



Regular Board Session of the Board of Directors
BANKS SCHOOL DISTRICT 13
Banks, OR
Monday, December 12, 2022

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

1. Preliminaries
 - 1.1. Call to Order
 - 1.2. Flag Salute
 - 1.3. Roll Call
 - 1.4. Public Welcome/Recognition
 - 1.5. Approval of Agenda
 - 1.6. Banks High School Leadership
2. Recognitions
 - 2.1. Banks Music Program
3. Audience Comment
 - 3.1. Public Comments

The meeting will now be open to receive public comment. The Board appreciates community members sharing information during public comments. The Board will listen, and possibly ask clarifying questions but generally will not comment on information we hear from the audience. However, following the meeting, the chair, vice chair and superintendent will together determine the appropriate response. The response may be in a public way, a private way or the issue will be added to a future board meeting or work session agenda. Please note that speakers will have five minutes to express their thoughts.
4. Presentations/Reports
 - 4.1. Superintendent's Report
Brian Sica
 - 4.2. Maintenance Report
Dale Virden
5. Consent
 - 5.1. Board Minutes: November 14, 2022
 - 5.2. Routine Personnel Matters
 - 5.2.1. Retirement/Rehire: Victoria Vandomelen, Kurt Victor
6. Discussion Items
 - 6.1. SIA Annual Report
Dustin Geddes
7. Action Items
 - 7.1. Policy BDDH, BHHD AR
Brian Sica
 - 7.2. Approval of OSBA Elections
Brian Sica
 - 7.3. Cooperative Agreement with the Vernonia School District regarding Golf Participants
Brian Sica
 - 7.4. BSD Easement
Brian Sica

8. Board Comments
 - 8.1. Individual Board Comment
9. Adjourn

Sports:

Wrestling:

Team Placement

Individuals:

- Teagen Henderson (2nd)
- Maddie Russel (1st)
- Brylee Davis (4th)

Boys

- Owen Turner (5th)
- Daevon Vereen (1st)
- Mishael Mauck (1st)

Basketball:

Varsity Currently 2-1 and ranked 13th out of 44

Girls

Currently 4-0 Ranked 5th of 45

Robotics:

Maintaining 1st in league

Winter Formal

Masquerade themed

Will be held at January 21st, 2023 at Shawn Gardener Dancing in Tigard

7 - 10p.m.

Blood drive

Held December first all day

Roughly 34 pints of blood donated

Ran by Ashley Schougje

Clothing drive

Put on by NHS

Class competition to collect the most winter clothes

Freshman won by a landslide

Key Updates

New Website Launch

The Banks School District has partnered with Everwest Design Studios to create a new website. The goal has been to modernize our public facing site with an emphasis on the user experience. The core 17 pages have been created and will “go live” under our existing domain (banks.k12.or.us) on December 15. The current website will remain available under the new domain of bankssd.org and will be used as an archive as we complete the transition.

The transition and maintenance of the website will be led by a group of high school students under the supervision of Ms. Passadore. The team is excited to fold their vision into a product that the entire community can be proud of.

Strategic Planning Update

The first phase of our strategic planning process was to complete over 15 focus groups of approximately 100 individuals from throughout our community. The analysis of their comments found four distinct themes emerge with a fifth under consideration by the steering committee. Those themes are; Students, District Team (Staff), Community, Facilities, and Finance.

A community wide survey is being distributed and will remain open through January 7th. The survey will add clarity and description to the themes. The data from the survey will be analyzed in January and a draft plan will be presented to the Board for feedback during the February work session.

Long Range Facilities Planning

Our committee continues to gather information to ensure that we have all of the historical context needed to develop an actionable plan. Examples of information are around our previous efforts for a facilities plan, our bond history and future, and our current maintenance needs.

A crucial next step is the application for State of Oregon TAP grants. These grants will pay to have approved facilities assessments and long range plans developed by professional firms. While the Banks School District has completed these in the past, the plans are set to expire in the next year.

Preview of the Board Meeting

Reports

Mr. Dale Virden will outline key efforts in our maintenance program. He is available to answer questions related to short and long term maintenance needs.

Mr. Geddes will present our periodic update on our Student Investment Account investments. The report is based on actions during the 2021-2022 school year.

Action Items

1. The Board is hearing the second reading and can consider acting to adopted changes to policy BDDH and BDDH-AR (Public Comments.
2. The Board is asked to submit a ballot to OSBA elections. There are two positions on the ballot, each with a single candidate and a resolution to adopt OSBA legislative priorities.
3. The Banks SD is considering a cooperative agreement with the Vernonia School district that would allow VSD students to participate in our girls golf program. The OSAA requires Board approval for such agreements.
4. The City of Banks is requesting an easement of land near our baseball field. The purpose of the easement is to install and maintain a water supply pipe.

