



Regular Board Session of the Board of Directors  
**BANKS SCHOOL DISTRICT 13**  
Banks, OR  
Monday, November 17, 2025

**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. Custodial Workers Recognition

October celebrated Custodial appreciation week, and we'd like to acknowledge the hard work of our custodial staff for all the work they do behind the scenes to keep our schools safe and clean.

BES; Evelia Vazquez, Regino Manriquez-Pineda, Gladys La Torre  
BMS; Alex Reyes, Larry Shively  
BHS; Eric Scott, Eli Burgess, Diana Herrejon
3. Audience Comment
4. Presentations/Reports
  - 4.1. Superintendent's Report

Brian Sica, Superintendent  
The Board will hear the Superintendent's monthly update on the District's business affairs and events, and should ask clarifying questions as needed.
  - 4.2. Financial Update

Jennifer Collins, Business Manager  
The Board will hear the monthly financial update and should ask clarifying questions as needed.
5. Consent
  - 5.1. Approval of October 13th, 2025 Board Meeting Minutes
  - 5.2. Approval of October 13th, 2025 Work Session Meeting Minutes
  - 5.3. Routine Personnel Matters

Classified: None at this time  
Licensed: None at this time  
Other: None at this time
  - 5.4. SEL grant through Washington County

Banks School District has been awarded a grant through Washington County (Maternal, Child & Family Branch) to support social-emotional learning (SEL) initiatives across the district.  
The total grant award is \$54,900, distributed over two school years (2025-26 and 2026-27). These funds will be used to enhance SEL tools, resources, and practices that promote student well-being and a positive school climate.
6. Discussion Items

- 6.1. None at this time
7. Action Items
  - 7.1. Resolution of Support for City Of Banks
  - 7.2. OSBA Elections - Board of Director; Position 16, Washington County  
Position 16, Washington Region, Tristan Irvin; running unopposed.  
**Tristan Irvin - Candidate Questionnaire and Resume**  
**Tristan Irvin - Nomination**
  - 7.3. OSBA Elections - Board of Directors; Position 20, Washington County  
Position 20, Washington Region, Nancy Thomas; running unopposed.  
**Nancy Thomas - Candidate Questionnaire and Resume**  
**Nancy Thomas - Nomination**  
**Nancy Thomas - Additional Materials**
  - 7.4. OSBA Elections - Legislative Policy Committee, Position 15, Washington County  
Position 15, Washington Region Candidates: TJ Johnson, Melissa Potter  
**TJ Johnson - Candidate Questionnaire and Resume**  
**TJ Johnson - Nomination**  
**Melissa Potter - Candidate Questionnaire and Resume**  
**Melissa Potter - Nomination**
  - 7.5. OSBA Elections - Legislative Policy Committee; Position 16, Washington County  
Position 16, Washington Region, Becky Tymchuk; running unopposed.  
**Becky Tymchuk - Candidate Questionnaire and Resume**  
**Becky Tymchuk - Nomination**
  - 7.6. OSBA Elections - Legislative Committee Policy; Position 20, Washington County  
Position 20, Washington Region, Crystal Weston; running unopposed.  
**Crystal Weston - Candidate Questionnaire and Resume**  
**Crystal Weston - Nomination**
8. Closing
  - 8.1. Upcoming items
    - 8.1.1. November 24-28: Fall Break
    - 8.1.2. December 8: December Board meetings
    - 8.1.3. December 12-14: Banks Drama Program presents "Clue"
    - 8.1.4. December 17: BMS Band and Choir Concert
    - 8.1.5. December 22-January 2: Winter Break
  - 8.2. Board Comments
9. Adjourn

Presented by:

ASB

# Banks High as of 11/17/25

# AGENDA

- 01 Clubs
- 02 Sports
- 03 NHS
- 04 Make a wish
- 05 Assemblies/Pep Rallies/Winter Formal
- 06 Attendance

# CLUBS

Drama has been working on putting on Clue the mystery board game. They are working hard on finishing up set production and making the show the best they can. All of the members are very excited to show the community what they an do!



Drama

Robotics had their first competition this past week and they didn't do as good as they were hoping, but are looking forward to improving for the next comp. Members proclaim that they are having fun and love the welcoming environment!



Robotics

Nothing to say right now.



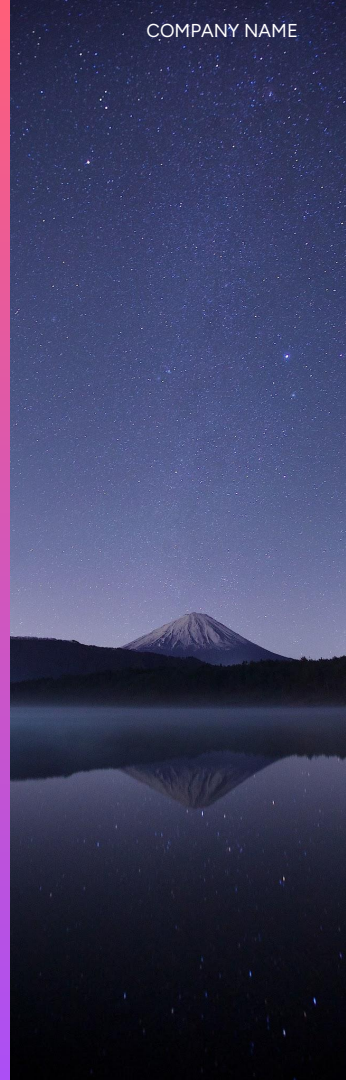
FFA

# Sports:

As most of the fall sports are ending, there are some final games and meets that are happening.

- Football beat Cascade Christian in their latest game and are still in the playoffs.
- Girls cross country won their first ever state title and are state champions.
- Boys cross country got third in state at the state meet.

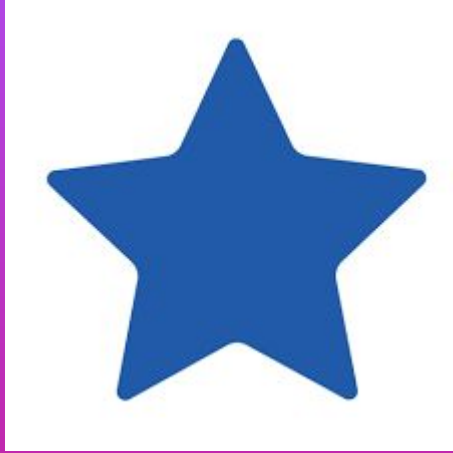
Winter sports are starting up and all athletes are excited to participate in wrestling and basketball.



## NHS

NHS is doing a lot of stuff right now to help the community. The caring committee is hosting a food drive called BanksGiving. This is a canned food drive for the food bank so that families that spend all of their money on Thanksgiving food, can have a fallback if necessary. And since food stamps have been stopped for the time being, more people need a place to get food. We will be posting about this drive later this week and it ends on the 21st. The fundraising committee is talking with multiple food places to do a fundraiser like the chick fil a one last year.





Make A Wish

This year, the leadership class is working with Make A Wish to help a child in our community get a wish granted. They are planning assemblies and competitions that started in late October and will go into March. This is a class competition (like always :)). There are jars in the main office for each class to see who will raise the most money. Our goal is \$5000. Senior Cash Mendola has been working with the Make A Wish people for a while now and he has made it one of his main projects in leadership. If any of you guys want to know more, please feel free to ask him more about it.

## Assemblies

As of right now, there are pep rallies and assemblies planned for every last Friday of the month until school runs out. These assemblies include: a fun game planned by leadership, student of the quarter, and athlete of the month.

## Spirit Days

To help gain traction for these monthly assemblies, Cheyenne Morrison has planned a spirit day for the same days. This month, we are doing a flannel day where everyone wears their best flannel.

## Winter Formal

The seniors are underway with planning winter formal, which will be held on January 24th, 2026. There isn't much to say about it, except that they are trying to pin down the venue on school property, pick a dj, and have a couple themes to pick from.

Theme Ideas:

Viva Las Vegas!

Meet Me At Midnight

# Attendance Cemeptition

Freshmen

Sophomores

Juniors

Seniors

## Superintendent's Report — November 2025

### Purpose

This monthly report provides the Board with concise updates on timely issues, standing initiatives, and committee work. Please reach out directly if additional detail is needed.

### All Students Belong

The Banks School District is committed to ensuring that every student and every family feels welcome and safe on our campuses. Students have the right to access their education without fear and without barriers such as food insecurity.

This is a moral and ethical obligation—and also a legal one. The Fourteenth Amendment, the Civil Rights Act of 1964, United States Supreme Court precedent (*Plyler v. Doe*), current U.S. Department of Education guidance, Oregon law, and Banks School District policy affirm these protections and rights.

While we cannot control outside decisions that may threaten these rights, we can ensure that students and families experience belonging here. We do this by providing resources, connecting families to community organizations, and delivering on our commitment that every student is Happy and Proud of their experience in Banks.

### [Community Resource Link](#)

### Transformational Social and Emotional Learning (TSEL)

On October 22, all certified and classified staff participated in our first round of breakout TSEL PLC sessions. Staff selected from the following topics:

- Behavior Management (Leann Gallien & Darla Waite-Larkin)
- De-escalation (Lara McCabe)
- Trauma-Informed Care (Cory DelVillar)
- QPR Suicide Prevention (Nanurette Lundeen & Randy Rice)
- Youth Anxiety (Katie Roy)
- Collaborative Problem Solving (Caitlin Everett)

Our next session is scheduled for December 10 and will deepen practice in each focus area. In spring, staff will select a second area of interest and participate in two additional sessions.

Leaders from the Student Services Department will attend the national Innovative Schools Conference in December and will bring back additional strategies.

## **Community Curriculum Advisory Committee (CCAC)**

The CCAC began its science curriculum adoption process in September. The committee reviewed state standards, evaluation rubrics, and explored the shift toward inquiry-based, real-world science instruction connected to STEM career pathways.

Teacher teams are currently reviewing approved curriculum options and will identify top choices this fall. The December CCAC meeting will include deeper examination of those finalist programs. Winter will include classroom piloting, with a goal of selecting a program this spring.

## **Traditional and Innovations Team (Per SHPO MOA)**

Historic preservation and mitigation measures include:

1. Original fixtures and artwork: Preserve and repurpose eight globe light fixtures and copper stanchions in prominent new spaces.
2. Historic mural relocation: The mural from the District Office board room will be removed and installed in the new library. If damage occurs, the original artists' family will be contacted to assist in repair or replication.
3. Historic images and class photographs: Images and artwork from the District Office and BHS will be reinstalled in the new school. Damaged items will be scanned and preserved digitally.
4. Coffee table book: BSD will compile historic photos, yearbook materials, artwork, and archival documents into a bound book. Copies will be available in the library and District Office.
5. Historic website: BSD will create a webpage to host archival items and collect community submissions.
6. Student documentary: BHS students are producing a documentary on the history of the school, which will be posted on the BHS website.

## **Additional Considerations**

- Repurpose gym floor as wall art or seating
- Use bricks from original building for a commemorative bench with plaque
- Consider gym beams for countertop or seating features

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

Fiscal Year 2025 - 2026

For the Period Ending October 31, 2025

	Period 1 Actual Jul '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Actual Oct '25	Period 5 Projected Nov '25	Period 6 Projected Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected Mar '26	Period 10 Projected Apr '26	Period 11 Projected May '26	Period 12 Projected Jun '26	Projected 2025-26 Totals	Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	Variance Budget vs. Projected	% of Budget
<b>REVENUES</b>																	
<b>STATE SCHOOL FUND FORMULA:</b>																	
Local Taxes	-	-	6,185	6,451	2,553,072	1,211,851	51,494	19,261	68,908	16,557	12,825	88,670	4,035,274	4,028,372	12,636	6,902	0%
County School Funds	-	-	4,775	-	6,491	-	3,868	1,547	1,766	5,431	-	3,081	26,958	35,000	4,775	(8,042)	14%
State School Fund	1,573,545	786,300	786,300	786,172	763,083	763,083	763,083	763,083	763,083	763,083	763,083	-	9,273,898	9,326,423	3,932,317	(52,525)	42%
Common School Fund	79,937	-	-	-	15,711	12,258	12,724	16,481	11,640	10,952	11,488	5,804	176,995	159,874	79,937	17,121	50%
State Managed Timber	-	-	-	-	125,000	-	-	125,000	-	-	-	150,000	200,000	750,000	-	(150,000)	0%
<b>SSF Formula Total</b>	<b>1,653,482</b>	<b>786,300</b>	<b>797,260</b>	<b>792,623</b>	<b>3,463,357</b>	<b>1,987,192</b>	<b>831,169</b>	<b>925,372</b>	<b>845,397</b>	<b>796,023</b>	<b>937,396</b>	<b>297,555</b>	<b>14,113,125</b>	<b>14,299,669</b>	<b>4,029,665</b>	<b>(186,544)</b>	<b>28%</b>
Local Sources (1000)	20,152	16,836	18,616	21,346	10,652	19,265	19,503	16,233	16,919	15,133	32,212	15,430	222,295	191,000	76,950	31,295	40%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Sources (3000)	-	-	-	-	8,240	8,240	8,240	8,240	8,240	8,240	8,240	8,240	65,917	98,875	-	(32,958)	0%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>1,673,634</b>	<b>803,136</b>	<b>815,876</b>	<b>813,968</b>	<b>3,482,249</b>	<b>2,014,696</b>	<b>858,911</b>	<b>949,845</b>	<b>870,556</b>	<b>819,395</b>	<b>977,847</b>	<b>321,224</b>	<b>14,401,337</b>	<b>14,589,544</b>	<b>4,106,614</b>	<b>(188,207)</b>	<b>28%</b>
Beginning Fund Balance (5400)	1,607,729	-	-	-	-	-	-	-	-	-	-	-	1,607,729	1,607,729	-	-	0%
<b>Total Monthly Revenues</b>	<b>3,281,363</b>	<b>803,136</b>	<b>815,876</b>	<b>813,968</b>	<b>3,482,249</b>	<b>2,014,696</b>	<b>858,911</b>	<b>949,845</b>	<b>870,556</b>	<b>819,395</b>	<b>977,847</b>	<b>321,224</b>	<b>16,009,066</b>	<b>16,197,273</b>	<b>4,106,614</b>	<b>(188,207)</b>	<b>25%</b>
<b>CUMULATIVE RESOURCES</b>	<b>3,281,363</b>	<b>4,084,499</b>	<b>4,900,375</b>	<b>5,714,343</b>	<b>9,196,592</b>	<b>11,211,288</b>	<b>12,070,200</b>	<b>13,020,044</b>	<b>13,890,600</b>	<b>14,709,995</b>	<b>15,687,842</b>	<b>16,009,066</b>					
<b>EXPENDITURES BY OBJECT</b>																	
Salaries (100)	123,775	140,776	565,293	559,140	563,991	565,862	567,592	565,595	590,567	563,302	571,444	1,370,218	6,747,556	6,757,588	1,388,984	(10,032)	21%
Employee Benefits (200)	31,382	98,873	241,624	239,689	371,614	379,701	371,294	377,638	383,976	369,908	383,407	921,388	4,170,494	4,481,835	611,568	(311,341)	14%
Purchased Services (300)	44,115	179,842	221,730	134,813	285,973	179,987	258,039	186,192	238,222	219,629	308,768	342,972	2,600,284	2,558,200	580,501	42,084	23%
Supplies & Materials (400)	8,583	(940)	52,920	36,535	22,300	16,163	18,941	23,218	27,577	21,654	28,567	50,725	306,242	325,850	97,097	(19,608)	30%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance/Other (600)	7,422	184,758	4,548	7,715	4,293	2,120	1,093	1,699	1,010	630	1,165	2,516	218,968	208,500	204,443	10,468	98%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300	560,300	-	-	0%
<b>Total Operating Expenditures</b>	<b>215,277</b>	<b>603,309</b>	<b>1,086,116</b>	<b>977,892</b>	<b>1,248,172</b>	<b>1,143,833</b>	<b>1,216,959</b>	<b>1,154,341</b>	<b>1,241,352</b>	<b>1,175,907</b>	<b>1,366,005</b>	<b>3,174,682</b>	<b>14,603,845</b>	<b>14,892,273</b>	<b>2,882,593</b>	<b>(288,428)</b>	<b>19%</b>
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	-	-	805,000	-	(805,000)	0%
<b>Total Monthly Expenditures</b>	<b>215,277</b>	<b>603,309</b>	<b>1,086,116</b>	<b>977,892</b>	<b>1,248,172</b>	<b>1,143,833</b>	<b>1,216,959</b>	<b>1,154,341</b>	<b>1,241,352</b>	<b>1,175,907</b>	<b>1,366,005</b>	<b>3,174,682</b>	<b>14,603,845</b>	<b>16,197,273</b>	<b>2,882,593</b>	<b>(1,593,428)</b>	<b>18%</b>
<b>CUMULATIVE EXPENDITURES</b>	<b>215,277</b>	<b>818,586</b>	<b>1,904,701</b>	<b>2,882,593</b>	<b>4,130,765</b>	<b>5,274,599</b>	<b>6,491,558</b>	<b>7,645,899</b>	<b>8,887,251</b>	<b>10,063,158</b>	<b>11,429,163</b>	<b>14,603,845</b>					
<b>Month-end Fund Balance</b>	<b>3,066,086</b>	<b>3,265,913</b>	<b>2,995,674</b>	<b>2,831,750</b>	<b>5,065,827</b>	<b>5,936,690</b>	<b>5,578,642</b>	<b>5,374,145</b>	<b>5,003,349</b>	<b>4,646,837</b>	<b>4,258,679</b>	<b>1,405,222</b>			<b>1,224,021</b>	<b>1,405,222</b>	
<b>EXPENDITURES BY FUNCTION</b>																	
Instruction (1000)	(25,603)	20,343	563,160	574,038	669,667	718,406	675,396	699,137	715,826	674,047	740,774	2,024,472	8,049,663	8,321,414	1,131,937	(271,752)	14%
Support Services (2000)	240,880	582,966	522,956	403,854	578,505	425,428	541,563	455,204	525,527	501,077	552,576	663,347	5,993,882	6,010,559	1,750,656	(16,677)	29%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Uses (5000)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300	560,300	-	-	0%
<b>Total Operating Expenditures</b>	<b>215,277</b>	<b>603,309</b>	<b>1,086,116</b>	<b>977,892</b>	<b>1,248,172</b>	<b>1,143,833</b>	<b>1,216,959</b>	<b>1,154,341</b>	<b>1,241,352</b>	<b>1,175,907</b>	<b>1,366,005</b>	<b>3,174,682</b>	<b>14,603,845</b>	<b>14,892,273</b>	<b>2,882,593</b>	<b>(288,428)</b>	<b>19%</b>
Contingencies (6000)	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	-	-	-	-	-	-	-	805,000	-	(805,000)	0%
<b>Total Monthly Expenditures</b>	<b>215,277</b>	<b>603,309</b>	<b>1,086,116</b>	<b>977,892</b>	<b>1,248,172</b>	<b>1,143,833</b>	<b>1,216,959</b>	<b>1,154,341</b>	<b>1,241,352</b>	<b>1,175,907</b>	<b>1,366,005</b>	<b>3,174,682</b>	<b>14,603,845</b>	<b>16,197,273</b>	<b>2,882,593</b>	<b>(1,593,428)</b>	<b>18%</b>
<b>CUMULATIVE EXPENDITURES</b>	<b>215,277</b>	<b>818,586</b>	<b>1,904,701</b>	<b>2,882,593</b>	<b>4,130,765</b>	<b>5,274,599</b>	<b>6,491,558</b>	<b>7,645,899</b>	<b>8,887,251</b>	<b>10,063,158</b>	<b>11,429,163</b>	<b>14,603,845</b>					
<b>Month-end Fund Balance</b>	<b>3,066,086</b>	<b>3,265,913</b>	<b>2,995,674</b>	<b>2,831,750</b>	<b>5,065,827</b>	<b>5,936,690</b>	<b>5,578,642</b>	<b>5,374,145</b>	<b>5,003,349</b>	<b>4,646,837</b>	<b>4,258,679</b>	<b>1,405,222</b>			<b>1,224,021</b>	<b>1,405,222</b>	

Regular Board Session  
Monday, October 13, 2025 6:00 PM Pacific

Banks Middle School Library  
12850 NW Main Street  
Banks, OR 97106

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

Present: 5.

1. Preliminaries

1.1. Call to Order

1.2. Flag Salute

1.3. Roll Call

1.4. Public Welcome/Recognition

1.5. Approval of Agenda

I make a motion to approve the October 13th, 2025 agenda as presented. This motion, made by Daniel Streblow and seconded by Leslee Sipp, Carried.

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

Yea, Daniel Streblow: Yea

Yea: 5, Nay: 0

1.6. Banks High School Leadership

Olivia, BHS Leadership Representative, shared an update on the High School teams, current and upcoming events. Shared that Homecoming spirit week went well with a great dance and a football victory. A Financial Aid night and PSAT testing is coming up.

2. Recognitions

2.1. Banks Elementary School Staff

The District recognizes Banks Elementary School for its tremendous growth in math and literacy assessment. Scores for all students have increased. We are very proud of the work being done by staff and Administration.

3. Audience Comment

4. Presentations/Reports

4.1. Joint Session with Banks City Council

4.1.1. Superintendent's Report

Dr. Sica explained the purpose and intent of the joint session with the City Council.

The adopted 20-year plan for the district campus was shared yet is not indicative of the work to be done specifically with the Bond. The current challenge is the budget, and we are not sure how significant the impact of the upcoming changes will be. Less tax revenue will be collected than in the past as well as what was projected, resulting in less funding for the district, and we will need to advocate to our legislature.

Additional updates included:

Bond work is going well. Secure vestibules at the elementary and middle schools have been completed. Construction plans are being finalized, and a groundbreaking ceremony will likely take place around March.

Free lunch for all students is provided by Federal funding and is not necessarily stable. We are unsure how long we will be able to provide this benefit.

The traffic "bottle-neck" issue on Trellis Way will not be addressed with the current Bond.

#### 4.1.2. City Manager Report

Jolynn Baker, City Manager shared the types, process and timelines of planning and permit applications through the City, as well as the next steps for the district. The City has other large projects, including a subdivision, roundabout and potential intersection. The upcoming building of homes and the Construction Excise tax should be considered for the District's budgeting. The City is experiencing budget concerns similar to the District's.

Member of council, Pete Edison, shared the explanation of the Urban Renewal District. The Urban Renewal district has been in Banks since 2017. The potential reconfiguration of the urban renewal district will include a portion of the District's property.

Other notable information:

The Auxiliary Gym timeline was shared. Progress should be evident around March of 2026.

Chairman Frame reminded the members of the maintenance needs and expenses related to new buildings.

Mayor Kirk shared the City's desire to maintain collaboration and partnership with the district.

Some discussion of traffic concerns with development and a potential footbridge.

Some discussion of partnering with the District in regards to a performing arts building.

#### 5. Consent

I make a motion to approve the Consent Agenda Items as presented. This motion, made by Daniel Streblow and seconded by Leslee Sipp, Carried.

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

Yea: 5, Nay: 0

5.1. Approval of September 8th, 2025 Regular Board Meeting Minutes

Reviewed the upcoming events.

5.2. Approval of September 8th, 2025 Board Work Session Meeting Minutes

5.3. Second Reading of Proposed Policies JGD, JEA, JEA AR, JFCEB, JFCEB AR, BCF, DBEA, IF, IGBAB/JO, JO/IGBAB, JO/IGBAB AR, JOA, LBEA

5.4. Bond Oversight Committee Report

5.5. Superintendent Goals and Evaluation Criteria

5.6. Routine Personnel Matters

5.7. Approval of Campus Security position

5.8. Board Agreements

6. Discussion Items - None at this time

7. Action Items - None at this time.

8. Closing

8.1. Upcoming items

8.1.1. November 5th & 6th: Fall Conferences

8.1.2. Nov 6th, 7th & 8th: OSBA's 79th Annual Convention

8.1.3. November 17th: Next Board Meeting

8.1.4. November 24th-28th: Fall Break, Schools Closed

8.1.5. December 8th: December's Board meeting

8.2. Board Comments

Member Moore: Pleased to hear the progress on the goals. Appreciates the work being done by the staff.

Member Streblov: It's refreshing to see the plans to move forward and is grateful for the Administration's presence and presentations at tonight's meeting. Thanked the City Council members for being present s well and is happy for the engagement.

Member Mazurkiewicz: Recognizes Indigenous People's Day today. Grateful for the Council members' attendance tonight.

Member Sipp: Appreciates the City Council for attending tonight and glad to be working together. Loves the test scores and what the schools are doing.

Member Frame: Happy to hear the progress the schools are making. Recently attended OSBA

9. Adjourn

# ***Banks High as of 10/13***

Presented by ASB

# Sports

Volleyball: 1st in league and 14th in state

Girls Soccer: 3rd in league and 15th in state

Boys Soccer: 4th in league and 20th in state

Football: 1st in league and 2nd in state

Cross Country: Did good in meet on October 10th. Next week they have the Bigfoot Meet where they feel pretty confident with and districts the next week.

# Clubs/Organizations

Robotics: Nothing new

Drama: Auditions happened in late September and the cast list is put up in front of Mrs. Hatcher's room. The play is going to happen in early December.

FFA: FFA Showdown is tomorrow at 5:30 pm. This is the big recruitment of the year where new members get to try out all of the events.

NHS: NHS had their first 2 meetings and are starting the Banksgiving fundraiser competition with the middle school and elementary school.

FAD: Will be there at the open house for the old high school filming the documentary.

# HOCO

Homecoming week went off without a hitch this year. The HOCO court was crowned on Monday October 6th and the queen was crowned at the football game on Friday October 10th. Banks won the game 42-7. Congratulations to the Banks 2025 HOCO Queen, Adelaide Wilson!



# HOCO pt.2

This year the class of 2026 has won HOCO for the third year in a row. The ranking are listed below:

Ranking:

1st-Seniors

2nd-Freshmen

3rd-Juniors

4th-Sophomores

# HOCO pt.3

Spirit days:

Monday: Touch of class

Tuesday: Tacky Tourist Tuesday

Wednesday: 'Murica Day

Thursday: Theme day (Freshmen:Medieval, Sophomores: Prehistoric, Juniors: Futuristic, Seniors: Roarin' 20s, and Staff: 80s)

Friday: Blue and Gold Day





# Upcoming Events

Financial Aid Night is Wednesday, October 15th at 6:30 pm.

The PSAT is sometime later this month and is voluntary for all Juniors.

Multiple volunteer opportunities have come up and a good amount of BHS students are giving back to the community.



