



Board Work 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. Board Agreements & Public Comment Policy BDDH
2. Board & Superintendent Agreements
3. Certified Contract Review Process
4. Banks Elementary School Presentation
5. Good of the Order  
Brian Sica

# Banks School District

## Board Agreements

The Banks School District welcomes ALL students onto our campuses and into our programs. We strive to ensure that each student feels loved, seen and represented by our actions and efforts. We are committed to making sure that all of our policies and actions align to these values

### General Board Meeting & Work Session Agendas

- The Board Chair, Vice Chair and Superintendent will set the board agenda. A draft agenda will be available approximately 2 weeks prior to each regular scheduled meeting
- Individual board members may request that items be added to the agenda by contacting the Superintendent, Board Chair, or Board Secretary or discussing their desire in public session.
- Items will not be added to the current agenda by individual board members unless the majority of the present board members vote to approve the addition at the meeting.
- The Board and Superintendent will seek to include multiple perspectives on agenda items of key concern for the community in order to provide for balanced conversation.
- The Board Chair, with assistance from the Superintendent, will act as parliamentarian at board meetings to help ensure each motion is clear and there is no missing or misunderstood information.

### Before Meetings

- Board members will come prepared for the meeting by having read all packet materials. If additional items are provided during the meeting, the Board will take time to review them before voting.
- Always abstain from conducting Board business or decision-making outside of board meetings or executive sessions.
- The board packet will normally be available via Boardbook to board members on the Wednesday before regularly scheduled board meetings. The Board will be notified if there is a delay. If requested, a printed copy may be provided.
- Board members will contact the Superintendent prior to meetings with any questions on agenda items. When an individual board member asks the Superintendent a substantive question about an agenda item, the response will be shared with all board members.

### Norms for Public Meetings

- The Board and Superintendent will strive to have no surprises at board meetings
- All questions will be directed towards the superintendent or the board chair
- Each board member has an opportunity to be heard
- Come prepared having read the information provided
- Stay engaged in the meeting at all times
- Discussions between members of the Board will serve as a model for positive and constructive public dialogue
- Honor the right of individual members to express opposing viewpoints and vote their convictions
- Regardless of one's vote, support the decision of the majority
- Respect executive session confidentiality

- The Board is elected to represent all members of the community
- Board members will strive to show respect at board meetings and refrain from surprising or embarrassing other board members, administrators, staff members or the audience.

### **Public Comment**

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

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

*Example: "The Banks School District Board of Directors requests comments be limited to five (5) minutes per speaker. Speakers will state their name and city of residence for the record. The Board appreciates community members sharing information during public comments. While the Board does not respond to public comment, following the meeting, the Chair, Vice Chair, and Superintendent will together determine the appropriate level response. Speakers may offer objective criticism of district operations or programs but the Board will not hear complaints concerning specific Banks School District personnel."*

13. The Board will clearly explain the 'rules' for public comment in writing on the meeting agenda and verbally by the chair at the start of the public comment section of the meeting.

*Example: "The meeting will now be open to receive public comment. The Board appreciates community members sharing information during public comments. The Board will listen, and possibly ask clarifying questions but generally will not comment on information we hear from the audience. However, following the meeting, the chair, vice chair and superintendent will together determine the appropriate response. The response may be in a public way, a private way or the*

*issue will be added to a future board meeting or work session agenda. Please note that speakers will have five minutes to express their thoughts.”*

## **EXECUTIVE SESSIONS**

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action, except for specific instances pertaining to student matters. Executive sessions may be held during regular, special or emergency meetings for any reason permitted by law.

Content discussed in executive sessions is confidential. Members of the media may attend executive sessions, except in specific instances (Board Policy BDC and BDD).

The Board may be called to meet in executive session or decide to go into executive session at any time during a regular, special or emergency meeting to discuss certain matters. By Oregon law, the chair may call a Board into executive session without a vote of the Board.

Whenever an executive session is called, the presiding officer must identify the section and subsection of ORS 192.660 (listed reasons) or 332.061 (expulsion or medical records of a minor student) that authorize the executive session's purpose.

### **Purposes for which executive session may be called:**

- To consider the employment of a public officer, employee, staff member or individual agent. ORS 192.660(2)(a)
- To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent, unless he or she requests an open meeting. ORS 192.660(2)(b)
- To conduct deliberations with persons designated to carry on labor negotiations. ORS 192.660(2)(d)
- To conduct deliberations to negotiate real property transactions. ORS 192.660(2)(e)
- To consider records exempt by law from public inspection. ORS 192.660(2)(f)
- To consult with counsel concerning current or possible litigation. ORS 192.660(2)(h)
- To review and evaluate the performance of the superintendent or any other public officer, employee or staff member, unless that person requests an open hearing. ORS 192.660(2)(i)
- Conduct a hearing on the expulsion of a student or to review a student's confidential medical records. ORS 332.061(1)

### **Boards may never meet in executive session to conduct the following business:**

- Fill a vacancy in an elective office
- Fill a vacancy on any public committee, commission or other advisory group
- Consider general employment policies
- Discuss an employee's performance, unless that employee has been notified and has been given the option of having the discussion held in public
- Hire the superintendent or any other employee if the vacancy has not been advertised, hiring procedures have not been adopted by the board, and there has been no opportunity for public input about the hiring

## 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.

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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](mailto: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

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#### **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).

