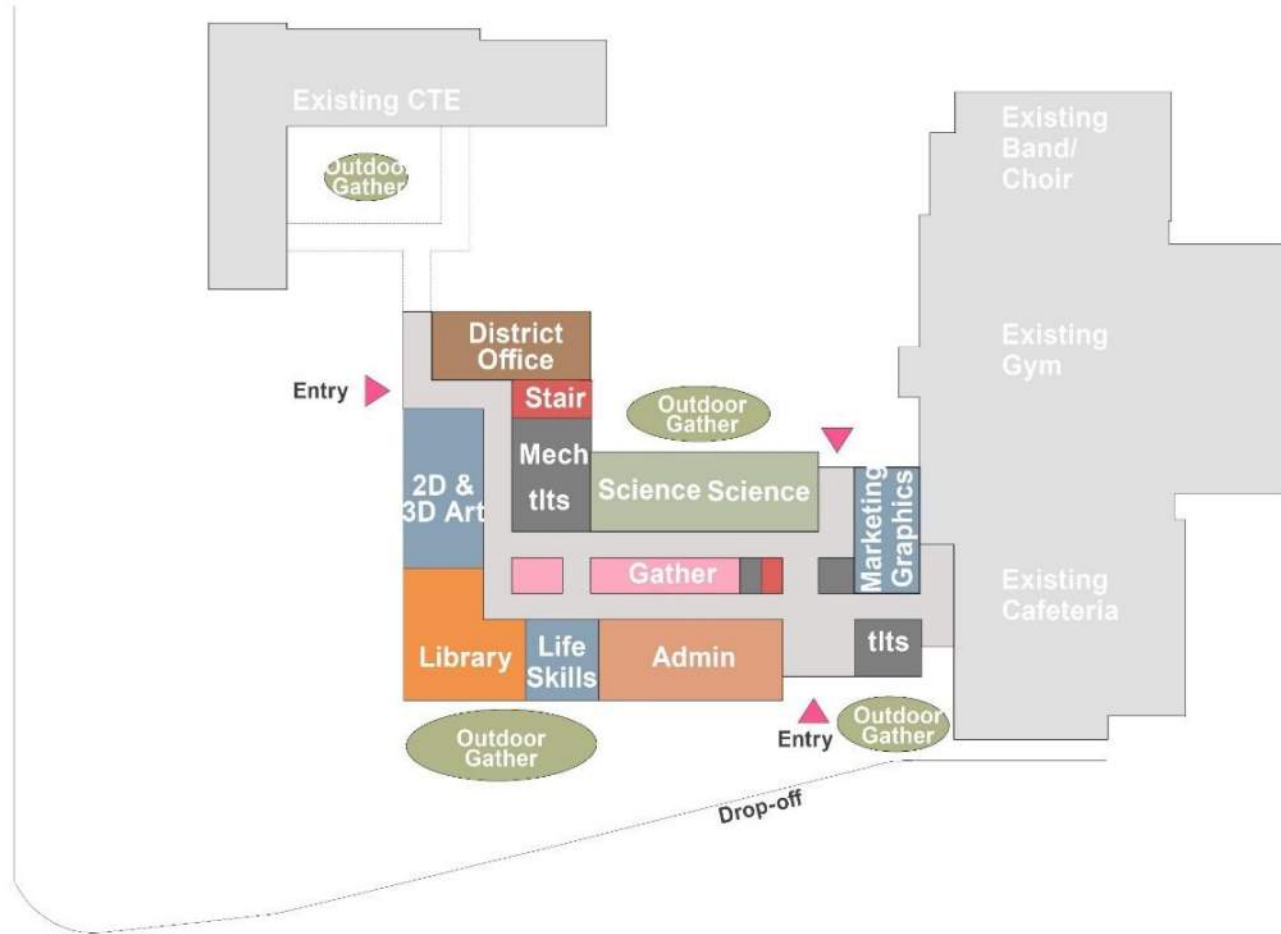
## Indoor Gathering Spaces

- General approval for large central space but concerns about best location for stair way
- Liked a variety of sizes and types (glass enclosed and open) of indoor gathering spaces near educational spaces. Liked how creates variety in the overall space of the school so not just “door after door” in a hall
- Area of calm for students to do independent work
- Could eat lunch in the central commons space (currently kids often eat in the hall)
- Skylights!

## Outdoor Gathering Spaces

- Preference is not to encourage student gathering near Main Street
- A general sense that the existing outdoor area with trees on the south side of the school is well used both during and after school and for community events – a lot of history with this space; part of “Banks Community”

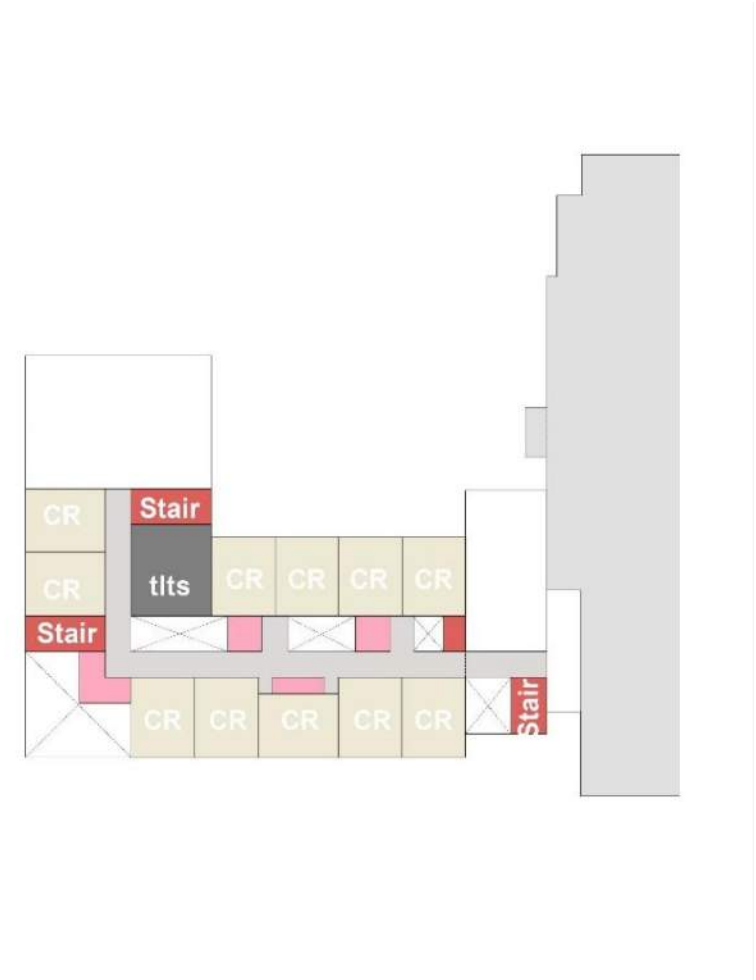
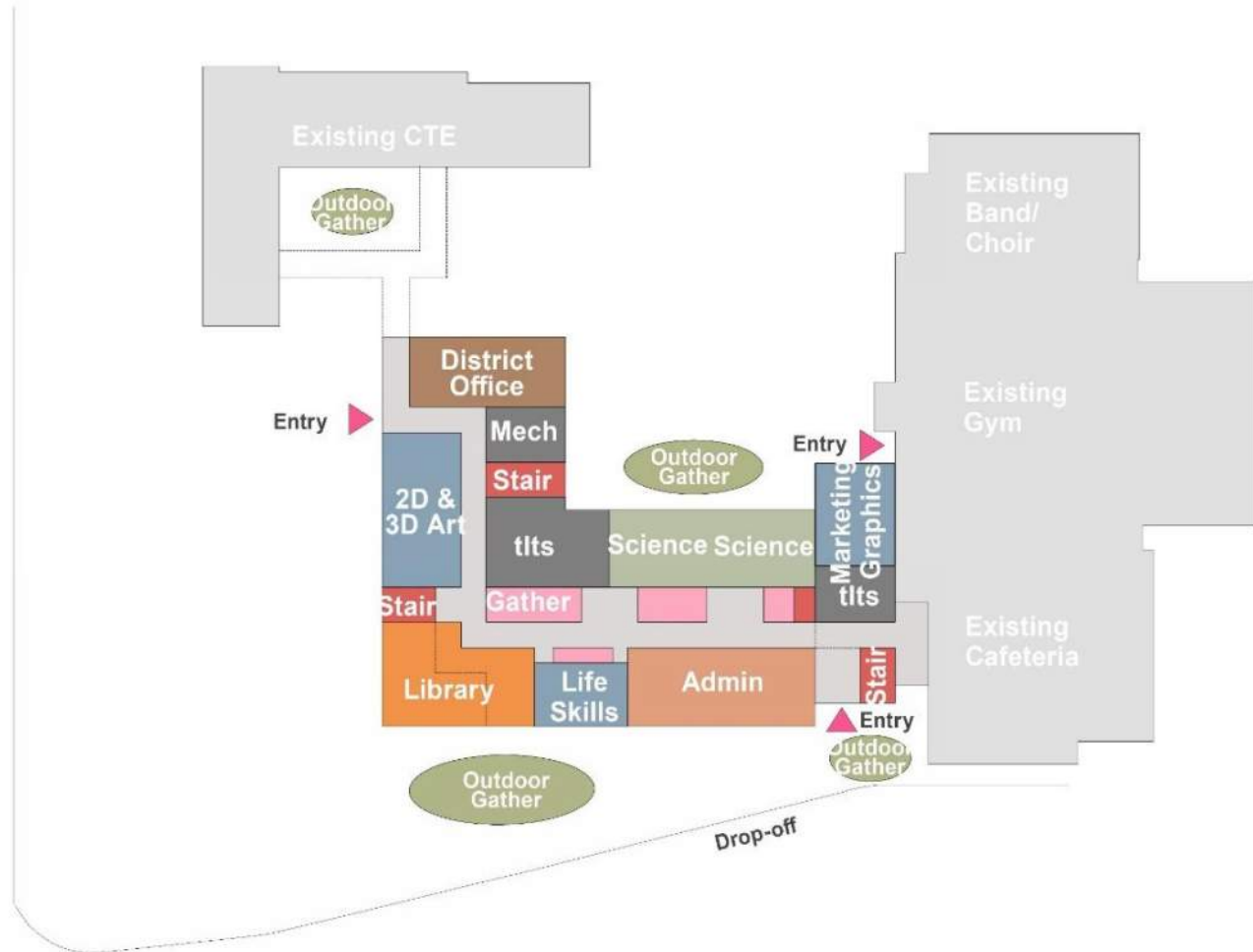
**DESIGN  
COMMITTEE  
MEETING 3**



**A** Diagram Level 1

Diagram Level 2

**DESIGN  
COMMITTEE  
MEETING 3**



**B** Diagram Level 1

Diagram Level 2



# Banks Auxiliary Gym



**BR|IC ARCHITECTURE**

**BANKS - AUXILIARY GYM**  
 12850 NW Main St, Banks, OR 97106  
 BANKS SCHOOL DISTRICT  
 T. 503-324-2281

NOT FOR CONSTRUCTION

EXISTING MD  
 Key plan  
 Date: 04/10/25

phase: SD SET  
 date: 04/10/25  
 project: 24018

Aux Gym WORKING DOCS

**P06**

**Aux Option**  
 SCALE: 1/8" = 1'-0"

4/11/2025 11:25:42 AM  
 Autodesk Docs: 24018 Banks HS Add-Renov-0218 - Banks HS Add-Renov\_050.rvt

**Auxiliary Gym**



## Next Steps –

- April 15 Design Committee
- April 29 Design Committee
- Auxiliary Gym Cost Estimate by Five Star
- HS Addition Schematic Design Completion – end of April
- Community Presentation – early May





**What questions do you have?**

# 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: Banks Girls Basketball

Person making request: Nick Rizzo

Destination: San Diego Lodging Arrangements: Gaylord Pacific  
Resort ; Convention Center

Date of Departure: December 26 Date of Return: December 30

Purpose of Trip: Gold Crown Holiday Basketball Tournament

Number of Chaperones: 3 (1:8 ratio) Number of Students Attending: 13-14

Names of chaperones Nick Rizzo, Mary Ewins, Lauren Burr

Numerous Parents will attend School Days Missed: None

Description of training/expectations provided for chaperones: First Aid / CPR Certified

Type of Transportation: Airfare + Rental Vans in S. Diego

Type of Insurance Coverage: \_\_\_\_\_

Source and Amount of Revenue: Fundraising, ~~GBX~~ GBX ASB Account

## 2025 San Diego Gold Crown Basketball Tournament Itinerary & Information

### **December 26th**

- Fly out from PDX to San Diego (direct flight) - Flight Time TBD
- Upon arrival, head to rental car area to pick up rental vans.
- Head to the hotel - Gaylord Pacific Resort and Convention Center:  
<https://www.marriott.com/en-us/hotels/sange-gaylord-pacific-resort-and-convention-center/overview/?scid=f2ae0541-1279-4f24-b197-a979c79310b0>
- Dinner @ hotel
- Team meeting that night
- Lights out @ 11pm

### **December 27th**

- Breakfast @ hotel provided by team
- **Game #1 - Time TBD**
- Time at Hotel Water Park
- Dinner out provided by program

### **December 28th**

- **No game today**
- Breakfast @ the hotel - provided by the program
- Team will head to Seaworld @ 10am - Seaworld with All Day dining pass
- Back to hotel for dinner and relaxing

### **December 29th**

- Breakfast @ hotel - provided by program
- **Game #2 - Time TBD**
- Dinner out provided by program - Old Town San Diego?