*See you next time!*

If you have any questions, I will try my best to answer them.



# Superintendent's Monthly Report

October 2025

The purpose of this monthly report is to provide Board members with succinct updates on timely and relevant issues, as well as recurring information from committees and key district initiatives. Please feel free to send any requests for additional information directly to the Superintendent.

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## Banks School District Report Card

During the October work session, the Board will hear updates from each school regarding their goals and actions for the current school year. Following those presentations, the Superintendent will share district goals. These goals are directly aligned to our strategic plan and informed by a wide range of data sources—including student, staff, and community voice, as well as classroom and standardized measures.

We believe these “scorecards” and action plans demonstrate the broad and meaningful impact our schools have on students and the community. They also serve as a clear measure of accountability to our strategic plan and our commitment that every person in our community feels **Happy and Proud** of their experience with our school district.

## Accountability and State Report Card

Another important accountability tool is the Oregon State Report Card. These report cards track student success using several measures, including the Oregon Statewide Assessment System (OSAS), high school credits earned, and regular attendance. (Note: “Regular attendance” is defined as attending more than 90% of school days—no more than one absence per month.)

Highlights include:

- **Elementary School Literacy:** Continued growth on OSAS exams, with “All Students” receiving a rating of 4 out of 5 for growth.
- **Elementary School Math:** Highest possible state rating, with all students and all subgroups earning 5 out of 5 for growth.
- **Middle School Attendance:** Regular attenders increased by more than 15% compared to two years ago.
- **High School Achievement:** A Level 4 in 9th-grade on-track and a Level 5 in four-year graduation rates.

## Continuous Growth

While we are proud of these accomplishments, we recognize that our academic results still fall short of what we believe our students can achieve. Our staff and administration are committed to refining leadership and instructional practices to help every student reach their fullest potential.

## Community Engagement and State Exam Participation

A continued area of focus is aligned to our strategic goal of **Engaging Our Community**. Participation rates on state exams remain among the lowest in the state, with each school and subgroup currently rated “Level 1.” This is a complex issue in Oregon. By law, schools must send annual letters informing families of their right to opt out of state exams without penalty. However, in state reporting, students who opt out are counted the same as those who do not meet proficiency.

Moving forward, we will work with our community to:

- Elevate the value of state exams.
- Communicate their importance and relevance.
- Frame them as tools to measure districtwide effectiveness.

Our partnership with families and the community is essential as we continue to celebrate successes, face challenges honestly, and pursue the shared goal of ensuring all students thrive.

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## OSBA Regional Fall Meeting

Recently, Directors Sipp and Frame joined Superintendent Sica in a meeting with representatives from surrounding school districts, to hear a legislative update from the Oregon School Boards Association. Our conversation centered heavily on the looming fiscal pressures and legislative constraints in Salem — and how they might force very difficult choices for K-12 education in the coming biennium. Below is an outline of their key talking points.

## Legislative Landscape & Constraints

- This year’s short legislative session is expected to be tight and highly constrained. The abbreviated timeline means fewer bills will move forward, and the opportunities for substantial new education legislation are limited.
- At present, there are no major K-12-specific bills on the radar..

- The session will likely focus on smaller, essential technical fixes or adjustments, rather than sweeping reforms.
- Nevertheless, the pressure is intense to respond to the state's revenue picture and to consider cost containment measures.

### **Oregon's Revenue Shortfall & Its Implications**

- Oregon's rolling conformity to the federal tax code means that federal tax cuts automatically reduce Oregon's income tax revenues. The Legislative Revenue Office currently projects an \$888 million shortfall over the 2025–27 biennium.
- The state has already set aside a modest buffer in the new budget — a \$472 million cushion — but forecasts now suggest a \$373 million deficit remains once the federal impacts fully take hold.
- Oregon has lost around 25,000 jobs over the past year, with impacts concentrated in sectors like manufacturing, trade, construction, and professional services.
- Reductions in federal support for SNAP and Medicaid are expected to ripple into school systems — reducing school nutrition reimbursements, health-related supports, and placing additional demand on districts to fill gaps.

### **K-12's Share & Risk of Cuts**

- Historically, K-12 is the largest allocation from Oregon's general fund. Currently, it accounts for roughly 27% of the general fund.
- That share has declined about 15% over the past two decades in its proportionate share of state resources. (In other words, although absolute dollars have increased, K-12's slice of the overall budget pie has shrunk.)
- The Oregon School Boards Association (OSBA) has issued warnings about the risk of under-funding at "lower than current service level" budgets in the 2027–29 cycle.
- In recent years, the legislature passed a record \$11.36 billion in State School Fund allocations for 2025–27. That represents a necessary baseline just to maintain operations, but many argue it does not provide sufficient margin for growth or new initiatives.

### **Reserves, Tradeoffs & Strategic Imperatives**

- The state does maintain reserves (e.g., Rainy Day Fund, Education Stability Fund) that could help smooth shortfalls or reduce the need for mid-biennium cuts.
- Still, those reserves are not infinite, and tapping them too aggressively risks leaving the state vulnerable to further downturns.

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## **Cell Phone Policy**

The Board will be considering our Policy in the consent agenda of the regular session.

Governor Kotek's Executive Order 25-09, issued July 2, 2025, requires all public schools to adopt policies prohibiting student use of personal electronic devices (cell phones, smartwatches, smart glasses, etc.) during school hours.

Policies must specify:

- Where devices are stored
- Consequences for use during the day
- Allowable exceptions

Policies must also be made publicly available.

The District will present draft policy and AR documents to the Board during the September work session. Adoption is scheduled for the October Board Meeting.

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## **OSAA Reclassification**

The OSAA Classification and Districting Committee for the 2026–2030 cycle continues to meet, deliberate, and take public feedback. The most recent proposals are linked below. Mr. Pence, who serves on the committee, will provide an update at the November Board work session. Please let Molly know if you have any specific questions.

[View OSAA Committee Update \(September 11, 2025\)](#)

[View OSAA Committee Update \(Released October 9, 2025\)](#)

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## **Student Success Committee (SSC)**

The SSC is working on the following in the month of October:

1. Multicultural Clubs – BMS has had its first few meetings and are off to a strong start with student participation and enthusiasm. Their club meets weekly during lunch. BHS's Multicultural club is starting this week
2. Data review - the team will start looking at student data next week to analyze trends and connect it to student experience. In the next few meetings, they will review and summarize disaggregated data on attendance and qualitative focus group data.

3. Bias response tools - the SSC also continues to work on our tools for responding to bias. We have already refined a lesson on understanding the impacts of hate speech related to race, and next they are working on one related to immigration.
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## **Instruction Materials Adoption - DWL 9/29**

### **Science Instructional Materials Review**

This year, the district is reviewing science instructional materials as part of our curriculum cycle. High-quality science materials are critical to providing students with engaging, hands-on learning that prepares them for future opportunities. Because instructional materials represent a significant budget investment, we are approaching this process thoughtfully, with a students-first philosophy guiding all decisions.

To ensure broad input, we are engaging our Community Curriculum Advisory Committee alongside our district science teachers. Their collaboration will help us identify resources that best support rigorous standards, reflect our community's values, and promote meaningful learning for every student.

The Community Curriculum Advisory Committee held their first meeting in September. Ms. Everett provided the committee with an overview of the science standards and facilitated a thoughtful discussion, helping lay the foundation for more informed and engaging work ahead.

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### **Instructional Leadership**

We are excited to welcome an Instructional Leadership Coach who will support administrators and teachers. This role focuses on collaboration, coaching, and targeted support, with the goal of strengthening teaching practices and improving student learning outcomes. This investment reflects our ongoing commitment to continuous improvement and high-quality instruction for every student.

Instructional coaching support has included work with individual teachers, grade-level teams, and the instructional cabinet. Coaching is focused on supporting instruction with high-leverage tools and moving towards on-the-fly coaching where teachers and leaders are given feedback in the moment.

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**Attendance and Engagement** - The district attendance team is working diligently to streamline practices and ensure continuity across schools, always keeping students and families at the center of this work. A new **Attendance Manual** is in

development to guide supportive, student- and family-centered approaches to attendance challenges.

Last year, the district saw meaningful improvement in attendance rates, and our goal is to continue building on that progress. Our priority is not only to increase regular attendance, but also to create conditions where students feel happy, connected, and proud to be at school. The attendance team has been reviewing practices, gathering input, and identifying ways to strengthen consistency, while maintaining a focus on care and support.

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**Transformational Social and Emotional Learning (TSEL)** - We are proud of the tailored professional learning opportunities we are providing for our staff this year. As part of our TSEL (Transformative Social Emotional Learning) work, staff will select professional learning topics that best align with their individual interests and needs. This responsive approach was designed based on feedback collected after the first year of training, with the goal of increasing voice, choice, and relevance for all participants.

By making professional learning more engaging and personalized, we aim to strengthen both staff capacity and student outcomes. Session options this year include:

- Behavior Management
- De-escalation Strategies
- Trauma-Informed Care
- Youth Anxiety
- Collaborative Problem Solving
- QPR (suicide prevention)

We believe this model not only demonstrates our commitment to staff growth, but also ensures that the strategies learned directly support the well-being and success of our students.

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## **Tradition and Innovation Committee -**

### **Honoring Our Past, Building Our Future**

The District Traditions and Innovations Committee—made up of staff, students, a member of the historical society, alumni, parents, administrators, and our district architect—recently met to review items that could be salvaged from the Banks Union High School brick building.

The committee has created a long list of meaningful pieces to preserve, including original lighting, wood flooring, handrails, the bannister, mural, class photos, and more. The purpose of this work is to find creative, lasting ways to use these materials for storytelling and honoring our history, while also celebrating the exciting future of our schools.

Stay tuned—more information will be shared as plans develop.

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Regular Board Session  
Monday, September 8, 2025 6:00 PM Pacific

Banks Middle School Cafeteria  
12850 NW Main Street  
Banks, Or 97106

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 September 8th, 2025 agenda as presented. This motion, made by Leslee Sipp 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

Leadership representative presented information on current events at the high school, including the upcoming Homecoming events in October, current team stats and club events. She also shared student perspective on the new cell phone policy.

2. Recognitions

2.1. Girl's Track Team

Dr. Sica recognized the Girl's Cross Country team and coaches for their success last Spring. The team qualified 18 girls for the state meet, more than ever in the past. They placed Second, missing first place by one point. We are proud of the countless hours and commitment by the students and coaches.

3. Audience Comment

No public comments were submitted.

4. Presentations/Reports

4.1. Superintendent's Report

Dr. Sica shared the September Superintendent's report, highlighting the financial situation as it relates to the current budget forecast. Banks School District is the largest employer in the Banks School District, by far. As such, any financial strain to the district is significant to the community.

The Banks City Council will be present next month for a joint session. If there is information that you think may be relevant, please pass along to Brian and Molly.

OSAA - Every 4 years a classification committee comes together to review classifications. We are currently 3A, but our enrollment has increased since dropping to 3A, and we may move to the 4A league. OSAA has shared proposals and a formal survey will be sent to coaches. We need to obtain more feedback to determine which is the best placement. Scheduling and transportation in the current league has been difficult to schedule historically.

#### 4.2. Financial Update

No major changes to report. Grant allocations will start to come in soon. Timber revenue is offset by the State School fund and is slightly higher than forecasted. However, the increase will be offset by a decrease in state school funding. Title I funding also came in slightly higher but is a one-year temporary increase.

Mr. Pence shared that the district is working on applying for Perkins grant funds for CTE programs.

#### 5. Consent

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

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

Yea: 5, Nay: 0

#### 5.1. Approval of Work Session Board Minutes

#### 5.2. Approval of Regular Board Meeting Minutes

#### 5.3. Routine Personnel Matters

#### 6. Discussion Items

#### 6.1. OSBA Policy Updates JGD, JEA, JEA AR, JFCEB, JFCEB AR, BCF, DBEA, IF, IGBAB/JO, JO/IGBAB, JO/IGBAB AR, JOA, LBEA

The Board reviewed the first reading of the necessary proposed policy updates required by OSBA due to recent legislative changes. If additional changes

Also reviewed the proposed changes to the District's suspension policy. KL complaint process.

#### 7. Action Items

#### 8. Closing

#### 8.1. Upcoming items

8.1.1. September 9th: BMS Back To School Night

8.1.2. September 12th; Kelly Field 365 Public Launch at the Varsity FB game.

8.1.3. September 16th; Bond Oversight Committee

8.1.4. October 13th; Next Board Meeting, collaboration with City Council.

8.1.5. November 17th; November's Board meeting (rescheduled)

#### 8.2. Board Comments

Member Moore; Pleased with the work being done in the district and for the direction the district is heading.

Member Streblow: Looking forward to the upcoming presentations on the BES school report card. Glad to hear the updates and have students back.

Member Sipp: excited about Olivia's presence and her updates. Excited for what's

to come.

Member Mazurkiewicz; Happy to see the presence of the track team and grateful for the work the teachers and Admin are doing.

Chairman Frame; No comment at this time.

9. Adjourn

# Superintendent's Monthly Report

**September 2025**

The purpose of this monthly report is to provide Board members with succinct updates on timely and relevant issues, as well as recurring information from committees and key district initiatives. Please feel free to send any requests for additional information directly to the Superintendent.

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## **Oregon Revenue Forecast**

On August 27, the Chief State Economist's Office issued the first revenue forecast of the new biennium. The forecast shows an approximate \$900 million shortfall in state revenue. (Figures vary slightly depending on reporting source, as some focus on different revenue streams. Our partners emphasize those that most directly impact education.)

The shortfall is attributed to changes in federal tax code and increased unemployment. Because Oregon's income taxes are tied to federal returns (we are one of only five states with this structure), taxable income starts after federal deductions. Combined with a 5% unemployment rate, income tax revenue is reduced.

Economists also warn of possible reductions in Medicaid and in federal education programs such as IDEA and Title I. While concerning, the Legislature's significant reserves—some of which are dedicated to education—help mitigate immediate risk.

We are preparing contingencies but do not recommend major changes at this time. Updates will continue as the situation evolves.

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## **Cell Phone Policy Committee**

Governor Kotek's Executive Order 25-09, issued July 2, 2025, requires all public schools to adopt policies prohibiting student use of personal electronic devices (cell phones, smartwatches, smart glasses, etc.) during school hours.

Policies must specify:

- Where devices are stored
- Consequences for use during the day

- Allowable exceptions

Policies must also be made publicly available.

The District will present draft policy and AR documents to the Board during the September work session. Adoption is scheduled for the October Board Meeting.

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## **OSAA Reclassification**

The OSAA Classification and Districting Committee for the 2026–2030 cycle held its first public meeting on August 25, 2025, in Wilsonville. They released an initial draft of potential changes, and while Banks is affected, the process is still in the early stages. Many adjustments are likely before finalization.

Mr. Pence, who serves on the committee, will provide an update at the October Board work session.

[View OSAA Committee Update](#)

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## **Student Success Committee (SSC)**

The SSC is beginning the year with two important initiatives:

1. Multicultural Clubs – Establishing clubs at BHS and BMS to foster belonging, build community, and celebrate student diversity. Advisors are in place and planning is underway.
2. Bias Response Curriculum – Reviewing lessons addressing hate speech and bias incidents to improve both their quality and their scope. For example, this week’s review focuses on the lesson used when students engage in racial slurs.

Later this year, SSC will review disaggregated outcome data and focus group feedback to identify bright spots and areas for improvement to share with staff and the community.

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## **Curriculum Adoption Committees**

Each year, districts review curriculum in one content area based on the ODE rotation schedule. In Banks, this process includes two collaborative teams:

- Staff Curriculum Team – Conducts pilots, evaluates instructional strategies, and reviews content-specific techniques.
- Community Curriculum Committee – Reviews staff recommendations, asks questions, and helps connect the work with the broader community.

This cycle we anticipate reviewing Science or Social Science, depending on budget considerations. Board members are welcome to participate in these committees.

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## **Instructional Leadership**

We are excited to welcome an Instructional Leadership Coach who will support administrators and teachers. This role focuses on collaboration, coaching, and targeted support, with the goal of strengthening teaching practices and improving student learning outcomes. This investment reflects our ongoing commitment to continuous improvement and high-quality instruction for every student.

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## **Attendance and Engagement**

The district is developing a new Attendance Manual to guide supportive, student- and family-centered approaches to attendance challenges. Last year, we saw meaningful improvement in attendance rates, and we aim to build on that progress. Our goal is not only to increase regular attendance, but also to ensure students feel happy, connected, and proud to be at school.

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## **Transformational Social and Emotional Learning (TSEL)**

This year, staff will choose professional learning topics that align with their interests and needs as part of our TSEL work. This approach responds directly to staff feedback after year one of training and is designed to increase voice, choice, and relevance. By making professional learning more engaging, we aim to strengthen both staff capacity and student outcomes.

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## **Science Curriculum Adoption**

As part of the curriculum cycle, the Community Curriculum Advisory Committee will work alongside school staff to review science materials. This process will consider alignment to state standards, instructional quality, and relevance for our students. The collaboration will ensure our science program remains rigorous, engaging, and supportive of student success.

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## **October Joint Work Session with Banks City Council**

The Banks City Council will join the Banks School Board for a collaborative worksession on October 13, 2025. Both the District Superintendent and the City Manager will present reports with questions and discussion to follow. Please consider any specific requests for information ahead of time and send those to Molly Herbst by September 29, 2025.

100 GENERAL FUND | Revenue & Expense Summary

Fiscal Year 2025-26

For the Period Ending July 31, 2025

	Period 1 Actual Jul '25	Period 2 Actual Aug '25	Period 3 Projected Sept '25	Period 4 Projected Oct '25	Period 5 Projected Nov '25	Period 6 Projected Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected Mar '26	Period 10 Projected Apr '26	Period 11 Projected May '26	Period 12 Projected Jun '26	Projected 2025-26 Totals	Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	Variance Budget vs. Projected	% of Budget
<b>REVENUES</b>																	
<b>STATE SCHOOL FUND FORMULA:</b>																	
Local Taxes	-	-	8,890	4,564	921,596	2,852,876	30,735	18,701	71,835	11,883	10,698	96,594	4,028,372	4,028,372	-	(0)	
County School Funds	-	-	-	-	17,500	-	-	-	-	-	17,500	-	35,000	35,000	-	-	0%
State School Fund	1,573,545	786,300	786,300	786,300	786,300	786,300	786,300	786,300	786,300	786,300	786,300	-	7,076,700	9,326,423	2,359,845	(2,249,723)	25%
Common School Fund	79,937	-	-	-	-	-	79,937	-	-	-	-	-	79,937	159,874	79,937	(79,937)	50%
State Managed Timber	-	-	-	-	187,500	-	-	187,500	-	-	187,500	187,500	750,000	750,000	-	-	
<b>SSF Formula Total</b>	<b>1,653,482</b>	<b>786,300</b>	<b>795,190</b>	<b>790,864</b>	<b>1,912,896</b>	<b>3,639,176</b>	<b>896,972</b>	<b>992,501</b>	<b>858,135</b>	<b>798,183</b>	<b>1,001,998</b>	<b>284,094</b>	<b>11,970,009</b>	<b>14,299,669</b>	<b>2,439,782</b>	<b>(2,329,660)</b>	<b>17%</b>
Local Sources (1000)	20,152	16,836	17,035	15,389	13,655	25,111	24,545	1,976	19,279	20,629	21,931	22,893	182,443	191,000	36,988	(8,557)	19%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Sources (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	98,875	-	(98,875)	
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Operating Revenue</b>	<b>1,673,634</b>	<b>803,136</b>	<b>812,225</b>	<b>806,253</b>	<b>1,926,551</b>	<b>3,664,287</b>	<b>921,517</b>	<b>994,477</b>	<b>877,414</b>	<b>818,812</b>	<b>1,023,929</b>	<b>306,987</b>	<b>12,152,452</b>	<b>14,589,544</b>	<b>2,476,770</b>	<b>(2,437,092)</b>	<b>17%</b>
Beginning Fund Balance (5400)	1,607,729	-	-	-	-	-	-	-	-	-	-	-	1,607,729	1,607,729	-	-	0%
<b>Total Monthly Revenues</b>	<b>3,281,363</b>	<b>803,136</b>	<b>812,225</b>	<b>806,253</b>	<b>1,926,551</b>	<b>3,664,287</b>	<b>921,517</b>	<b>994,477</b>	<b>877,414</b>	<b>818,812</b>	<b>1,023,929</b>	<b>306,987</b>	<b>13,760,181</b>	<b>16,197,273</b>	<b>2,476,770</b>	<b>(2,437,092)</b>	<b>15%</b>
<b>CUMULATIVE RESOURCES</b>	<b>3,281,363</b>	<b>4,084,499</b>	<b>4,896,724</b>	<b>5,702,977</b>	<b>7,629,528</b>	<b>11,293,815</b>	<b>12,215,332</b>	<b>13,209,809</b>	<b>14,087,223</b>	<b>14,906,035</b>	<b>15,929,964</b>	<b>16,236,951</b>					
<b>EXPENDITURES BY OBJECT</b>																	
Salaries (100)	123,775	140,776	596,092	582,346	577,577	574,784	573,068	575,455	569,963	530,462	573,558	1,433,954	6,587,258	6,757,588	264,552	(170,330)	4%
Employee Benefits (200)	70,426	86,349	367,775	328,473	364,207	358,743	318,807	359,227	359,843	287,002	366,973	904,017	4,015,068	4,481,835	156,775	(466,767)	3%
Purchased Services (300)	45,497	209,532	90,198	126,199	361,294	260,190	239,380	192,088	159,588	204,911	266,120	421,716	2,321,684	2,558,200	255,029	(236,516)	10%
Supplies & Materials (400)	8,583	15,365	55,559	26,550	32,442	9,806	17,536	36,635	28,783	24,928	18,563	28,174	278,976	325,850	23,947	(46,874)	7%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Insurance/Other (600)	7,422	184,537	2,541	3,716	2,627	763	1,139	1,402	4,205	1,463	1,137	3,489	22,482	208,500	191,960	(186,018)	92%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	-	-	560,300	560,300	560,300	-	-	0%
<b>Total Operating Expenditures</b>	<b>255,703</b>	<b>636,560</b>	<b>1,112,165</b>	<b>1,067,283</b>	<b>1,338,147</b>	<b>1,204,286</b>	<b>1,149,930</b>	<b>1,164,807</b>	<b>1,122,383</b>	<b>1,048,766</b>	<b>1,226,351</b>	<b>3,351,650</b>	<b>13,785,768</b>	<b>14,892,273</b>	<b>892,263</b>	<b>(1,106,505)</b>	<b>6%</b>
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	-	-	805,000	-	(805,000)	0%
<b>Total Monthly Expenditures</b>	<b>255,703</b>	<b>636,560</b>	<b>1,112,165</b>	<b>1,067,283</b>	<b>1,338,147</b>	<b>1,204,286</b>	<b>1,149,930</b>	<b>1,164,807</b>	<b>1,122,383</b>	<b>1,048,766</b>	<b>1,226,351</b>	<b>3,351,650</b>	<b>13,785,768</b>	<b>16,197,273</b>	<b>892,263</b>	<b>(2,411,505)</b>	<b>6%</b>
<b>CUMULATIVE EXPENDITURES</b>	<b>255,703</b>	<b>892,263</b>	<b>2,004,429</b>	<b>3,071,712</b>	<b>4,409,859</b>	<b>5,614,144</b>	<b>6,764,075</b>	<b>7,928,881</b>	<b>9,051,264</b>	<b>10,100,030</b>	<b>11,326,381</b>	<b>14,678,031</b>					
<b>Month-end Fund Balance</b>	<b>3,025,660</b>	<b>3,192,236</b>	<b>2,892,295</b>	<b>2,631,265</b>	<b>3,219,669</b>	<b>5,679,670</b>	<b>5,451,257</b>	<b>5,280,927</b>	<b>5,035,959</b>	<b>4,806,005</b>	<b>4,603,583</b>	<b>1,558,920</b>			<b>1,584,507</b>	<b>(25,587)</b>	
<b>EXPENDITURES BY FUNCTION</b>																	
Instruction (1000)	1,368	25,681	682,100	668,859	682,820	745,474	650,404	680,291	666,543	564,664	739,702	1,989,408	8,070,264	8,321,414	27,049	(251,150)	0%
Support Services (2000)	254,335	610,880	416,648	406,247	675,144	472,350	512,430	489,061	465,467	495,667	531,105	838,387	5,302,506	6,010,559	865,215	(708,053)	14%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Uses (5000)	-	-	-	-	-	-	-	-	-	-	-	560,300	560,300	560,300	-	-	
<b>Total Operating Expenditures</b>	<b>255,703</b>	<b>636,560</b>	<b>1,098,748</b>	<b>1,075,107</b>	<b>1,357,964</b>	<b>1,217,824</b>	<b>1,162,834</b>	<b>1,169,351</b>	<b>1,132,010</b>	<b>1,060,331</b>	<b>1,270,807</b>	<b>3,388,095</b>	<b>13,933,070</b>	<b>14,892,273</b>	<b>892,263</b>	<b>(959,203)</b>	<b>6%</b>
Contingencies (6000)	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	-	-	-	-	-	-	-	805,000	-	(805,000)	0%
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Board Work Session  
Monday, August 18, 2025 4:00 PM Pacific

Banks Middle School Library  
12850 NW Main Street  
Banks, OR 97106

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

Present: 4, Absent: 1.

1. Preliminaries
  - 1.1. Call to Order
  - 1.2. Roll Call
  - 1.3. Approval of Agenda

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- 2.2. Bond Update

- 2.2.1. Summer Projects, Timeline, current HS Design, Budget Review.

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Banks School District,  
Attn: Brian Sica

P&C Construction  
Parker Verhaeghe,  
Preconstruction Manager

## **RE: Construction Material Cost Planning – New Addition Project**

Dear Banks School District Team,

As we move forward with planning for your new high school addition, I wanted to share some context on the current construction material market, how national tariff changes are impacting pricing, and most importantly what we've done and continue to do to mitigate those impacts for your project.

We've been tracking increases in tariffs on critical construction materials like steel, aluminum, copper, and lumber. These changes are affecting project pricing across Oregon and are expected to carry through 2027. While the broader market remains challenging, we've taken meaningful steps to insulate your project from unnecessary cost and risk. We've also built on strategies developed during the COVID-era escalation and supply chain challenges, many of which remain relevant today.

We appreciate the trust the District has placed in us to manage this project responsibly. Please know that we are actively protecting the project at every stage from early design decisions through final buyout and construction. We'll keep you informed as we navigate the market together and continue working toward a successful, on-budget project.