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# School Board Presentation

December 2022

— Banks Elementary School —  
Marjorie Salter and Lara McCabe

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# DESSA- A UNIVERSAL SCREENER

What is the DESSA (Devereux Student Strengths Assessment)?

- The DESSA is a suite of Social/Emotional assessments that empowers educators to build a measurable and actionable social and emotional learning (SEL) program with reliable assessment. “The DESSA is an empirical, standardized social and emotional competence (SEC) assessment with editions that support students K-12. The DESSA suite complements many different educational models, including MTSS, RTI, PBIS, and Gifted and Talented. It provides a common lens and language for crafting an SEL program that involves educators, parents, and students.”
- Ensures that our Character Strong program is effective and that we are providing the needed support to our targeted students based on the DESSA screener results.
- Will help to determine which students need tier 2 (small group) and tier 3 (individual) instruction.

# DESSA- A UNIVERSAL SCREENER-FOCUS SKILLS

## Social and Emotional Skills

Tools both children and adults use when interacting with one another and to manage emotional responses.



Understanding Emotions



Empathy for Others



Set and Achieve Goals



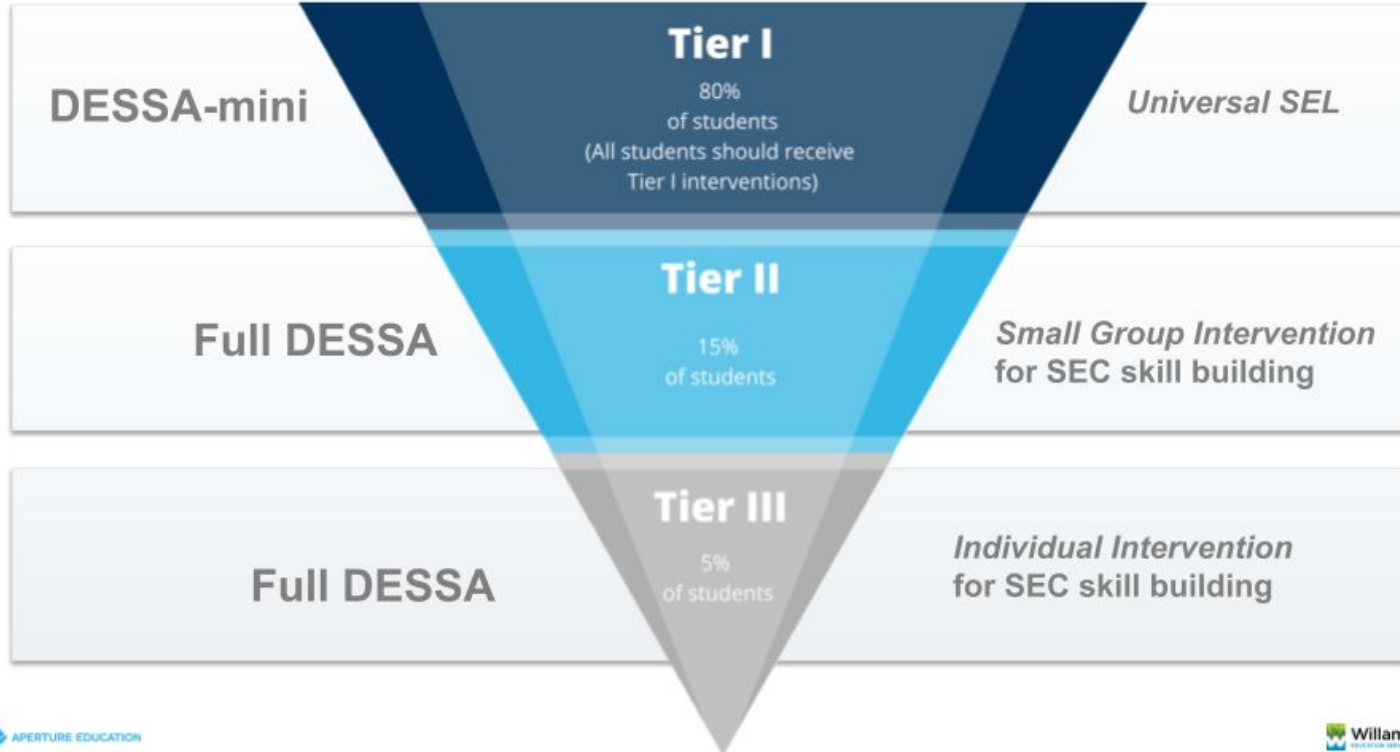
Making Friends



Make Rational Decisions

# MTSS (Multi-Tiered Systems of Support)

## MTSS and DESSA Assessment





# APERTURE 8



Self-Awareness



Goal-Directed Behavior



Self-Management



Personal Responsibility



Social-Awareness



Decision Making



Relationship Skills



Optimistic Thinking

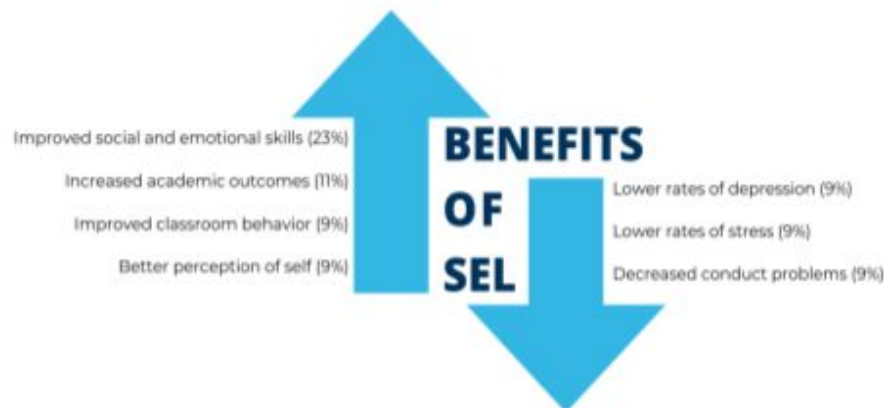
## DESSA Continued...

- After training, teachers spend 4 weeks intentionally observing students in preparation for rating each student. We will complete the first rating January 11th.
- Every classroom teacher will rate each of their students using the DESSA mini, answering questions such as does the student accept responsibility for his/her behavior? Does the student pay attention? Does the student do nice things for others?
- The DESSA mini is 8 questions and takes approximately 1 minute to complete for each student.
- Once all students have been rated, they will receive an overall score showing “typical” (score between 41-59), “strength” (60+) or “need for instruction” (up to 40).
- Students who show a need for instruction will be rated using the full DESSA assessment, which is 72 questions and will give additional information on student need and where to target instruction.

# Benefits of SEL & Student Outcomes

## CASEL Meta-Analysis (2011)

213 Studies | 270,000 K-12 Students