### **December 30th**

- Breakfast @ hotel - provided by program
- **Game #3 - Time TBD - no later than 3pm**
- **Return rental vans and head to airport following final game**
- **Fly home that night**

### **Packing List:**

- Basketball Uniform
- Court Shoes/Socks/Knee Pads/Ankle Braces
- All toiletries including **any potential medications/etc needed**
- PJ's
- Clothes for 5 days
- Chargers for your devices, earbuds/headphones
- **Spending money for 3 lunches, 1 dinner and any other things you might want to buy**
- Snacks for the road
- Water bottle

**Approx. Cost Break Down:**

**Flights:** Approx - \$500 per person - players will fundraise for flights

**Rental Vans:** Approx \$1500 for 2 Vans - paid by program

**Hotel:** \$265 per room x 6 rooms (4 rooms for players, 2 for coaches) - for 4 nights = \$6,360 - paid by program

**Meal Money:** Approx \$2,000 - \$2,500 for meal money - paid by program

**Misc** - Gas, incidentals - \$300

**Seaworld w/Dining Pass** - \$95.00 per person - paid by players - they can fundraise for this

**Total Approx Cost for Program - \$10,660**

**Important Fundraising Note:**

I have formed a fundraising team with 3 returning basketball players' parents to help lead our efforts to raise money for the trip. We will continue next year with our usual fundraisers (poster/program fundraiser and butterbraid \$ cookie dough fundraiser). We plan on holding a bingo night fundraiser fall of 2025, and are exploring other fundraising opportunities for our players as well. Our current account is in good shape right now and we will be in a great position next year to take this trip on with plenty of money to spare.

**Other notes:**

I have a travel agent working on finding flights, rental vans and discount tickets for Seaworld.

**Parents, if there is an emergency and you cannot reach your daughter, contact one of the coaches immediately!**

Nick Rizzo - 503-277-0096 [nickr@banks.k12.or.us](mailto:nickr@banks.k12.or.us)

Mary Evans - 509-733-1515 [rmevans5@yahoo.com](mailto:rmevans5@yahoo.com)

Lauren Birr - 503-550-3983 [lauren.birr@gmail.com](mailto:lauren.birr@gmail.com)

**Banks School District  
Site Development Master Plan  
Project Application Form**

***Submit completed form to the Banks School District Superintendent***

Date Submitted February 24, 2025

Proposed Project Organization or Group: Banks Girls Summer Softball

Group Contact Person: Walt Kennedy

Mailing Address: 25370 NW Mountain Dr

City/State/Zip: Banks, OR 97106

Contact Phone #: 503-706-9826 Email Address: walt.kennedy@gmail.com

1. All proposed projects must first be submitted to the BSD Superintendent for review.
2. Proposed project applications shall include the following components in outline form:

**(Attach to this cover sheet)**

- Brief project narrative
  - Specific scope (features, functions, requirements and architectural characteristics)
  - Budget (including any required design, permitting, or other incidental costs)
  - Funding sources
  - Materials list, colors and outside finish
  - Intended use
  - Space relationship to other facility elements and accessibility
  - Project schedule
  - ADA compliance
3. Work involving storm water run-off or diversion shall be, at a minimum, reviewed by a civil engineer.
  4. Structures shall be engineered so as to maintain integrity for life safety.
  5. Material choices shall be made that consider factors of durability, maintenance, function.
  6. All work, that is normally required to be permitted under the rules of the local jurisdiction, shall be permitted and inspected.
  7. Superintendent will review; then proposed projects shall be submitted to the BSD Board of Directors for review, input and approval.

Superintendent reviewed: \_\_\_\_\_ Date: \_\_\_\_\_

BSD Board Chair Approval: \_\_\_\_\_ Date: \_\_\_\_\_



# **BGSS – Softball Fields Capital Improvement**

## **Drainage & Irrigation**

### **Project Narrative:**

Installation of a drainage and irrigation system at the Varsity Softball Field #1 (priority) and JV Softball Field #2 (secondary). Installation of the proposed drainage system would increase the playability and safety of the softball fields during the high school season. While the installation of the irrigation system will have the similar affect during the summer and fall seasons for the youth program. The combination of the two systems will increase playability while providing the ability to maintain the infield dirt conditions and increase outfield grass conditions.

### **Specific Scope – On the Fields:**

Installation of ground protection for equipment mob in and out. Removal of the grass and infield top dressing in trench areas to be saved for replacement upon completion. Common trenches to be used where both systems run parallel (down the foul lines & around the infield). Maintain trench spoils for replacement as required and remove remaining to offsite location. Installation and inspection of drainage system.

Irrigation system is dependent on direction from BSD and whether to source the water from the City or well source. Coordinate system size and irrigation heads with Dale for commonality between existing irrigation systems. At minimum two station set up with one for infield dirt and one for outfield grass.

### **Specific Scope – Bus Lane:**

Trench from fields across the bus lane to existing manhole to make tie in (1 for each field). Plan to make the tie in with an up sized connection to man hole with 6” fittings/pipe to allow for increased flow from future turf drainage system. Inspection, backfill, compact, and patch back asphalt. Any holes outside of the fields (fenced and locked) will be covered with steel plates when not being worked.

### **Budget:**

Estimated budget is \$15,000 to \$20,000 for permits and material purchases.

### **Funding Sources:**

BGSS Previous Fundraisers.  
Civil Engineering Donation – Ironmark  
Equipment & Labor Donation – Robinson Construction

### **Material Lists:**

Drainage System – TBD



Irrigation System – TBD (BSD System Recommendation)  
Irrigation Heads – BSD Part Number or Series Info Needed

**Intended Use:**

Drainage System – Remove standing water from infield tarp more quickly from the field of play.  
Irrigation System – Maintain safe and playable conditions in the summer and fall.

**Space Relationship to other Facility Elements and Accessibility:**

Locates for existing systems: 1.5” water coupler, scoreboard power and data, existing utilities in bus lane.  
Any control boxes, valves, or other items will be coordinated with BSD for installation locations.

**Project Schedule:**

Summer 2025, after school dismissal for the summer and complete prior to start of the new school year.  
Approximately two weeks for drainage and irrigation installs per field. Specific times will be dependent on Robinson Construction’s summer schedule and will be coordinated with BSD.

**ADA Compliance:**

An egress path will be maintained during construction with steel plates over any bus lane trenches.  
When work is complete, it will look as it did prior to the start of the work.

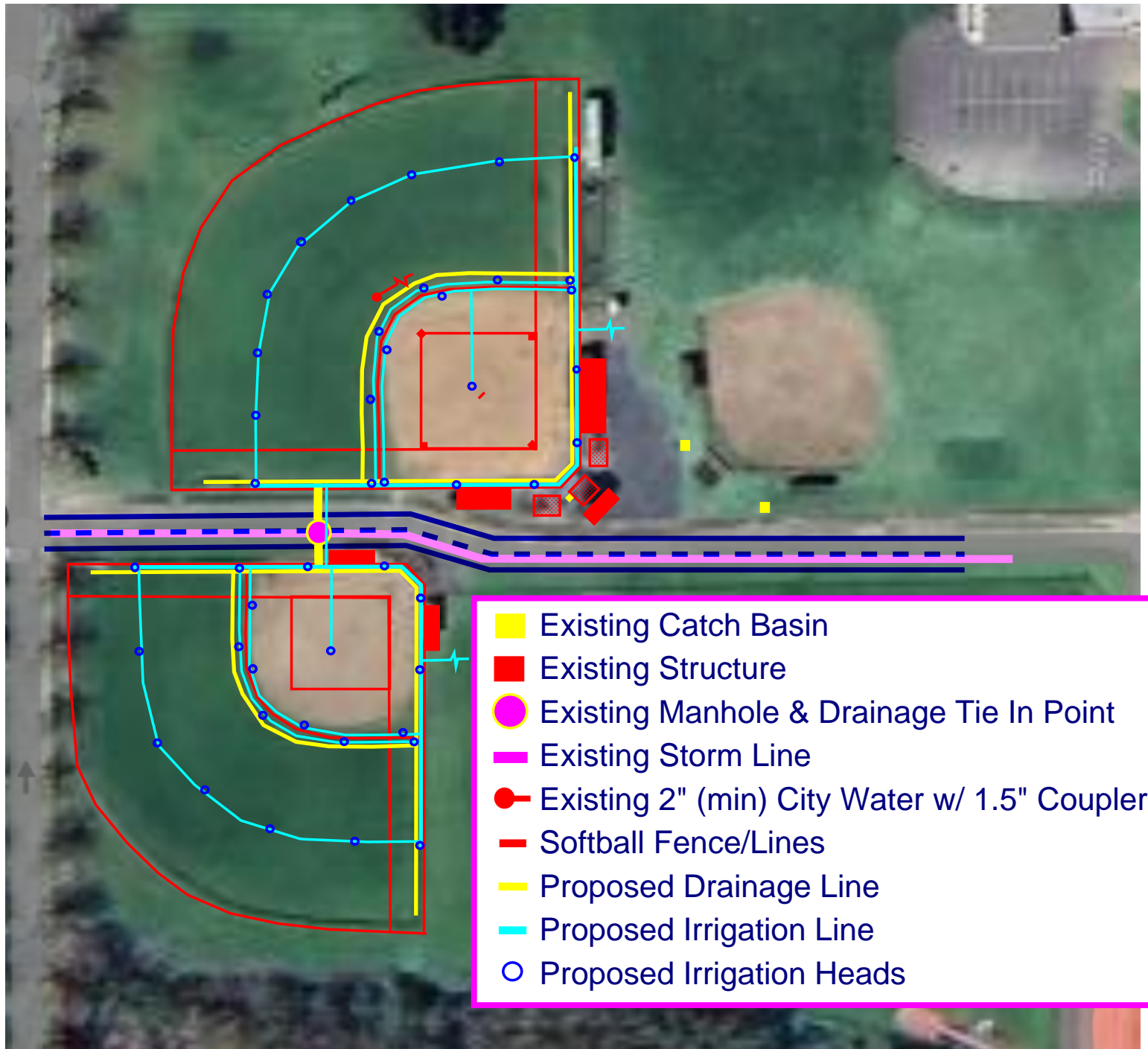
Sincerely,

A handwritten signature in blue ink, appearing to read "W. Kennedy", with a long horizontal flourish extending to the right.

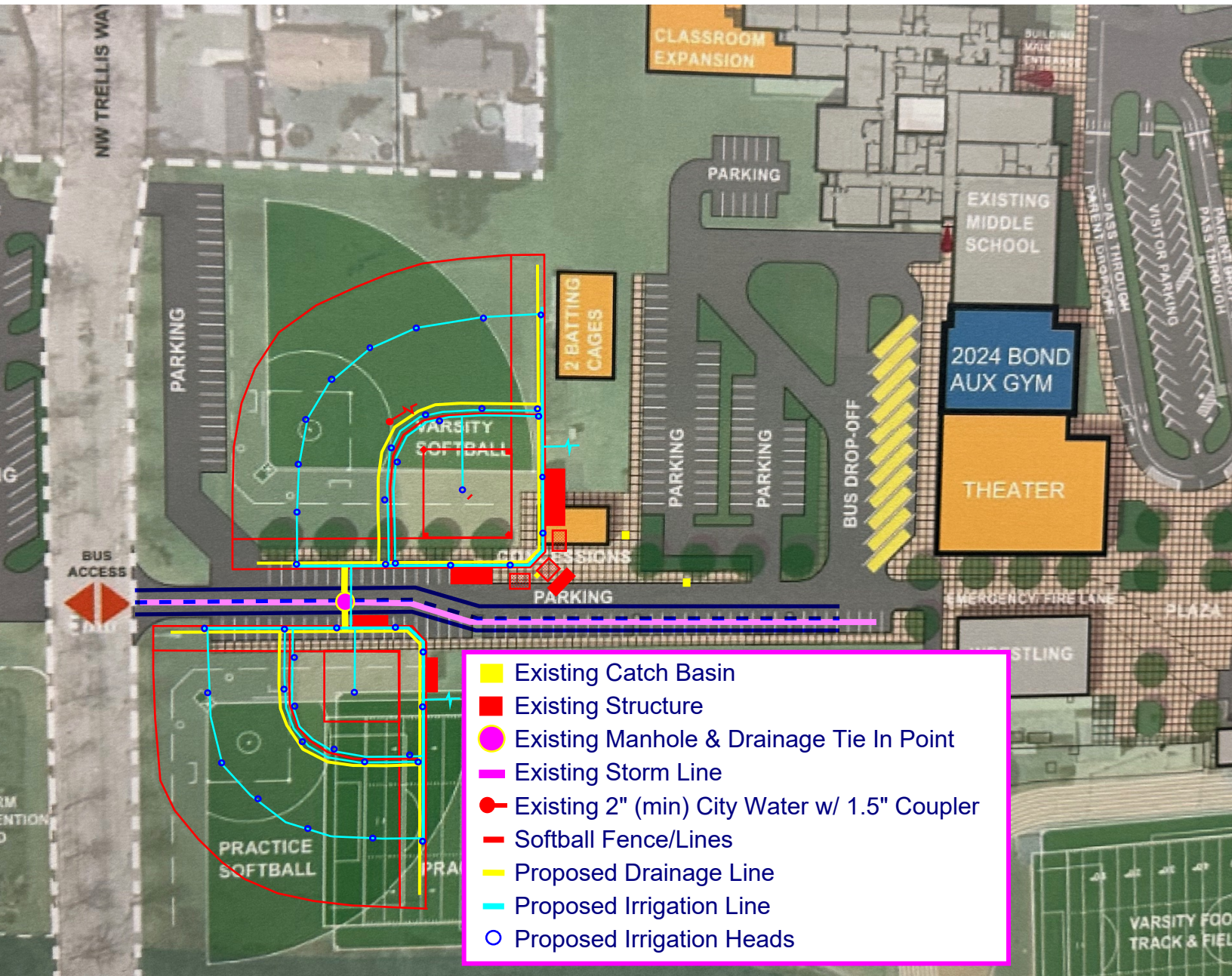
Walt Kennedy  
Banks Girls Summer Softball  
President  
[Walt.Kennedy@gmail.com](mailto:Walt.Kennedy@gmail.com)