### **What We've Already Done**

Very early in design, we worked closely with BRIC Architecture to make smart, tariff-conscious decisions. Not only do these items consider specific material costs, they also account for overall project schedule, product availability, and potential material shortages/lead time issues.

We selected tilt-up concrete construction as the primary structural system, reducing reliance on structural steel, which is now subject to one of the largest import tariffs. Although steel rebar is subject to tariffs, we will work with the engineer to introduce fiber reinforcement, reduce rebar, and optimize concrete psi strength. This method will also be considered for the slab on grade and slab on deck.

We opted for a hybrid structural system, combining locally produced wood joists and selective structural steel, which gives us flexibility and helps reduce overall risk. We also selected a thin topping slab over plywood for the slab on deck, in lieu of a traditional heavier slab on metal deck.

Instead of metal siding, we selected a local brick veneer and fiber cement panels, materials with domestic supply chains and more predictable pricing.

Built up roofing was selected over TPO. TPO has a larger risk to tariffs.

We also pivoted from exterior sheet metal accents to domestic fiber cement, further reducing our reliance on volatile imported materials.

## What We're Doing Now

We're continuing to evaluate options that maintain design intent while balancing budget and long-term value.

We are considering aluminum electrical conductors instead of copper to avoid newly enacted tariffs.

We're including a bid alternate (and other) for wood stud partition framing in non-structural areas in lieu of metal stud to provide cost flexibility for bid day pricing.

In the library, we moved away from a costly custom wood ceiling and are now incorporating a high-quality acoustical ceiling system with accent features—offering a great look while staying budget-conscious.

As we finalize finishes, we're working closely with suppliers to source cost-effective, durable, and domestically available products. For example, many flooring products are subject to tariffs. Where possible, we're using polished concrete flooring, which avoids those tariffs and offers long-term durability.

As design development stage completes early fall, we will further estimate specific cost risks for specific materials and equipment. As the design becomes more quantifiable, and systems are better defined we can further detail out costs than is currently estimated at the 1<sup>st</sup> schematic design phase. Meaning, rather than a 5% general tariff contingency, we can break down specific materials and carry specific dollar values for larger risk materials.

## What We're Preparing to Do

Looking ahead, we're ready to take the following steps to stay ahead of continued price volatility.

**Early procurement packages:** We will identify long-lead or high-risk materials and lock in pricing early to avoid further escalation.

**Continued value engineering:** We will continue to provide value engineering options to reduce overall risk and protect project contingencies, without compromising design goals.

**Multiple source manufacturers:** As equipment and materials are selected by engineers and architects, we'll research which manufacturers are less subject to tariffs, and include multiple manufacturers for bidding.

**Strategic material storage:** For items that may still carry escalation clauses, we will explore off-site storage to secure pricing and availability.

**Bid form language:** We're including clear language in our bid forms requiring subcontractors to define how long their pricing is valid—this transparency helps us manage risk during the bid and buyout process.

**Ongoing budget protection:** While we're laser-focused on managing budget during the estimating and GMP phase, we'll also continue that diligence after GMP to protect contingency dollars and ensure tariffs don't have avoidable impacts to the project.

END OF MEMO



# **Banks School District**

School Board Design Update

August 18th, 2025

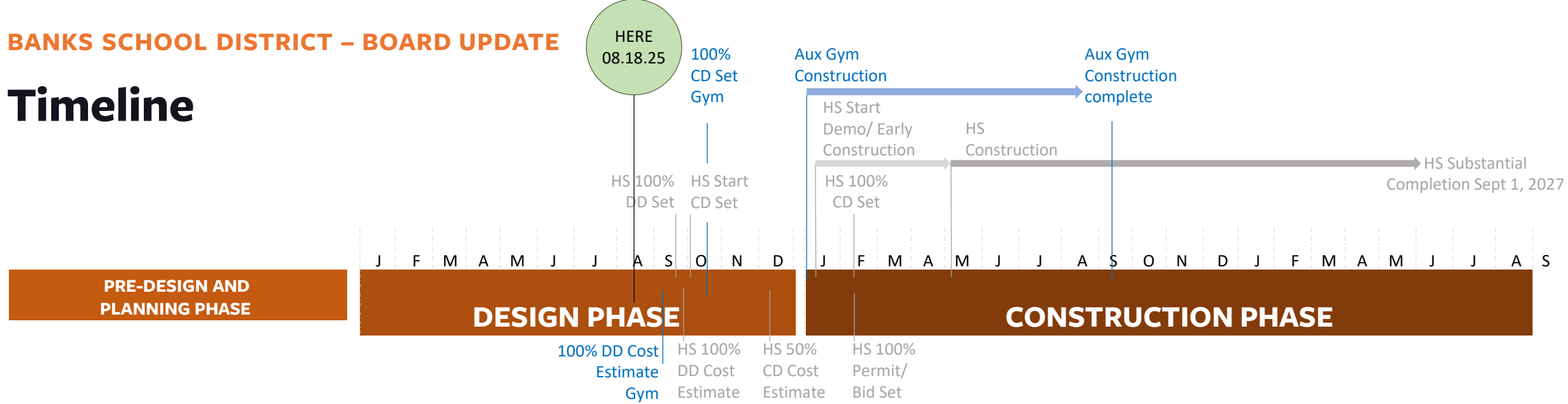
# **Agenda**

Design Schedule

Banks HS Addition – Design Update

Discussion / Next Steps

# Timeline



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	1200	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	1200	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	1900	1,900
Kiln 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	2250	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





# Site Plan Concept

# Site Concept

- **Bus loading area**
- **Parking/ Drop-off**
  - East parking adjacent to Aux Gym drive isle and parking stalls width increased
  - Visitor parking
  - 183 parking stalls
- **Building Entry Points**
  - High School
  - District Office
- **Pedestrian access throughout campus**
- **NW Wilkes Access**
  - Provides 2 separate parking zones with out vehicle/pedestrian crossing between East and West parking

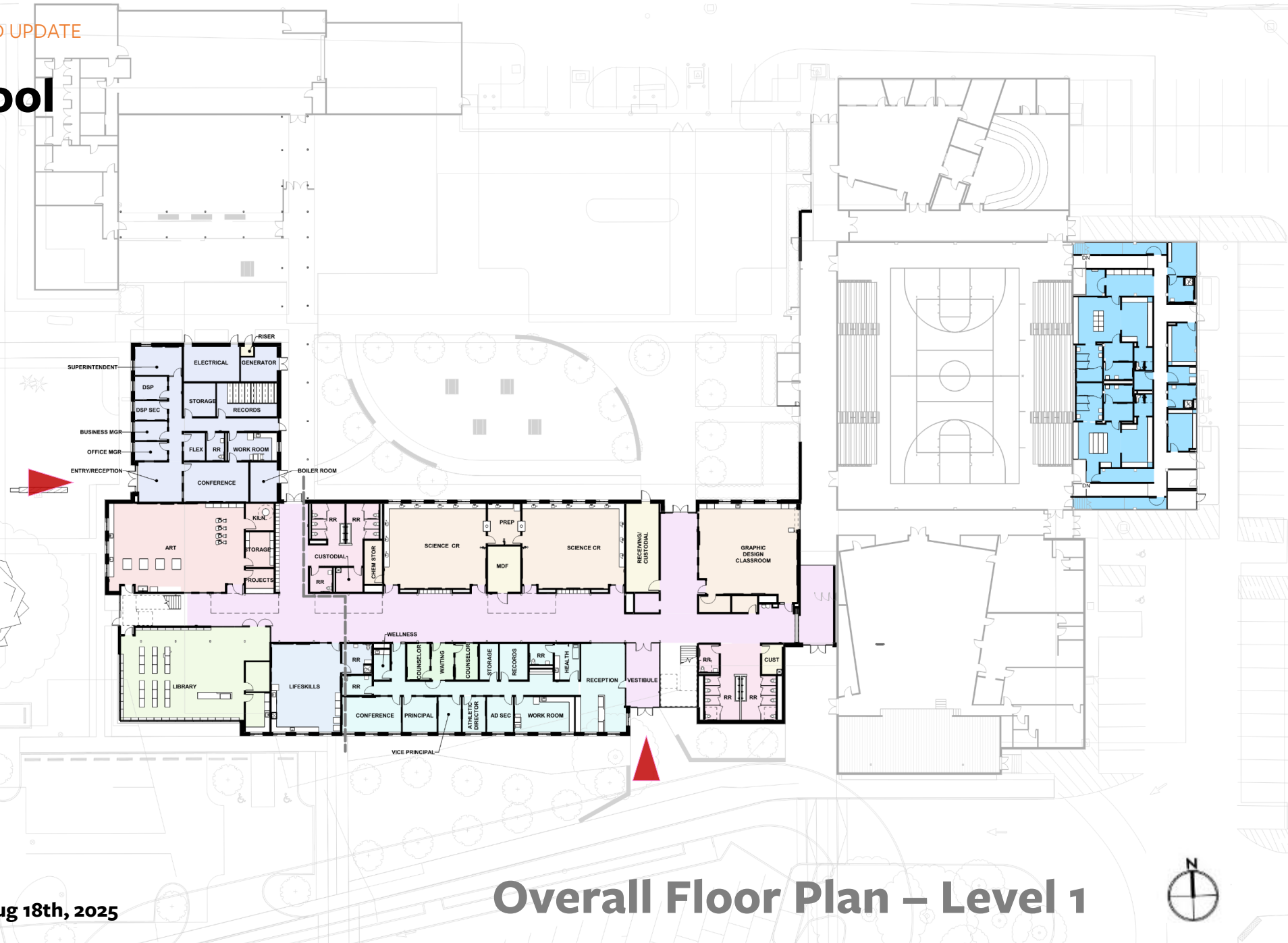




# Floor Plans

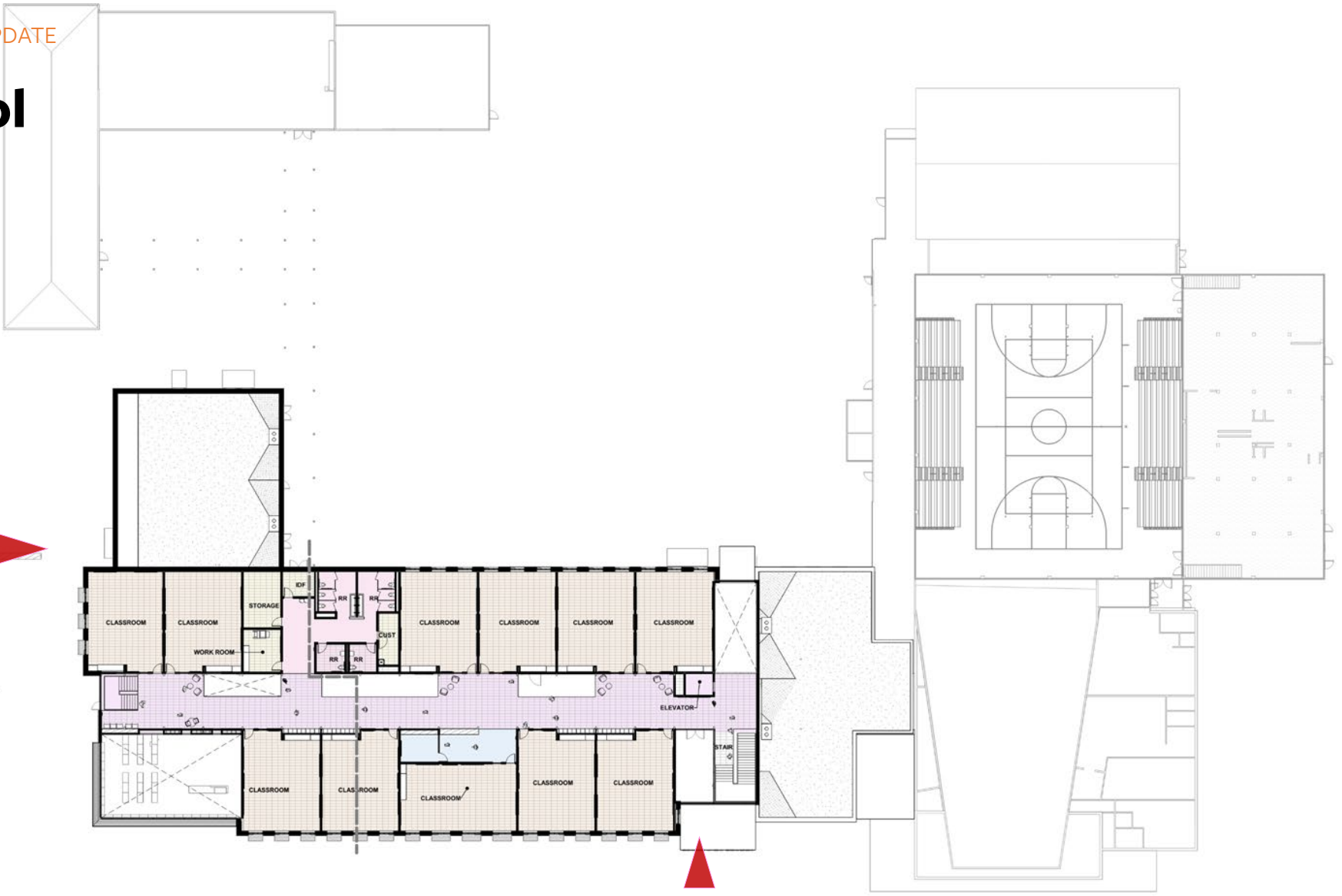
# Banks High School

- A new **prominent main entry** **Library**.
- **Elective / special classrooms will be on Level 1** and all the **general classrooms will be on Level 2.**
- Large **main hallway will be a shared community space** linking all parts of the school.
- **Separate entry into district office** so visitors to District Office do not enter main HS area.
- **Exterior gathering spaces** should be simple and easily maintained.



# Banks High School

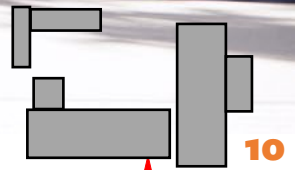
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# HS Building Character

# View of Classroom Wing and New Main Entry



# View of Main Entry L1



# View of Main Entry L2



# View of Main Entry L2



# View of Classroom Wing and New Main Entry



# View towards Library



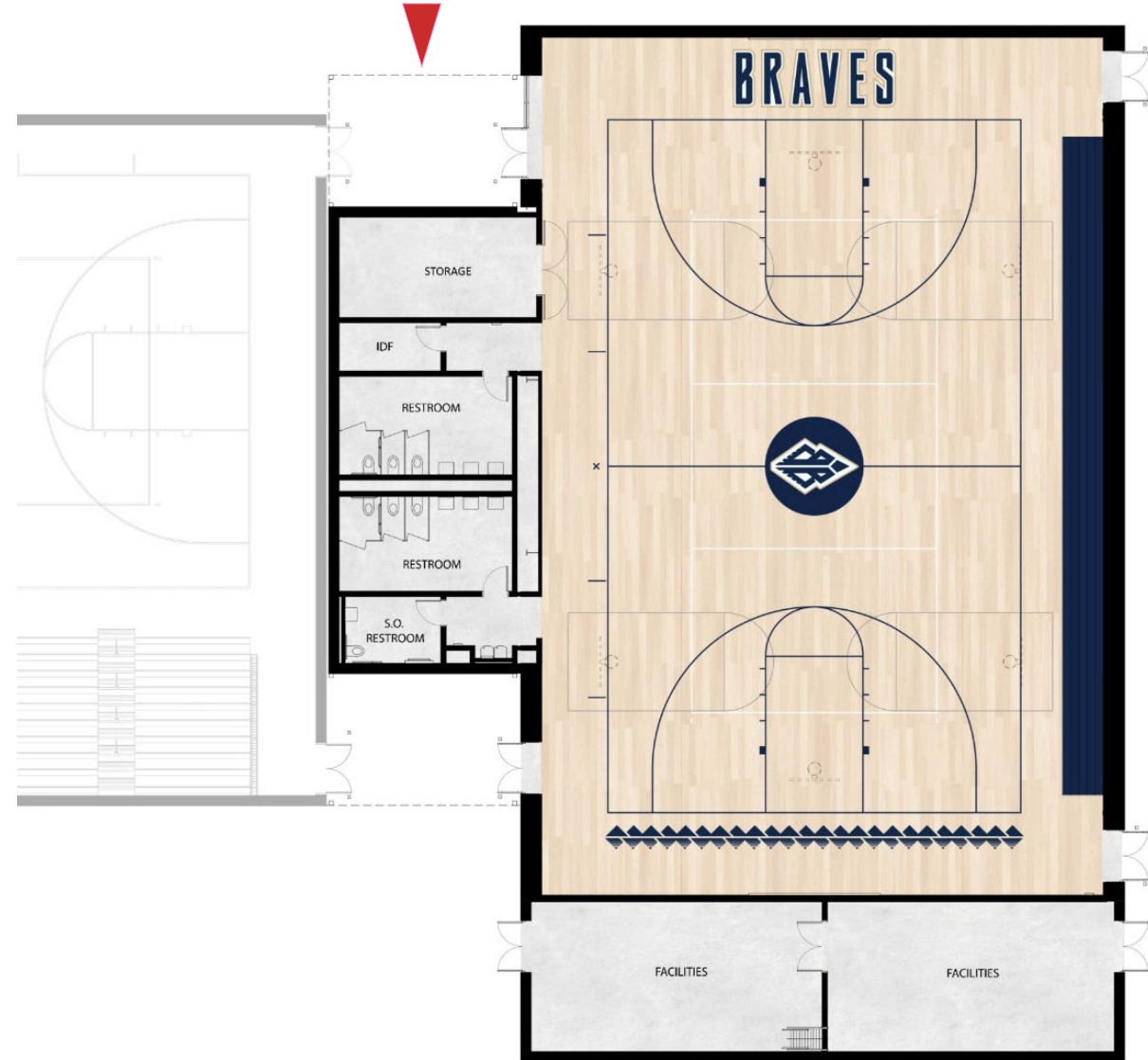
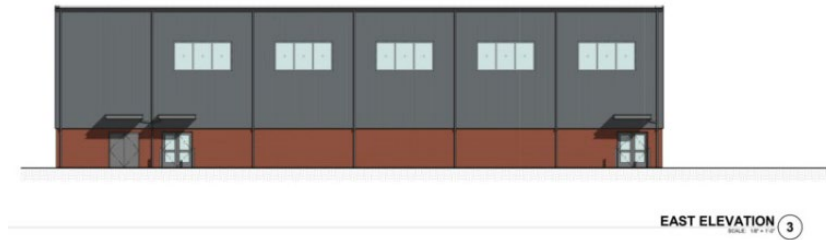
# View towards District Office Entry



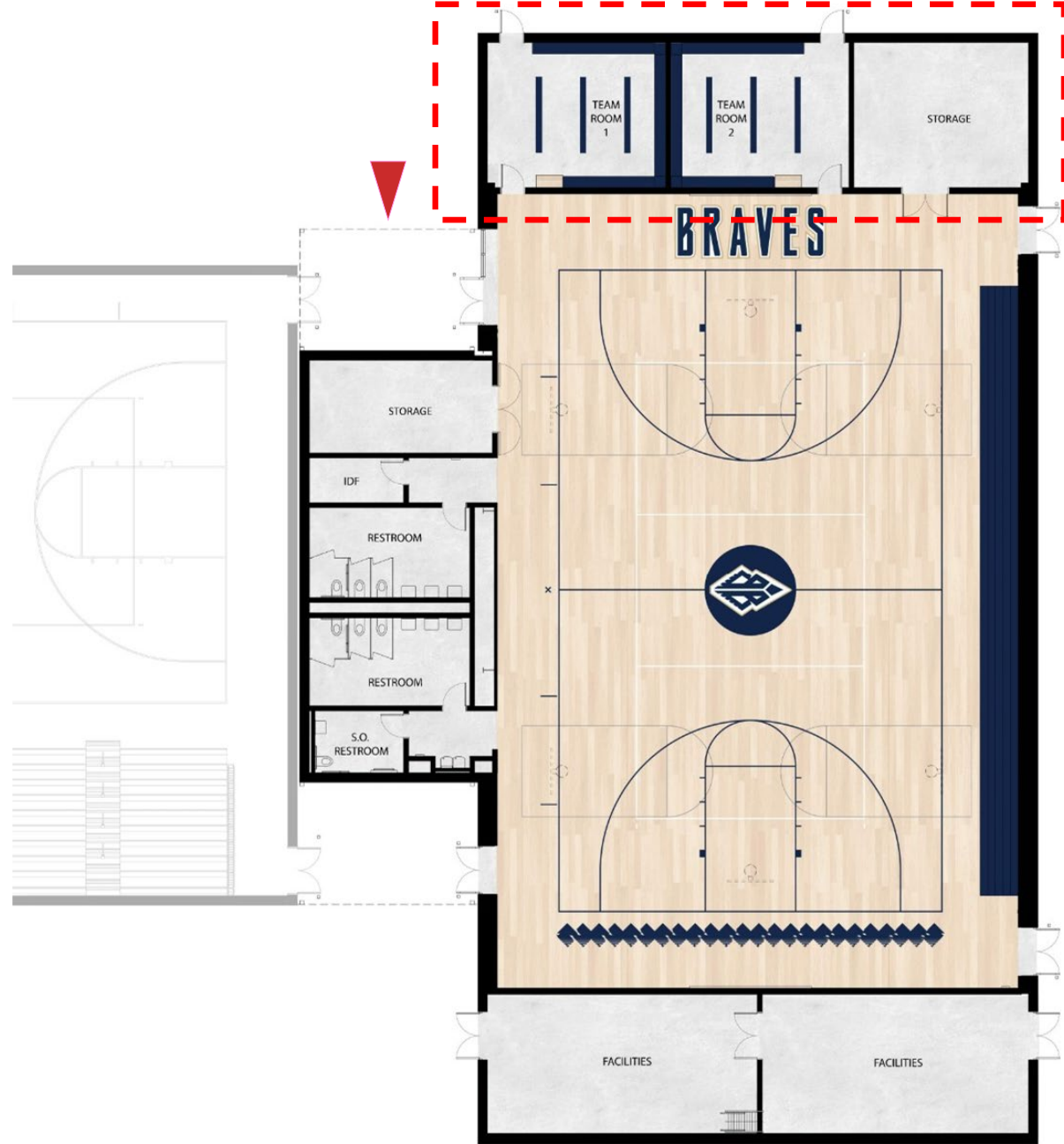
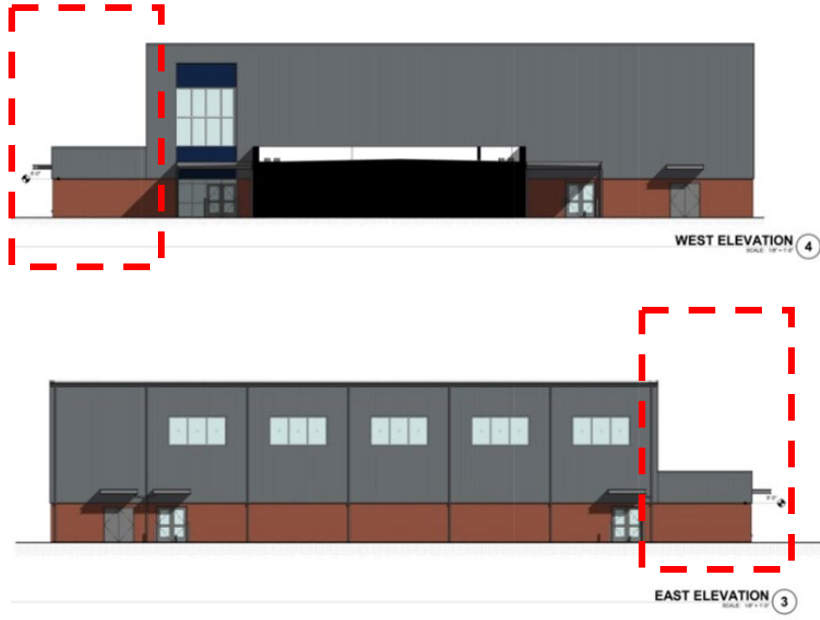


# Auxiliary Gymnasium

# Banks Auxiliary Gym



# Banks Auxiliary Gym



# View of Auxiliary Gym: Main Entry



# View of Auxiliary Gym: SW View



# Next Steps –

- **June – August**
  - Summer construction projects
- **September**
  - Design committee meeting – TBD
  - Bond oversight meeting – September 16<sup>th</sup> 6:00pm
  - Innovation Tradition meeting - TBD
- **October**
  - Staff Meeting – TBD
  - Board meeting – October 13<sup>th</sup>
  - Community design committee update – October 16th



# **BOND PROJECT UPDATES**

1. SUMMER PROJECT UPDATES
2. OVERALL TIMELINE REVIEW
3. BANKS HS BUDGET UPDATE
4. AUX GYM BUDGET UPDATE
5. BANKS HS CULVERT UPDATE
6. BANKS HS DESIGN UPDATE (BRIC)
7. AUX GYM DESIGN UPDATE (BRIC)



# **BOND PROJECT UPDATES**

## **1. BANKS HIGH SCHOOL SUMMER 2025 PROJECTS**

- Gym / Cafeteria Boiler Replacement – *Installed, startup in process*
- Hazardous Materials Abatement - *Work completed at Gym mezzanine, South HS wing to prep for demo*
- Delivered Modular Classroom buildings - *Permits in process, work to continue through fall with late fall move-in*
- Fiber Line and Underground Electrical run for BHS and Modular Classrooms
- *Move of Administration to temp office area completed*
- Banks ES Vestibule – *Work in process, scheduled to complete by start of school*
- Banks MS Vestibule – *Work in process, scheduled to complete by start of school*
- *Next steps: Purchase connex boxes for storage as we prep for move out of more spaces*



# **BOND PROJECT UPDATES**

## **2. BOND PROJECTS TIMELINE UPDATES**

### **BANKS HS**

- DD Design Complete 9/12/25
- DD Estimate Due 10/6/25
- Land Use Process Oct – Dec 2025
- CD Design Complete 2/13/2026
- Start Demo / Early Construction Work Jan 2026
- Portables Permitting Fall 2025
- Portables Reach for Move In Holiday Break 2025



# **BOND PROJECT UPDATES**

## **2. BOND PROJECTS TIMELINE UPDATES**

### **AUXILIARY GYM**

- **DD Estimate In Review Process**
- **Land Use Process Fall 2025**
- **CD Design Complete Oct 2025**
- **Start Early Grading (permit dependent) Late Fall 2025**
- **Working with Five Star Builders on Early Building Order**
- **Construction Jan 2026 – Sept 2026**



# **BOND PROJECT UPDATES**

## **3. BANKS HIGH SCHOOL BUDGET UPDATE**

Description	Amount
Schematic Design Reconciliation	
Original Budget	\$ 37,671,850
Building SD Estimate	\$ 38,162,675
Site SD Estimate	\$ 3,924,908
Building Value Engineering	\$ (2,422,583)
Target Value Engineering	\$ (236,000)
Site Value Engineering	\$ (753,007)
Square Footage/ Design Modifications	\$ (1,004,282)
Updated SD Estimate	\$ 37,671,711
Overall Delta	\$ (139)



# BOND PROJECT UPDATES

## 4. AUXILIARY GYM BUDGET UPDATE

Schematic Design Reconciliation	
Description	Amount
Original Budget	\$ 5,337,700
Building / Site SD Estimate	\$ 5,272,903
Alternate – Facilities Office/Storage/HVAC mez.	\$ 410,555
Building Value Engineering	\$ (150,740)
Updated SD Estimate	\$ 5,532,718
Budget Transfer / Bidding Contingency	\$ (195,018)
Overall Delta	\$ -



# **BOND PROJECT UPDATES**

## **5. BANKS CREEK CULVER REPAIRS UPDATE**

- **Five Star Builders Survey Complete**
- **Site Mtgs with Consultants, and Agencies**
- **Working on Proposal for Design & Permitting**
- **Temp Safety Measures by Five Star Builders**
- **Schedule:**
  - **Design & Permitting Fall 2025 / Spring 2026**
  - **Culvert Repairs Summer 2026**



Board Work Session  
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Banks Middle School Library  
12850 NW Main Street  
Banks, OR 97106

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### **What We've Already Done**

Very early in design, we worked closely with BRIC Architecture to make smart, tariff-conscious decisions. Not only do these items consider specific material costs, they also account for overall project schedule, product availability, and potential material shortages/lead time issues.