Maintenance Priorities

Lead and Radon Testing

The Banks School District is currently completing testing of all water fixtures for lead and all indoor campus spaces for radon. The inspections are required periodically and this effort will bring us into compliance with state regulations. Results are pending and can be shared with the Board at a later date.

Roof Maintenance

The Elementary and Middle Schools both have aging sections of their roofs that will require significant updating in the coming years. Full inspections were completed by the Garland Company. The follow up reports recommended a four phase maintenance and replacement schedule. Completing the recommended work would total approximately \$2M using current estimates.

High School Boiler Update

The high school gym, locker rooms, hallways and cafeteria continue to be heated using one of the original boilers. Due to ongoing maintenance, the mechanics of the boiler itself are sound and it runs as reliably as expected for an appliance of its age and use load. However, the pipes that deliver the steam to heat as well as the return condensate are extremely old and corroded. The recent heat loss was due to a condensate leak under the gym floor that was beginning to cause damage. The boiler was turned off to prevent further damage while the leaking could be repaired.

We continue to look for solutions to the HVAC issue at the high school that are forward thinking and do not require significant investment into temporary solutions.

Middle School Water Leak

The Middle School Cafeteria/Kitchen area experienced a significant water leak this fall. The leak was inside the walls and required expensive and ongoing repairs. We continue to work with a certified industrial hygienist to mitigate any risk of mold exposure while repairing the facility to working conditions.

Elementary Parking Lot

Our elementary School Parking lot is aging and the surface is in need of replacement. Any repairs that are done at this point should be considered temporary. However, the lot is functional and not impacting operations.

Elementary HVAC

The Banks School District is beginning the bidding process to upgrade the rooftop units of the Elementary School's HVAC system. This project is funded through ESSER III dollars and will improve the health and comfort levels of our building.

Additional Topics to Consider

- **BES**
 - replace (2) boilers) = \$70,000-\$100,000
 - new roof
 - *shingles = \$340,000-\$375,000\
 - *metal = \$892,000-\$995,000
 - *gravel areas = \$415,000-\$485,000
 - redo parking lots/playground surface
 - *large lot = \$86,919.00
 - *small lot = \$

- **BMS**
 - new roof
 - *shingles = \$155,000-\$185,000 OR.....metal = \$365,000-\$410,000
 - *flat section = \$265,000-\$295,000
 - fire panel replacement = \$20,000 +

- **BHS**
 - boiler/steam pipe repairs/replacement - \$100k + (boiler)

- **Grounds**
 - *resurface track
 - *grandstands (pressure wash/paint)

Regular Board Meeting

Monday, November 14, 2022 6:00 PM

District Office Conference Room, 12950 NW Main Street, Banks, OR 97106

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

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

Discussion: Motion to approve agenda -
unanimously approved

1.6. Banks High School Student Leadership Report

Discussion: BHS Reps shared information and
updates on Fall sports and upcoming games. Food
donated for Trick or Treat.

NHS holding clothing drive, class competition.

Red Cross Blood Drive coming soon, open to the
public to sign up for donations.

Leadership class put on a bake sale and proceeds
go to Breast Cancer research.

Upcoming bake sale this winter as well.

2. Recognitions

Discussion: EPA Bus Rebate program - one of 2
districts in the state to receive federal funding
(rebate) for new electronic buses and any needed
infrastructure and chargers. Current buses will
be replaced at no cost to the district. Potential
to save \$ on fuel costs, etc. Buses have to
support Banks School District students. Other
options will need to be considered for our longer
trips as the electronic buses will not be
practical. Orders need to be made this spring,
and approx an 18 month wait period. The district
is working closely with MIDCO and PGE to
implement it.

2.1. EPA Clean School Bus Rebate Program

Discussion: Banks School District is one of two
districts in Oregon to receive funding through a
federal government rebate program for replacing
our fleet with environmentally clean buses and
needed infrastructure. We are in the initial
stages of planning and are working with MIDCO as

well as partnering with our local PGE. In addition to modernizing our fleet, the cost benefit will come to us in fuel savings. Orders will need to be placed in the Spring with an 18 month wait time which will allow us to implement the infrastructure changes.

3. Audience Comments

3.1. Public Comments

Discussion: Public Comment #1: Jared Benson; Regarding the proposed Board Agreements - his question is: who determines what is considered discriminatory, untrue, false. Asked for clear definitions from the school board.

Public Comment #2: Jody Hailey; Regarding a prior public comment; Asked for clear definitions of "disrespectful" as it relates to Public Comment Policy. How does the Board separate Public Comment Policy and individual's free speech? Provided feedback and asked for clarification of any decision made regarding not publicizing public comment.