cc; Robinson, Ironmark, BGSS Board

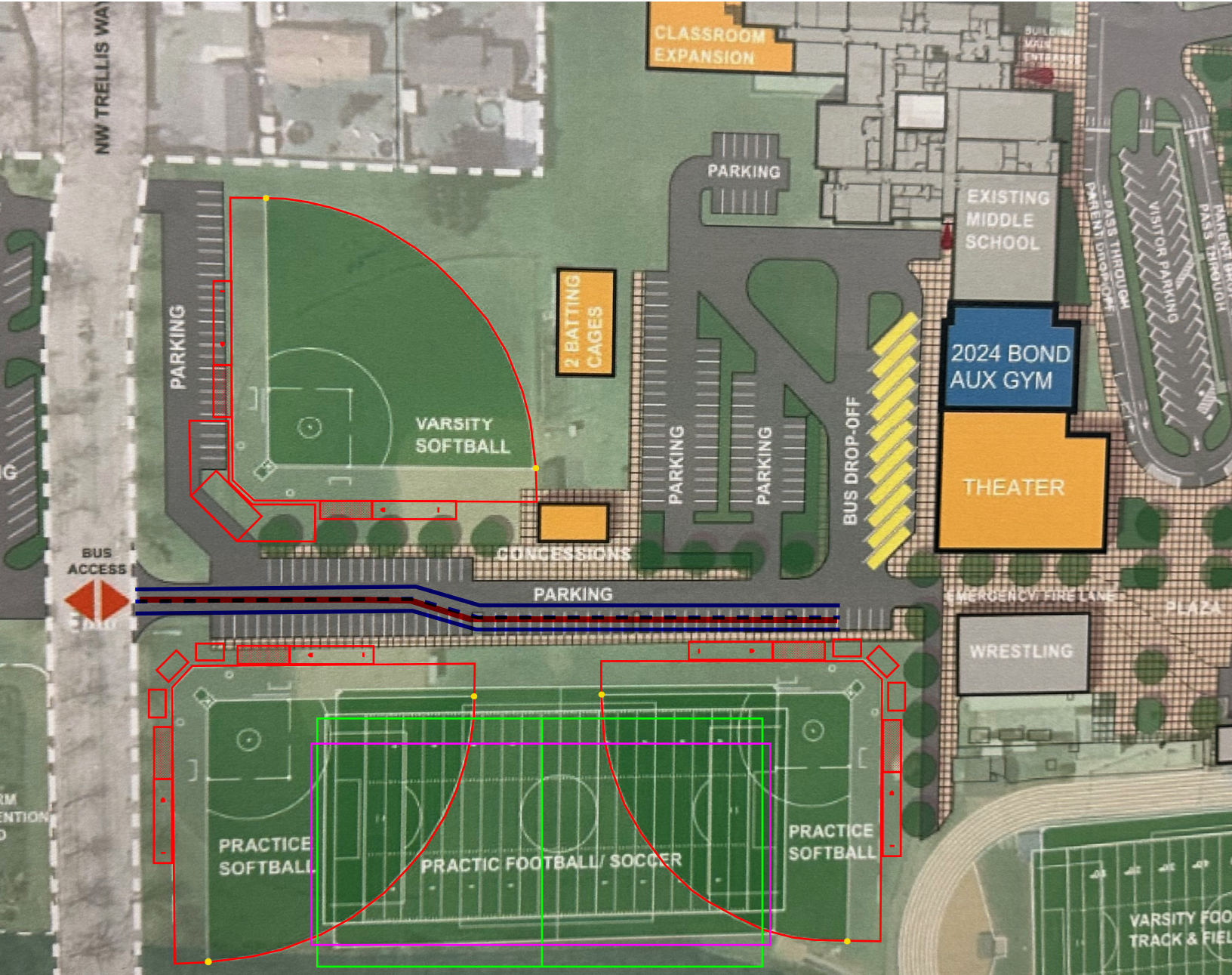
# Proposed Plan over Existing Conditions



# Proposed Plan over Future Conditions



# Suggested Adjustments to Future Plans





# Banks Girls Summer Softball Capital Improvement Proposal

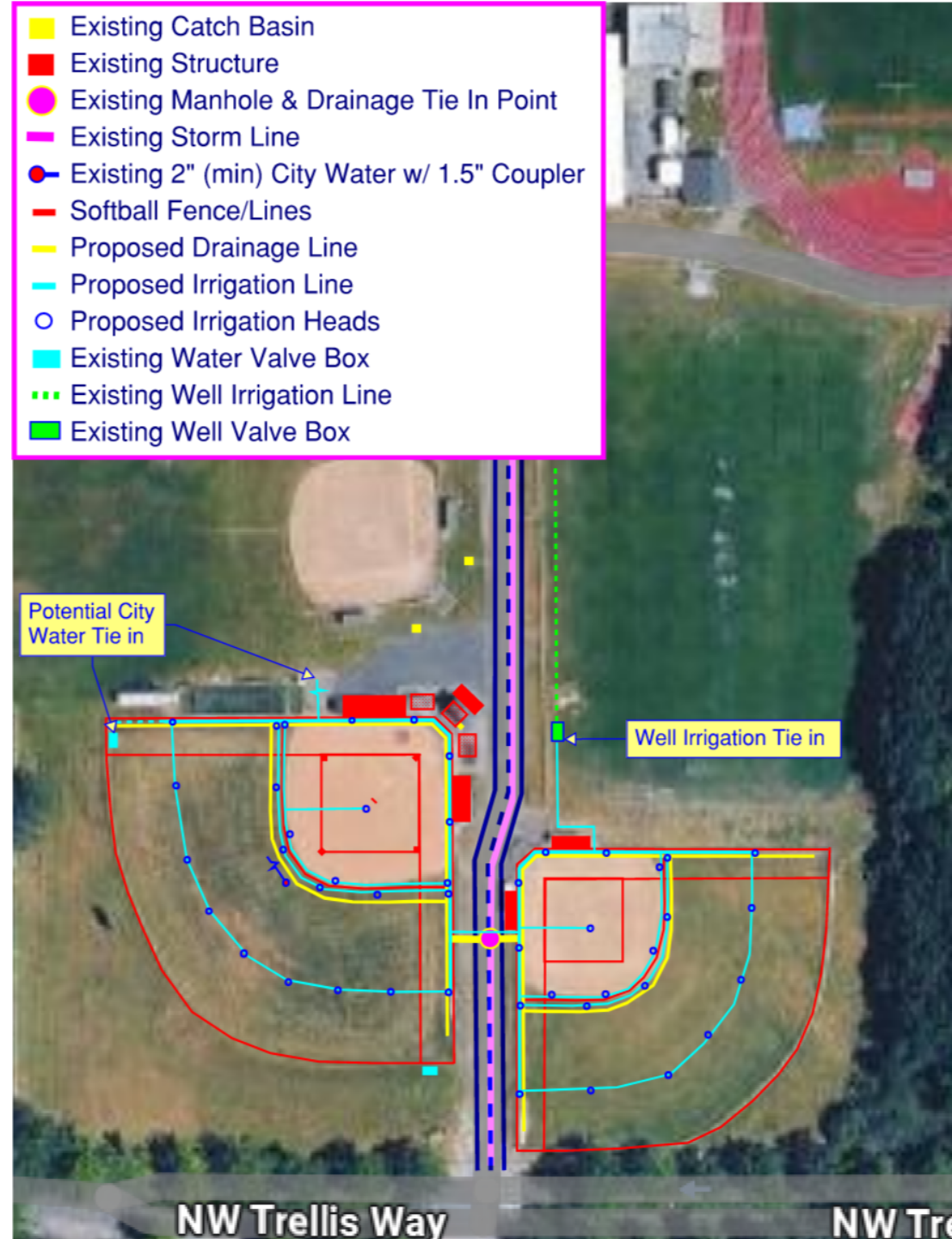
Drainage &  
Irrigation  
Project

Summer 2025



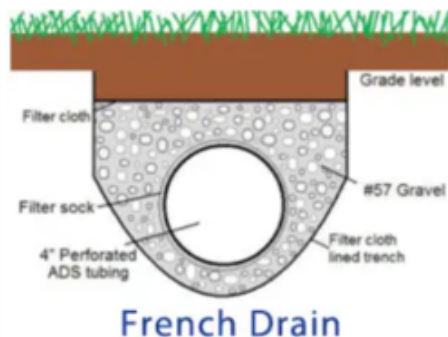
# Project Narrative

- Installation of a drainage and irrigation system at the Varsity softball field #1 (priority) and JV softball field #2 (secondary).
- Installation of the proposed drainage system would increase the playability and safety of the softball fields during the high school season.
- Installation of the irrigation system will also have a similar effect during the summer and fall seasons for the youth program.
- The combination of the two systems will increase playability while providing the ability to maintain the infield dirt conditions and increase outfield grass conditions.



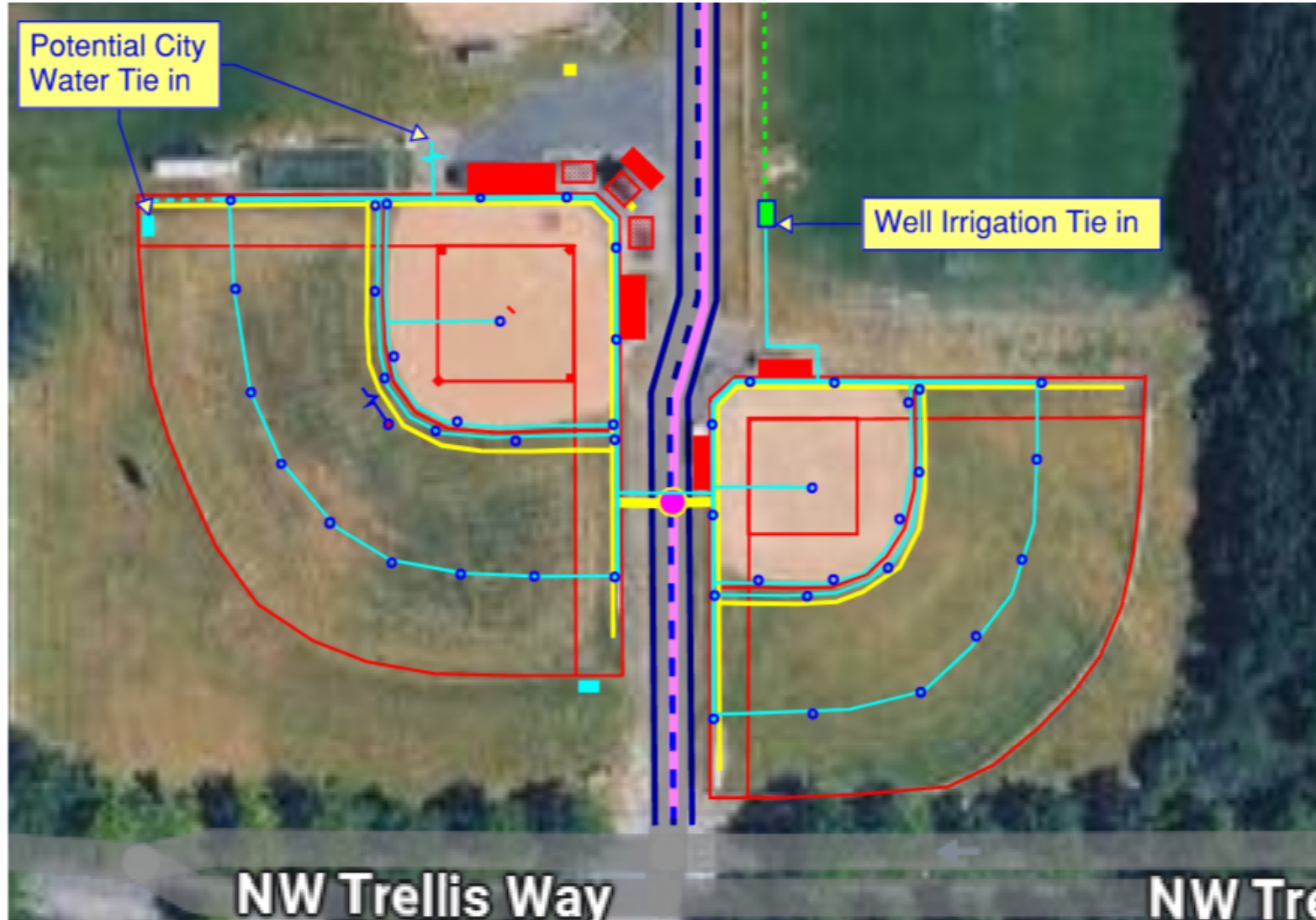
# Specific Scope – On the Fields: Drainage

- Installation of ground protection for equipment mobilization (mob) in and out. Removal of the grass and infield top dressing in trench areas to be saved for replacement upon completion.
- Common trenches to be used where both systems run parallel (down the foul lines & around the infield).
- Maintain trench spoils for replacement as required and remove remaining to offsite location.
- Installation and inspection of French drainage system shown in yellow.