We selected tilt-up concrete construction as the primary structural system, reducing reliance on structural steel, which is now subject to one of the largest import tariffs. Although steel rebar is subject to tariffs, we will work with the engineer to introduce fiber reinforcement, reduce rebar, and optimize concrete psi strength. This method will also be considered for the slab on grade and slab on deck.

We opted for a hybrid structural system, combining locally produced wood joists and selective structural steel, which gives us flexibility and helps reduce overall risk. We also selected a thin topping slab over plywood for the slab on deck, in lieu of a traditional heavier slab on metal deck.

Instead of metal siding, we selected a local brick veneer and fiber cement panels, materials with domestic supply chains and more predictable pricing.

Built up roofing was selected over TPO. TPO has a larger risk to tariffs.

We also pivoted from exterior sheet metal accents to domestic fiber cement, further reducing our reliance on volatile imported materials.

## What We're Doing Now

We're continuing to evaluate options that maintain design intent while balancing budget and long-term value.

We are considering aluminum electrical conductors instead of copper to avoid newly enacted tariffs.

We're including a bid alternate (and other) for wood stud partition framing in non-structural areas in lieu of metal stud to provide cost flexibility for bid day pricing.

In the library, we moved away from a costly custom wood ceiling and are now incorporating a high-quality acoustical ceiling system with accent features—offering a great look while staying budget-conscious.

As we finalize finishes, we're working closely with suppliers to source cost-effective, durable, and domestically available products. For example, many flooring products are subject to tariffs. Where possible, we're using polished concrete flooring, which avoids those tariffs and offers long-term durability.

As design development stage completes early fall, we will further estimate specific cost risks for specific materials and equipment. As the design becomes more quantifiable, and systems are better defined we can further detail out costs than is currently estimated at the 1<sup>st</sup> schematic design phase. Meaning, rather than a 5% general tariff contingency, we can break down specific materials and carry specific dollar values for larger risk materials.

## What We're Preparing to Do

Looking ahead, we're ready to take the following steps to stay ahead of continued price volatility.

**Early procurement packages:** We will identify long-lead or high-risk materials and lock in pricing early to avoid further escalation.

**Continued value engineering:** We will continue to provide value engineering options to reduce overall risk and protect project contingencies, without compromising design goals.

**Multiple source manufacturers:** As equipment and materials are selected by engineers and architects, we'll research which manufacturers are less subject to tariffs, and include multiple manufacturers for bidding.

**Strategic material storage:** For items that may still carry escalation clauses, we will explore off-site storage to secure pricing and availability.

**Bid form language:** We're including clear language in our bid forms requiring subcontractors to define how long their pricing is valid—this transparency helps us manage risk during the bid and buyout process.

**Ongoing budget protection:** While we're laser-focused on managing budget during the estimating and GMP phase, we'll also continue that diligence after GMP to protect contingency dollars and ensure tariffs don't have avoidable impacts to the project.

END OF MEMO



# **Banks School District**

School Board Design Update

August 18th, 2025

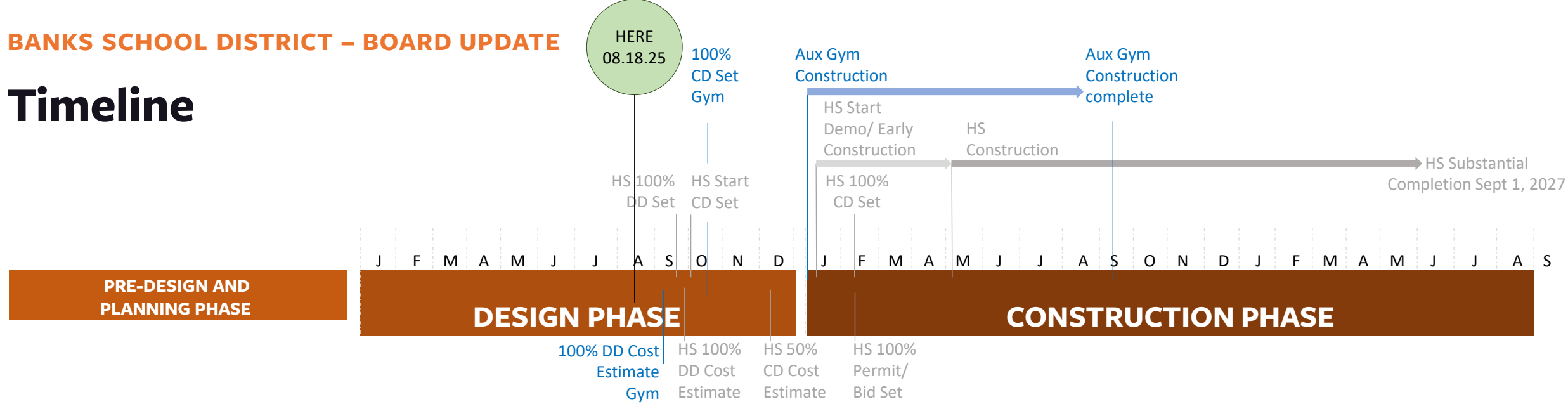
# **Agenda**

Design Schedule

Banks HS Addition – Design Update

Discussion / Next Steps

# Timeline



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	1200	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	1200	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	1900	1,900
Kiln 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	2250	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





# Site Plan Concept

# Site Concept

- **Bus loading area**
- **Parking/ Drop-off**
  - East parking adjacent to Aux Gym drive isle and parking stalls width increased
  - Visitor parking
  - 183 parking stalls
- **Building Entry Points**
  - High School
  - District Office
- **Pedestrian access throughout campus**
- **NW Wilkes Access**
  - Provides 2 separate parking zones with out vehicle/pedestrian crossing between East and West parking

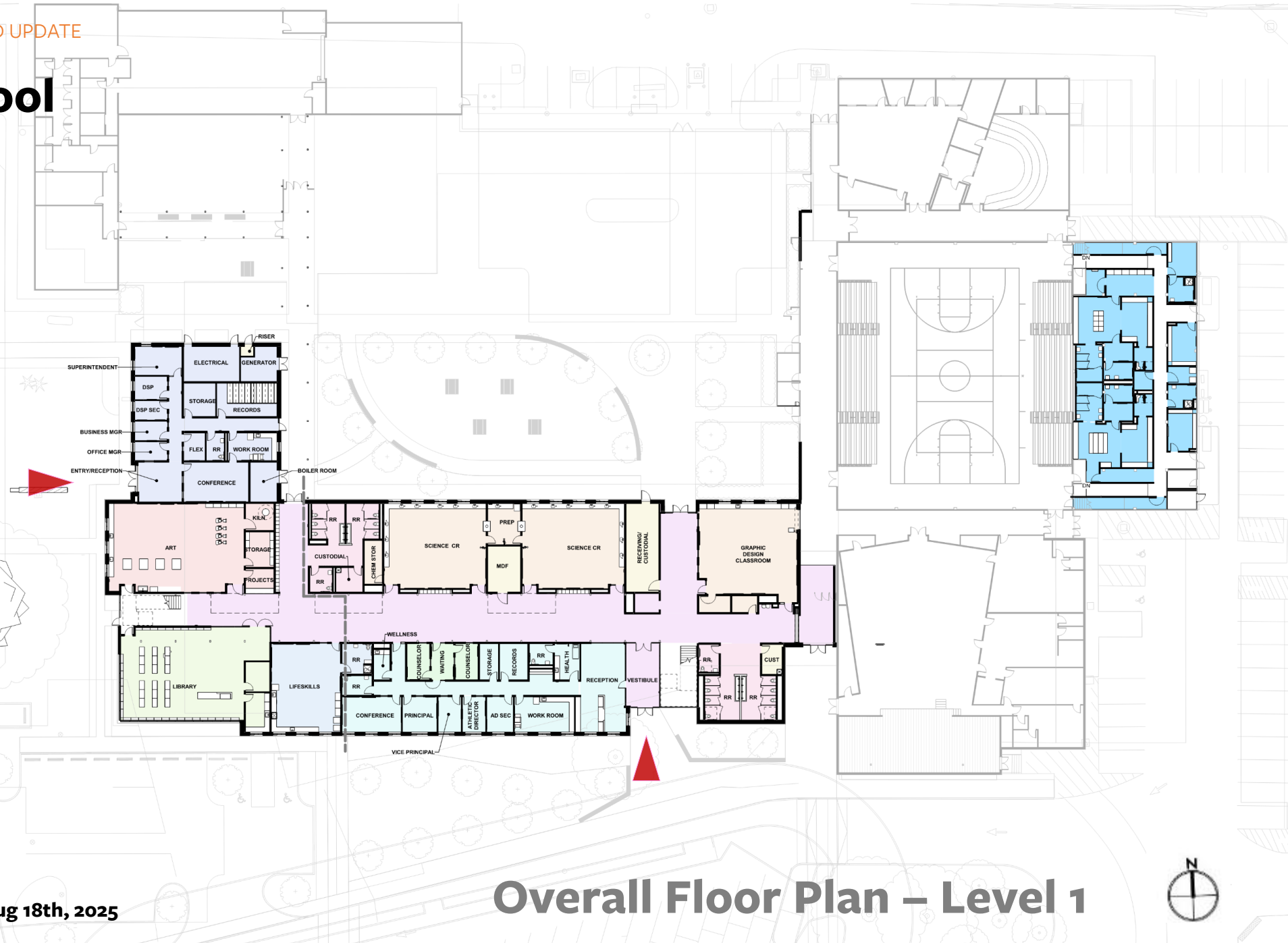




# Floor Plans

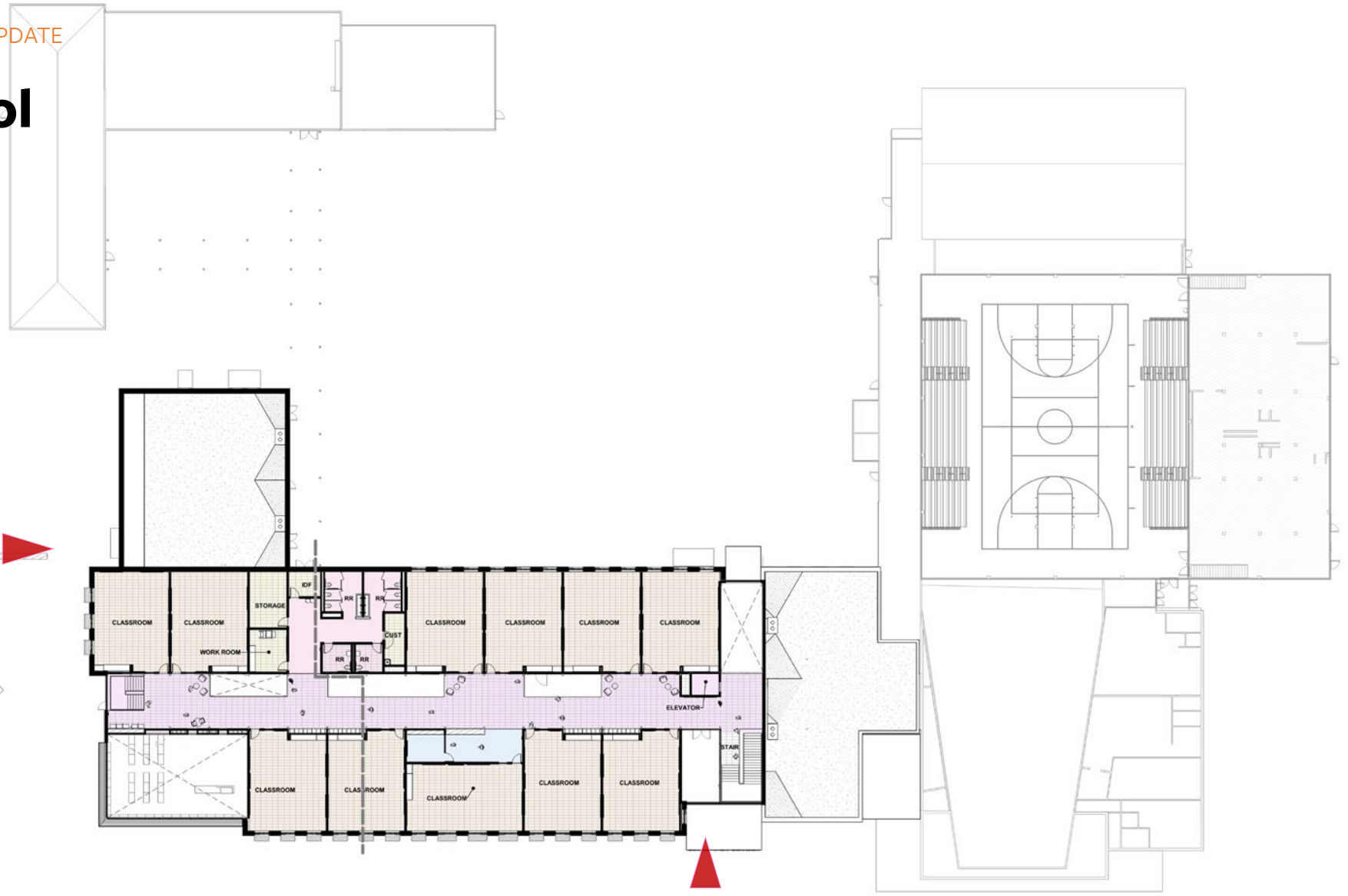
# Banks High School

- A new **prominent main entry** **Library**.
- **Elective / special classrooms will be on Level 1** and all the **general classrooms will be on Level 2.**
- Large **main hallway will be a shared community space** linking all parts of the school.
- **Separate entry into district office** so visitors to District Office do not enter main HS area.
- **Exterior gathering spaces** should be simple and easily maintained.



# Banks High School

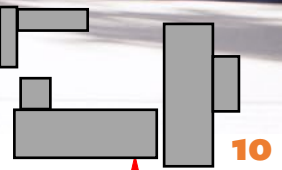
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# HS Building Character

# View of Classroom Wing and New Main Entry



# View of Main Entry L1



# View of Main Entry L2



# View of Main Entry L2



# View of Classroom Wing and New Main Entry



# View towards Library



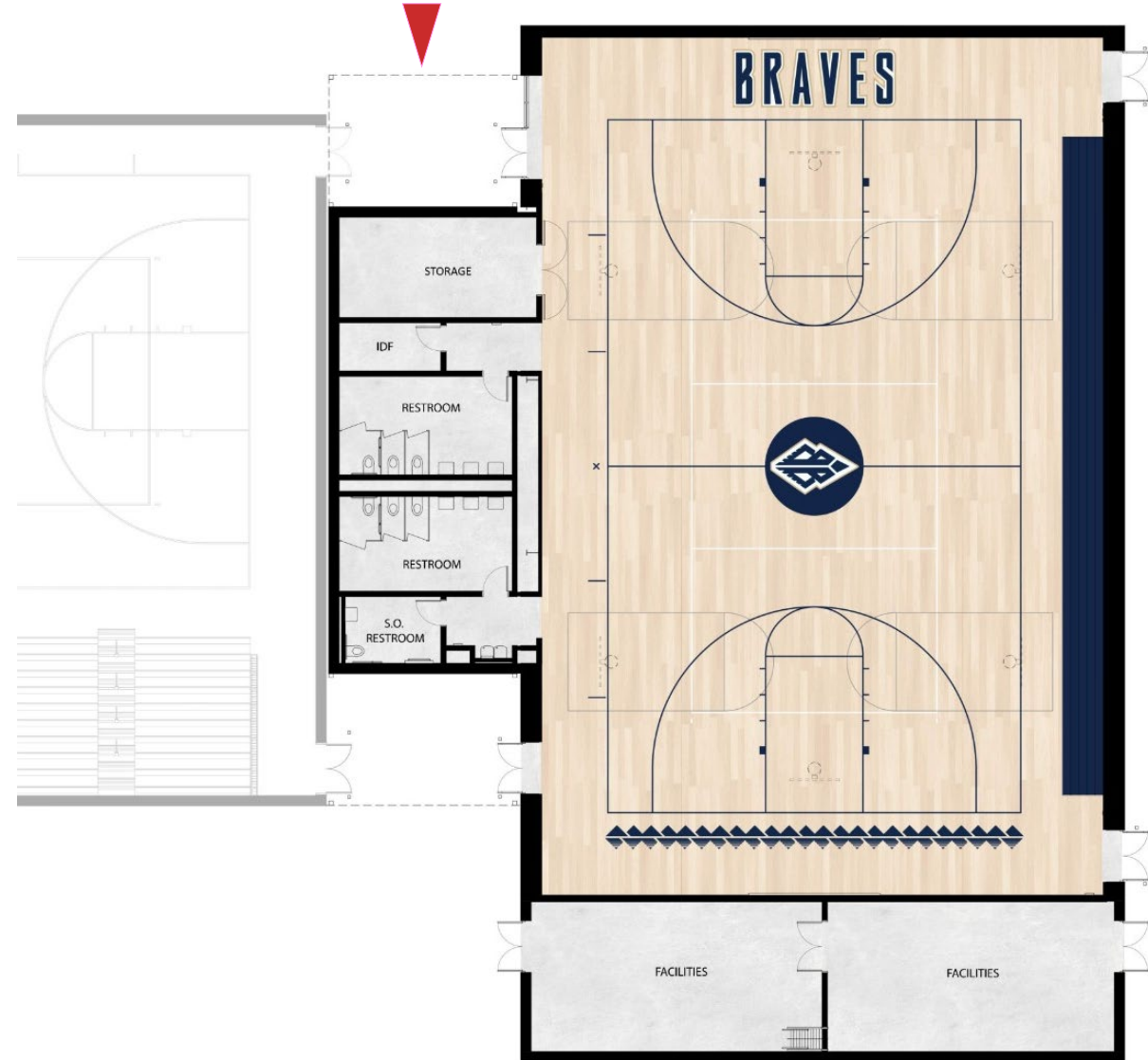
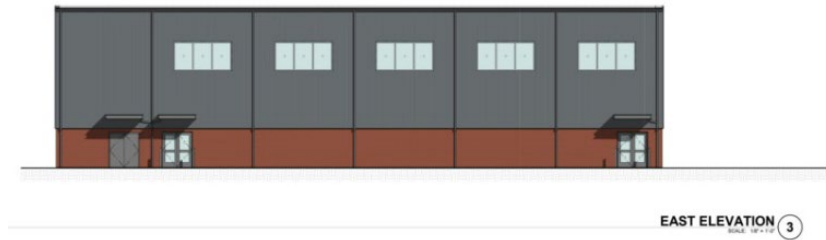
# View towards District Office Entry



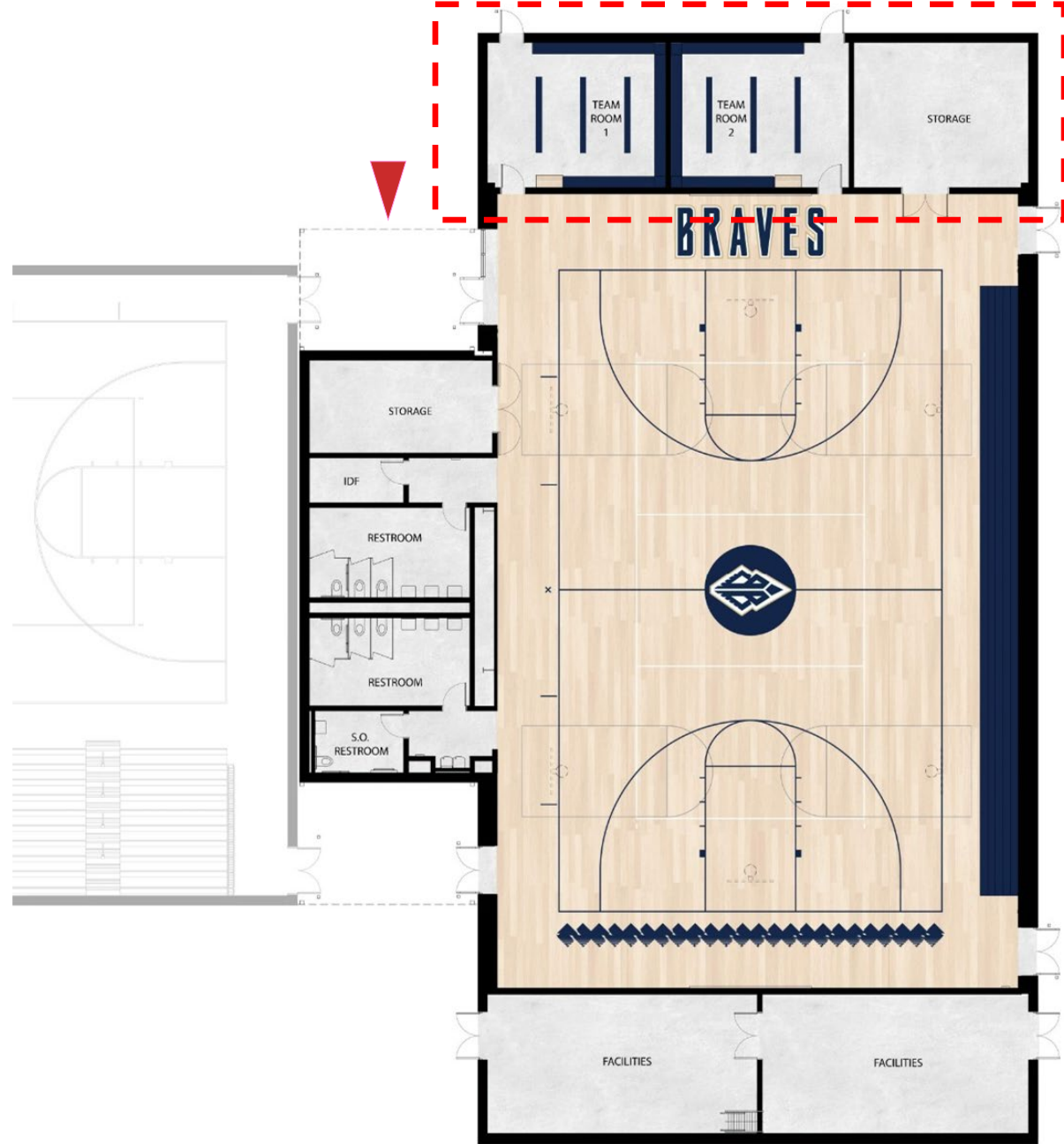
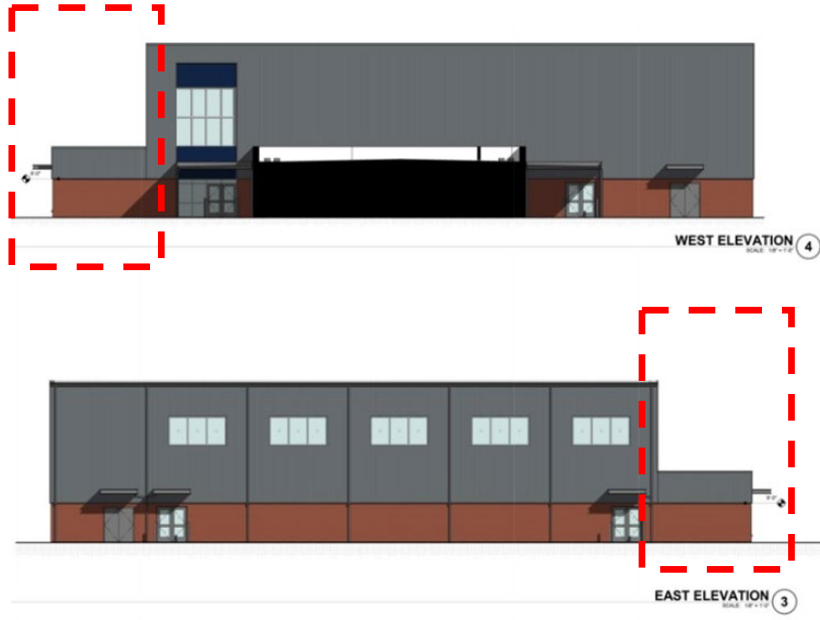


# Auxiliary Gymnasium

# Banks Auxiliary Gym



# Banks Auxiliary Gym



# View of Auxiliary Gym: Main Entry



# View of Auxiliary Gym: SW View



# Next Steps –

- **June – August**
  - Summer construction projects
- **September**
  - Design committee meeting – TBD
  - Bond oversight meeting – September 16<sup>th</sup> 6:00pm
  - Innovation Tradition meeting - TBD
- **October**
  - Staff Meeting – TBD
  - Board meeting – October 13<sup>th</sup>
  - Community design committee update – October 16<sup>th</sup>



# **BOND PROJECT UPDATES**

1. SUMMER PROJECT UPDATES
2. OVERALL TIMELINE REVIEW
3. BANKS HS BUDGET UPDATE
4. AUX GYM BUDGET UPDATE
5. BANKS HS CULVERT UPDATE
6. BANKS HS DESIGN UPDATE (BRIC)
7. AUX GYM DESIGN UPDATE (BRIC)



# **BOND PROJECT UPDATES**

## **1. BANKS HIGH SCHOOL SUMMER 2025 PROJECTS**

- Gym / Cafeteria Boiler Replacement – *Installed, startup in process*
- Hazardous Materials Abatement - *Work completed at Gym mezzanine, South HS wing to prep for demo*
- Delivered Modular Classroom buildings - *Permits in process, work to continue through fall with late fall move-in*
- Fiber Line and Underground Electrical run for BHS and Modular Classrooms
- *Move of Administration to temp office area completed*
- Banks ES Vestibule – *Work in process, scheduled to complete by start of school*
- Banks MS Vestibule – *Work in process, scheduled to complete by start of school*
- *Next steps: Purchase connex boxes for storage as we prep for move out of more spaces*



# **BOND PROJECT UPDATES**

## **2. BOND PROJECTS TIMELINE UPDATES**

### **BANKS HS**

- DD Design Complete 9/12/25
- DD Estimate Due 10/6/25
- Land Use Process Oct – Dec 2025
- CD Design Complete 2/13/2026
- Start Demo / Early Construction Work Jan 2026
- Portables Permitting Fall 2025
- Portables Reach for Move In Holiday Break 2025



# **BOND PROJECT UPDATES**

## **2. BOND PROJECTS TIMELINE UPDATES**

### **AUXILIARY GYM**

- DD Estimate In Review Process
- Land Use Process Fall 2025
- CD Design Complete Oct 2025
- Start Early Grading (permit dependent) Late Fall 2025
- Working with Five Star Builders on Early Building Order
- Construction Jan 2026 – Sept 2026



# BOND PROJECT UPDATES

## 3. BANKS HIGH SCHOOL BUDGET UPDATE

Schematic Design Reconciliation	
Description	Amount
Original Budget	\$ 37,671,850
Building SD Estimate	\$ 38,162,675
Site SD Estimate	\$ 3,924,908
Building Value Engineering	\$ (2,422,583)
Target Value Engineering	\$ (236,000)
Site Value Engineering	\$ (753,007)
Square Footage/ Design Modifications	\$ (1,004,282)
Updated SD Estimate	\$ 37,671,711
Overall Delta	\$ (139)



# BOND PROJECT UPDATES

## 4. AUXILIARY GYM BUDGET UPDATE

Schematic Design Reconciliation	
Description	Amount
Original Budget	\$ 5,337,700
Building / Site SD Estimate	\$ 5,272,903
Alternate – Facilities Office/Storage/HVAC mez.	\$ 410,555
Building Value Engineering	\$ (150,740)
Updated SD Estimate	\$ 5,532,718
Budget Transfer / Bidding Contingency	\$ (195,018)
Overall Delta	\$ -



# **BOND PROJECT UPDATES**

## **5. BANKS CREEK CULVER REPAIRS UPDATE**

- **Five Star Builders Survey Complete**
- **Site Mtgs with Consultants, and Agencies**
- **Working on Proposal for Design & Permitting**
- **Temp Safety Measures by Five Star Builders**
- **Schedule:**
  - **Design & Permitting Fall 2025 / Spring 2026**
  - **Culvert Repairs Summer 2026**



## **Resident Student Denial for Virtual Public Charter School Attendance Student Enrollment**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will, semiannually (by October 1 and April 1), calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the ~~established~~ **calculated** percentage is more than three percent, the district will not approve ~~additional~~ a student's enrollment to such a virtual public charter school.