4. Presentations/Reports

4.1. Superintendent's Report

Discussion: Recognized Native American Month with a message from the Confederated Tribes of the Grande Ronde. Read mission statement and discussed how it relates to our strategic planning.

Speaker(s): Brian Sica

New planning teams are being formed. We are currently holding stakeholder focus groups to help us determine the themes of our strategic plan.

New committees include:

- Focus Groups: focus groups were held which included community members, students, parents and staff.
- Strategic Planning and Steering Committee - will take information from the focus groups to develop a strategic plan.
- Equity Audit Advisory team (committee being formed); will present outcomes of academics, behavior and attendance to the Board.
- Long range Facilities planning committee - will focus on growth in our community as well as building maintenance needs.
- Internal Team - will focus on investigating classroom practice, environment and culture.

Time to start thinking about the biennium budget - shared potential budget funding and expected

costs to keep in mind as we move forward to advocating for the budget. Member Moore asked for a 5 year annualized report or graph of trends. Chair Frame asked about ADM rates as it relates to funding for BSD.

4.2. Budget Report

Discussion: Business Manager Geddes shared the financial report for the first several months of the fiscal year, and provided additional details as it was presented. Budget is on track with a healthy reserve. Shared additional details on the EPA rebate program.

Speaker (s): Dustin Geddes

5. Consent

5.1. Board Minutes

Action(s):

Approved. This motion, made by Daniel Streblov and seconded by Ron Frame, Carried.

Voting Detail:

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

Voting Summary: Yea: 5, Nay: 0

5.2. Routine Personnel Matters

Resignations

None at this time

New Hires

None at this time

Extra Duty

None at this time

Transfers

None at this time

6. Discussion Items

6.1. Policy BDDH, BDDH AR

Discussion: Will bring back as an action item next board meeting (with edits that were discussed in Work session)

Speaker (s): Brian Sica

7. Action Items

7.1. Policy JHCD & JHCD-AR

Action(s):

Speaker (s): Leanne Gallien

The Board reads edits to Policy JHCD & JHCD-AR. The Board should ask any relevant questions of staff. No Action is recommended at this first reading. The Policy is scheduled as an action item during the November Business meeting. This motion, made by Daniel Streblov and seconded by Leslee Sipp, Carried.

Voting Detail:

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

Voting Summary: Yea: 5, Nay: 0

Discussion: The Board moved to approve Policy JHCD & JHCD-AR.

8. Board Communication

8.1. Individual Board Comments

Discussion: Member Streblov expressed his gratefulness for staff as he reflected on parent teacher conferences.

Member Sipp expressed appreciation of our community and school district for the help that it gives at this time of the year, as well as the public comments and presentations that were given as they help us be the best school district we can be.

Member Moore expressed his thanks for the direction we are headed with the formation of committees, and the collaboration with the community.

Member Mazurkiewicz expressed gratitude to all the employees of the district, feels grateful to the community and the staff, and shared the context of comments given at last month's Board meeting.

Chairman Frame shared his thoughts on the E-Bus program and his experience with the bus route trip. Expressed thanks to the community and staff for their participation.

9. Adjourn

Discussion: Meeting adjourned at 7:06.

2021-22 Student Investment Account Annual Report Template

This Student Investment Account Annual Report Questions template aims to help districts organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into Smartsheet.

Required Question	Responses
<p>1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? <i>(500 words or less)</i></p>	<p>During the 2021-2022 school year, there was a concerted effort to tailor the focus on staff learning to instruction and academic efforts to students. Unfortunately, the complexities of the year did not allow for sustained work in those areas. However, we are already seeing progress being made in the 2022-2023 school year toward a refocus on the student experience.</p>
<p>2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges? <i>(500 words or less)</i></p>	<p>It can not be understated the impacts that the COVID-19 pandemic continued to have on the impacts to our systems and students. One learning that perpetuates is the need for the SIA to continue to be used as intended, which is to provide the additional supports that are needed for students in the complex world we live in. Unfortunately, there is increasing pressure to fold SIA funding into the standard formula which can be demonstrated to be inadequate.</p>
<p>3. SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response. <i>(500 words or less)</i></p>	<p>We continued to receive feedback during the 2021 -2022 school year. Unfortunately, the complexities of the year did not allow for significant progression on the continuum of community engagement. However, we have engaged in a comprehensive community engagement process during the 2022-2023 school year that is already demonstrating success in moving us along the spectrum.</p>
<p>4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts? <i>(500 words or less)</i></p>	<p>Our efforts were focused primarily on the addition of additional staff members. While we will likely always feel that we have a need for more support for our students we will look to invest a greater amount into our current staff, through professional development and collaborative opportunities.</p>

1. (Optional) [SIA Progress Markers](#) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required for the 2021-2023 biennium, please consider charting your assessment of the significance of the kinds of changes that occurred for these progress markers during the last year as a result or through some contribution of SIA funding or planning processes.