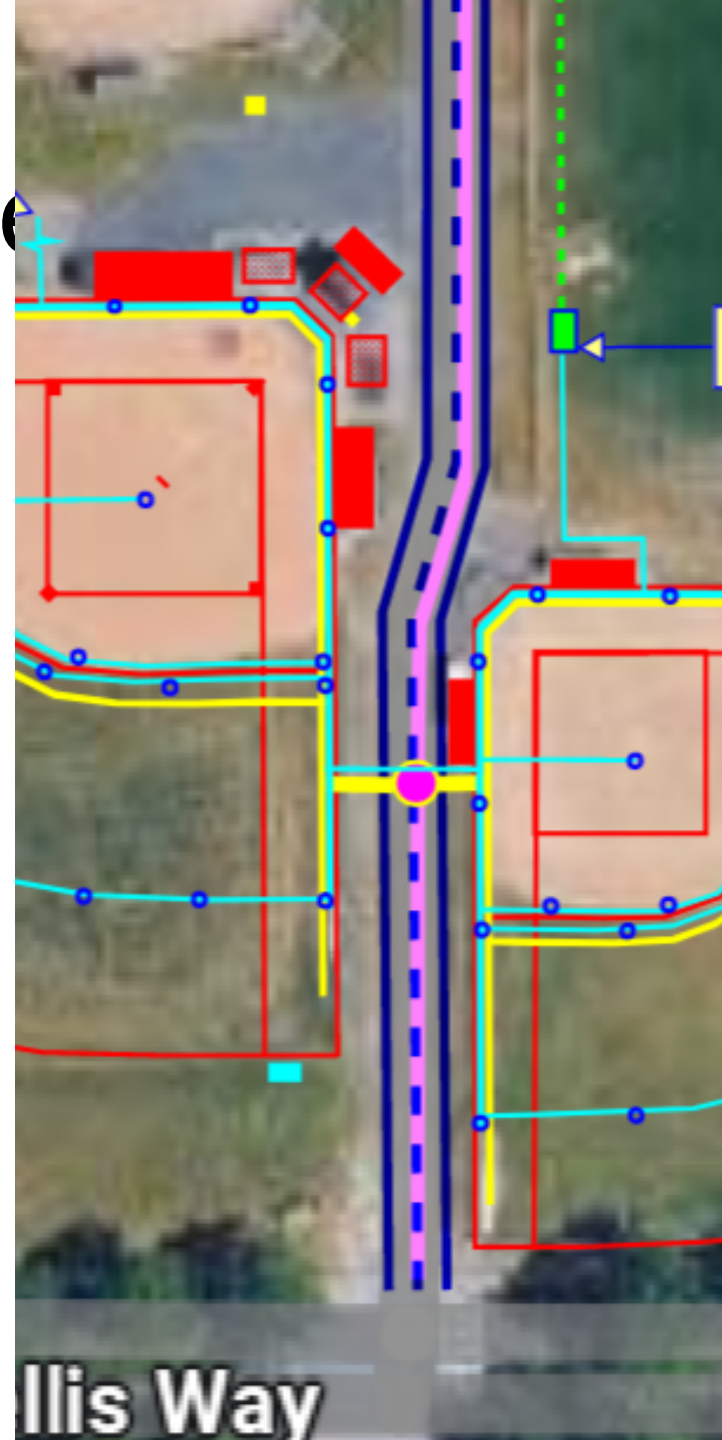
# Specific Scope – On the Fields: Irrigation

- Installation of ground protection for equipment mob in and out. Removal of the grass and infield top dressing in trench areas to be saved for replacement upon completion.
- Common trenches to be used where both systems run parallel (down the foul lines & around the infield).
- Maintain trench spoils for replacement as required and remove remaining to offsite location.
- Per BSD, irrigation system is to be tied-in to well irrigation system.
- There is a potential for backup tie-in to city water source. This has additional costs for backflow – double check valve.
- Coordinate system size and irrigation heads with Dale for commonality between existing irrigation systems.
- At minimum two stations set up for each field with two zones for infield dirt and two for outfield grass.
- 1" quick coupler at each field for pressure washing hardscape surfaces.



# Specific Scope – Bus Lane

- Trench from fields across the bus lane to existing manhole to make tie-in (one for each field).
- Plan to make the tie-in with an up-sized connection to manhole with 6" fittings/pipe to allow for increased flow from future turf drainage system.
- Inspection, backfill, compact, and patch back asphalt.
- Any holes outside of the fields (fenced and locked) will be covered with steel plates when not being worked.



# Future Benefits

- If or when the 20-year plan is implemented, this project has anticipated for future turf drainage with the 6" drain tie-in size to the storm sewer.
- This will allow for future upgrades without disturbing any bus lane upgrades that could be made with the current bond project.



# Intended Use

- Drainage System
  - Remove standing water from infield tarp and unexpected weather more quickly from the field of play.
  - Reduce the number of high school game rainouts/cancelations.
  - Increase “field time” for Spring high school practices.
- Irrigation System
  - Maintain safe and playable conditions on the infield dirt and outfield grass from Spring through Fall.

# Project Schedule

- Summer 2025, after school dismissal for Summer and complete prior to start of the new school year.
- Approximately two weeks for drainage and irrigation installs per field.
- Specific times will be dependent on Robinson Construction's Summer schedule and will be coordinated with BSD.

# Budget:

- Estimated budget is approx. \$25,000 for permits and material purchases for both fields.
  - New well variable drive unit: \$3,000
  - New French drain: \$14,000
  - Irrigation materials: \$6,000
  - Permits: \$1,500

# Funding Sources:

- BGSS previous fundraisers held specifically for field improvements
- Permit drawing donation – Ironmark Surveying and Engineering LLC
- Equipment & labor donation – Robinson Construction

# Material List

## French Drain:

- French Drain – 6” perforated PVC S40 drainpipe
- French Drain – 6” DWV PVC S40 pipe
- French Drain – 6” Sewer Inserta Tees
- French Drain – 6” PVC Tees, 45s, 90s fittings
- French Drain – 6” ABS Backwater valves
- French Drain – 3.5oz Non-Woven Filter Fabric Terratex N04
- French Drain – Drain Rock

## Irrigation System:

- Irrigation – Variable Drive Unit for Existing Well Pump
- Irrigation – Pipe & Control wires
- Irrigation – Hunter Pro-C Control Stations
- Irrigation – Hunter Heads (Dirt) I-25-04-SS-HS
- Irrigation – Hunter Heads (Turf) I-20-04-SS
- Irrigation – Isolation & Zone Valves

## Bus Lane:

- Bus Lane – Asphalt Patch Back Hot Mix 4” thick at trench
- Bus Lane – Gravel  $\frac{3}{4}$ ” Minus Base Rock at trench

# Space Relationship to other Facility Elements & Accessibility

- Locates will be needed for existing systems:
  - Existing infield 1.5" water coupler & outfield valve boxes
  - Scoreboard power and data
  - Existing utilities in bus lane
  - Any control boxes, valves, or any other items that will be coordinated with BSD for installation recommendations and locations

# ADA Compliance

- An egress path will be maintained during construction with steel plates over any bus lane trenches.
- When work is complete, it will look as it did prior to the start of the work.

## **ARTICLE 1**

### **PREAMBLE**

This agreement is made and entered into between BANKS ASSOCIATION OF CLASSIFIED EMPLOYEES (BACE) (OEA), hereinafter referred to as the "Association", and WASHINGTON COUNTY SCHOOL DISTRICT NO. 13, hereinafter referred to as the "District".

## **ARTICLE 2**

### **RECOGNITION**

The Association is recognized as the exclusive representative of all classified employee of the District excluding as follows:

- A. Confidential employees and supervisors.
- B. Substitutes: Day-to-day and long term substitutes hired to fill an individual employee's bargaining unit position, or vacancy, for a period not expected to and/or in fact not in excess of 60 consecutive work days.
- C. For the purpose of granting paid or unpaid leaves for bargaining unit members, the District may replace the employee on such leave with a temporary employee for up to one year. The replacement employee shall have no further rights to employment with the District and shall not be covered by Article 21 (Layoff and Recall) after the end of the temporary assignment.

## **ARTICLE 3**

### **DISTRICT FUNCTIONS**

- A. All functions, rights, powers or authorities of the District not specifically abridged, delegated, or modified by this agreement are retained by the District.
- B. Any employee who is a member of the Association may authorize deductions of membership dues in the Association (BACE, OEA, NEA). Such authorization shall continue in effect from year to year, unless revoked by the employee in writing to the District and the Association within the month of September. Pursuant to such authorization, the District shall deduct and remit OEA and NEA dues monthly from the regular salary of the employee, beginning in September of each year. Local BACE dues will be deducted and remitted twice annually in October and November of each year.
- C. The District shall have the right to contract, subcontract or transfer bargaining work as it deems fit. It is specifically understood that there shall be no obligation to bargain with respect to the decision to contract, subcontract or transfer bargaining work. The District will bargain the impact of the decision with the Association.
- D. The District will provide each employee with an employee handbook. The District will consider recommendations from the Association for topics to be included in the employee handbook.
- E. Employees will access the Collective Bargaining Agreement via the District web portal. However, new employees to the District will receive a hard copy at the time of hire and the Association leaders will receive hard copies.
- F. Staff complaints will be handled in accordance with the Banks School District Board Policies GBM and KL-AR. Board policies are found on the district website: [www.banks.k12.or.us](http://www.banks.k12.or.us)

## ARTICLE 4

### ASSOCIATION FUNCTIONS

- A. The Association shall have the right to the use of facilities and equipment including typewriters, computers (which includes email), fax machines, duplicating equipment, calculating machines and audio-visual equipment, when such facilities and equipment are not otherwise in use. The Association shall pay for the cost of all materials and supplies incidental to such use and for any repairs necessitated as a result thereof.
- B. A duly authorized Association representative will be allowed to visit the work area of employees. The representative will contact the building principal or main office at the time of the visit. The representative will not interrupt employees who are engaged in work activities or other job related functions.
- C. The time employees spend with Association activities during work hours will be made up.
- D. Leave for individuals to conduct Association business will be granted with 48-hour prior written notice to the Superintendent. Such leave shall be limited to 7 days-per year to be taken in blocks of no less than four (4) hours. The Association will reimburse the District for wages and costs of the individual taking such leave. If a substitute is required, the Association will be billed at the substitute rate.
- E. The president of BACE will be notified of all new hires within a reasonable time.
- F. The District will provide an opportunity for input on communications and collaboration between the District and the Association.

## ARTICLE 5

### SEPARABILITY OF PROVISIONS

If any provision of this agreement or any application thereof to any employee is held by court action, legislation or mutual agreement between the Association and the District to be contrary to law, then such provision or application will be deemed invalid, to the extent required by such court decision, legislation or mutual agreement, but all other provisions or applications shall continue in full force and effect. The Association and the District shall meet within 30 days to discuss alternate language.

## ARTICLE 6

### GRIEVANCE PROCEDURE

*The Association Grievance Form Is Appendix B*

- 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 an employee or a group of employees 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 grievant 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 grievant to go on with procedures at the next step. Failure at any step of this procedure by the grievant 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 employee 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 grievant, 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 grievance with his principal or immediate

supervisor, either individually or through the school grievance 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. The immediate supervisor shall communicate his or her decision in writing within five (5) days to the grievant.

2. Step Two – Superintendent.

If the grievant is not satisfied with the disposition of his or her 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 7

### PERSONNEL RECORDS

- A. No documents, such as evaluations, disciplinary actions or complaints will be placed in an employee's personnel file unless that employee has been given a copy of the document and given the opportunity to sign the document. Evidence of compliance with this requirement by way of obtaining the employee's signature on the file copy shall not be construed, in and of itself, to be agreement with the contents of the document. The employee has a right to attach a response or rebuttal to any information in his/her file.
- B. An employee's personnel record shall be available for his inspection upon his request. This inspection shall be in the presence of the Superintendent or the Superintendent's designee. Copies shall be made available to the employee upon request.
- C. Material placed in the personnel record of an employee without conforming with the provisions of this section will not be used by the District in any subsequent evaluation or disciplinary proceeding involving the employee.

## ARTICLE 8

### INJURY ON DUTY

- A. Employees may use accrued sick leave time to make up the difference between their daily wage and benefits received from Workers Compensation Insurance in the case of an injury which is compensable under ORS 656.001 to ORS 656.807
- B. The deduction of sick leave will be an amount determined by taking the worker's daily wage less daily time loss benefits received under ORS 656.001 to ORS 656.807 divided by the worker's daily wage.
- C. The employee may use the sick leave earned in the year of the injury plus any previously accumulated sick leave.

## ARTICLE 9

### HOLIDAYS

Employees shall have the following days off as paid holidays. Paid holidays are available to employees who work three (3) or more hours per day or fifteen (15) hours per week. Employees working less than three (3) hours per day or less than fifteen (15) hours per week shall not receive holiday pay. Employees who receive holiday pay shall have holiday pay pro-rated based on their FTE.