A parent must give notice to the district **in which the parent/guardian resides** of their intent to enroll their student in a virtual public charter school ~~not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.~~ If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision~~ If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice<sup>1</sup> within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on **the most** recent calculations **at the time the intent to enroll was received by the district**;
- ~~3. The right to appeal the decision to the State Board of Education;~~
4. A list of two or more other online options available to the student; and
5. A copy of OAR 581-026-0305 and OAR 581-026-0310.

**When calculating the percentage,** ~~t~~he district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;

<sup>1</sup> If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

2. The number of students residing in the district enrolled in **virtual and non-virtual** public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools **not sponsored by the district**;
4. The number of home-schooled students ~~who reside~~ **residing** in the district and who have registered with ~~the an~~ educational service district; and
5. The number of students ~~who reside~~ **residing** in the district enrolled in private schools located within the ~~school~~ district.

A parent may appeal ~~a decision of a the~~ district's ~~to not approve a denial for~~ student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 338.125](#)

[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

## Directory Information

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information may be released to the public through appropriate procedures and includes:

1. Student’s name;
2. ~~Student’s address;~~
3. ~~Student’s telephone listing;~~
4. ~~Student’s electronic address;~~
5. Student’s photograph;
6. ~~Date and place of birth;~~
7. Major field of study;
8. Participation in officially recognized ~~sports and~~ activities and sports;
9. Weight and height of ~~athletic team~~ members of athletic teams;
10. Dates of attendance;
11. ~~Grade level;~~
12. ~~Degrees, honors or~~ Degrees and awards received;
13. ~~Most recent previous school or program attended.~~

### Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

## Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

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### Legal Reference(s):

[ORS 30.864](#)

[ORS 107.154](#)

[ORS 180.805](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

[OAR 581-021-0220 - 021-0430](#)

[OAR 581-022](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1427 (~~2017~~2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2017~~2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~2024).

Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (~~2017~~2024).

~~R9/28/17~~8/25 | SL

## **Education Records/Records of Students with Disabilities Management**

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date ~~and place of birth~~;
- d. Name of parents/~~guardians~~;

- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

#### 1. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

#### 2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

### 3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

## 2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
  - (1) Develop, validate or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- c. The disclosure is to accrediting organizations to carry out their accrediting functions;
- d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
- f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.
- In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
- h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

- j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- l. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

## 2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 2. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

### 3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

## 2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

## 3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

## Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

PHR 6/06/13 8/25 | PHSL

## **Education Records/Records of Students with Disabilities Management**

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date ~~and place of birth~~;
- d. Name of parents/~~guardians~~;

- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

#### 1. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

#### 2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

### 3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

## 2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
  - (1) Develop, validate or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- c. The disclosure is to accrediting organizations to carry out their accrediting functions;
- d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
- f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.
- In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
- h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

- j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- l. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

## 2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 2. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

### 3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
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- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

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Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

PHR 6/06/13 8/25 | PHSL

## **Education Records/Records of Students with Disabilities Management**

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date ~~and place of birth~~;
- d. Name of parents/~~guardians~~;

- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

#### 1. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

#### 2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

### 3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

## 2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
  - (1) Develop, validate or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- c. The disclosure is to accrediting organizations to carry out their accrediting functions;
- d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
- f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.
- In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
- h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

- j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- l. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

## 2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 2. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

### 3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

## 2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

## 3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

## Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

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## District Curriculum ~~Development~~

~~The Board deems it essential that the district continually develop and modify its curriculum to meet the changing needs and diversity of our citizenry and to assure the full, rounded and continuing development of the individual student.~~

The Board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum and to advise the Board on needed curriculum changes.

~~While the Board retains its full rights and responsibilities for the determination of the curriculum, it authorizes the administration to set up a procedure to evaluate and review curriculum. The procedure will be on a regular basis and any major modifications to the curriculum will be subject to Board review.~~

The Board or a committee or administrator responsible for making a decision for regarding the use of, textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

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### Legal Reference(s):

[ORS 243.650](#)

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[ORS 336.067](#)

[ORS 337.260](#)

[ORS 659.850](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

Senate Bill 1098 (2025)

## Budget Committee

### Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. Terms of the appointed members will be three years each with appointments made so that, as nearly as possible, the terms of one-third of the members expire each year. [At least one member of the budget committee must be a member of the district's educational equity advisory committee.](#) The Board will establish appropriate timelines and procedures for appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action item.

### Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year, such as the Board's educational plan, and other pertinent material bearing on the preparation of a school budget.

### Meetings of the Budget Committee

The budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget committee shall announce the time and place for all such meetings, as provided by law. All meetings of the budget committee are open to the public.

### Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs. ~~However, educational policy decisions are the responsibility of the Board, not the budget committee.~~

**Final Action**

The budget committee will approve an estimated budget document for submission to the Board.

END OF POLICY

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Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. [The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.](#)

Legal Reference(s):

ORS 174.130  
ORS 192.610 - 192.710

ORS 294.305 - 294.565

Cross Reference(s):

DBG - Budget Hearing

## **Advisory Committees to the Board**

In an ongoing effort to increase communication with the public and to provide for citizen involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance. The Board shall have no permanent or standing advisory committees other than those required by statute.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall be considered open meetings. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chairman.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. ~~Appointment of staff members, when appropriate, will be made by the superintendent.~~ When requested and approved by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive committee report(s).

Except as specifically provided by the Board, citizen advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chairman, but normally such Board members will function as ex-officio members of the committees.

~~The Board's responsibility cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the Board for action and must be recognized as advisory in nature.~~

END OF POLICY

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Legal Reference(s):

ORS 192.610  
ORS 192.630  
ORS 294.336

ORS 329.704  
ORS 332.107

"Attorney General's Public Records and Meetings Manual" pp. 90-92 (1999)

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END OF POLICY

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Legal Reference(s):

ORS 192.610  
ORS 192.630  
ORS 294.336

ORS 329.704  
ORS 332.107

"Attorney General's Public Records and Meetings Manual" pp. 90-92 (1999)

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## Compulsory Attendance

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having **legal** control of a child, who is five years of age who **have send** enrolled the child **attend to school** in a public school, are required to send the child to school and maintain the child in regular attendance during the school term.

Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to send the child to school and maintain the child in regular attendance during the entire school term. Persons having **legal** control of a student, who is five years of age and **has who have** enrolled the child in a public school, are required to **have send** the student **attend to school** attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. A citation for violation of ORS 339.035 may be issued.

~~The district will develop procedures for issuing a citation.~~

A parent who is not supervising their student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

### Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public, full-time schools:

1. **Students Children** being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. **Students Children** Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. **Students Children** who have received a high school diploma or a modified diploma.
4. **Students Children** being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. **Students Children** being educated in the home by a parent or **legal** guardian, or **private teacher**:
  - a. When a student is taught or is withdrawn from a public school to be taught by a parent, legal guardian or private teacher, the parent, legal guardian or teacher must notify the Northwest Regional Education Service District (ESD) in writing within 10 days of such occurrence. In

addition, when a home schooled student moves to a new ESD, the parent, legal guardian or private teacher shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD ~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, the school districts of home-schooled students who are registered with the ESD and reside in their district;

~~b. Each student being taught as described above shall be examined no later than August 15, following grades 3, 5, 8 and 10:~~

~~(1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew from a public school;~~

~~(2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;~~

~~(3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.~~

~~e. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;~~

~~d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;~~

~~e. The person administering the examination shall score the examination and report the results to the parent or guardian. Upon request of the ESD superintendent, the parent or guardian shall submit the results of the examination to the ESD;~~

~~f. All costs for the test instrument, administration and scoring are the responsibility of the parent or guardian;~~

~~g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.~~

b. Each child being taught as described above shall be examined no later than August 15, following grades 3, 5, 8 and 10:

(1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew from public school;

(2) If the child never attended public or private school, the first examination shall be administered prior to the end of grade 3.

b. Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029;

c. Examinations shall be from the list of approved examinations from the State Board of Education;

d. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;

e. The person administering the examination shall score the examination and report the results to the parent or guardian. Upon request of the ESD superintendent, the parent or guardian shall submit the results of the examination to the ESD;

f. All costs for the test instrument, administration and scoring are the responsibility of the parent or guardian;

- g. In the event the ESD superintendent finds that the child is not showing satisfactory educational progress, the ESD superintendent shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
  7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
  8. Students excluded from attendance as provided by law.
  9. Students who are eligible military children<sup>1</sup> are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

<sup>1</sup>“Military child” means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

#### Compulsory Attendance – JEA 2-3

10. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

#### Legal Reference(s):

[ORS 153.018](#)

[ORS 163.577](#)

[ORS 339.010 - 339.095](#)

[ORS 339.139](#)

[ORS 339.990](#)

~~[ORS 807.065](#)~~

~~[ORS 807.066](#)~~

[OAR 581-021-0026](#)

[OAR 581-021-0029](#)

[OAR 581-021-0076](#)

[OAR 581-021-0077](#)

DRAFT

## Compulsory Attendance Notices and Citations

Appropriate notices on student absences or irregular attendance may be issued by the district in accordance with law. A citation may be issued by the superintendent or designee for noncompliance of ORS 339.035<sup>1</sup> in accordance with ORS 339.095.

### 1. Attendance Supervisor

The attendance supervisor shall:

- a. Determine whether a parent or guardian has either failed to enroll his/her student or to maintain the student in regular attendance at a public school. Regular attendance shall mean attendance which does not include more than eight unexcused one-half day absences or the equivalent thereof, in any four-week period in which school is in session;
- b. Provide written compulsory attendance noncompliance notification to the parent or guardian within 24 hours notification ~~of verification~~ of the violation from the proper authority. If the student is an adjudicated youth ~~offender~~ on parole or probation, at the same time notice is given to the parent or other person, the attendance supervisor shall notify the student's parole or probation officer of the student's absence;
- c. Serve the notification personally or by certified mail. The notification will be written in the home language of the parent or guardian of the student;
- d. Ensure that notification includes a statement requiring the student to appear at the public school on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;
- e. Ensure that the notification states that the parent or guardian has the right to request an evaluation to determine if the child should have an individualized education program (IEP) or Section 504 plan or right to request a review of their child's current IEP or 504 plan;
- f. Provide a copy of the notice ~~and pertinent attendance records~~ to the superintendent or designee at the time notice is given to the parent or guardian;
- g. ~~Notify the superintendent within three days of knowledge that the parent or guardian receiving the notification has not complied with the notice.~~ The attendance supervisor, within three days of knowledge of noncompliance by the parent or guardian, shall notify the Superintendent.

## 2. Superintendent or Designee

If after review of a student's record, a citation in violation of ORS 339.035 appears warranted, prior to issuing the citation, the superintendent or designee shall provide written notification to the parent or guardian of the student and the student. The notice will be written in the native language of the parent or guardian. The notice will be delivered personally or by certified mail and will state that:

- a. The student is required to attend regularly, a full-time school during the school year;
- b. A citation for violation of ORS 339.035 may be issued by the superintendent or designee;
- c. The parent or guardian has the right to request an evaluation to determine if the student should have an IEP or 504 plan, if the student does not have one, or a review of the student's current IEP or 504 plan;
- d. The parent or guardian and student are required to attend a scheduled conference with the superintendent or designee. The date, time and place of conference will be specified in the notice.

If an evaluation or review as described in item c. above has been requested, this conference will be scheduled after its completion.

## 3. Conference

The superintendent or designee may conduct a conference with the parent or guardian and student. Auxiliary aids and services will be provided upon advance request. The superintendent or designee may:

- e. Review Oregon's attendance law and the student's attendance record;
- f. Determine the reasons for the noncompliance;
- g. Develop a plan for student attendance improvement (i.e., contract, etc.);
- h. Inform the parent and student of other available resources in the district and community, if available;
- i. Discuss the potential consequences for continued attendance noncompliance, including the potential for the issuance of a citation, if applicable.

Banks School District  
12950 NW Main St.  
Banks, OR 97106  
Phone: 503-324-8591

\*\*\*\*\* ATTENDANCE SUPERVISOR'S NONENROLLMENT NOTICE \*\*\*\*\*

Date  
Parent(s)/Guardian  
Address

Dear ,  
(Parent/Guardian)

A determination has been made that your student, (Student's Name), is not exempted from compulsory attendance in school, under provisions of ORS 339.030 and is not currently enrolled in school.

In accordance with Oregon law, you are hereby notified that you must enroll your student at [school name] no later than the next school day following receipt of this notice and maintain your student in regular attendance for the remainder of the school year.

Please be advised that failure to comply with Oregon's compulsory attendance law is a Class C violation and may result in a compulsory attendance citation and complaint issued by the superintendent and a fine by a court.

You may request an evaluation to determine if your student should have an individualized education program (IEP), or Section 504 plan ("504 plan"), or request a review of your student's current IEP or 504 plan.

If you have questions, please contact (Principal) at (School Number).

Sincerely,

Principal

cc: Principal/Superintendent

Compulsory Attendance Notices and Citations -  
Banks School District  
12950 NW Main St.  
Banks, OR 97106  
Phone: 503-324-8591

**\*\*\*\*\* ATTENDANCE SUPERVISOR'S IRREGULAR ATTENDANCE NOTICE \*\*\*\*\***

Date  
Parent(s)/Guardian  
Address

Dear (Parent/Guardian),

After review of attendance records, your child (name) is not maintaining regular attendance at a public school as required by ORS 339.065. "Regular attendance" is defined by Oregon law as attendance which does not include more than eight unexcused one-half day absences or the equivalent thereof in any four-week period school is in session. According to attendance records, your child has had [ ] unexcused absences from school on the following dates: [ ].

Please send your child to school no later than the next school day following receipt of this notice and maintain your child in regular attendance for the remainder of the school year.

You may request an evaluation to determine if your child should have an individualized education program (IEP) or Section 504 plan ("504 plan") or request a review of your child's current IEP or 504 plan. If you request an evaluation for, or a review of a current IEP or 504 plan, a conference will be held after such evaluation or review has been completed.

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Northwest Regional ESD.

If you have questions, please contact (Principal's Name) at (Principal's Number).

Sincerely,

Principal

cc: Superintendent

Banks School District  
12950 NW Main St.  
Banks, OR 97106  
Phone: 503-324-8591

**\*\* SUPERINTENDENT'S NOTICE OF COMPULSORY ATTENDANCE NONCOMPLIANCE \*\***

Date  
Parent(s)/Guardian  
Address

Dear ,  
(Parent/Guardian)

According to district records, you were notified by the district's attendance supervisor on [date] that your student, [name], has [failed to enroll in school] [failed to maintain regular school attendance] as required by Oregon ~~compulsory attendance~~ laws.

Your student was required to appear in school no later than the next school day following your receipt of that notice and to maintain regular attendance for the remainder of the school year. District records indicate your student continues to be absent from a ~~public~~ school.

~~The superintendent or designee may issue a citation for your continued violation of Oregon's compulsory attendance law.~~

A student is required to regularly attend a full-time school. Failure to send the student to school and to maintain the student in regular attendance is a Class C violation. A citation for such compulsory attendance violations may result in a court fine.

You [did not request an evaluation of your student's individualized education program (IEP) or a review of your student's current IEP.] [requested an evaluation to determine if your student should have an individualized education program (IEP).] [requested a review of an existing IEP for your student] and the requested evaluation or review was completed on [date].]

~~In accordance with law,~~ You and your student are ~~required~~ ~~requested~~ to attend a conference with [designated school official] on [date] at [time] to discuss:

~~1. Oregon's compulsory attendance law and your student's attendance record;~~

~~2. The reasons for your noncompliance;~~

~~3. 1. The development of a plan for improvement;~~

~~4. Resources available to help your student be successful in school, referrals to other agencies as may be needed and such alternative education information as may be required by law;~~

~~5. Any questions you may have concerning the potential consequences for continued noncompliance with Oregon's compulsory attendance law, as set forth above and as provided in Board student conduct and truancy policies.~~

District programs and resources to help your child attend regularly.

~~Failure to attend this conference or failure to send your student to school and to maintain your student in regular school attendance following this conference will result in the issuance of a citation to you, as provided by law.~~

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Northwest Regional ESD.

If you have questions, please contact the building Principal.

Sincerely,

Superintendent

HR5.244/4/24 | PH LF

Compulsory Attendance Notices and Citations -JEA-AR

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# Banks School District No. 13

Code: **JGD**

Adopted: 10/12/15,  
9/8/25

## Suspension

The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of Board policies, administrative regulations or school rules;
2. Willful conduct which materially and substantially disrupts the rights of others to an education;
3. Willful conduct which endangers the student, other students or staff members;
4. Willful conduct which damages or injures district property.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Student/Parent Handbook* made available by the district.

Each suspension will include a statement of the reasons for suspension, the length of the suspension, ~~and~~ a plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents of suspended students. The district may require a student to attend school during nonschool hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent or participate in activities directed or sponsored by the district.

~~Suspensions may be appealed to the Board.~~ Appeals may follow KL-AR (Formal Complaint Process) END

OF POLICY

### Legal Reference(s):

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050](#) to -0075

## Personal Electronic Devices

Student use of a personal electronic device is prohibited from the initial entrance to a school building until the end of regular instructional hours, except as provided below. Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel.

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.<sup>[1]</sup> This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);<sup>2</sup>
2. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [10] school days.<sup>3</sup>

Personal electronic devices may be kept by students in lockers, backpacks, or stored on the student’s person, but may not be used during regular instructional hours. Storage requirements may vary by school and will be outlined in the student code of conduct.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include [verbal reminders, parental involvement, detention, a change

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<sup>1</sup> [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

<sup>2</sup> If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

<sup>3</sup> JFCEB-AR must be submitted to the building administrator.

to storage requirements, etc. <sup>4</sup>]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.<sup>5</sup>

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed in accordance with KL-AR (1) – Public Complaint Procedure

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

END OF POLICY

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**Legal Reference(s):**

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<sup>4</sup> {Correction may include requiring a student to store their device in a school storage space instead of in the backpack.}

<sup>5</sup> For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

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**Request for Personal Electronic Devices Exception**

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the principal or designee.

Name of student: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

If the reason for the request is included in the student’s individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- In compliance with the student’s medical provider’s order for the care and treatment of a medical condition (attach a copy of the order);
- Accommodate the individual circumstances of the student;
- Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Duration for requested exemption: \_\_\_\_\_<sup>1</sup>

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or guardian name: \_\_\_\_\_

Parent or guardian phone: \_\_\_\_\_ Email: \_\_\_\_\_

**For Completion by School Administration**

Request:  Granted      Expiration of exemption: \_\_\_\_\_

<sup>1</sup> The maximum duration of an exemption is [one year] [the end of the current school year] [the end of the student’s enrollment at this school].

Denied Reason for denial: \_\_\_\_\_

More information needed. Please submit by [date] for reconsideration.

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

School administration will consult with a school nurse and counselors when appropriate. School administration decisions will be issued and communicated to the parent or guardian within 10 school days of receipt and can be appealed in accordance with KL-AR(1) – Public Complaint Procedure

Guidelines for exemption consideration:

1. Exemptions will only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions will be consistently granted in a non-discriminatory manner;
3. Exemptions will be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions will only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions will be communicated to necessary staff in a way that protects student privacy;
6. Exemptions will minimize disruption to other students, staff and the educational environment.

## SUMMARY OF OSBA POLICY UPDATES (Proposed 9.8.25)

### [JFCEB, JFCEB AR](#): PERSONAL ELECTRONIC DEVICES

#### Summary

Governor Kotek issued Executive Order No. 25-09 (EO) on July 2, 2025. The EO requires school districts to adopt a policy prohibiting student use of personal electronic devices during instructional time. The policy must be adopted by October 31, 2025, with full implementation required by January 1, 2026. OSBA anticipates the Oregon State Board of Education to adopt administrative rules aligning with the EO in the next several months.

Policy Update - August 2025

Page 7 of 9

Existing Oregon law, ORS 336.840, also requires policy language regarding student use and possession of personal electronic devices by students.

Although full implementation is not required until January 1, 2026, districts may decide to implement at the beginning of the school year in order to avoid changing practice during the middle of the year. Districts can adopt this policy early, but should be aware of the possibility that a subsequent policy update may be necessary due to the adoption of rules or other changes.

Any previous versions of sample policy JFCEB – Personal Electronic Devices and Social Media\*\*and sample administrative regulation, JFCEB-AR - Personal Electronic Devices and Social Media adopted are recommended to be deleted in lieu of the new sample policy, JFCEB

### [BCF & DBEA](#): EDUCATIONAL EQUITY ADVISORY COMMITTEES

#### Summary

In 2021, the Oregon Legislature passed SB 731, requiring school districts to create educational equity advisory committees (EEAC). This requirement went into effect in 2021 for districts with more than 10,000 students and was delayed until September 15, 2025 for districts with fewer than 10,000 students. Based on the experience of larger districts, the Oregon Legislature passed HB 2453 (2025), which removes some of the requirements of the EEAC, allowing them to function as a superintendent committee instead of a board committee.

OSBA previously added language about EEACs to Board policy BCF – Advisory Committees to the Board. Because EEACs no longer report to the Board, OSBA is recommending this language be deleted. OSBA has created a new optional policy, CEA – Educational Equity Advisory Committee for districts that want policy language outlining EEAC requirements. Many of the smaller districts have not added policy language about EEACs as the requirement does not go into effect until September 15, 2025 (the district may not need to delete anything). Additionally, one member of the EEAC will serve on the district's budget committee. This does not create a new position on the budget committee, rather, a member of the EEAC will fill a vacancy on the budget committee when it becomes available. Language can be added to Board policy DBEA – Budget Committee.

### [IE](#): CHOOSING INSTRUCTIONAL MATERIALS AND SCHOOL OR CLASSROOM LIBRARY MATERIALS

## Summary

The changes include new provisions of law from Senate Bill 1098 (2025) governing persons responsible for the selection or retention of library materials, and also governing persons responsible for the use of, or refuse to approve the use of, textbooks and other instructional materials on American history and government. New provisions require compliance with nondiscrimination practices under ORS 659.850 and ensuring compliance with ORS 337.260, i.e., a person may not prohibit the use of, or refuse to approve the use of, textbooks or other instructional materials on the basis that the textbooks or materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1). The law identifies individuals or groups who are: Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

The law does not prohibit the district from choosing to apply these provisions to other textbooks and instructional materials.

## [IGBAB/JO, JO/IGBAB, JO/IGBAB AR, JOA](#); STUDENT RECORDS

### Summary

The State Board of Education recently made changes to the rules regarding directory information and student permanent records (OAR 581-021-0220). This update reflects these changes. OSBA will be doing a more comprehensive review of policies related to student records and releasing additional updates in the future.

## [LBEA](#); Summary

The State Board of Education adopted changes to OAR 581-026-0305 and -0310 on the process for parents to provide notice about enrolling their student in a virtual public charter school and a district's response. The changes are reflected in policy LBEA – Denial for Virtual Public Charter School Student Enrollment.

[JEA, JEA AR](#); These are District Policy updates made to better align with current legislation.