Explainer: As mentioned in Section 2 of the [Supporting Quality Implementation guidance](#), SIA grantees were asked to track changes (or the beginning of changes) occurring as the result of SIA implementation, but were not expected or required to meet all the progress markers. Progress markers are meant as a reflection tool for grant recipients to track changes when the investments create or contribute to the changes outlined. This is not meant to be a means by which ODE measures successful SIA implementation. Few grantees would see changes in each progress marker and it is okay to only capture changes that have actually occurred.

The significance of progress marker changes ranges from “Low” significance of change (smaller shifts) to “High” significance of change (larger shifts). The “No observable change” option should be marked when there has not been any noticeable changes for a progress marker, and the “Firmly in place” option should be marked in cases where the grantee feels that this progress marker was already in place prior to the 2021-22 school year. If you would like to add additional context to any of your progress marker responses, please use the optional “Explanation of any progress marker ratings” section at the end of the table.

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<i>Expect to See</i>					
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and					

SIA Annual Report Template

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
consistent community engagement.					
An equity lens is in place, adopted, and woven through all policies, procedures and practices.					
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.					
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.					
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.					
Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.					

SIA Annual Report Template

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<i>Like to See</i>					
Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.					
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.					
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.					
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.					
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.					

SIA Annual Report Template

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.					

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<i>Love to See</i>					
Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon’s English Language Arts and Literacy Standards.					
School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time.					
Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they					

SIA Annual Report Template

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
plan to take after they graduate from high school.					

(Optional) Explanation of any progress marker ratings:	
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Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions in a respectful manner with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings. Comments may not warrant action by the Board.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. We are committed to providing an opportunity for Banks School District citizens to make public comments. Public comment / input will be scheduled at regular Board Meetings and is limited to its designated place on the agenda, and while time allows. The Board will limit the public's participation to the public comment section of the agenda. There should not be cross-discussion between the Board and the public during other agenda items.
2. The board will not tolerate any audience comments from staff, students or community members that violate the Banks School District's anti-discrimination policies, including but not limited to statements that are false, untrue, racist, or discriminatory towards or against the district, any person or group. If an individual makes a comment that violates District policy, the speaker will be told that their comment violates district policy and that they must refrain from making statements that violate District policy. If the speaker refuses to comply, the board may request that the individual leave the board room. If the meeting is taking place virtually, the speaker may be muted if their comments continue to violate District policy.
3. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will do so as directed prior to the Board meeting. A request to give public comment in-person or electronically does not guarantee time will be available.
4. A person giving public comment is limited to an established time limit of five minutes. Statements should be brief and concise. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.
5. Each public speaker will identify themselves by name, will state if they are a resident of the district, and if speaking for an organization / group, the name of the organization / group. Each public speaker will

submit a form with basic contact information to the Board Secretary before they are recognized to speak.

6. Groups with a common purpose will designate a spokesperson so the same issue is not repeated.
7. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda.
8. All public comment is to be directed respectfully to the Board through the Chair. Comments will not be directed at any individual board member.
9. Public comment is not a cross-discussion with the Board. However, the board may ask for clarifying questions of the commenter. The Board will not answer questions during the meeting, but will refer questions to the administration or board chair for answer at a later time.
10. All material an audience speaker wants to distribute to Board members must be submitted along with the request to speak submission. No materials will be accepted during or after the speaker's comments. Any material that violates District policy will not be distributed.
11. Comments and inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, although Board members may ask clarifying questions, keeping dialogue to a minimal amount of time. Comments and inquiries may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.
12. A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear complaints regarding any individual district staff members in public. All complaints must go through the structure detailed in Policy KL ("Public Complaints") and Procedure KL-AR ("Complaint Form"). The Board chair will direct the public commenter to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.

The Board will not hear public comment at Board work sessions.

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to schoolboard@banks.k12.or.us. Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting. Written materials or comments submitted may not warrant action by the Board.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)

[ORS 192.610 - 192.690](#)

[ORS 332.107](#)

[ORS 165.540](#)

[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).
Oregon House Bill 2560 (2021).

Public Comment at Board Meetings

The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point.

To provide public comment in person, if the opportunity is available on the Board agenda, please sign in on the public comment sheet provided complete and submit the Intent to Speak card to the Board secretary prior to the meeting. Those attending virtually and want to provide public comment should notify the Superintendent.