Holidays for employees in the bargaining unit shall be:

#### Less Than 12-Month Employee

New Year's Day  
Memorial Day  
Labor Day  
Veteran's Day  
Thanksgiving  
Day after Thanksgiving  
Christmas

#### 12 Month Employee

New year's Day  
Martin Luther King Day  
President's Day  
Memorial Day  
Juneteenth  
Independence Day  
Labor Day  
Veteran's Day  
Thanksgiving  
Day after Thanksgiving  
Christmas

## ARTICLE 10

### LEAVES

For the purpose of leaves the term day refers to 8 hours multiplied by the amount of FTE specified on the "Notification to Classified Personnel Placement" form. (i.e. a 0.8125 FTE employee's day would equal 6.5 hours.) The District shall comply with State and Federal Leave Laws.

#### A. Bereavement Leave.

1. Employees are eligible for paid leave of absence in the event of the death of a member of employee's immediate family. "Immediate family" is defined as spouse, parents, parents-in-law, grandparents, grandparent-in-laws, children, children-in-law, brother, sister, brother-in-law, and sister-in-law, and others per administrative discretion, without setting a precedent.
2. Paid Bereavement Leave shall not exceed five (5) days per death of a member of the immediate family as defined above.

#### B. Sick Leave.

1. Sick leave means absence from duty because of an employee'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).
2. Employees shall be granted ten (10) days sick leave during each school year or one (1) day per month employed, whichever is greater. Total sick leave which can be accumulated by any employee under this Agreement for sick leave shall be unlimited. Up to 75 days sick leave may be transferred from a prior Oregon school district. See ORS 332.507.
3. Any employee 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 attended to such illness. In cases of continuous illness where a person receives compensation because of accumulative sick leave, a physician's certificate may be required at the end of each payroll period during which the employee is absent for five of more consecutive days (ORS 332.507(3)).
4. The principal shall be responsible for the control of abuse of sick leave privileges. When an employee will be absent from work due to illness, the employee shall give notice in a manner prescribed by the district.
5. Family medical leave will be granted in accordance with law to care for seriously ill family members.
6. The parties agree that this Section constitutes a substantially equivalent policy for purposes of compliance with ORS 653.611.

#### C. Sick Bank/Personal Leave Donation

1. 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 BACE President.
2. 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:
- a. All contributions of personal leave days are irrevocable.
  - b. 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.
  - c. 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.
  - d. Association members from any building in the District may contribute to this bank
  - e. The District is not responsible for any personal tax liability that may be incurred by the donating employee or receiving member should any liability arise.
  - f. 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.

D. Military Leave.

- 1. Active Duty for Training. Employees who have worked for the District for a period of at least six months, shall receive up to fifteen (15) days paid annual leave in accordance with ORS 408.290 for active duty for training.
- 2. Active Duty. All rights and protections will be granted in compliance with the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) as amended. A reemployed employee 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.

E. Jury Duty

Jury Duty shall be regarded as an obligation of responsible citizens. The District shall pay the employee's salary less the amount paid by the court during the time of duty. See ORS Chapter 10.

F. Personal Leave

The District agrees to grant personal leave with pay of two (2) days annually. There will be one additional day of personal leave for employees working contracts with 215 days or greater. Such leave must be approved in advance by the building principal or immediate supervisor. In any instance involving use of a fraction of a day's personal leave, the minimum charge to the employee's personal leave shall be one half day. Employees may either be reimbursed for up to one (1) day of unused personal leave at the rate of \$75 or have one (1) day rolled over to the following year for a maximum starting balance of three (3) days, with the exception of employees working contracts with 215 days or greater, who will have a maximum starting balance of four (4) days. This will be prorated based on employee's FTE and the district office must be notified in writing by June 1.

G. Voluntary Leave of Absence

1. A voluntary leave of absence for travel, education, rest and recuperation or because of illness may be granted for a period of one (1) year without pay. A voluntary leave of absence must be requested in writing to the Superintendent thirty (30) days prior to the start of the leave.
2. Employees returning from an approved leave are not guaranteed the same position, but will be returned to a position in their same classification.
3. The employee shall be informed of the status of the leave request in writing by the Superintendent within ten (10) days of receiving the written request for the Voluntary Leave of Absence.

H. Voluntary intermittent unpaid leave by the employee that does not fall into any other leave category (e.g. - OFLA, FMLA) must be preapproved by Administration 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.

I. Vacation Leave

Vacation time accrual by 12 month, 1.0 FTE employees in the bargaining unit shall be granted as indicated in the following outline:

Months Worked (12):

Up to 1 year

Accrual of 4.6667 hr per month  
total

1-10 years

7 days

11+ Years

1 day per year up to 15 days

Up to 3 days of unused vacation leave will be carried forward to the year's earned vacation upon approval of the immediate supervisor for use in the following year. In the event of termination, the employee will be paid out as provided by Oregon Law.

**ARTICLE 11**

**SALARIES**

- A. The salary schedule is as in Appendix A for the ~~2024-25~~ 2025-26 and 2026-27 contract years. ~~Employees will receive a 5% COLA for each of the school years within the contract.~~ The Superintendent (or designee) will evaluate the employees work history for years spent in positions with experience similar to that of their BSD Job Description. Criteria such as educational setting and age of students (as applicable) will be considered. Employees may request a meeting with the Superintendent or designee to discuss the final placement.
- B. Unit Members who are not eligible for step advancement shall receive an annual stipend included with the June payroll using the following schedule:
  - a. 10-15 years of experience in the District: \$500
  - b. 16-19 years of experience in the District: \$750
  - c. 20 or more years of experience in the District: \$1,000
- C. The work week begins on Monday at 12:01 a.m. and ends on the following Sunday at 11:59 p.m.
- D. The employees covered by this agreement are covered by the Fair Labor Standard Act of 1985.
- E. Compensatory time may be offered in lieu of payment for hours worked above regularly schedule

hours. Extra hours worked over eight (8) hours per day or over forty (40) hours per week, compensatory time will be accrued at one and one-half times regular rate, with a maximum accrual of twelve (12) hours. Any additional hours worked beyond scheduled work hours must have prior approval of the employee's administrator.

1. No compensatory time will be carried beyond the end of the school year in which it is earned.
  2. District and the employee shall determine whether overtime shall be paid in cash or in compensatory time. If funds are not available the employee will have the choice to:
    - a. work for compensatory time
    - b. not to work
  3. It is understood the arrangements for the use of compensatory time shall be jointly planned by the employee and the supervisor whenever possible. However, the final authority for scheduling compensatory time is retained by the supervisor. Compensatory time will not be taken before it is earned.
  4. When an assignment will extend beyond the employee's normal work hours in a day, the employee will contact the supervisor in advance of working it, who will make the decision on authorizing additional work time.
- E. An employee agreement, which includes the minimum number of hours or days an employee will be contracted to work and their salary placement shall be given the employee prior to the August inservice.
- F. The District shall pay the cost of the fingerprinting requirement for all regular classified employees.
- G. Employees having the following assignments, as determined by the district, will be designated as IA2 on the salary schedule:
1. Assignments for Instructional and Functional Living support to self-contained settings such as the Life Skills Classroom at the High School and the Structured Learning Center at the Elementary school. Other self-contained settings to be considered for such compensation should there be a recommendation for a different setting within the Banks School District. Students in these placements are deemed to have a significant need for instructional, functional living, health, orthopedic, and/or behavior support to receive FAPE.
  2. Assignments with a student whose primary placement is a self-contained setting but receives inclusion support outside of the self-contained setting for a portion of the school day.
  3. Assignment with students who are fully included in mainstream programming but require support for restroom transitions, diapering, tube feeding, tracheal suctioning, and intensive support and data collection due to severe seizure disorders. (Other intensive needs will be reviewed by the individual case).
  4. Assignments with students in which teams determine that behavioral support needs are in the severe range, behaviors are deemed to be a danger to self or others, and require seclusion or restraint on a regular basis.

**ARTICLE 12**  
**PAYROLL DEDUCTIONS**

A. Association Dues

1. The District agrees to deduct Association dues from the salaries of the bargaining unit employees as requested by the employee. Such authorization shall continue in effect from year to year unless revoked in writing during the OEA designated drop/withdrawal period. Deductions will be made in 10 payments or during the months an employee receives a paycheck, whichever is more. Local BACE dues will be deducted in October and November of each year.
2. All employees 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.

- B. 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; 2) and 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.

C. Other Deductions

1. The District agrees to deduct from the salaries of its regular classified staff as requested in writing by the staff member:
  - a. premiums for approved insurance and annuity programs;
  - b. contributions to approved Charitable Organizations;
  - c. payments to banks or credit unions;
  - d. Other voluntary deductions, pre-approved by the District, will be deducted from the employee's salary as authorized in writing by the employee.
  - e. OEA Foundation
  - f. OEA-PIE and The NEA Fund
2. Accumulated sick leave will be reported monthly on the employees pay stub when programming is available.

## **ARTICLE 13**

### **PERS PICKUP**

- A. The District will “pick up”, assume or pay six (6) percent of employee salary as the full amount of employee contribution to the Public Employees Retirement Fund (PERS) or the Oregon Public Service Retirement Plan (OPSRP) for the employee members participating in the Public Employees Retirement System.
- B. The full amount of required employee contributions assumed or paid by the District on behalf of employees pursuant to this agreement shall be considered as “salary” only for the purposes of computing an employee member’s final average “salary”, and shall not constitute additional “salary” or “other advantages”, for any other purpose. Such employee contributions assumed or paid by the employer on behalf of its employees shall be added to the member accounts of the members for their annuities and shall be considered to be employee contributions for all other purposes of applicable law.

## **ARTICLE 14**

### **WORKDAY**

- A. The District will endeavor to provide classroom instructional assistants with a preparation period of time during the week.
- B. ES Instructional Assistants will not work on the scheduled conference day when elementary students have no school. They will work on a scheduled grading day instead of the scheduled conference day when elementary students have no school.
- C. A District employee who fills in for another employee outside of their working hours shall receive extra duty at their hourly rate of pay.

## **ARTICLE 15**

### **PROFESSIONAL GROWTH**

The Board and the Association support the principle of continuing training for classified employees. As such, classified members will be included in at least 4 inservices (of no less than ½ day increments) or district-wide meetings throughout the school year. This will include at least two days during the August inservice to include the meeting for the Superintendent’s message. The Association will have input into the planning of inservice activities offered to classified staff. In the event late start days are eliminated the employees shall have staff development days in accordance with days outlined in the agreement unless otherwise mutually bargained.

## ARTICLE 16

### EVALUATIONS

- A. The purpose of annual employee evaluations is to allow the employee and the District to determine the employee's development and growth in his/her job assignment(s) and for the District to evaluate and refine the employee's job performance. Employees will be evaluated using the District's adopted evaluation handbook/procedures.
- B. The District and the Association shall convene a committee, as necessary, to review and suggest changes to the current evaluation procedure and develop an evaluation instrument/handbook as needed. The District and the Association will make every effort to formulate a balanced committee of administrators and employees for this purpose.
- C. Employees new to the district will be considered probationary for a six (6) month period. At the end of the six (6) months their performance will be evaluated and they will be terminated or considered to be regular employees.

## ARTICLE 17

### INSURANCE

#### A. Health Insurance

1. Effective October 1, 2024, the District will provide unit members, whose FTE exceeds .75 a \$1,738.66 maximum contribution per month for the purchase of healthcare. Effective October 1, 2025 the District will provide unit members, whose FTE exceed .75 a \$1,773.43 maximum contribution per month for the purchase of healthcare. Any unit member whose FTE is below 0.50 shall receive no contribution. Unit members whose FTE is .50 to .75 shall receive one half of the maximum contribution per month. Also included is the District Paid Employee Assistance Program. It is understood and agreed that any employee eligible for insurance coverage under OEBC 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.

Article 17 will be re-opened in the spring of 2026 to determine benefits for the 2026-27 school year.

- 2.
  - a. For the ~~2024-25~~ 2025-26 school year, the preferred District plans shall be Moda 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). Employees that enroll in the preferred Moda District plan shall be also eligible to participate in the District sponsored Group HRA.
  - c. For ~~2024-25~~ 2025-26 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 \$2,950/\$5,900/\$8,850 (Individual/2 Party/Family
  - d. An employee 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 employee's monthly pay.
- 3. Either party may elect to discontinue the program described in Article 17A(2) at the end of any plan year.

4. For the ~~2024-25~~ 2025-26 insurance year and subsequent years, the preferred District medical, dental and vision plans and the Group HRAs plan design will be determined per Article 17A(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 17A(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/she has health insurance benefits from another source will be able to opt out of the District's health plan called for in 17(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 17(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 17(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 17(A)(1), will have the difference in premium costs deducted monthly from their pay.

## ARTICLE 18

### LUNCH/REST PERIODS

- A. Each employee shall receive a fifteen (15) minute break during each four (4) hour period of consecutive service. Such break shall be as close to the halfway point of the work period as is practical, as scheduled and approved by the employee's immediate supervisor.
- B. Each employee who is scheduled to work more than five (5) consecutive hours shall receive an uninterrupted and non-paid lunch period of at least one-half (1/2) hour, as scheduled and approved by the employee's immediate supervisor.