Board Work Session  
Monday, September 8, 2025 4:00 PM Pacific

Banks Middle School Cafeteria  
12850 NW Main Street  
Banks, Or 97106

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. Roll Call

### 1.3. Approval of Agenda

I make a motion to approve the September 8th, 2025 agenda as presented. This motion, made by Corissa Mazurkiewicz 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

## 2. Discussion Items

### 2.1. SEL Connection

Vice Chairman Mazurkiewicz led a social emotional activity. Three signature practices are Warm Welcome, Engaging Lesson and Optimistic Closure. Board members shared their "weather check in", a way to describe and check in on their state of well-being, their thoughts on the pros and cons of the new cell phone policy, as well as what each member is looking forward to this coming school year.

### 2.2. Cell Phone Policy, JFCEB, JFCEB AR

Dr. Sica shared the proposed cell phone policy JFCEB & JFCEB AR, a required update due to recent legislative changes. The community and staff were surveyed, and a committee was formed. Using the OSBA sample policy, the committee made slight changes to the sample policy in an effort to best reflect the District's practices. Dr. Sica shared the details of the policy as well as why the changes to the sample policy were made. Board members asked questions and shared feedback. District Administration shared that, so far, the new expectations are going well at their schools.

The policy will be added as an action item on the October Board meeting agenda. Board and committee members should share any potential changes with Dr. Sica asap.

### 2.3. Board Agreements

### 2.3.1. Communication

As a follow-up to the Summer Board Retreat, Dr. Sica reviewed the Board Communication portion of the Board Agreements.

### 2.3.2. Committee representation

Additionally, Dr. Sica discussed the formal nature of district committees. To avoid a quorum, only 2 Board members can participate on the same committee. If there are more than 2 that would like to participate, a voting process will take place. Proposed a rotation of Board members on committees. Board members will be non-voting members of most committees, and should also report back to the Board with committee updates. The committees will be included in the general Appointments & Designations that typically happen in June/July for the following school year. Board members must participate in the Budget Committee. Follow-up is needed for clarification of the Board's participation in contract negotiations.

The district will share a list of current committees noted with the Board members. If a Board member would like to participate, please let Ron, Corrisa and/or Dr. Sica know.

## 2.4. Bond Update

### 2.4.1. Auxiliary Gym

John Able with Cornerstone Management was present to give the Board an update on the Auxiliary Gym which included redesigns based on feedback received. John reviewed the details and clarified the recent changes. The full presentation is attached to the agenda. Board members asked clarifying questions and provided feedback. Suggestions were made to move/swap the team rooms and the restrooms. Cost for the potential changes may be an issue. The schedule is a concern as the drawings will need to be turned into plans in the very near future in an effort to stay on the timeline.

A "Page Turner" meeting is scheduled for 9/9. We have roughly one month until documents are to be created.

In Kind donations — P&C has no problem being the point of contact for in-kind donations. If Board members know of anyone interested, please direct them to Dr. Sica for John Abel with Cornerstone.

John also shared a budget update. The Board will receive an update monthly. If Board members would like to see any additional information, or delivered in a different way, they should contact Brian or John.

## 3. Adjourn

Meeting adjourned at 5:35.

## SUMMARY OF OSBA POLICY UPDATES (Proposed 9.8.25)

### [JFCEB, JFCEB AR](#): PERSONAL ELECTRONIC DEVICES

#### Summary

Governor Kotek issued Executive Order No. 25-09 (EO) on July 2, 2025. The EO requires school districts to adopt a policy prohibiting student use of personal electronic devices during instructional time. The policy must be adopted by October 31, 2025, with full implementation required by January 1, 2026. OSBA anticipates the Oregon State Board of Education to adopt administrative rules aligning with the EO in the next several months.

Policy Update - August 2025

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Existing Oregon law, ORS 336.840, also requires policy language regarding student use and possession of personal electronic devices by students.

Although full implementation is not required until January 1, 2026, districts may decide to implement at the beginning of the school year in order to avoid changing practice during the middle of the year. Districts can adopt this policy early, but should be aware of the possibility that a subsequent policy update may be necessary due to the adoption of rules or other changes.

Any previous versions of sample policy JFCEB – Personal Electronic Devices and Social Media\*\*and sample administrative regulation, JFCEB-AR - Personal Electronic Devices and Social Media adopted are recommended to be deleted in lieu of the new sample policy, JFCEB

### [BCF & DBEA](#): EDUCATIONAL EQUITY ADVISORY COMMITTEES

#### Summary

In 2021, the Oregon Legislature passed SB 731, requiring school districts to create educational equity advisory committees (EEAC). This requirement went into effect in 2021 for districts with more than 10,000 students and was delayed until September 15, 2025 for districts with fewer than 10,000 students. Based on the experience of larger districts, the Oregon Legislature passed HB 2453 (2025), which removes some of the requirements of the EEAC, allowing them to function as a superintendent committee instead of a board committee.

OSBA previously added language about EEACs to Board policy BCF – Advisory Committees to the Board. Because EEACs no longer report to the Board, OSBA is recommending this language be deleted. OSBA has created a new optional policy, CEA – Educational Equity Advisory Committee for districts that want policy language outlining EEAC requirements. Many of the smaller districts have not added policy language about EEACs as the requirement does not go into effect until September 15, 2025 (the district may not need to delete anything). Additionally, one member of the EEAC will serve on the district's budget committee. This does not create a new position on the budget committee, rather, a member of the EEAC will fill a vacancy on the budget committee when it becomes available. Language can be added to Board policy DBEA – Budget Committee.

### [IE](#): CHOOSING INSTRUCTIONAL MATERIALS AND SCHOOL OR CLASSROOM LIBRARY MATERIALS

## Summary

The changes include new provisions of law from Senate Bill 1098 (2025) governing persons responsible for the selection or retention of library materials, and also governing persons responsible for the use of, or refuse to approve the use of, textbooks and other instructional materials on American history and government. New provisions require compliance with nondiscrimination practices under ORS 659.850 and ensuring compliance with ORS 337.260, i.e., a person may not prohibit the use of, or refuse to approve the use of, textbooks or other instructional materials on the basis that the textbooks or materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1). The law identifies individuals or groups who are: Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

The law does not prohibit the district from choosing to apply these provisions to other textbooks and instructional materials.

## [IGBAB/JO, JO/IGBAB, JO/IGBAB AR, JOA](#); STUDENT RECORDS

### Summary

The State Board of Education recently made changes to the rules regarding directory information and student permanent records (OAR 581-021-0220). This update reflects these changes. OSBA will be doing a more comprehensive review of policies related to student records and releasing additional updates in the future.

## [LBEA](#); Summary

The State Board of Education adopted changes to OAR 581-026-0305 and -0310 on the process for parents to provide notice about enrolling their student in a virtual public charter school and a district's response. The changes are reflected in policy LBEA – Denial for Virtual Public Charter School Student Enrollment.

[JEA, JEA AR](#); These are District Policy updates made to better align with current legislation.



**Request for Personal Electronic Devices Exception**

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the principal or designee.

Name of student: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

If the reason for the request is included in the student’s individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- In compliance with the student’s medical provider’s order for the care and treatment of a medical condition (attach a copy of the order);
- Accommodate the individual circumstances of the student;
- Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Duration for requested exemption: \_\_\_\_\_<sup>1</sup>

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or guardian name: \_\_\_\_\_

Parent or guardian phone: \_\_\_\_\_ Email: \_\_\_\_\_

**For Completion by School Administration**

Request:  Granted      Expiration of exemption: \_\_\_\_\_

<sup>1</sup> The maximum duration of an exemption is [one year] [the end of the current school year] [the end of the student’s enrollment at this school].

Denied Reason for denial: \_\_\_\_\_

More information needed. Please submit by [date] for reconsideration.

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

School administration will consult with a school nurse and counselors when appropriate. School administration decisions will be issued and communicated to the parent or guardian within 10 school days of receipt and can be appealed in accordance with KL-AR(1) – Public Complaint Procedure

Guidelines for exemption consideration:

1. Exemptions will only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions will be consistently granted in a non-discriminatory manner;
3. Exemptions will be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions will only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions will be communicated to necessary staff in a way that protects student privacy;
6. Exemptions will minimize disruption to other students, staff and the educational environment.

## Personal Electronic Devices

Student use of a personal electronic device is prohibited from the initial entrance to a school building until the end of regular instructional hours, except as provided below. Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel.

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.<sup>[1]</sup> This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);<sup>2</sup>
2. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [10] school days.<sup>3</sup>

Personal electronic devices may be kept by students in lockers, backpacks, or stored on the student’s person, but may not be used during regular instructional hours. Storage requirements may vary by school and will be outlined in the student code of conduct.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include [verbal reminders, parental involvement, detention, a change

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<sup>1</sup> [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

<sup>2</sup> If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

<sup>3</sup> JFCEB-AR must be submitted to the building administrator.

to storage requirements, etc. <sup>4</sup>]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.<sup>5</sup>

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed in accordance with KL-AR (1) – Public Complaint Procedure

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

END OF POLICY

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**Legal Reference(s):**

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<sup>4</sup> {Correction may include requiring a student to store their device in a school storage space instead of in the backpack.}

<sup>5</sup> For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

DRAFT

# Banks School District No. 13

Code: **JGD**

Adopted: 10/12/15,  
9/8/25

## Suspension

The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of Board policies, administrative regulations or school rules;
2. Willful conduct which materially and substantially disrupts the rights of others to an education;
3. Willful conduct which endangers the student, other students or staff members;
4. Willful conduct which damages or injures district property.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Student/Parent Handbook* made available by the district.

Each suspension will include a statement of the reasons for suspension, the length of the suspension, ~~and a~~ plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents of suspended students. The district may require a student to attend school during nonschool hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent or participate in activities directed or sponsored by the district.

~~Suspensions may be appealed to the Board.~~ Appeals may follow KL-AR (Formal Complaint Process) END

OF POLICY

### Legal Reference(s):

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 to -0075](#)

## Compulsory Attendance Notices and Citations

Appropriate notices on student absences or irregular attendance may be issued by the district in accordance with law. A citation may be issued by the superintendent or designee for noncompliance of ORS 339.035<sup>1</sup> in accordance with ORS 339.095.

### 1. Attendance Supervisor

The attendance supervisor shall:

- a. Determine whether a parent or guardian has either failed to enroll his/her student or to maintain the student in regular attendance at a public school. Regular attendance shall mean attendance which does not include more than eight unexcused one-half day absences or the equivalent thereof, in any four-week period in which school is in session;
- b. Provide written compulsory attendance noncompliance notification to the parent or guardian within 24 hours notification ~~of verification~~ of the violation from the proper authority. If the student is an adjudicated youth ~~offender~~ on parole or probation, at the same time notice is given to the parent or other person, the attendance supervisor shall notify the student's parole or probation officer of the student's absence;
- c. Serve the notification personally or by certified mail. The notification will be written in the home language of the parent or guardian of the student;
- d. Ensure that notification includes a statement requiring the student to appear at the public school on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;
- e. Ensure that the notification states that the parent or guardian has the right to request an evaluation to determine if the child should have an individualized education program (IEP) or Section 504 plan or right to request a review of their child's current IEP or 504 plan;
- f. Provide a copy of the notice ~~and pertinent attendance records~~ to the superintendent or designee at the time notice is given to the parent or guardian;
- g. ~~Notify the superintendent within three days of knowledge that the parent or guardian receiving the notification has not complied with the notice.~~ The attendance supervisor, within three days of knowledge of noncompliance by the parent or guardian, shall notify the Superintendent.

## 2. Superintendent or Designee

If after review of a student's record, a citation in violation of ORS 339.035 appears warranted, prior to issuing the citation, the superintendent or designee shall provide written notification to the parent or guardian of the student and the student. The notice will be written in the native language of the parent or guardian. The notice will be delivered personally or by certified mail and will state that:

- a. The student is required to attend regularly, a full-time school during the school year;
- b. A citation for violation of ORS 339.035 may be issued by the superintendent or designee;
- c. The parent or guardian has the right to request an evaluation to determine if the student should have an IEP or 504 plan, if the student does not have one, or a review of the student's current IEP or 504 plan;
- d. The parent or guardian and student are required to attend a scheduled conference with the superintendent or designee. The date, time and place of conference will be specified in the notice.

If an evaluation or review as described in item c. above has been requested, this conference will be scheduled after its completion.

## 3. Conference

The superintendent or designee may conduct a conference with the parent or guardian and student. Auxiliary aids and services will be provided upon advance request. The superintendent or designee may:

- e. Review Oregon's attendance law and the student's attendance record;
- f. Determine the reasons for the noncompliance;
- g. Develop a plan for student attendance improvement (i.e., contract, etc.);
- h. Inform the parent and student of other available resources in the district and community, if available;
- i. Discuss the potential consequences for continued attendance noncompliance, including the potential for the issuance of a citation, if applicable.

Banks School District  
12950 NW Main St.  
Banks, OR 97106  
Phone: 503-324-8591

\*\*\*\*\* ATTENDANCE SUPERVISOR'S NONENROLLMENT NOTICE \*\*\*\*\*

Date  
Parent(s)/Guardian  
Address

Dear ,  
(Parent/Guardian)

A determination has been made that your student, (Student's Name), is not exempted from compulsory attendance in school, under provisions of ORS 339.030 and is not currently enrolled in school.

In accordance with Oregon law, you are hereby notified that you must enroll your student at [school name] no later than the next school day following receipt of this notice and maintain your student in regular attendance for the remainder of the school year.

Please be advised that failure to comply with Oregon's compulsory attendance law is a Class C violation and may result in a compulsory attendance citation and complaint issued by the superintendent and a fine by a court.

You may request an evaluation to determine if your student should have an individualized education program (IEP), or Section 504 plan ("504 plan"), or request a review of your student's current IEP or 504 plan.

If you have questions, please contact (Principal) at (School Number).

Sincerely,

Principal

cc: Principal/Superintendent

Compulsory Attendance Notices and Citations -  
Banks School District  
12950 NW Main St.  
Banks, OR 97106  
Phone: 503-324-8591

**\*\*\*\*\* ATTENDANCE SUPERVISOR'S IRREGULAR ATTENDANCE NOTICE \*\*\*\*\***

Date  
Parent(s)/Guardian  
Address

Dear (Parent/Guardian),

After review of attendance records, your child (name) is not maintaining regular attendance at a public school as required by ORS 339.065. "Regular attendance" is defined by Oregon law as attendance which does not include more than eight unexcused one-half day absences or the equivalent thereof in any four-week period school is in session. According to attendance records, your child has had [ ] unexcused absences from school on the following dates: [ ].

Please send your child to school no later than the next school day following receipt of this notice and maintain your child in regular attendance for the remainder of the school year.

You may request an evaluation to determine if your child should have an individualized education program (IEP) or Section 504 plan ("504 plan") or request a review of your child's current IEP or 504 plan. If you request an evaluation for, or a review of a current IEP or 504 plan, a conference will be held after such evaluation or review has been completed.

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Northwest Regional ESD.

If you have questions, please contact (Principal's Name) at (Principal's Number).

Sincerely,

Principal

cc: Superintendent

Banks School District  
12950 NW Main St.  
Banks, OR 97106  
Phone: 503-324-8591

**\*\* SUPERINTENDENT'S NOTICE OF COMPULSORY ATTENDANCE NONCOMPLIANCE \*\***

Date  
Parent(s)/Guardian  
Address

Dear ,  
(Parent/Guardian)

According to district records, you were notified by the district's attendance supervisor on [date] that your student, [name], has [failed to enroll in school] [failed to maintain regular school attendance] as required by Oregon ~~compulsory attendance~~ laws.

Your student was required to appear in school no later than the next school day following your receipt of that notice and to maintain regular attendance for the remainder of the school year. District records indicate your student continues to be absent from a public school.

~~The superintendent or designee may issue a citation for your continued violation of Oregon's compulsory attendance law.~~

A student is required to regularly attend a full-time school. Failure to send the student to school and to maintain the student in regular attendance is a Class C violation. A citation for such compulsory attendance violations may result in a court fine.

You [did not request an evaluation of your student's individualized education program (IEP) or a review of your student's current IEP.] [requested an evaluation to determine if your student should have an individualized education program (IEP).] [requested a review of an existing IEP for your student] and the requested evaluation or review was completed on [date].]

~~In accordance with law,~~ You and your student are ~~required~~ requested to attend a conference with [designated school official] on [date] at [time] to discuss:

~~1. Oregon's compulsory attendance law and your student's attendance record;~~

~~2. The reasons for your noncompliance;~~

~~3. 1. The development of a plan for improvement;~~

4. Resources available to help your student be successful in school, referrals to other agencies as may be needed and such alternative education information as may be required by law;

5. Any questions you may have concerning ~~the potential consequences for continued noncompliance with Oregon's compulsory attendance law, as set forth above and as provided in Board student conduct and truancy policies.~~

District programs and resources to help your child attend regularly.

~~Failure to attend this conference or failure to send your student to school and to maintain your student in regular school attendance following this conference will result in the issuance of a citation to you, as provided by law.~~

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Northwest Regional ESD.

If you have questions, please contact the building Principal.

Sincerely,

Superintendent

HR5.244/4/24 | PH LF

Compulsory Attendance Notices and Citations -JEA-AR

DRAFT

## Compulsory Attendance

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having **legal** control of a child, who is five years of age who **have send** enrolled the child **attend to school** in a public school, are required to send the child to school and maintain the child in regular attendance during the school term.

Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to send the child to school and maintain the child in regular attendance during the entire school term. Persons having **legal** control of a student, who is five years of age and **has who have** enrolled the child in a public school, are required to **have send** the student **attend to school** attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. A citation for violation of ORS 339.035 may be issued.

~~The district will develop procedures for issuing a citation.~~

A parent who is not supervising their student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

### Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public, full-time schools:

1. **Students Children** being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. **Students Children** Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. **Students Children** who have received a high school diploma or a modified diploma.
4. **Students Children** being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. **Students Children** being educated in the home by a parent or **legal** guardian, or **private teacher**:
  - a. When a student is taught or is withdrawn from a public school to be taught by a parent, legal guardian or private teacher, the parent, legal guardian or teacher must notify the Northwest Regional Education Service District (ESD) in writing within 10 days of such occurrence. In

addition, when a home schooled student moves to a new ESD, the parent, legal guardian or private teacher shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD ~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, the school districts of home-schooled students who are registered with the ESD and reside in their district;

~~b. Each student being taught as described above shall be examined no later than August 15, following grades 3, 5, 8 and 10:~~

~~(1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew from a public school;~~

~~(2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;~~

~~(3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.~~

~~e. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;~~

~~d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;~~

~~e. The person administering the examination shall score the examination and report the results to the parent or guardian. Upon request of the ESD superintendent, the parent or guardian shall submit the results of the examination to the ESD;~~

~~f. All costs for the test instrument, administration and scoring are the responsibility of the parent or guardian;~~

~~g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.~~

b. Each child being taught as described above shall be examined no later than August 15, following grades 3, 5, 8 and 10:

(1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew from public school;

(2) If the child never attended public or private school, the first examination shall be administered prior to the end of grade 3.

b. Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029;

c. Examinations shall be from the list of approved examinations from the State Board of Education;

d. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;

e. The person administering the examination shall score the examination and report the results to the parent or guardian. Upon request of the ESD superintendent, the parent or guardian shall submit the results of the examination to the ESD;

f. All costs for the test instrument, administration and scoring are the responsibility of the parent or guardian;

- g. In the event the ESD superintendent finds that the child is not showing satisfactory educational progress, the ESD superintendent shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
  7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
  8. Students excluded from attendance as provided by law.
  9. Students who are eligible military children<sup>1</sup> are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

<sup>1</sup>“Military child” means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

#### Compulsory Attendance – JEA 2-3

10. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

#### Legal Reference(s):

[ORS 153.018](#)

[ORS 163.577](#)

[ORS 339.010 - 339.095](#)

[ORS 339.139](#)

[ORS 339.990](#)

~~[ORS 807.065](#)~~

~~[ORS 807.066](#)~~

[OAR 581-021-0026](#)

[OAR 581-021-0029](#)

[OAR 581-021-0076](#)

[OAR 581-021-0077](#)

DRAFT

## **Advisory Committees to the Board**

In an ongoing effort to increase communication with the public and to provide for citizen involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance. The Board shall have no permanent or standing advisory committees other than those required by statute.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall be considered open meetings. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chairman.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. ~~Appointment of staff members, when appropriate, will be made by the superintendent.~~ When requested and approved by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive committee report(s).

Except as specifically provided by the Board, citizen advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chairman, but normally such Board members will function as ex-officio members of the committees.

~~The Board's responsibility cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the Board for action and must be recognized as advisory in nature.~~

END OF POLICY

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Legal Reference(s):

ORS 192.610  
ORS 192.630  
ORS 294.336

ORS 329.704  
ORS 332.107

"Attorney General's Public Records and Meetings Manual" pp. 90-92 (1999)

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END OF POLICY

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Legal Reference(s):

ORS 192.610  
ORS 192.630  
ORS 294.336

ORS 329.704  
ORS 332.107

"Attorney General's Public Records and Meetings Manual" pp. 90-92 (1999)

DRAFT

## Budget Committee

### Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. Terms of the appointed members will be three years each with appointments made so that, as nearly as possible, the terms of one-third of the members expire each year. [At least one member of the budget committee must be a member of the district's educational equity advisory committee.](#) The Board will establish appropriate timelines and procedures for appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action item.

### Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year, such as the Board's educational plan, and other pertinent material bearing on the preparation of a school budget.

### Meetings of the Budget Committee

The budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget committee shall announce the time and place for all such meetings, as provided by law. All meetings of the budget committee are open to the public.

### Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs. ~~However, educational policy decisions are the responsibility of the Board, not the budget committee.~~

**Final Action**

The budget committee will approve an estimated budget document for submission to the Board.

END OF POLICY

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Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. [The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.](#)

Legal Reference(s):

ORS 174.130  
ORS 192.610 - 192.710

ORS 294.305 - 294.565

Cross Reference(s):

DBG - Budget Hearing

## District Curriculum ~~Development~~

~~The Board deems it essential that the district continually develop and modify its curriculum to meet the changing needs and diversity of our citizenry and to assure the full, rounded and continuing development of the individual student.~~

The Board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum and to advise the Board on needed curriculum changes.

~~While the Board retains its full rights and responsibilities for the determination of the curriculum, it authorizes the administration to set up a procedure to evaluate and review curriculum. The procedure will be on a regular basis and any major modifications to the curriculum will be subject to Board review.~~

The Board or a committee or administrator responsible for making a decision for regarding the use of, textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

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### Legal Reference(s):

[ORS 243.650](#)

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[ORS 336.067](#)

[ORS 337.260](#)

[ORS 659.850](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

Senate Bill 1098 (2025)

## Education Records/Records of Students with Disabilities Management

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date ~~and place of birth~~;
- d. Name of parents/~~guardians~~;

- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

#### 1. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

#### 2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

### 3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

## 2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
  - (1) Develop, validate or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- c. The disclosure is to accrediting organizations to carry out their accrediting functions;
- d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
- f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.
- In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
- h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

- j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- l. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

## 2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 2. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

### 3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

## 2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

## 3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

## Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

PHR 6/06/13 8/25 | PHSL

## **Education Records/Records of Students with Disabilities Management**

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date ~~and place of birth~~;
- d. Name of parents/~~guardians~~;

- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

#### 1. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

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The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

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The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

## 2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
  - (1) Develop, validate or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- c. The disclosure is to accrediting organizations to carry out their accrediting functions;
- d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
- f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.
- In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
- h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

- j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- l. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

## 2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 2. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

### 3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

## 2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

## 3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

## Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

PHR 6/06/13 8/25 | PHSL

## Education Records/Records of Students with Disabilities Management

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date ~~and place of birth~~;
- d. Name of parents/~~guardians~~;

- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

#### 1. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

#### 2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

### 3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

## 2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
  - (1) Develop, validate or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- c. The disclosure is to accrediting organizations to carry out their accrediting functions;
- d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
- f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.
- In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
- h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

- j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- l. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

## 2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 2. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

### 3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

## 2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

## 3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

## Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

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## **Education Records/Records of Students with Disabilities Management**

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date ~~and place of birth~~;
- d. Name of parents/~~guardians~~;

- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. ~~Such additional information as the district may prescribe.~~

The district may also request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

#### 1. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

#### 2. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

### 3. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

## 2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
  - (1) Develop, validate or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- c. The disclosure is to accrediting organizations to carry out their accrediting functions;
- d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
- f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.
- In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
- h. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

- j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- l. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

## 2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 2. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

### 3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

## 2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

## 3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

## Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

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## Directory Information

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information may be released to the public through appropriate procedures and includes:

1. Student’s name;
2. ~~Student’s address;~~
3. ~~Student’s telephone listing;~~
4. ~~Student’s electronic address;~~
5. Student’s photograph;
6. ~~Date and place of birth;~~
7. Major field of study;
8. Participation in officially recognized ~~sports and~~ activities and sports;
9. Weight and height of ~~athletic team~~ members of athletic teams;
10. Dates of attendance;
11. ~~Grade level;~~
12. ~~Degrees, honors or~~ Degrees and awards received;
13. ~~Most recent previous school or program attended.~~

### Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

## Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

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### Legal Reference(s):

[ORS 30.864](#)

[ORS 107.154](#)

[ORS 180.805](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

[OAR 581-021-0220 - 021-0430](#)

[OAR 581-022](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1427 (~~2017~~2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2017~~2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~2024).

Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (~~2017~~2024).

~~R9/28/17~~8/25 | SL

## **Resident Student Denial for Virtual Public Charter School Attendance Student Enrollment**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will, semiannually (by October 1 and April 1), calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the ~~established~~ **calculated** percentage is more than three percent, the district will not approve ~~additional~~ a student's enrollment to such a virtual public charter school.

A parent must give notice to the district **in which the parent/guardian resides** of their intent to enroll their student in a virtual public charter school ~~not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.~~ If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision~~ If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice<sup>1</sup> within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on **the most** recent calculations **at the time the intent to enroll was received by the district**;
- ~~3. The right to appeal the decision to the State Board of Education;~~
4. A list of two or more other online options available to the student; and
5. A copy of OAR 581-026-0305 and OAR 581-026-0310.

**When calculating the percentage,** ~~t~~he district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;

<sup>1</sup> If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

2. The number of students residing in the district enrolled in **virtual and non-virtual** public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools **not sponsored by the district**;
4. The number of home-schooled students ~~who reside~~ **residing** in the district and who have registered with ~~the an~~ educational service district; and
5. The number of students ~~who reside~~ **residing** in the district enrolled in private schools located within the ~~school~~ district.