A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda. A person providing public comment will be allowed five minutes. Signing up to provide public comment does not guarantee time will be available.

Any person, who is allowed to speak to the Board during a meeting, should state their name, whether they are a resident of the district and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

Comments about a specific employee or group of employees should comply with Board policy BDDH - Public Comment at Board Meetings:

“A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee’s rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.”

SEE FORM ON REVERSE

INTENT TO SPEAK

The Board welcomes input. To provide in-person public comment please submit this completed card to the Board secretary prior the start of the meeting.

Name: _____ Phone: _____

Name of organization (if applicable): _____

Address: _____

Email (optional): _____

Topic or comment to be presented (brief description): _____

A complaint brought before the Board shall be referred to the proper school authorities. A complaint shall be processed in accordance with Board policy KL - Public Complaints and KL-AR - Public Complaints Procedure. A hearing conducted by the Board regarding personnel may take place in an executive session.

The Board requests that a topic or comment is limited to five minutes or less.

Position 15 (Washington Region)



Susan Greenberg

Beaverton 48J

[Nomination Form](#) (Nominated by Beaverton 48J)

[Resume](#)

Incumbent

Position 16 (Washington Region)



Maureen Wolf

Northwest Regional ESD

[Nomination Form](#) (Nominated by Northwest Regional ESD)

[Resume](#)

Incumbent

2022 OSBA Election BALLOT Information (Due December 15th)

1. OSBA Board of Directors Position 15

Susan Greenberg, Beaverton 48J

* 2. OSBA Board of Directors Position 16

Maureen Wolf, Northwest Regional ESD

* 3. OSBA Board of Directors Position 20

No election for Board of Directors Position 20 this year

* 4. Resolution 1 - Adopts the proposed OSBA Legislative Priorities and Principles

Yes

No

Abstain

No Action Taken

[*Resolution to Adopt](#)



Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee has crafted the Proposed OSBA Legislative Priorities and Principles as a foundational document in guiding the legislative and advocacy work of OSBA members and staff, and

WHEREAS, the OSBA Legislative Policy Committee has determined these Proposed OSBA Legislative Priorities and Principles to be in alignment with the OSBA Board of Directors equity goals, and

WHEREAS, the OSBA Legislative Policy Committee met in January and April to review the Proposed OSBA Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles at its April meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles be placed before the membership for consideration during the 2022 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Legislative Priorities and Principles

Preamble

OSBA's mission is to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Education equity ensures:

- All students are accepted as their authentic selves, are heard and valued, feel they belong, and achieve high academic and personal standards that empower them to thrive.
- Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture, or any other identity.

Public school boards have unique insights on how to address education equity and systems change in their districts. OSBA is committed to supporting boards in their just and fair distribution of resources based upon each student's needs.

Equity is the driving force behind the Student Success Act, and OSBA is dedicated to advancing legislation designed to raise academic achievement for all students and reduce academic disparities for historically underserved students.

In support of OSBA's Call for Equity, and on behalf of Oregon students, we are committed to promoting equity, combatting injustices, and disrupting bias and systemic racism in education policies through our advocacy at the state level.

OSBA believes a strong and equitable public education system is the best investment Oregonians can make to assure student success, strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

Approved by the Legislative Policy Committee: April 23, 2022

Approved by the OSBA Board: September 23, 2022

Approved by the OSBA Membership:



Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

Banks School District #13

12950 NW Main Street, Banks, OR 97106

Office: 503-324-8591 Fax: 503-324-6969

Dr. Brian Sica, Superintendent

School Board

Regular Business Meeting

December 12, 2022

Policy/Situation: The Vernonia School District has students interested in participating in OSAA sanctioned Golf. However, the Vernonia School District can not support a golf team. The Vernonia School District has asked Banks School District to agree to allow Vernonia students to participate in golf with the Banks Girl's Golf team.

Recommendation: The Board considers the approval of the cooperative agreement.



9715 SW Buckskin Ter.
Beaverton, Oregon 97008
Ph: 503-330-8646
Email:dave@davemillsconsulting.com

EXHIBIT "A"

PROPOSED WATERLINE EASEMENT (E)

BANKS SCHOOL DISTRICT NO. 13 to the CITY OF BANKS

A TRACT OF LAND FOR THE PURPOSE OF A WATERLINE EASEMENT BEING A PORTION OF THAT TRACT OF LAND DESCRIBED IN DEED UNION HIGH SCHOOL DISTRICT NO. 1 OF WASHINGTON COUNTY RECORDED FEBRUARY 9, 1920 IN BOOK 116, PAGE 349 DEED RECORDS OF WASHINGTON COUNTY, SITUATED IN THE SOUTHWEST ONE-QUARTER OF THE NORTHWEST ONE-QUARTER OF SECTION 31, TOWNSHIP 2 NORTH, RANGE 3 WEST, WILLAMETTE MERIDIAN, WASHINGTON COUNTY OREGON, BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS;