## ARTICLE 19

### EMERGENCY SCHOOL CLOSURE

- A. Whenever a school is temporarily closed on a regular school day, employees do not report to work.
- B. Employees will be paid as though they worked their normal schedule. In the event the Board of Directors extend the year to make up missed days due to emergency closures, the employees agree to work the additional days without further compensation. The District reserves the right to have two calendars with one reflecting an ending date if there are unforeseen emergency closures, and the other reflecting a normal ending date.

## ARTICLE 20

### DISCIPLINARY PROCEDURES

Disciplinary action will normally begin at the lowest step in the progressive discipline process, but may be advanced dependent upon the seriousness of the offense.

- A. If an employee is accused of misconduct, the following procedures will be implemented.

1. Investigation and Expectations

The supervisor will conduct a fair and unbiased investigation and meet with the employee and state the nature of the concern. Whenever practical, the supervisor will give the employee reasonable advance notice of this meeting and the reason for the meeting. After the meeting, the supervisor shall offer suggestions for improvement and will let the employee know of any possible disciplinary action may follow if the problem is not corrected.

2. Written Warning

The supervisor will meet with the employee and reduce the performance and/or behavior problems to a written conference summary to be placed in the employee's personnel file. The summary will include suggestions for how the employee can meet district standards and the consequences, if any, for not doing so. The employee shall be provided a copy of the conference summary to sign. The employee's signature is an indication the summary has been read and does not necessarily denote agreement with the supervisor's summary. The employee may add a written rebuttal to the summary within twenty (20) days of the summary being issued and placed in the employee's personnel file. In the event the employee refuses

to sign the summary it shall be noted as such by the supervisor before it is placed in the personnel file.

3. Suspension From Work

If the matter as addressed in steps 1 and 2 above is not resolved or corrected by the employee, or if it continues to occur, the supervisor shall follow the guidelines in step 2 above and recommend to the superintendent the employee's suspension from work, with or without pay.

4. Dismissal

If the supervisor has determined an employee has not made sufficient improvement in addressing the concern based on district standards outlined steps 1-3 and the behavior has not been corrected by the employee, the supervisor shall follow the guidelines in step 2 above and recommend to the Superintendent the employee's dismissal.

5. Sequence

The supervisor, at his/her discretion, may repeat any of the steps above before proceeding to the next step.

6. If dismissal of the employee is recommended by the employee's supervisor, the superintendent will notify the employee in writing of such recommendation. This notice will include notice of the charges, or reasons for the recommendation, notice of the sanction being recommended, and notice of the employee's right (opportunity) to meet with the superintendent, prior to a final decision being made.

7. Should the Superintendent dismiss the employee, the employee will have fifteen (15) days from receipt of written notice to request a hearing before the Board. The Board will grant a hearing within fifteen (15) days of receiving the written request. If the employee is ultimately dismissed, the dismissal notice shall specify the date for termination of employee's services.

B. In the event of an unpaid suspension or dismissal, if an employee is cleared of charges, said employee shall be reinstated without loss of pay or accrued benefits.

## **ARTICLE 21**

### **LAYOFF AND RECALL**

A. The District reserves the right to reduce staff due to economic, district needs or other factors deemed necessary by the Board of Education. When such reduction becomes necessary, qualifications for assignment, merit and district seniority shall be factors in the decision making process. The Association shall be notified prior to individual members being notified.

B. If within twelve months of separation, the work force is increased, or a job opens up for which the affected employee is eligible, personnel shall be rehired in the inverse order of which they were laid off using the same above mentioned criteria and order: qualifications for assignment, merit, and district seniority.

C. A member may decline recall to a position that is fewer hours than the position held at the time of layoff, and not waive recall rights. Similarly a member who is reduced or laid off from a full-time position may accept recall to a less than full-time position without losing recall rights for the period of 12 months as specified above.

D. Seniority shall be defined as the total length of continuous employment within the District as a

classified employee. When new employees are hired, if more than one person is hired to begin the same date, those employed will be assigned a number through a lottery process for purposes of establishing a seniority within the classification as described in section B of this article. The Association President or designee shall be present at the lottery drawing. Additionally, for the purpose of computing seniority, all authorized paid leave shall be considered as time worked. Employees who are laid off as a result of a reduction in positions, and who are subsequently reinstated, shall retain their full seniority except for the period of layoff.

## ARTICLE 22

### VACANCIES & TRANSFERS

#### A. Job Opening Notifications

The District will post job opening notices in District buildings on designated bulletin boards and will send said notices to the Association. Such a job opening notice must be posted for seven calendar days and will have a closing date of not less than seven calendar days from the date of notice. All employees will be notified by email of said openings at the start of the seven (7) day posting period. Openings shall be posted externally after the first two (2) days of the posting period. During the summer said notices will be sent to the home addresses of employees requesting, in writing, prior to June 1 of each year that such notices be so sent.

Bargaining Unit employees shall be eligible to apply for any vacancy in the bargaining unit that becomes available.

When a new classification is created the District shall meet with the Association to hear input as to salary placement.

#### B. Vacancies

When a vacancy occurs or a new position is created within the District in the unit, an employee who is part of that unit may apply for the open position. The applications of qualified present employees shall be considered. Current employees will be granted an interview and will be interviewed along with other outside candidates. The District retains the sole right to determine the person selected to fill a vacancy and its decision shall not be subject to arbitration.

#### C. Transfers

An employee who has completed his initial probationary period may initiate a request for transfer to another position. Such request shall include the specific position(s) desired.

#### D. Involuntary Transfer

When an employee is being transferred, written notice with rationale will be given to the employee as soon as reasonably possible. The employee may request to discuss the reasons for the transfer with the Superintendent. The Association President will be notified of any involuntary transfers.

- E. For voluntary or involuntary transfers within the same classification (e.g. IA2 to IA2), The District and the Association acknowledge that no employee should be adjusted to be lower on the salary schedule due to the transfer.

**ARTICLE 23**

**DURATION OF AGREEMENT**

- A. This agreement will be in effect from July 1, 2024<sup>5</sup> to June 30, 2025<sup>7</sup>.
- B. In the event a successor agreement has not been ratified by the expiration date of this agreement, all provisions shall continue to be followed according to the last year's agreement. However, if the Association is involved in any type of work stoppage, all provisions of this contract shall cease.

**ARTICLE 24**

**WORK STOPPAGE**

The Association will not engage in any form of work stoppage during the duration of this contract.

**ARTICLE 25**

**NEW OR REVISED ARTICLES**

- A. Upon mutual agreement, new or revised articles may be negotiated during the term of this agreement. The intent of this article is to allow a change in this agreement should experience indicate that a specific article is unworkable, should new law permit negotiations of conditions now not known which dramatically effects the employment relations, or should serious errors be found in this agreement which clearly were not the intent.
- B. Either party shall notify the other party in writing of any proposed new articles.
- C. Upon receipt of said proposal, the responding party shall show its consent to negotiate by so notifying the moving party in writing. Failure to report within ten (10) days shall be deemed to be a lack of consent to negotiate.

**ARTICLE 26**

**FUNDING LIMITATIONS**

The parties recognize that revenue needed to fund the compensation provided by this agreement must be approved by established budget procedures and in certain circumstances, by a vote of the patrons of this District. All such compensation is, therefore, contingent upon sources of revenue and where applicable, voter levy approval.

**ARTICLE 27**

**HOLD HARMLESS**

Appropriate deduction of tax assessments for the health insurance benefits provided to employees 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.

**ARTICLE 28**

**SIGNATURE SECTION**

The parties, being the Banks Association of Classified Employees (BACE) 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 2025-26 and 2026-27. 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, 2025 ending June 30, 2027.

\_\_\_\_\_  
For the Board of Directors – Ron Frame, Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
For the District – Brian Sica, Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
For BACE – Trish Vandecoevering, President

\_\_\_\_\_  
Date

**APPENDIX A**  
**Banks School District**  
**Classified Salary**  
**Schedule**

<b>2025-26 Classified Salary Schedule</b>								
	STEP	1	2	3	4	5	6	7
Sec	\$	22.53	23.32	24.13	24.97	25.85	26.75	27.69
Asst Sec	\$	18.47	19.13	19.8	20.49	21.17	21.91	22.67
Media	\$	20.23	20.94	21.68	22.45	23.23	24.05	24.89
IA1	\$	18.36	19	19.65	20.35	21.06	21.8	22.57
IA2	\$	18.71	19.35	20.02	20.73	21.46	22.21	22.98
Transition Aide	\$	21.84	22.6	23.39	24.2	25.06	25.92	26.84
Groundskeeper	\$	22.51	23.3	24.12	24.96	25.83	26.73	27.67
<b>2026-27 Classified Salary Schedule</b>								
	STEP	1	2	3	4	5	6	7
Sec	\$	23.54	24.37	25.22	26.09	27.01	27.95	28.94
Asst Sec	\$	19.30	19.99	20.69	21.41	22.12	22.90	23.69
Media	\$	21.14	21.88	22.66	23.46	24.28	25.13	26.01
IA1	\$	19.19	19.86	20.53	21.27	22.01	22.78	23.59
IA2	\$	19.55	20.22	20.92	21.66	22.43	23.21	24.01
Transition Aide	\$	22.82	23.62	24.44	25.29	26.19	27.09	28.05
Groundskeeper	\$	23.52	24.35	25.21	26.08	26.99	27.93	28.92

**ASSOCIATION GRIEVANCE FORM      APPENDIX B**

**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 Association of Classified Employees 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: \_\_\_\_\_

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**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 Association of Classified Employees is not satisfied with the disposition of this grievance and is, therefore, submitting this matter to binding arbitration as per the contracted Agreement.

\_\_\_\_\_

**APPENDIX C  
EXTRA DUTY SALARY SCHEDULE**

<b>POSITION</b>	<b>% OF BASE</b>	<b>DAILY/ HOURLY</b>	<b>NOTES</b>
<b>HIGH SCHOOL:</b>			
High School Head Coach	14.50%		
FFA Advisor	14.50%		
Drama Director	14.50%		(1)
Band and Vocal Music Director	10.00%		(1)
High School Assistant Coach	9.25%		
Events and Activities	7.00%		
Leadership Advisor	4.50%		
Yearbook Advisor	4.50%		
National Honor Society Advisor	4.50%		(2)
<b>MIDDLE SCHOOL:</b>			
Middle School Coach	7.00%		
Leadership Advisor	4.50%		
Yearbook Advisor	4.50%		
National Jr Honor Society Advisor	4.50%		
Drama Director	4.50%		(3)
Band and Vocal Music Director	4.50%		(3)
<b>ELEMENTARY SCHOOL:</b>			
Outdoor School Stipend		\$150/Day	
<b>DISTRICT WIDE:</b>			
Classroom Coverage		\$30/Hour	(4)
Academic Coaching (Tutor)		\$30/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)

(1) Stipend to cover both high school and middle school

(2) Two 75% stipends will be paid for any year that more than two grade levels are allowed admittance to NHS

(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 pre approved by Administration

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**BANKS SCHOOL DISTRICT 13**

**AND**

**BANKS ASSOCIATION OF CLASSIFIED EMPLOYEES (BACE)**

# **CLASSIFIED CONTRACT**

**July 1, 2025 to June 30, 2027**

**Negotiators:**

Trisha Dixon, BACE

Trish Vandecoevering, BACE

Deanna Lowe, BACE

Judy Stone, BACE

Loni Wren, BACE

Corissa Mazurkiewicz, Board Member

Brian Sica, Superintendent

Darla Waite-Larkin, Director of Student Services

Caitlin Everett, Middle School Principal

Jennifer Collins, Business Manager

Molly Herbst, District Office Manager

Banks School District  
 Integrated Guidance Application Responses  
 2025



ODE Question	District Response
<p>Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment.</p> <p>Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)</p>	<p>The ongoing needs assessment for the Banks School District was conducted using both qualitative and quantitative data analysis, ensuring a comprehensive and balanced interpretation. Our continuous efforts, guided by insights from focus groups in the initial cycle, have shaped the district's inquiry and response to emerging themes.</p> <p>The district remains committed to prioritizing stakeholder engagement through multilingual surveys, empathy interviews, and group feedback sessions with students, staff, community members, and the school board. The five key themes identified in the initial needs assessment became the foundation of the district's strategic plan and continue to drive our ongoing assessment efforts. As we refine our priorities, these themes remain central to our feedback and improvement cycles, ensuring meaningful and sustained progress.</p> <p>While it was clear from our qualitative results that not all students, staff, and community members are represented by our successes, it was the analysis of quantitative data that allowed us to finalize our focal students and specific efforts. Claims were developed for each guiding question through the triangulation of quantitative data sources, including OSAS results, DIBELS, SEL Surveys, course enrollment, CTE participation, etc. The Banks School District identified the following focus students as well as staff areas (and rationale)</p> <p><b><u>Attendance:</u></b>        For the 23/24 School Year:</p> <ul style="list-style-type: none"> <li>● 31.6% of all students were chronically absent</li> <li>● 47.8% of <b>students experiencing disabilities</b> were chronically absent (1.5x more likely to be chronically absent)</li> <li>● 48% of <b>Latino students</b> were chronically absent (1.5x more likely to be chronically absent)</li> <li>● 40% of <b>Students experiencing poverty</b> were chronically absent (1.526x more likely to be chronically absent)</li> </ul>

**Academic:**

- 51% of all **students experiencing disabilities** received one or more F in that time period
  - SpEd students are 2.1 times more likely to get D/F
- 46% of all **Latino students** received a failing grade
  - Latino students are 1.9 times more likely to get D/F

**Behavior:**

- **Students experiencing disabilities** are 7% more likely to receive a referral
- **Latino students** are 7% less likely to receive a referral

**Staff Mental Health and Wellness**

Research indicates a significant correlation between teachers' mental health and the quality of learning environments they create for students. We know this is a crucial component in ensuring our students' mental health and wellness are at the center of all we do. Staff were engaged this year in a book study that was facilitated by our District Transformative Social Emotional Learning Team. The team used data to determine effectiveness and create a sustainable growth plan for next year that will include expanded opportunities for learning through self-guided professional development and group PD.