A parent may appeal ~~a decision of a the~~ district's ~~to not approve a denial for~~ student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 338.125](#)

[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

# **Bond Oversight Committee**

## **9/16/25 Meeting #4**



# Bond Oversight Committee Responsibilities

The BOC is an independent citizens' committee that is responsible to the Superintendent, Board, and general public. The role is to monitor bond-funded construction projects, and help interested citizens stay informed about new construction and renovation projects in the district.

## Responsibilities

- To serve as proper oversight and accountability to ensure that bond funds are used as they were intended.
- To provide information to the public on the progress of Bond projects and expenditures of Bond funds.
- To actively monitor all projects and expenditures approved by the voters.
- To report to members of the community on the progress of bond projects.
- To report to the Board on the progress on Bond Projects.
  - Need to select spokespeople to attend and present at Board meetings.

# BOC Meeting #4 Agenda

1. Review Updated Program Schedule
2. Bond Budget Update
  - Bond Budget Executive Summary
  - Bond Budget Grand Summary
3. Summer 2025 Work Updates
4. Questions & Next BOC meeting date
5. Board Meeting Presentation



**Program Schedule  
2024 Capital Improvement Program  
Banks School District**

9/15/2025

LEGEND			
<span style="color: blue;">■</span>	RFP Selection	<span style="color: green;">■</span>	Master Planning
<span style="color: lightblue;">■</span>	Pre-Design	<span style="color: purple;">■</span>	Permits
<span style="color: red;">■</span>	Design	<span style="color: orange;">■</span>	Pre-Construction
<span style="color: gray;">■</span>	Land Use	<span style="color: yellow;">■</span>	Construction
<span style="color: green;">■</span>	Bid-Award	<span style="color: black;">■</span>	Closeout



PROJECTS	2024					2025					2026					2027															
	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N
<b>1 RFP Architect</b>	COMPLETED																														
Selection	COMPLETED																														
<b>2 RFP CM/GC (BHS &amp; AUX GYM)</b>	COMPLETED																														
Selection	COMPLETED																														
<b>3 RFP Geotech/Survey</b>	COMPLETED																														
Selection	COMPLETED																														
<b>4 Master Planning</b>	COMPLETED																														
Process	COMPLETED																														
<b>5 Auxiliary Gym</b>	COMPLETED																														
Pre-Design / Design / Bid-Award	COMPLETED																														
Permits / Construction / Closeout	COMPLETED																														
<b>6 Banks HS Improvements</b>	COMPLETED																														
Pre-Design / Design / Bid-Award	COMPLETED																														
Permits / Construction / Closeout	COMPLETED																														
<b>7 Traffic Circulation Improvements</b>	COMPLETED																														
Construction	COMPLETED																														
<b>8 Safety &amp; Security Projects</b>	COMPLETED																														
Security Vestibules / Camera Cabling	COMPLETED																														
Other Security Projects (Fencing, Cameras)	COMPLETED																														
<b>9 District Maintenance Projects</b>	COMPLETED																														
Banks ES Roof	COMPLETED																														
Banks ES HVAC	COMPLETED																														

**EXECUTIVE SUMMARY of Project Budgets**

**Banks School District**

**DRAFT**

Date: 9/8/25

A		B	C	D	E	F	G	H	K
Budget		Description	Original	Current	Committed	Paid	Uncommitted	Remaining	Notes
Original budget #			Budget	Budget	to Date	to Date	Budget (D-E)	to be Paid (E-F)	
1	BHS		\$ 47,059,269	\$ 47,071,269	\$ 8,133,489	\$ 3,128,381	\$ 38,937,780	\$ 5,005,107	
2	AUX GYM		\$ 6,375,033	\$ 7,005,033	\$ 6,382,034	\$ 267,777	\$ 622,999	\$ 6,114,257	
3	HVAC ES		\$ 153,750	\$ 153,750	\$ 26,200	\$ 20,200	\$ 127,550	\$ 6,000	
4	ROOF ES		\$ 785,109	\$ 785,109	\$ 18,000	\$ -	\$ 767,109	\$ 18,000	
5	PARKING		\$ 559,650	\$ 547,650	\$ -	\$ -	\$ 547,650	\$ -	
6	SAFETY		\$ 372,383	\$ 404,888	\$ 401,389	\$ 45,213	\$ 3,499	\$ 356,176	
		Subtotal	\$ 55,305,194	\$ 55,967,699	\$ 14,961,112	\$ 3,461,572	\$ 41,006,587	\$ 11,499,540	
A	District Costs		\$ 2,919,018	\$ 1,056,513	\$ 756,762	\$ 753,433	\$ 299,751	\$ 3,328	
B	Program Contingency		\$ -	\$ 1,200,000					
C	Other Additional Funds - see table		\$ -	\$ -					
D	<b>BSD Program Totals</b>		<b>\$ 58,224,211</b>	<b>\$ 58,224,211</b>	<b>\$ 15,717,873</b>	<b>\$ 4,215,005</b>	<b>\$ 41,306,338</b>	<b>\$ 11,502,869</b>	

Funding Sources		
1	Bond	\$ 49,305,193
2	OSCIM	\$ 6,000,000
3	Bond Premium	\$ 2,919,018
4	Bond Interest	
6	Grants	
7		
8		
	Total	\$ 58,224,211

Approved by:

Brian Sica Superintendent

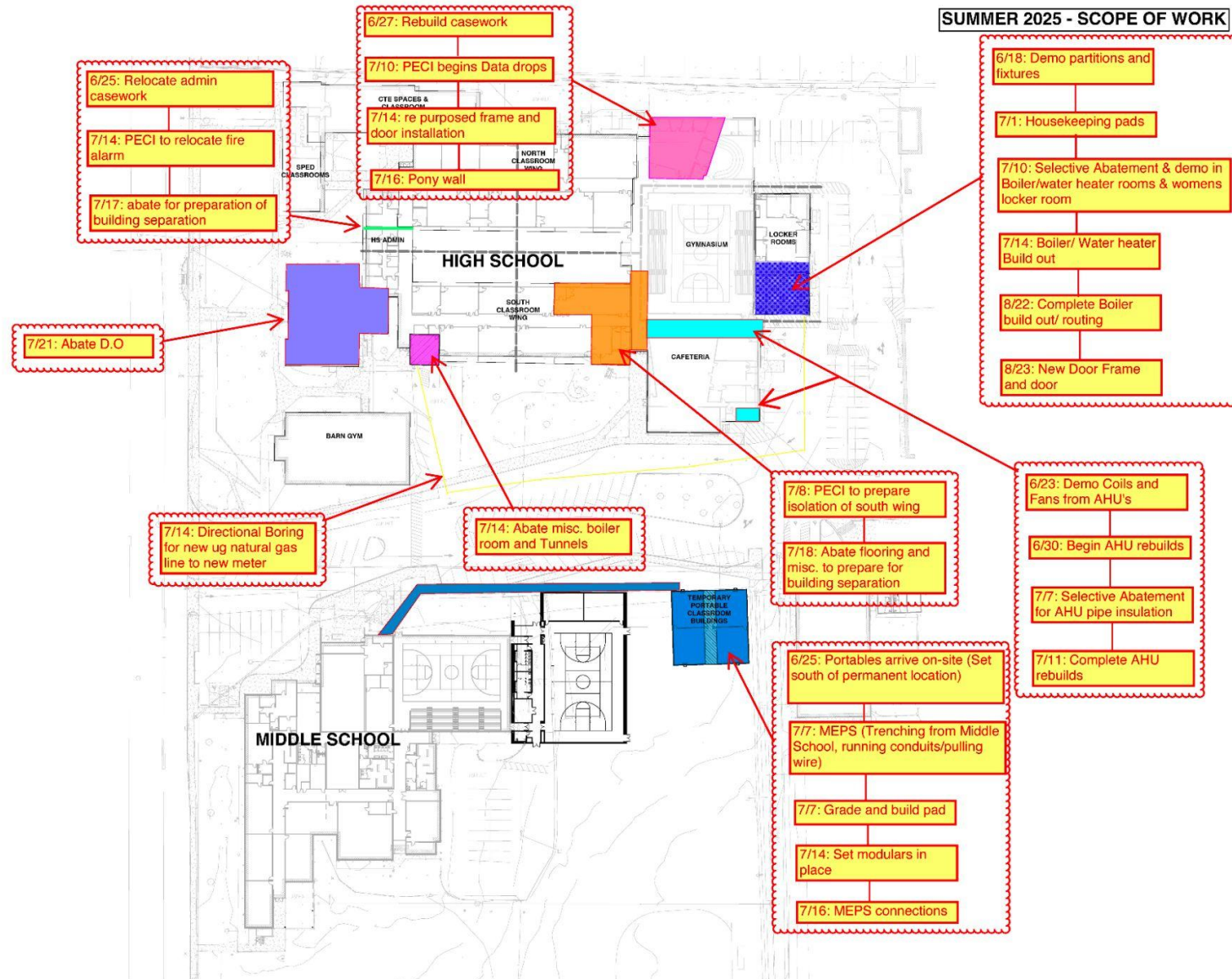
6/4/2024

Date:

*Review Grand Summary Budget pdf dated 9/8/25*

# Summer 2025 Projects - BHS

6/16/2025



# Summer 2025 Projects

*Boiler Room Before and After Abatement work*



# Summer 2025 Projects

*Banks High School Abatement (prep for Phase 1 Demo work)*



# Summer 2025 Projects

*District Office Demo & Abatement (prep for Phase 1 Demo work)*

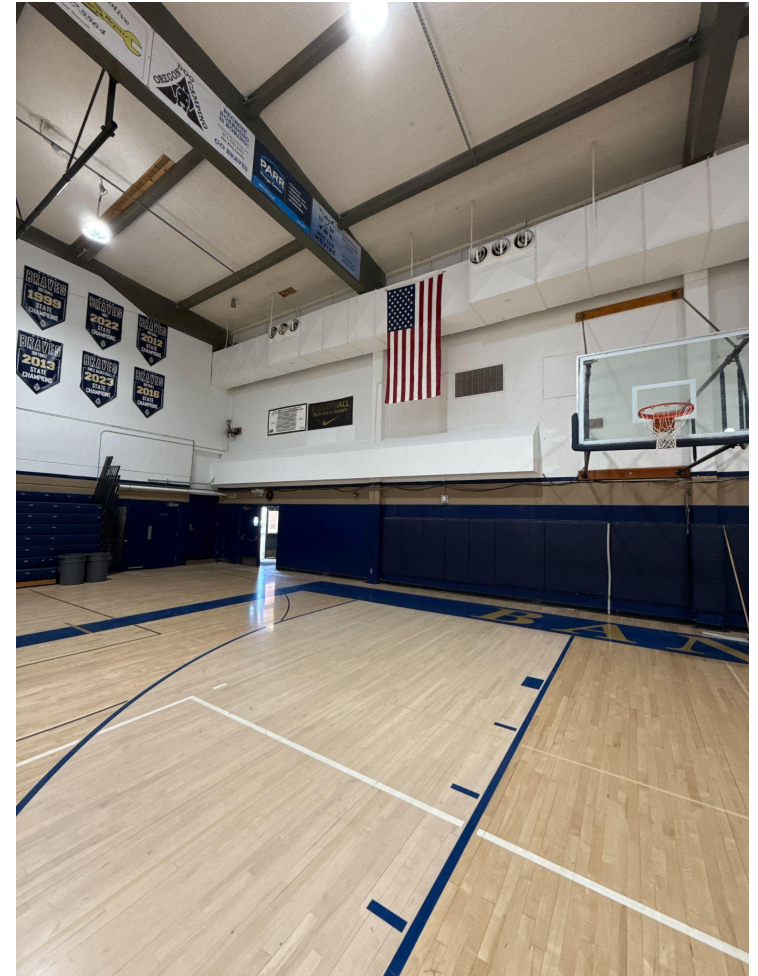
*Abatement included Bathroom Flooring, Carpet/Mastic, Wall Mastic*



# Summer 2025 Projects

*New BHS Gym & Cafeteria Boiler and Water Heater*

*Rebuilt and Re-fed Gym, Stage & Cafe AHU's (cafeteria has heat!)*



# Summer 2025 Projects

*Gas Line and Water relocated.*

*HVAC, Elec, FA, Low Volt relocated for Phase 1 Demo*



# Summer 2025 Projects

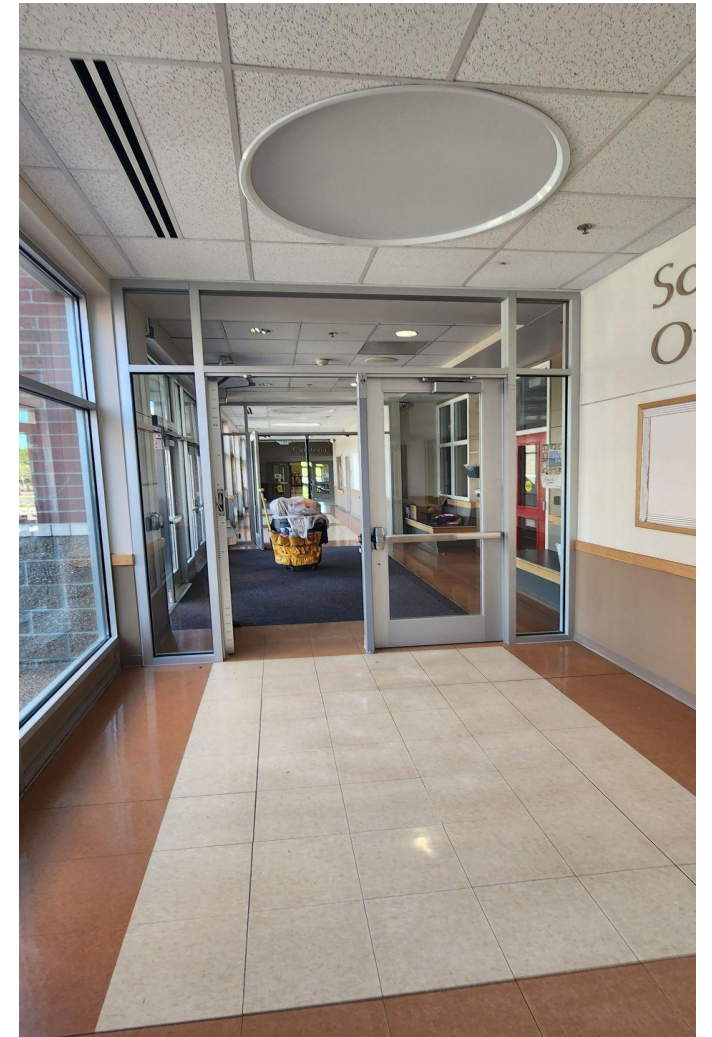
*Fiber Line relocation from Banks MS to Banks HS*

*BHS Administration Office relocated*



# Summer 2025 Projects

*Banks MS and Banks ES Secure Vestibules*



# BOC Next Steps

Board Presentation

Next BOC Meeting

# Bond Oversight Committee Report to the Banks School Board

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Meeting #4 Summary – September 16, 2025

To: Banks School Board

From: Bond Oversight Committee

Date: September 17, 2025

Subject: BOC Meeting #4 Summary and Project Updates

## Overview

The Bond Oversight Committee (BOC) met on September 16, 2025, to review the status of bond-funded projects, monitor progress against plans, and ensure fiscal transparency. This report outlines key updates, budget information, project developments, and next steps.

## Committee Responsibilities

As a reminder, the BOC is an independent citizens' committee that:

- Ensures bond funds are used as intended.
- Monitors all bond-approved projects and expenditures.
- Reports to the Board and public on progress.

## Key Project Updates

### 1. High School & Gym Projects

- High School is in the Design Development Phase.
  - Pre-application meeting scheduled for October 18.
  - Estimated completion: 2027.
- Gym Project is in the Land Use Phase.
  - Planning Commission hearing expected in November 2025.
  - Completion expected by end of 2025.
- Community meeting scheduled for October 16 to present design concepts.

## 2. Summer 2025 Construction Highlights

- BHS: Completed abatement work, boiler room upgrades, fiber and utility relocations, and rebuilt HVAC systems for the gym, cafeteria, and stage.
- District Office: Demo and abatement completed (bathroom flooring, carpet, wall mastic).
- Secure Vestibules installed at Banks MS and ES.
- Administration Office relocated to prepare for Phase 1 demo.

## 3. Safety & Security

- Added or planned:
  - Secure entry vestibules at multiple campuses.
  - Cabling for security cameras.
  - Roof and HVAC assessments at the elementary school.
  - New boiler and water heater at the high school.

## Budget Overview

- Bond Sale: \$49 million
- Awesome Grant: \$6 million
- Bond Premium: \$2.9 million
- Major costs include:
  - High school and gym construction.
  - Safety and security projects.
  - District program costs and contingencies.
- Budget summaries (Executive and Grand) were reviewed by the committee, with tracking in place for commitments and expenditures.

## Permitting & Timeline

- Demolition permits obtained for barn and district office.
  - Demo scheduled for December 2025 or January 2026.
- Traffic improvements and final safety work scheduled for Summer 2027.

## Action Items & Next Steps

- A written board report is being submitted (this document).
- Next BOC Meeting: Planned for early December.
- Follow-ups:
  - Coordinate with fire department regarding use of buildings slated for demo.
  - Bring potential cosmetic upgrade “wish list” to the next meeting.
  - Address board and public questions during October community engagement.

The BOC remains committed to providing transparent oversight and will continue monitoring project timelines, expenditures, and community impact.

Respectfully submitted,  
Bond Oversight Committee

**Banks School District**  
Board of Directors  
Superintendent's Evaluation

Annually and by March 15th, the Board will evaluate the Superintendent. The evaluation will consist of two components, the criteria and the goals. The criteria are the goals and descriptors of the Banks School District Adopted strategic plan. The goals are presented annually at the October Board meeting.

**Superintendent Goals**  
**All goals will have evidence of progress/attainment by March of 2026**  
**Leadership - Culture - Strategy**  
**Educational Excellence**

**Goal Statement One:** The Banks School District will provide a positive school culture.

**Performance Indicators of Success for Goal One:**

- **Summative Indicators**
  - Increase the number of students affirming that they feel they belong at school as measured by the Student Survey. (2025-26 =3.67). The target score for 2025-26 is 3.77.
  - Increase the number of students affirming that they feel safe at school as measured by the Student Survey. (2025-26= 3.81). The target score for 2025-26 is 4.00.
  - Increase the percentage of students “Regularly Attending School” (defined as having a greater than 90% attendance rate), from 70% in 2024-2025 to 80% in 2025-2026.
- **Quarterly Indicators of progress (We refer to these as “Leading Indicators”)**
  - Empathy Interviews (Attendance Focus, Darla)
  - Positive Recognitions
  - Mid Year Pulse Checks (Brief Survey Questions)

**Goal Statement Two:** The Banks School District will provide engaging and challenging instruction that will increase student learning in Reading, Writing, and Math, as follows:

**Performance Indicators of Success for Goal Two:**

- **Summative Indicators:**
  - Increase percentage of 5th grade students **meeting** Literacy benchmark from 47% to 66% by the Spring of 2025.(iReady)
  - Increase the percentage of third grade students **meeting the Literacy** benchmark, as measured by the OSAS, from 39% to 55% by the Spring of 2025.\*\*
  - Increase percentage of 5th grade students **meeting** Math benchmark from 54% to 63% by the Spring of 2025.(iReady)
  - Increase percentage of 8th grade students **meeting** Literacy benchmark from 35% to 48% by the Spring of 2025. (iReady)
  - Increase percentage of 8th grade students **meeting** Math benchmark from 30% to 42% by the Spring of 2025. (iReady)
  - Increase percentage of 8th grade students **meeting** Math benchmark, as measured by the OSAS, from 29% to 50% by the Spring of 2025\*\*
  - Increase percentage of 9th grade students on track for graduation from 90% to 95% in Spring of 2026

- Banks High School on-time graduation rate will exceed 95%, annually.
- **Quarterly Indicators of progress**
  - iReady **growth** percentages
  - Standards Based Assessments
  - High School Credits Earned

**Goal Statement Three:** The Banks School District will empower and support all staff members to feel more welcomed, engaged, and appreciated, as follows:

**Performance Indicators of Success for Goal Three:**

- **Summative Indicators**
  - Increase the Staff Survey Mean from 3.90 to 4.10 in May of 2025 (Studer Employee Experience Survey)
  - Increase the affirmative responses to survey item #1 from 3.88 to 4.00 in May of 2025 (Studer Employee Experience Survey)
    - *I feel supported with good processes and the appropriate resources to do my job*
- **Quarterly Indicators of progress**
  - Pulse check (single item) mid year survey
  - Staff meeting and professional development evaluation/exit tickets
  - Leader Rounding and Supervisor 1:1 Meetings.
  - Feedback from Instructional Coaching

**Goal Statement Four:** The Banks School District will Enrich our Facilities so that they are a resource and a source of pride for the community :

**Performance Indicators of Success for Goal Four:**

- **Summative Indicators**
  - Maintain an on-time and on-budget projected completion of the Auxiliary Gym through the opening in Early Winter of 2026.
  - Maintain an on-time and on-budget projected completion of the High School Modernization through the opening in September of 2027.
  - Secure at least \$1.5 million in pledged donations to the Kelly Field 365 project.
- **Quarterly Indicators of progress:**
  - Monitor and Feedback in sub-committees
    - Bond Oversight Committee
    - Bond Steering Committee
    - Bond Management Team

**Banks School District  
Superintendent's Evaluation Criteria  
OSBA/COSA Supplement**

**In 2024 the Banks School Board and Superintendent agreed to shift the Evaluation Criteria from the OSBA/COSA workbook to the Priorities and Descriptors of the Bank's Strategic Plan. Those Priorities and Descriptors are listed in the next five rows.**

**EMPOWERING OUR STUDENTS**

*DESCRIPTORS*

The Banks School District will empower students by providing:

- Equitable learning that supports their academic growth and achievement
- Enriching and challenging instruction
- Learning experiences connected with their interests, passions, and life skills
- A positive school culture

**ENRICHING OUR FACILITIES**

*DESCRIPTORS*

The Banks School District Community will maintain and improve all facilities to provide:

- Innovative teaching, learning and working environments that enrich the student experience
- Safe and healthy environments
- Inclusive and accessible spaces
- A resource and source of pride for the community

**ENERGIZING OUR TEAM**

*DESCRIPTORS*

The Banks School District will empower and support all staff members:

- To create positive and caring learning experiences

**Banks School District  
Superintendent's Evaluation Criteria  
OSBA/COSA Supplement**

- By providing high quality professional development
- By providing the resources to be successful in their role
- To feel welcomed, engaged, and appreciated

**ENGAGING OUR COMMUNITY**

*DESCRIPTORS*

The Banks School District understands:

- Family support is essential to the school experience
- Ensures relationships through proactive communication
- Community groups' support is vital to the school experience of all students through work-based learning experiences and other collaborative partnerships

**ALIGNING OUR RESOURCES**

*DESCRIPTORS*

All Banks School District resources are:

- Responsibly and transparently maintained and maximized
- Clearly aligned to achieve the strategic plan goals

**OSBA/COSA Standards that are observable throughout all district actions.**

**VISIONARY DISTRICT LEADERSHIP**

**DESCRIPTORS**

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.

**Banks School District  
Superintendent's Evaluation Criteria  
OSBA/COSA Supplement**

- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

**ETHICS AND PROFESSIONAL NORMS**

**DESCRIPTORS**

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

**INCLUSIVE DISTRICT CULTURE**

**DESCRIPTORS**

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

**EFFECTIVE ORGANIZATIONAL MANAGEMENT**

**Banks School District  
Superintendent's Evaluation Criteria  
OSBA/COSA Supplement**

**DESCRIPTORS**

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

**POLICY, GOVERNANCE AND ADVOCACY**

**DESCRIPTORS**

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

**OSBA/COSA Standards Aligned to 'Empowering our Students and Energizing our Team**

**Banks School District  
Superintendent's Evaluation Criteria  
OSBA/COSA Supplement**

**CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT**

**DESCRIPTORS**

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

**OSBA/COSA Standards Aligned to 'Empowering our Students and Energizing our Team**

**EFFECTIVE FINANCIAL MANAGEMENT**

**DESCRIPTORS**

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the

**Banks School District  
Superintendent's Evaluation Criteria  
OSBA/COSA Supplement**

**budget.**



## **BANKS SCHOOL DISTRICT**

12950 NW Main St.  
Banks, OR 97106  
503-324-8591

### **Open Until Filled**

#### **Campus Security**

40 Hours/Week  
186 Day Contract

#### **GENERAL DUTIES**

The Campus Security Specialist supports a safe, positive, and orderly school environment by supervising students, monitoring facilities, and responding to safety concerns. The role focuses on preventing, detecting, and addressing threats to the safety of students, staff, and property while fostering respectful relationships and maintaining campus discipline.

#### **ESSENTIAL REQUIREMENTS**

- High school diploma or equivalent.
- Two years of experience working with adolescents or young adults in a structured environment (e.g., school, community agency, or security setting) preferred.
- Experience in security operations and supervision, and school district safety operations.
- Valid First Aid and CPR certification.
- Ability to build and maintain positive relationships with students, staff, administrators, and law enforcement.
- Ability to effectively work and communicate with students, parents, school personnel from diverse cultures or backgrounds.
- Ability to work harmoniously with others.
- Ability to meet physical and situational demands of the job.

#### **Job Description:**

##### **Campus Supervision and Safety**

- Maintain a consistent, visible presence on campus before, during, and after school hours.
- Supervise students in hallways, common areas, parking lots, cafeterias, and school grounds to promote a secure and respectful atmosphere.
- Monitor campus entry and exit points, reporting unauthorized visitors or suspicious activities.
- Assist with investigations of property loss, theft, vandalism, assault, or other safety concerns; collect and preserve evidence for law enforcement when appropriate.
- Maintain accurate security-related records, logs, and reports.
- Positively engage with students and staff to build trust and encourage appropriate behavior.
- Assist in de-escalating conflicts and responding to emergencies in accordance with school and district procedures.
- Report to administrators all suspected criminal activity or rumors of such activity that could pose a risk to the school community.

##### **Safety Coordination and Response**

- Collaborate with law enforcement, fire officials, and emergency responders as needed.
- Notify administrators and coordinate with them in contacting law enforcement regarding potential or actual criminal activity.
- Follow the district's emergency response plan and assist during drills, evacuations, and critical incidents.
- Support the enforcement of school and district behavior policies in a fair, consistent, and restorative manner.