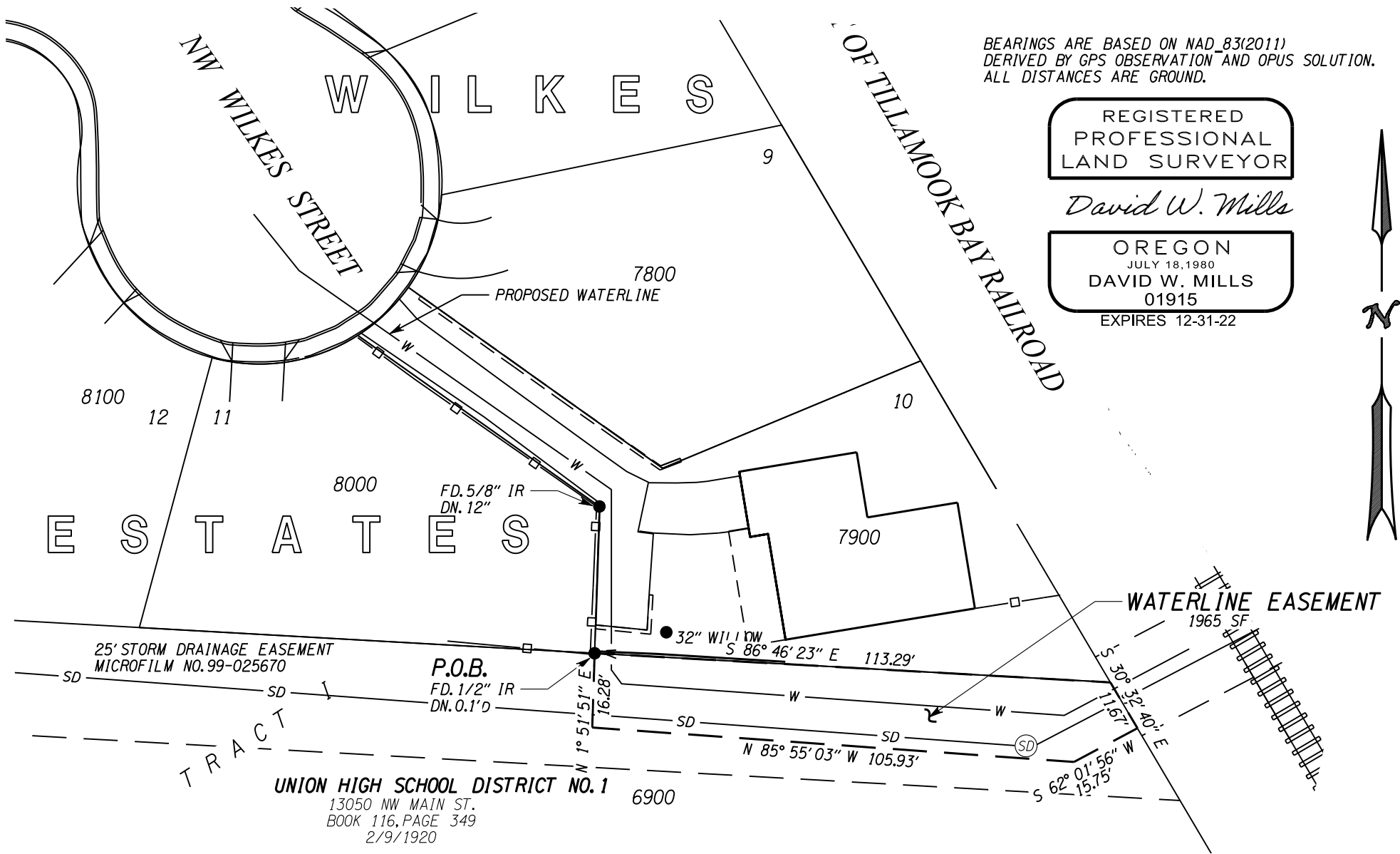
BEGINNING AT THE SOUTHWEST CORNER OF LOT 10 OF THE DULY RECORDED PLAT OF "WILKES ESTATES"; THENCE ALONG THE SOUTH LINE OF SAID LOT 10 , SOUTH 86°46'23" EAST A DISTANCE OF 113.29 FEET TO THE WESTERLY RIGHT OF WAY OF THE PORT OF TILLAMOOK BAY RAILROAD; THENCE ALONG SAID WESTERLY RIGHT OF WAY LINE, SOUTH 30°32'40" EAST A DISTANCE OF 11.67 FEET; THENCE LEAVING SAID WESTERLY RIGHT OF WAY LINE, SOUTH 62°01'56" WEST A DISTANCE OF 15.75 FEET; THENCE NORTH 85°55'03" EAST A DISTANCE OF 105.93 FEET; THENCE NORTH 01°51'51" EAST A DISTANCE OF 16.28 TO THE POINT OF BEGINNING.