- 68% of staff feel skilled at dealing with difficult situations with students

Resources from the funding areas in this application will result in increased connection to the specific needs of our students and families, provide expanded opportunities for students, and allow for increased support for students during the school day.

<p>What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?</p>	<p>The district is committed to providing high-quality professional development opportunities for licensed, classified, and administrative staff. Each school has established a vision for student learning and implemented the 5D rubric, with a focus on equitable student engagement and fostering inclusive, rigorous learning environments for all students. This ongoing work will deepen our understanding of engagement and how our school visions support our focal students.</p> <p>A dedicated team has collaborated with NWRESD to implement Oregon’s TSEL standards. This year, all staff have participated in a district-wide book study using <i>Teaching with the Heart in Mind</i>. Upon completion, staff will engage in professional development focused on integrating TSEL standards into daily instruction, further enhancing school culture and increasing students’ sense of safety and belonging. Our efforts will prioritize culturally responsive instruction, particularly for students experiencing poverty, students with disabilities, and students of color.</p> <p>At the elementary level, the team is entering the third year of the RTIi grant, shifting focus to Tier 3 support and its related professional development. Additionally, various teams have engaged in training on CTE, TBI research, and behavior management, many in partnership with NWRESD. New teachers benefit from mentorship through the NWRESD Mentor Grant.</p> <p>Our middle school team will continue transitioning to a standards-based assessment and grading system, ensuring equitable learning opportunities for all students. Each August, teachers and administrators attend the Education Summit hosted by the Confederated Tribes of Grand Ronde, with administrators also participating in a dedicated professional development day.</p>
<p>What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?</p>	<p>Our approach to our youth and families navigating houselessness is embedded into our comprehensive goal of continued community outreach. The district has policies that are compliant with McKinney Vento, which ensure equal access for all students navigating homelessness. We use enrollment data as well as outreach to identify and serve families. These students have access to all educational and school based programs and activities and are made aware of these programs by administrators, counselors and/or social workers at each school. We offer transportation and school stability through our McKinney-Vento program, in addition to coordinating with local service agencies such as the Salvation Army to secure food and stable housing.</p>

<p>Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.</p>	<p>To ensure that the opportunities and access are equitable, Banks does not charge fees for participation, transportation is provided for activities and courses, and students are not required to complete prerequisites for participation in CTE courses. The District is actively recruiting more diverse students to explore internships and work-based learning experiences. Specifically, the district is meeting with emerging multilingual students, students experiencing disability, and students from underrepresented races, ethnicities, and gender identities.</p>
<p>How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?</p>	<p>All elementary and middle level curriculums are state approved to meet all state standards in each grade level. The district has a clear process for instructional materials adoption. The process includes teacher evaluation of curriculum using the state provided evaluation tool, community input, and when applicable, piloting materials.</p> <p>Teachers follow ODE approved state standards at the high school. Staff meet at least once a month in content area teams and look at alignment, content standards, standards mapping, vertical alignment, and scope and sequence for common sections.</p> <p>Once materials are purchased, teams develop a scope and sequence for each subject area and grade level. The teams outline the specific learning objectives and provide a clear progression of skills and knowledge from preK-12. Staff ensure all learning objectives outlined in the scope and sequence are covered by the curriculum, and that it's designed to meet or exceed the standards. The district provides professional development opportunities for teachers so they understand the curriculum and effective implementation.</p>
<p>Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.</p>	<p>The district implements the 5D Instructional Framework and 5D+ Evaluation Rubric from the Center for Educational Leadership. Each school has an instructional vision focused on engaging and challenging students. Staff participate in ongoing professional development during weekly late-start sessions and select staff meetings. Administrators regularly observe classrooms and provide feedback aligned with the 5D Framework, emphasizing engagement and differentiation.</p> <p>Elementary students receive daily SEL instruction, 90 minutes of literacy, 60 minutes of math, and integrated science and social studies. Targeted interventions and enrichment opportunities ensure all students' needs are met.</p> <p>Middle school students take eight courses, including core subjects, PE, and electives. Seventh and eighth graders also take health and technology, while sixth graders participate in homeroom (with embedded health curriculum). Standards-aligned curricula build academic skills alongside essential success skills like time management, technology use, and study strategies.</p> <p>High school students have access to multiple levels of core classes in</p>

	<p>English, math, science, and social studies, including AP and honors courses. A growing selection of electives reflects student interests. Those receiving special services enroll in tutorial classes to support accommodations and modifications outlined in their 504 plans or IEPs.</p>
<p>How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?</p>	<p>First, we strive to be authentic in every interaction. For example, we look to move our efforts to consistently live in the "Involve, Collaborate, or Defer" levels of community engagement. We know that the more we facilitate authentic engagement the greater the response from our community. We also need to ensure relevance and representation in our practice. Our partnership with the Confederated Tribes of the Grand Ronde has taught us how to listen and learn to ensure that our spaces are welcoming and relevant to a diverse community. In addition, we use CharacterStrong character education curriculum, K-8, to build pro social skills, teach about anti-bullying, and teach drug abuse and violence prevention lessons in health courses.</p> <p>We focus on family engagement and positive communication home by utilizing a variety of communication tools such as positive postcards, school and district newsletters, phone calls, and emails. Additionally, we host a variety of engagement opportunities for families, including conferences, Literacy night at BES, science fair at BMS, Outdoor school information night at BMS, Incoming 6th grade night. At this time, we have no evidence of gang activity in our district, and very low rates of drug use and violence as reported by our initial report from this year's SHS survey. We foster close family relationships and restorative processes to ensure safety and support of our students and families.</p>
<p>How do you ensure students have access to strong school library programs?</p>	<p>Students attend library every week at the Elementary level. Book fairs are held 2x/year to help raise money for the purchase of new books for the library that align with our Character Strong program, books in Spanish, and books that align with projects for classroom novel studies. Students in grades 4 and 5 often work on their book reports during library so they can get assistance with resources from the media aide.</p> <p>At BMS, teachers regularly take classes of students to the library to check out choice books, and we are running book clubs in our ELA classes to promote student choice and a culture of reading. BMS also hosts an annual book fair. We regularly purchase books based on student requests and interests.</p> <p>Our High School library is one of the most accessible and comforting spaces in the high school. Our library is supervised by a classified staff member every day. She gets feedback from students on what books to order, and adds new materials each year. She also collaborates with the local city librarians for support and information sharing. She runs transition and career learning opportunities in collaboration with our school counselors through the library. The library houses a "Student Closet" where students can get items they need like food, deodorant, feminine supplies, etc.</p>

<p>How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?</p>	<p>Each school has a school counselor or behavior specialist who engages with students on a variety of topics, including offering support for mental health. Counselors work with students and families to develop individual plans for students experiencing depression, anxiety, stress challenges and dysregulation. Families are given information to access additional therapeutic resources as needed. We also work closely with our county mental health liaisons to provide support during mental health crises. This is monitored through data collected on individual plans/goals, attendance and behavioral data</p>
<p>How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?</p>	<p>The RTIi process at the elementary level is designed to systematically analyze progress monitoring data for all students receiving reading interventions. If a student is not making adequate progress, the team will determine whether to intensify instruction or implement a different intervention. If a student has participated in two different interventions for 6–8 weeks each without sufficient progress, the team convenes to assess whether a special education evaluation is appropriate.</p> <p>Across all schools, district and state assessment data are used to identify students who are meeting standards and those who require additional support. These data points inform the development of targeted intervention or enrichment plans to address individual student needs.</p> <p>To identify talented and gifted (TAG) students, the district utilizes multiple measures of intellectual and academic giftedness. All second-grade students, including those in focal groups, are screened using the NAAT3 Naglieri Nonverbal Ability Test to assess general intellectual ability. Additionally, standardized academic assessments and teacher/parent rating scales are used to identify students who may qualify for TAG based on intellectual or academic giftedness.</p> <p>Student data is reviewed by the Student Study Team, which determines TAG eligibility. Once identified, parents and teachers collaborate to develop a Personalized Education Plan (PEP), which is updated annually. TAG services are provided within the general education classroom through differentiated instruction, ensuring that gifted students receive appropriate challenges and support within their learning environment.</p>
<p>If planning to develop a new CTE Program of Study, please name the intended program to be</p>	<p>We are working with local superintendents and NWRESD to determine feasibility in sharing resources across local districts to add opportunities. Currently, we are looking at piloting a CDL permit and licensure program for high school seniors in the spring of 2025.</p>

<p>started, timeline, and the steps taken or to be taken.</p>	
<p>What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.</p>	<p>To ensure that the opportunities and access are equitable, Banks does not charge fees for participation, transportation is provided for activities and courses, and students are not required to complete prerequisites for participation in CTE courses. Our CTE teachers are working with their advisory boards to develop partnerships with local companies for work-based learning experiences. Within our courses, students are often developing working skills through school based clubs such as Fabrication and Design. They are broadcasting local events and selling products made in CTE courses at community events.</p> <p>We have kids doing Supervised Agricultural Experience programs where they have projects or jobs outside of school. Sometimes they are paired up with someone from the community for their project or job, keep records, and then apply for degrees or proficiency awards. We are working towards this becoming more formalized to count as our Work-Based Learning component for Perkins. We do a lot of Career Development Events and Leadership Development Events. These are hosted by and typically judged by industry professionals at the district, sectional, &amp; state levels. We often use community people to help train for these. We receive requests throughout the year from people looking for students to work for them and have been able to help a number of students find ag-related jobs.</p> <p>The District is actively recruiting more diverse students to explore internships and work-based learning experiences. Specifically, the district is meeting with emerging multilingual students, students experiencing disability, and students from underrepresented races, ethnicities, and gender identities.</p>
<p>Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.</p>	<p>Yes, students can earn dual credit in many of our CTE courses through partnerships with local community colleges.</p>
<p>What improvements have you made when engaging with your community, including focal students, families, and staff, in the</p>	<p>The past two years have been filled with opportunities to engage the community in a broad range of topics showcasing the emphasis placed on community engagement.</p> <p>The District was able to pass a bond in May, partially due, we are sure, to the diverse ways in which we conducted community outreach. There were pancake breakfasts, tours of the District, donuts at the fire station and so</p>

<p>past two years? What barriers, if any, continue to exist or were experienced?</p>	<p>many more opportunities. Community members expressed appreciation for the efforts.</p> <p>The District has several community advisory boards that community members have been able to apply for and participate in. The Community Curriculum Advisory Committee, the Bond Oversight Committee, and the Student Success Committee.</p> <p>The District has utilized staff and community surveys to get feedback on important topics such as school climate, student engagement and staff and student feeling of belonging.</p> <p>The district has been very intentional in ensuring that students and families in our focal groups are represented on all of our committees, elevating the voices that have been traditionally overshadowed.</p>
<p>Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)</p>	<p>Students Staff School Board Family Members Community Members</p>
<p>List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)</p>	<p>The district set a goal to meet with students in our focal groups through face-to-face interviews and group interviews. At our middle school, the administration met with every student in the school, using one of these, and sometimes both of these, methods. Elementary students were interviewed individually and high school students were interviewed in groups. The purpose of the interviews was to collect as much information as possible about the process, while also elevating student voice. Parents have been surveyed multiple times this year, both by the individual schools and at the district level with questions varied enough to collect the needed information from our focal group parent stakeholders. Our community liaison was instrumental in making sure that communication was sent in all languages and that parents were aware of the survey and the process.</p>
<p>Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.</p>	<p>The Banks community is deeply invested in the success of students within the Banks School District. This commitment is clearly reflected in the strong interest shown by community members in participating on various advisory committees—including those focused on bond planning, curriculum development, and student success—as well as their active involvement in student-centered events hosted by the district.</p> <p>Through ongoing dialogue with both staff and the community, it has become increasingly clear that transparent communication is essential to building and maintaining trust among all stakeholders. In response, the district has significantly enhanced its communication efforts, adopting a “more is better” philosophy to ensure celebrations, key information, and challenging topics are shared openly and proactively.</p> <p>Additionally, feedback has reinforced a shared desire for decision-making that reflects the unique identity and values of the Banks community. There is a clear preference for approaches tailored specifically to our local</p>