When compared to non-SEL peers, students who participate in social and emotional learning show outcomes such as...



6%

higher  
graduation  
rates



11%

increased rate  
of college  
attendance



11%

more likely to  
obtain a  
college degree

# Response to Intervention and Instruction

# RTIi- Response to Intervention and Instruction

- “Response to Intervention (RTI) systems provide targeted, effective instruction to meet the needs of all students and provide the framework to identify students with Specific Learning Disabilities (SLD). The focus of the project is on literacy, early intervention, and the use of evidenced-based practices.”
- 4 year integration process- we are in year 1
- Partnering with NWRESD and Oregon RTIi team
- RTIi team formed in spring 2022 (includes learning specialists, ELD, admin., counselor, grade level rep from each grade K-5)
- Meet 1x/month as RTIi team
- Meet every Tuesday to review grade level students receiving Title I intervention

“The basis for all RTI work is a research-based core curriculum delivered with fidelity. The curriculum must be taught by skilled and trained teachers for the designated amount of time so that at least 80% of students are at benchmark on curriculum based measures and aren’t in need of interventions.”

“Core Instruction must contain the following non-negotiable components:

- Time of Instruction: 90 minutes per day, 5 days per week for 1st – 5th grades (or equivalent for non 5-day weeks)
- Research-based published core curriculum delivered with fidelity
- All students receive core
- Active engagement/effective instructional strategies are used throughout instruction”

- Grade level teams have analyzed their students' scores from our DIBELS fall assessment (universal reading screener), which focuses on oral reading fluency, accuracy, comprehension, letter-naming fluency, etc. depending on the student grade level, and have created a goal to work to improve and monitor progress throughout the school year.
- Teachers have one PLC a month dedicated to analyzing student data in reading.
- Each grade level will meet 3x/year to discuss core instruction and progress toward goal set at beginning of year
- Tier 2 interventions (Title I) will be implemented for students who are not making progress with core instruction. Students are provided specific, targeted instruction using an intervention program and their progress is monitored every 2 weeks. This process will help us better identify students who may have a learning disability and should be evaluated for special education.
- Moving forward, teachers will need training on the reading intervention programs so they know how to implement them with their students.