CONTAINING 1965 SQUARE FEET.

REGISTERED
PROFESSIONAL
LAND SURVEYOR

OREGON
JULY 18, 1980
DAVID W. MILLS
01915
EXPIRES 12-31-22

WILKES STREET WATERLINE IMPROVEMENT PROJECT



BEARINGS ARE BASED ON NAD_83(2011)
 DERIVED BY GPS OBSERVATION AND OPUS SOLUTION.
 ALL DISTANCES ARE GROUND.

REGISTERED
 PROFESSIONAL
 LAND SURVEYOR

David W. Mills

OREGON
 JULY 18, 1980
 DAVID W. MILLS
 01915

EXPIRES 12-31-22



UNION HIGH SCHOOL DISTRICT NO. 1
 13050 NW MAIN ST.
 BOOK 116, PAGE 349
 2/9/1920

PROFESSIONAL LAND SURVEYING
 SERVICES

Dave Mills
 Consulting Inc.

9715 SW BUCKSKIN TER.
 BEAVERTON, OREGON

PHONE
 503-330-8646

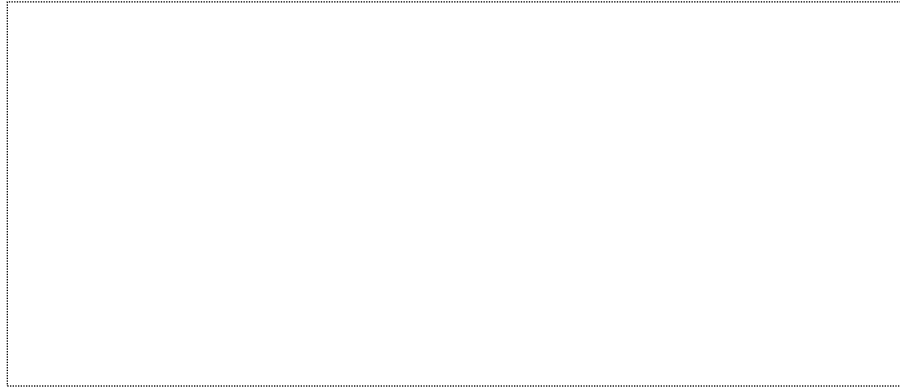
DAVE@DAVEMILLSCONSULTING.COM

JOB NO: 21-02
 SCALE: 1" = 30'
 FILE: COB WILKES SCHOOL.DGN
 DATE: ~~8/22/24~~ 8/24/22

EXHIBIT "B"
WATERLINE EASEMENT (E)
"BANKS SCHOOL DISTRICT NO. 13"
 TL 6900 (MAP 2N331BC)
 IN THE SW 1/4 of the NW 1/4 SECTION 31, T.2 N., R.3 W., WM.
 WASHINGTON COUNTY OREGON
 for the benefit of the CITY OF BANKS

After recording, return to:
City of Banks
13680 NW Main Street
Banks, OR 97106

This Box For Washington County Recording Use Only



EASEMENT AGREEMENT

PARTIES:

Banks School District "Grantor"
12950 NW Main Street
Banks, OR 97106

City of Banks "Grantee"
Attn: City Manager
13680 NW Main Street
Banks, OR 97106

RECITALS

WHEREAS, Grantor Banks School District ("Grantor" herein) is the fee title owner of that certain real property located at 13050 NW Main Street, Banks, OR 97106 (Tax Lot 2N331BC06900) in Washington County Oregon and more particularly described in Exhibit 1, attached hereto and incorporated herein by this reference (the "Burdened Property"); and

WHEREAS, the City of Banks, an Oregon municipal corporation ("Grantee" herein), owns and operates a municipal drinking water system that includes distribution pipes located within private rights-of-way and private alleys, one of which runs through the Burdened Property; and

WHEREAS, Grantee is in the process of replacing the public water distribution pipes located within the private alley that provides access to Grantor's home, that also provides water service to Grantors' home and will improve the pressure and reliability of Grantors' water service; and

WHEREAS, to complete this public works project, Grantee requires a temporary construction easement ("TCE") and a permanent pipeline easement ("Permanent Easement") from Grantor over, under and through the Burdened Property to construct, install and then operate a new water distribution pipe that will, among other things, serve Grantor's home (collectively the "Easements"); and

WHEREAS, Grantor desires to convey to Grantee temporary access rights for Grantee to construct its water pipeline project and then a permanent easement on, over,

under and through the Burdened Property to allow Grantee to operate, maintain, repair and replace its water distribution pipe.