	<p>context, rather than simply replicating strategies from other districts. This principle now guides both our communications and the design of feedback tools—such as surveys, discussion groups, and interviews—ensuring that decisions are grounded in what is best for the students we serve.</p>
<p>List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)</p>	<p>Each school has a school leadership team composed of staff at that site who guide our work on instructional improvement as well as our school-based improvement and action plans. These teams regularly provide feedback on our action plans and review data aligned to our scorecard and this information is also shared with all staff for their input. Our district strategic plans and school action plans and scorecards include all aspects of our work on the integrated plan. These actions include quarterly review of our progress and next steps with our staff. We also have staff involved in various committees that guide our planning. Last school year, we formed a Behavior study team to improve our MTSS systems for behavior support and to update our Student Code of Conduct. We also have our Student Success Committee composed of students, staff, and community members. At BMS, we also had a schedule study team charged with changing the middle school bell schedule and course program. We also engage regularly with our certified and classified unions to ensure a positive staff climate and to get feedback on our plans and staff engagement strategies.</p>
<p>What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? ☒</p>	<p>We believe that instructional excellence is achieved by the careful cultivation of both the culture and strategy of our district. Furthermore, we explicitly place the responsibility of a positive culture and effective strategy on the leadership of our district. In the Banks School District, anyone has the opportunity for leadership. The belief that leadership extends throughout our system results in the elevation of the education profession and increases the satisfaction of all educators. To achieve that satisfaction, we go beyond simply embracing the philosophy, rather, we employ specific strategies to ensure that all staff members are engaged in the planning and implementation of educational excellence. Those strategies include clear and consistent goals (co-created) and on-going dialog throughout our system to make the on time adjustments to our practices that our students need.</p> <p>In addition to targeted discussions and strategic involvement of staff, we measure staff satisfaction in an annual survey. We publicly reflect on the results and implement actions to better our efforts so that our educators know they have the resources necessary to succeed. Our efforts in recruitment are multifaceted. However, it begins with retention, before recruitment. We know that the culture and working conditions of our district must be one of acceptance, diversity, and inclusion. Again, all staff members in our district can serve as leaders, an opportunity that is not realized in all workspaces. As the culture of our district continues to evolve toward excellence, we have utilized a wide range of tactics in recruitment.</p>

<p>What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?</p>	<p>Our current systems do not specifically measure or account identifying this disparity, but the district focuses on ensuring all teachers are highly effective and well-trained. Our K-8 programs are mostly heterogeneous with respect to student distribution. We take teacher requests on a very limited basis and only in high needs situations. Our high school does offer tracked pathways, which has been historically shown to provide additional support to underserved students in predictable fashions. Students at each grade in the high school have the same teacher for core subjects ensuring that all students are receiving the same high quality instruction. Further investigation and strategy into this issue is needed.</p>
<p>Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒</p>	<p>While we have data systems in place to evaluate our discipline outcomes, we do need to increase our understanding of student behavior and more targeted and specific approaches. In addition to an increase in counseling, we are proposing to increase our opportunity for community involvement through a bilingual community liaison. Additionally, we are looking to expand our use of the Character Strong Program, which is currently used as a Tier 1 intervention to their suite of Tier 2 resources. Each school monitors and reviews student behavior data through “student study teams” and other such groups. Our analysis clearly indicates the need for expanded Tier 2 and 3 interventions. Our expenditures from these funds in outreach and involvement will help us to further refine the suite of interventions that we offer. This year we are piloting a digital referral system that tracks additional data about location, time, student information to be able to analyze discipline data. The elementary and middle schools enter discipline data into SWIS to be able to analyze data.</p>
<p>What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?</p>	<p>We have used wrap around services through local community and county resources. Collaborated with families, case managers, and other stakeholders to set up students for success.</p>
<p>How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? ☒</p>	<p>We think of transition in two facets. First, we look to the summer preceding the transition. We have developed and continue to refine our summer programs to focus on student engagement as well as the on time acceleration toward grade level standards (when applicable). We believe that students who feel more welcome and supported at school will have a greater opportunity for success. Additionally, we adjust the entry point of the transition at the start of the school year. For example, our youngest learners have a more incremental start to their year. That delay allows for students to become acclimated to the school environment in a way that meets their needs. Additionally, the time allows for teachers to make real time observations as they begin to develop relationships with their new students and helps them to place students into a classroom where they will be the most successful. Similar, yet perhaps less obvious structures exist throughout our system. For students moving from elementary to middle school, we schedule times for the middle school administration to come to the elementary and present</p>

	<p>to the 5th grade students about forecasting for classes as well as setting up a day/time for the 5th grade students to visit the middle school before the end of the school year.</p>
<p>What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒</p>	<p>We contract with Hillsboro Chamber of Commerce to provide multiple job shadow and career exploration opportunities throughout the school year. We also take a group of students to NW Career Expo. We provide a unit in English class where students prepare a cover letter, resume, and complete a mock interview with local community volunteers. Students can attend Job Fairs, and the school district has hosted a Careers Day where we invite a variety of alumni in the area to present on a variety of career options for students. Students can attend the PCC Preview Day and see interesting information in-person and observe what college looks like. Additionally, funds from this application allow for more access to counselors and administrators for our students. These individuals work closely with both students and parents to understand their goals and coordinate opportunities such as the ones described above. Although most of our career exploration happens at the high school level, elementary and middle school teachers and counselors often share knowledge about various occupations that may be relatable to their students.</p>
<p>Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.</p>	<p>The Confederated Tribes of Grand Ronde maintain an Office of Curriculum and Instruction and a Curriculum Coordinator dedicated to supporting educational initiatives. The Tribe provides professional development through a variety of workshops, meetings, and site visits, offering educators meaningful learning experiences.</p> <p>Additionally, the Tribe develops curriculum resources that teachers can implement in their classrooms to create engaging and culturally enriching learning opportunities for students. Our educators have been invited to and have participated in an annual training at the Tribal Headquarters. Administrators have also been invited to attend yearly training and collaboration sessions.</p> <p>Through this close partnership, our district remains deeply connected to the Grand Ronde Tribe, ensuring that we honor its legacy and integrate its rich history and traditions into our educational practices.</p>
<p>Provide an overview of the plan detailing the key aspects and rationale behind the chosen</p>	<p><b>Banks School District Vision and Strategic Focus</b></p> <p>The Banks School District envisions an experience that will "engage, challenge, and prepare every student." To achieve this, we are committed</p>

approach.

Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE.

Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

to four foundational pillars: **Empowering our Students, Energizing our Team, Engaging our Community, and Enriching our Facilities**. We also recognize that in order to realize this vision, we must **Align our Resources** so every investment directly contributes to student success.

While we are proud of the themes developed through community collaboration, we also engaged in honest reflection about our current progress toward these goals. Our analysis revealed that students in certain subgroups—particularly Students with Disabilities, Hispanic/Latinx Students, Economically Disadvantaged Students, and Male Students—are disproportionately underrepresented in measures of academic success. We also found that the capacity of our staff to meet individual student needs—both academically and emotionally—has a significant impact on outcomes. This strategic plan is designed to address those disparities and ensure equitable success for all students.

### **Strategic Themes for Improvement**

#### **Staff Development**

We will partner with external experts to strengthen our culture and instructional practices. Staff will receive targeted training in social-emotional learning, behavior support, and inclusive education. We will also implement systems to support the consistent use of these strategies district-wide.

#### **Expanding Learning Options**

We will broaden educational opportunities across the K–12 continuum. This includes extended-year programming for early learners and more relevant, engaging course offerings at the middle and high school levels. Additionally, we will create more CTE opportunities for students to apply their learning through job shadowing and other career-connected experiences.


#### **In-School Student Support**

Recognizing that universal and targeted strategies impact students differently, we will increase individualized supports, particularly for students in our focal groups. When students attend, feel a sense of belonging and are instructed at their level, their opportunity for success improves significantly. We will support students by adding instructional assistants, counselors, and administrative support at the elementary level to better respond to student needs.

#### **Community-Based Support for Students and Families**

We are committed to expanding community partnerships that enhance student well-being. Collaborations with organizations like the Salvation Army help ensure food security through meal programs and our growing backpack initiative. Our partnership with Washington County Mental Health includes a Community Support Liaison funded through the program. We understand that when students' basic needs are met, they are more likely to attend school regularly and fully engage in their learning.

	<p><b>Anticipated Outcomes</b> Through the successful implementation of these strategic themes, we anticipate improved outcomes for all students. Specifically, we expect to see gains in graduation and completion rates, 9th-grade on-track performance, attendance, and third-grade literacy. By staying committed to our vision and values, we will ensure that every student in the Banks School District is equipped to succeed.</p>
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2025-2027

# Integrated Guidance

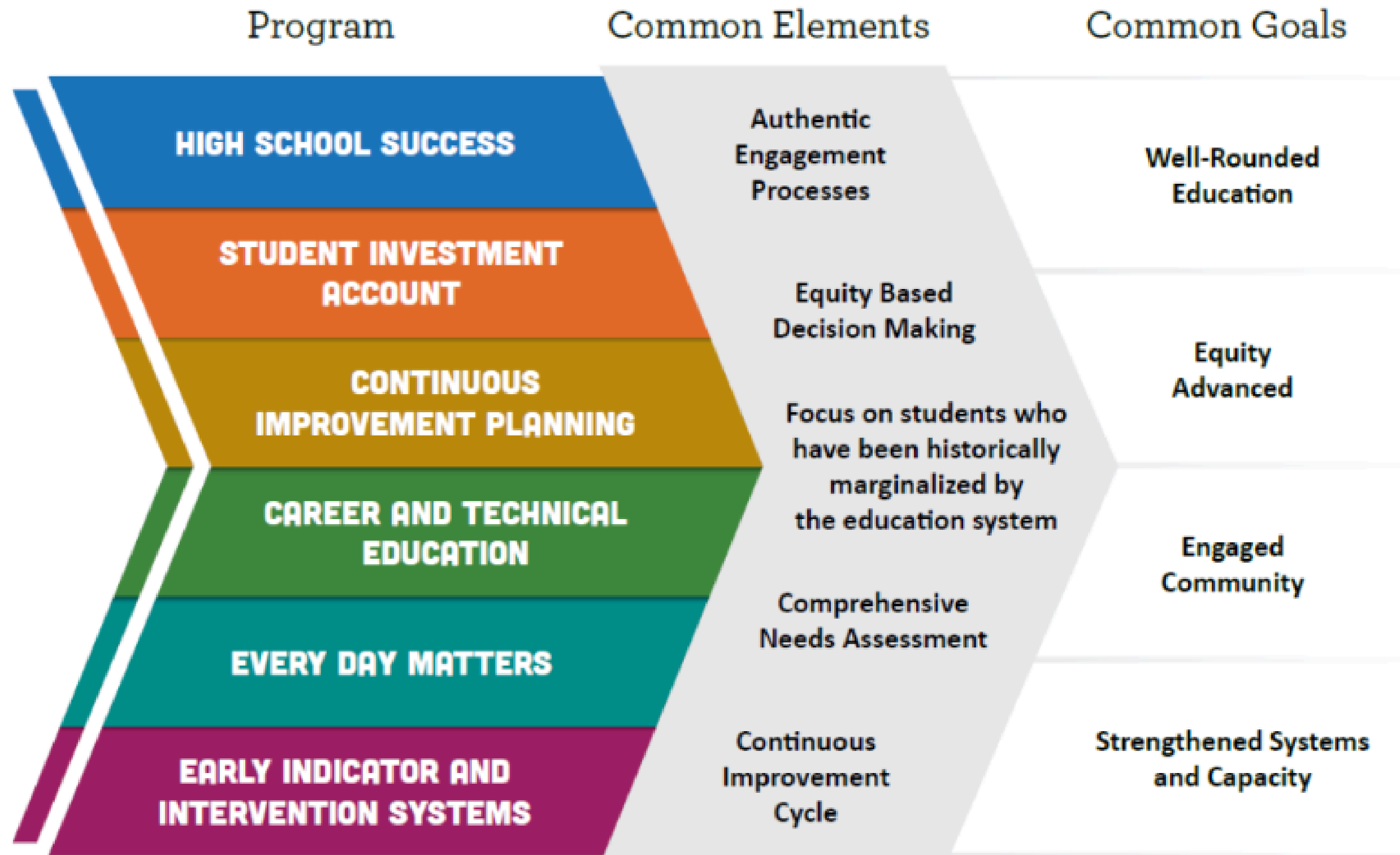
BANKS SCHOOL DISTRICT

# Oregon Integrated Guidance Application

**In 2022, the Oregon Department of Education (ODE) released *Aligning for Student Success: Integrated Guidance for Six ODE Initiatives*, which brings together six programs focused on improving outcomes and learning conditions for students and educators.**



# ODE Integrated Grant Program Overview





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# Integrated Guidance Process Areas

- **Needs Assessment**
- **Advancing Equity**
- **Providing a Well Rounded Education**
- **Community Engagement**
- **Strong Systems and Capacity**
- **Early Literacy**
- **Plan Summary**

# **Purpose of the the Process**

## **Aligning Vision with Action**

- **Grounded in a comprehensive Needs Assessment to identify strengths, gaps, and opportunities**
- **Supports evidence-based planning aligned with our district's mission and state expectations**
- **Ensures our investments reflect community values and student needs**

# **Core Priorities That Drive Student Success**

## **Equity, Opportunity, and Early Foundations**

- **Advancing Equity: Focused support for historically underserved student groups**
- **Well-Rounded Education: Access to academic, behavioral, and enrichment experiences**
- **Early Literacy: Prioritizing foundational skills to ensure future success**

# **A Community-Driven, Sustainable Approach**

## **Engagement, Capacity, and Accountability**

- **Community Engagement: Stakeholder voice is central in shaping priorities and building trust**
- **Strong Systems & Capacity: Investing in sustainable structures that support implementation**
- **Plan Summary: A clear, actionable roadmap that guides progress monitoring and outcomes**

## **Next Steps**

- **Plan is approved by ODE**
- **Strategies and outcomes are monitored for success**
- **Successful strategies are built upon**
- **Unsuccessful strategies are discontinued**
- **Data collection and analysis is continuous**



**Questions?**