NOW, THEREFORE, based on the foregoing Recitals, which are incorporated herein, the Parties agree as follows:

1. Temporary Construction Easement. Grantor hereby grants and conveys to Grantee a Temporary Construction Easement ("TCE") on, over, under and through the Burdened Property as described in Exhibit 2 to enter, survey, excavate, install and otherwise construct a buried water pipeline. The TCE herein granted shall be subject to the following terms:

- a. Pursuant to this TCE Grantee and Grantee's employees and agents may access the Easement Area, described in Exhibit 2, on, over and through the Burdened Property, conduct surveys, exploratory excavations and larger excavations and all manner of construction work to replace the existing water pipeline with a new water pipeline. When complete, Grantee shall repair and restore the Burdened Property to its original condition or better.
- b. The TCE shall be valid and effective upon execution of this Agreement and shall remain in effect until _____ at 12:00 midnight, at which point the TCE shall automatically expire unless extended pursuant to Section 4 (Amendment) of this Agreement
- c. Recordation of this executed Agreement shall be sufficient to convey the TCE as herein described.
- d. At the conclusion of construction activities, Grantee shall provide Grantor with a fully compliant smooth, clear and clean paved surface for Grantor's driveway as full compensation for the TCE described herein.

2. Permanent Waterline Easement. Grantor hereby grants to Grantee a permanent nonexclusive easement ("Permanent Easement") on, over, under and through the Burdened Property as described in Exhibit 3 for the purpose of Grantee's construction, operation, maintenance, repair and replacement of its water pipeline and related infrastructure. Grantor's conveyance and Grantee's use of the permanent easement shall be subject to the following terms:

- a. Pursuant to the Permanent Easement, Grantee, Grantee's employees and agents may construct, place, maintain, operate, repair, and replace a buried water pipeline and associated facilities, including but not limited to valves, pumps, pressure reducing valves and similar and equipment.
- b. Grantee shall notify Grantor at least 7 calendar days prior to beginning any construction activities within the Permanent Easement.
- c. Grantee shall pay Grantor \$1 upon execution of this Agreement, and other good and sufficient consideration described herein, such as driveway/alley improvements, as full compensation for the Permanent Easement described herein.

3. Terms Common to Both Easements.

- a. Within the area of the TCE and Permanent Easement, Grantee and Grantor shall not store, use, manufacture, dispose of any materials that are hazardous or constitute a public health hazard as defined by law.
- b. Grantee shall notify Grantor at least 7 calendar days prior to beginning any construction activities within the Easement Areas.
- c. Grantor warrants that (1) Grantor has marketable title to the TCE and Permanent Easement Area, (2) Grantee may peaceably enjoy the rights and benefits of these Easements, (3) the Easement Areas are free of encumbrances which conflict with the allowed use except those of which Grantor has notified Grantee or those of record in the official records of Washington County, Oregon, and (4) Grantor has the unrestricted right to grant these Easements without additional consent or permission.
- d. To the extent allowed by law, Grantee shall indemnify, hold harmless, and defend Grantor from all claims arising out of Grantee's use of the Easements. To the extent allowed by law, Grantor shall indemnify, hold harmless, and defend Grantee and its employees, agents, contractors, and invitees from all claims to the extent related to the Easements that do not arising out of Grantee's use of the Easements.
- e. This Agreement and the easements it conveys shall bind and inure to the benefit of the immediate parties and their respective heirs, executors, administrators, successors, and assigns. The rights and responsibilities described herein shall run with title to the Burdened Property for the duration of the term stated herein for the TCE and in perpetuity for the Permanent Easement.

4. Amendment. This Agreement and any of its provisions may be modified or amended at any time, but only by a written instrument that is executed by both parties hereto.

IT IS SO AGREED and the Easements described herein are so Conveyed.

Grantor Banks School District:

By: _____ Date _____

State of Oregon)
) ss
County of Washington)

This instrument was acknowledged before me on _____, 2022 by _____ as the authorized representative of the Banks School District, owner of the Burdened Property described herein in Exhibit 1.

Notary Public – State of Oregon
My commission expires: _____

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EXHIBIT 1

LEGAL DESCRIPTION OF THE BURDENED PROPERTY

EXHIBIT 2

LEGAL DESCRIPTION OF THE TEMPORARY CONSTRUCTION EASEMENT

EXHIBIT 3

LEGAL DESCRIPTION OF THE PERMANENT EASEMENT