##### **Planning and Collaboration**

- Work with administrators and staff to develop and maintain school safety plans and procedures.
- Contribute to the development of positive, restorative approaches to student behavior.
- Promote a culture of mutual respect, trust, and accountability among students and staff.
- Participate in staff meetings, trainings, and safety exercises.
- Perform other related duties as assigned.

# Banks School District

## Board Agreements

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

### General Board Meeting & Work Session Agendas

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

### Before Meetings

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

### Norms for Public Meetings

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

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

### **Board Communications (external)**

**The Board values transparency and recognizes its role as a representative of the community.**

Board members will make an effort to understand the perspectives of their constituents and help clarify misunderstandings when appropriate.

If a community member's concern requires a detailed or extended response, Board members should refer them to the Superintendent. When communicating publicly, Board members should clarify that they are speaking as individuals, not on behalf of the Board.

When a collective Board response is necessary, the Superintendent and Board Chair will collaborate on the message. All media inquiries should be directed to the Superintendent and copied to the Board Chair.

### **Public Comment**

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

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

*Example: "The Banks School District Board of Directors requests comments be limited to five (5) minutes per speaker. Speakers will state their name and city of residence for the record. The*

*Board appreciates community members sharing information during public comments. While the Board does not respond to public comment, following the meeting, the Chair, Vice Chair, and Superintendent will together determine the appropriate level response. Speakers may offer objective criticism of district operations or programs but the Board will not hear complaints concerning specific Banks School District personnel.”*

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

*Example: “The meeting will now be open to receive public comment. The Board appreciates community members sharing information during public comments. The Board will listen, and possibly ask clarifying questions but generally will not comment on information we hear from the audience. However, following the meeting, the chair, vice chair and superintendent will together determine the appropriate response. The response may be in a public way, a private way or the issue will be added to a future board meeting or work session agenda. Please note that speakers will have five minutes to express their thoughts.”*

### **EXECUTIVE SESSIONS**

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

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

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

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

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

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

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

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

**Board Participation on Committees**

**List of Committees** - At least annually and any time at the request of the Board, the Superintendent will provide a list of all Superintendent Advisory Committees. The list will denote any current board representation.

**Timing.** Preferably at the annual organizational meeting, but at any time deemed necessary by Board leadership (in consultation with the Superintendent), the Board will denote director assignments to superintendent advisory committees for the ensuing year. Board Advisory Committees will follow Policy BCE.

**Method.** Board members may indicate their interest in serving on committees by notifying the Board Chair and Superintendent. Each committee may include no more than two Board members. If more than two members express interest in serving on the same committee, the Board Chair will work with the members to reach an informal resolution. If the matter cannot be resolved, the full Board will determine the appointments by majority vote..

**OR**

~~{ **Board Chair, after consulting all members on interests and availability,** will propose assignments; appointments are finalized by **consensus or a majority vote of the Board.** No more than two Board members shall serve on any committee. }~~

**Equity & rotation.** Assignments should provide a **balanced workload** and, when feasible, **rotate annually** to broaden experience.

**Role clarity.** Board liaisons **serve in a non-voting, observer/connector role**, do not direct staff or committee work, and **report back** to the full Board as needed.

**Vacancies.** The Chair may make **interim appointments** to fill vacancies, subject to subsequent Board confirmation.

**Posting.** Final assignments will be **listed in the meeting minutes** and posted on the district website (where applicable).



Board Work Session  
Monday, October 13, 2025 4:00 PM Pacific

Banks Middle School Library  
12850 NW Main Street  
Banks, OR 97106

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

Present: 4, Absent: 1.

## 1. Preliminaries

### 1.1. Call to Order

### 1.2. Roll Call

### 1.3. Approval of Agenda

I make a motion to approve the October 13th, 2025 Work Session agenda as presented. This motion, made by Daniel Streblow and seconded by Leslee Sipp, Carried.

Corissa Mazurkiewicz: Absent, Ron Frame: Yea, William Moore: Yea, Leslee Sipp: Yea, Daniel Streblow: Yea  
Yea: 4, Nay: 0, Absent: 1

## 2. Discussion Items

### 2.1. School Action Plans and Scorecards

Dr. Sica shared a welcome message, and outlined the purpose of the joint session with the City Council. To allow for more time in the Regular Session, many of the reports typically shared in the Regular Session have been moved to the Work Session. In addition, Dr. Sica also shared an overview of the agenda, and Mrs. Waite Larkin walked the Board through the SEL Board Activity.

Mrs. Waite Larkin then shared the annual school action plans and goal-setting updates. The Strategic Plan is what we consider to be the ideal state of the district and consists of the outline for each school to meet goals and assess progress on a regular basis. Each school's Administration is present to share their work, tying it back to the district's priorities and goals.

BES Administration shared several initiatives the school is implementing to empower students. Their presentation included a PowerPoint outlining specific actions, along with both leading and lagging indicators to measure progress. Key focus areas include improving attendance, energizing staff through green, yellow, and red light indicators, and hosting meetings for new employees. A second major focus is on enhancing instructional practices and providing targeted professional development, with associated data to track impact. Social Emotional Learning (SEL) standards are being supported through ongoing professional development, breakout sessions, and classroom observations aligned with the school's vision for a positive classroom culture. Community engagement is also a priority—

assessment results are reviewed and shared with parents ahead of conferences, and both leading and lagging indicators are used to guide communication. Additional strategies include positive office referrals with a prize wheel and encouraging club participation. When asked how BES will determine whether these efforts are making the intended impact, administration emphasized the use of survey results, an early-year "pulse check" for parent feedback, and frequent classroom visits for ongoing progress monitoring. Tools such as i-Ready are used throughout the year, with progress monitored weekly, monthly, or as needed based on individual student needs. The Character Strong program has also shown positive results so far.

BMS Administration began by sharing a photo of their cheer squad, highlighting school spirit and student involvement. The school's academic goals remain focused on improving performance in math and reading. Staff are currently working on developing standards-based assessments. The attendance team is refining their systems by distinguishing between behavioral and academic data, and by strengthening interventions and support strategies.

To energize the team, staff were surveyed on what aspects of their work can be changed and what cannot. In response, the school is offering high-quality professional development (PD) and engagement opportunities, along with PD exit surveys or interviews to gather feedback. New staff participate in structured 30- and 90-day interviews to assess onboarding experiences.

In terms of community engagement, BMS has refined its outreach strategies and adjusted the format of parent-teacher conferences to better accommodate families who are unable to attend in person. When asked how the school determines what parents want to know during conferences, leadership shared that they have shifted their approach to focus more on what effective communication with families looks like.

When asked about student engagement and ownership, the school reported using intentional strategies that promote positivity and connect learning to real-world applications, offering concrete examples. Regarding student attitudes toward testing, staff noted that the opportunity to retest is primarily used by students who genuinely need it, rather than those simply aiming for a perfect score.

On the topic of 30- and 90-day staff interviews, the school confirmed that they do receive feedback from staff with prior experience in other districts, especially during the 90-day interviews. When questioned about a dip in staff survey results, administration explained that only about one-third of staff participated in the survey, and it was conducted during a period when behavior issues were particularly elevated.

BHS Administration shared that the high school is actively working to expand and track off-campus learning opportunities, ensuring that every student has the chance to participate. The Attendance Committee regularly reviews attendance data, and students can earn rewards for strong or improved attendance. In terms of student recognition, the school noted a slight decline in both parent and staff survey scores related to student engagement; follow-up surveys will be sent to gather additional feedback. Staff support efforts include 30- and 90-day interviews

for new hires, as well as quarterly educator assessments and feedback cycles for teachers. To boost engagement, BHS has introduced additional newsletters and is partnering with the PTO to explore new ways to recognize student achievement. The school also shared information about its current AP course offerings and discussed recent changes in how state test promotion is communicated, in alignment with updated legislation.

The full presentation is attached to the Board meeting agenda.

## 2.2. Superintendent Goals & Evaluation Criteria

Dr. Sica reviewed the Superintendent's Evaluation and Goal criteria. Annually and by March 15th, the Board will evaluate the Superintendent. The evaluation will consist of two components, the criteria and the goals. The criteria are the goals and descriptors of the Banks School District Adopted strategic plan. The goals are presented annually at the October Board meeting. Goal statements are as follows:

1. Goal Statement One: The Banks School District will provide a positive school culture.
2. Goal Statement Two: The Banks School District will provide engaging and challenging instruction that will increase student learning in Reading, Writing, and Math.
3. Goal Statement Three: The Banks School District will empower and support all staff members to feel more welcomed, engaged, and appreciated.

In addition, the assessors, as well as the summative and quarterly indicators of each goal were shared.

Board Members should rate Dr Sica using a 1-4 scale for each area and OSBA criteria is included for reference. Dr. Sica will share evidence throughout the year. The evaluation is due in March 2026.

The full evaluation and goal information is attached to the agenda.

## 2.3. Financial Update - October

The first full 2025-26 payroll was run last month, projections now show a slight 2% increase to the budget over what was estimated. The Annual Audit is going on now, and we are preparing for our Food Services Review. Enrollment is slightly down. All other financial activity is on track.

## 2.4. Annual Integrated Guidance Report

Mrs. Waite Larkin shared the Annual Integrated Guidance Report. This report is required by ODE and tracks spending, and assists with setting goals and evaluating six of the grants we receive. This report allows us an opportunity to

reflect on and share our progress towards strategic planning. Ms. Waite Larkin shared some of the things that are going well, highlighting the great progress of our literacy instruction and literacy scores at the elementary school and increased attendance. Also shared were barriers that the District is struggling with, including state assessment participation. Growth Target charts were discussed. To clarify, the targets are set by ODE and are different from the district's own goals. Additional details and information, including improvement strategies are highlighted in the attached PowerPoint presentation.

The Board participated in further discussion of the new ODE Accountability bill.

2.5. Division 22 Assurances

Division 22, a Chapter of the OARs, describes the district's level of compliance in the previous school year. For the 2024-25 school year, the district is in full compliance with all measures. The only challenge is potential budgetary concerns.

2.6. Bond Update

This topic is tabled until the next meeting to conserve time.

3. Optimistic Closure

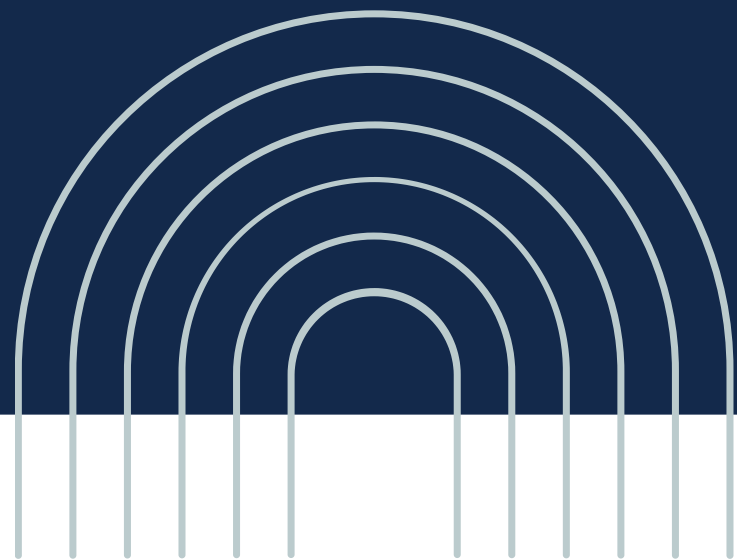
4. Adjourn

Adjourned at 5:54 pm.



# BANKS SCHOOL DISTRICT

*Moving toward the ideal state*





We Promise!



# 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



# Getting better

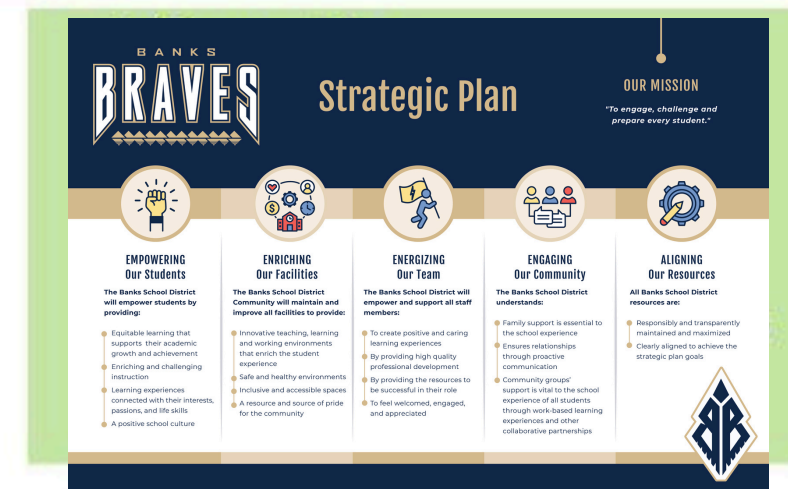
Current state

Observable Evidence

Deliberate practice

- Feedback
- Coaching
- Intentional learning

Ideal state



Ideal state

Current state

Actionable step

Actionable next step

Actionable next step

Actionable next step

Actions



Outcomes



# Banks Elementary School





# Empowering Our Students

<b>Action</b>	<b>Leading Indicator (Q1)</b>	<b>Lagging Indicator (Q4)</b>
<ul style="list-style-type: none"><li>• Provide ongoing ECRI training/coaching for teachers in grades K-2</li><li>• Observe 100% of teachers in K-5 during literacy instruction with continued focus on student engagement</li></ul>	<ul style="list-style-type: none"><li>• 100% of teachers in grades K-2 using ECRI with fidelity during walkthroughs</li><li>• 100% of teachers in grades 3-5 using engagement strategies during vocabulary instruction</li></ul>	End of year DIBELS and ELA iReady
<ul style="list-style-type: none"><li>• Meet with instructional coach to plan focus for math PD</li><li>• Provide first session of math PD to teachers</li><li>• Observe 100% of teachers during math instruction</li></ul>	<ul style="list-style-type: none"><li>• 100% of teachers observed during math instruction utilizing a best practice/instructional strategy</li></ul>	End of year Math iReady
<ul style="list-style-type: none"><li>• Monitor monthly student attendance and send home notices, make phone calls to families of chronically absent students</li></ul>	<ul style="list-style-type: none"><li>• Current attendance data- are we on track at 78% regular attenders?</li><li>• The number of chronically absent students is decreasing (fall 24/fall 25)</li></ul>	End of year attendance report



# Energizing Our Team

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
<ul style="list-style-type: none"> <li>• Survey rollout with staff</li> <li>• 30/90 new employee meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Stoplight feedback around staff feeling supported with processes and resources and share with staff what we can do, will try to do, and what is not possible at this time.</li> <li>• Summary of 30/90 day check in with new staff</li> </ul>	<p>End of year staff survey results- Staff survey question 1- “staff feeling supported with processes and resources”</p>
<ul style="list-style-type: none"> <li>• Math PD with instructional coach around best practices</li> <li>• Vision work around student learning and taking risks (e.g., explaining reasoning, attempting multiple strategies, and engaging with challenging problems).</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be observed using a new instructional strategy in math they selected to implement during their math instruction, based on the math PD provided.</li> </ul>	<p>End of year iReady math</p>
<ul style="list-style-type: none"> <li>• TSEL PD</li> <li>• Teachers implementing Character Strong lessons to help build a positive classroom culture</li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey to select areas of interest for TSEL breakout sessions</li> <li>• 80% of teachers we observe will show evidence of 3 or more vision statements (from 5D) that support a positive classroom environment and culture</li> </ul>	<p>End of year student survey results- Student survey Question #3- “students feeling cared for by teachers”</p>



# Engaging Our Community

<b>Action</b>	<b>Leading Indicator (Q1)</b>	<b>Lagging Indicator (Q4)</b>
<ul style="list-style-type: none"><li>• <i>Assessment results shared/reviewed at conferences</i></li><li>• <i>Ensure teachers are communicating any academic concerns before parent/teacher conferences</i></li></ul>	<ul style="list-style-type: none"><li>• <i>All families received reports with assessment results in reading and math. Families with students receiving Title I services will receive an additional report detailing interventions used and student progress.</i></li></ul>	<p>End of year parent survey results- Question 3- “Families will receive feedback regarding student learning”</p>
<ul style="list-style-type: none"><li>• <i>Continue positive office referrals and include prize wheel for rewards</i></li></ul>	<p><i>30 positive office referrals completed for the month of October</i></p>	<p>End of year parent survey results- Question 13- “Families will receive positive phone calls, emails, or notes about their child”</p>
<ul style="list-style-type: none"><li>• <i>Work with outside organizations to schedule after school clubs.</i></li><li>• <i>Send information to families about clubs being offered</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Track the number of students participating in each club (yoga, art)</i></li></ul>	<p>Track the number of after school opportunities that were provided by outside community organizations and the number of students who participated</p>



# Banks Middle School



**1st full school assembly for 25-26 SY**



# Empowering Our Students

<b>Action</b>	<b>Leading Indicator (Q1)</b>	<b>Lagging Indicator (Q4)</b>
Improve student engagement through implementation of common student talk strategies	Percentage of observations where all or most students engaged in academic talk. (Q1 last year 63%, Goal: 75%)	End of year Math and ELA iReady  Final percentage of observations where all or most students engaged in academic talk.
Standards Based Assessment Implementation in all core classes + Health and Technology	Percentage of observations where Standards based assessment practices were observed. (Q1 last year 74%, Goal: 80%)	End of year Math and ELA iReady  Final percentage of observations where SBA practices were observed
Attendance Team refining and implementing Intervention and supports	Fall regular attender rate compared to fall last year (last year Q1 77%, Goal: 83%)	Year end regular attender rate (EOY goal 81%)



# Energizing Our Team

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
Leader Rounding Interviews and Survey Rollout	Staff Pulse Check Survey Results Mean (Goal = 3.62)	Annual Staff Survey Mean (goal 3.62)
Providing High Quality Professional Development on research-based engagement and assessment practices 1x per month in PLCs	PD Exit Ticket results for question “How valuable was today’s PD to you and your work” (1-5 scale). (Goal = 3.6)	Annual Staff Survey question #1: “I feel supported with good process and appropriate resources to do my job.” (Goal 3.59)
New Staff Support: <ul style="list-style-type: none"><li>• 30 and 90 day interviews</li><li>• Weekly informal check-ins</li><li>• Mentoring and time with Instructional Coach.</li></ul>	30 day New Employee Interview: Results from the question “Is there any reason this is not the right place for you?” (Fall 2025 result- 100% positive response form new staff)	90 day New Employee Interview results for the satisfaction scale question (scale of 1-10) Goal mean = 7



# Engaging Our Community

<b>Action</b>	<b>Leading Indicator (Q1)</b>	<b>Lagging Indicator (Q4)</b>
Implement new process and tracking system for positive school to home communication	% of students who have had a positive contact home by end of Q1 (goal of 25%)	Annual Parent Survey mean for question 13: "I receive positive phone calls, emails, or notes about my child from the school." (Goal Mean 3.19)
Redesign parent/teacher conferences to include an outreach phone call component to engage with more families.	% of families that were contacted (in-person or phone) during conferences. (Last year approximately 50%, Goal 75%)	End of year parent survey results- Question 3- "Families will receive feedback regarding student learning" (Goal mean 3.32)



# Banks High School

Engaging Our Community

Empowering our Students

Energizing our Team



# Empowering Our Students

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
Planning and offering more off-campus learning opportunities	<u>Spreadsheet tracker data</u> from Trish VDC - Adding all trips to include FFA, FAD	Student Survey Q 16 Increase <i>(I like going to school each day)</i>
Attendance Committee: Meetings and Attendance Competition October 20 <sup>th</sup> - 30 <sup>th</sup> (Individual and Grade Prizes)	Attendance rates September through October 20 <sup>th</sup> , will increase the two weeks leading to grading day, 10/20 - 10/30.	Overall % of regular attendars increases (24-25 = 66.5% 25-26 goal = 75%)
<u>Student Recognition</u> : semi-weekly social media posts, News-Times Student All-star, AP Yard Signs & Congrats Letter	Stoplight each action: Completed Y/N	Student Survey Q's 1 & 20 <i>(I believe my learning is important &amp; I have opportunities to be successful)</i>
Google Form - Student Interview to whole school	70% participation rate, Analyze feedback from students on what they need to belong, be successful	Student Survey Q 17 Increase <i>(I feel like I belong)</i>



# Energizing Our Team

<b>Action</b>	<b>Leading Indicator (Q1)</b>	<b>Lagging Indicator (Q4)</b>
HS Staff Survey Rollout	Completed <u>table</u> during late-start, staff feedback/ideas for start/stop/tweak doing added to scorecard	Survey results increase based on actions during Q1, Q2, Q3, & Q4. Overall Survey Mean increase
Leader Rounding - Feedback: Evaluations/Walkthroughs	Rounding data from 50% of staff by end of Q1 around the topic of feedback	Survey Questions 2, 3, 4, 7
30/90 Day Interviews	Meet with three teachers for 30-day interviews	90-day interviews Survey question 1
Performance Conversations	Each Admin, performance at least one conversation each quarter	Survey question 10, 15



# Engaging Our Community

Action	Leading Indicator (Q1)	Lagging Indicator (Q4)
Increase Newsletters to once per month	Completed Y/N Stoplight	Overall Parent experience Survey mean
Partner with BHS Parents Association on Scholarship and Student Recognition opportunities	Monthly meetings and subcommittee meeting, funding, providing information needed to PA	Overall Parent experience Survey mean & Q 9 <i>(I believe my child is recognized for good work and behavior)</i>
Increased and Scheduled Social Media Posts - Bond Updates, Flashback Friday, & Student Spotlight	Posts each week Completed Y/N Stoplight	Survey Q 9 <i>(I believe my child is recognized for good work and behavior)</i>



**Stoplighting  
must be  
completed by  
November 17th**

**Banks School District**  
Board of Directors  
Superintendent's Evaluation

Annually and by March 15th, the Board will evaluate the Superintendent. The evaluation will consist of two components, the criteria and the goals. The criteria are the goals and descriptors of the Banks School District Adopted strategic plan. The goals are presented annually at the October Board meeting.

**Superintendent Goals**  
**All goals will have evidence of progress/attainment by March of 2026**  
**Leadership - Culture - Strategy**  
**Educational Excellence**

**Goal Statement One:** The Banks School District will provide a positive school culture.

**Performance Indicators of Success for Goal One:**

- **Summative Indicators**
  - Increase the number of students affirming that they feel they belong at school as measured by the Student Survey. (2025-26 =3.67). The target score for 2025-26 is 3.77.
  - Increase the number of students affirming that they feel safe at school as measured by the Student Survey. (2025-26= 3.81). The target score for 2025-26 is 4.00.
  - Increase the percentage of students “Regularly Attending School” (defined as having a greater than 90% attendance rate), from 70% in 2024-2025 to 80% in 2025-2026.
- **Quarterly Indicators of progress (We refer to these as “Leading Indicators”)**
  - Empathy Interviews (Attendance Focus, Darla)
  - Positive Recognitions
  - Mid Year Pulse Checks (Brief Survey Questions)

**Goal Statement Two:** The Banks School District will provide engaging and challenging instruction that will increase student learning in Reading, Writing, and Math, as follows:

**Performance Indicators of Success for Goal Two:**

- **Summative Indicators:**
  - Increase percentage of 5th grade students **meeting** Literacy benchmark from 47% to 66% by the Spring of 2025.(iReady)
  - Increase the percentage of third grade students **meeting the Literacy** benchmark, as measured by the OSAS, from 39% to 55% by the Spring of 2025.\*\*
  - Increase percentage of 5th grade students **meeting** Math benchmark from 54% to 63% by the Spring of 2025.(iReady)
  - Increase percentage of 8th grade students **meeting** Literacy benchmark from 35% to 48% by the Spring of 2025. (iReady)
  - Increase percentage of 8th grade students **meeting** Math benchmark from 30% to 42% by the Spring of 2025. (iReady)
  - Increase percentage of 8th grade students **meeting** Math benchmark, as measured by the OSAS, from 29% to 50% by the Spring of 2025\*\*
  - Increase percentage of 9th grade students on track for graduation from 90% to 95% in Spring of 2026

- Banks High School on-time graduation rate will exceed 95%, annually.
- **Quarterly Indicators of progress**
  - iReady **growth** percentages
  - Standards Based Assessments
  - High School Credits Earned

**Goal Statement Three:** The Banks School District will empower and support all staff members to feel more welcomed, engaged, and appreciated, as follows:

**Performance Indicators of Success for Goal Three:**

- **Summative Indicators**
  - Increase the Staff Survey Mean from 3.90 to 4.10 in May of 2025 (Studer Employee Experience Survey)
  - Increase the affirmative responses to survey item #1 from 3.88 to 4.00 in May of 2025 (Studer Employee Experience Survey)
    - *I feel supported with good processes and the appropriate resources to do my job*
- **Quarterly Indicators of progress**
  - Pulse check (single item) mid year survey
  - Staff meeting and professional development evaluation/exit tickets
  - Leader Rounding and Supervisor 1:1 Meetings.
  - Feedback from Instructional Coaching

**Goal Statement Four:** The Banks School District will Enrich our Facilities so that they are a resource and a source of pride for the community :

**Performance Indicators of Success for Goal Four:**

- **Summative Indicators**
  - Maintain an on-time and on-budget projected completion of the Auxiliary Gym through the opening in Early Winter of 2026.
  - Maintain an on-time and on-budget projected completion of the High School Modernization through the opening in September of 2027.
  - Secure at least \$1.5 million in pledged donations to the Kelly Field 365 project.
- **Quarterly Indicators of progress:**
  - Monitor and Feedback in sub-committees
    - Bond Oversight Committee
    - Bond Steering Committee
    - Bond Management Team

**Banks School District  
Superintendent's Evaluation Criteria  
OSBA/COSA Supplement**

**In 2024 the Banks School Board and Superintendent agreed to shift the Evaluation Criteria from the OSBA/COSA workbook to the Priorities and Descriptors of the Bank's Strategic Plan. Those Priorities and Descriptors are listed in the next five rows.**

**EMPOWERING OUR STUDENTS**

*DESCRIPTORS*

The Banks School District will empower students by providing:

- Equitable learning that supports their academic growth and achievement
- Enriching and challenging instruction
- Learning experiences connected with their interests, passions, and life skills
- A positive school culture

**ENRICHING OUR FACILITIES**

*DESCRIPTORS*

The Banks School District Community will maintain and improve all facilities to provide:

- Innovative teaching, learning and working environments that enrich the student experience
- Safe and healthy environments
- Inclusive and accessible spaces
- A resource and source of pride for the community

**ENERGIZING OUR TEAM**

*DESCRIPTORS*

The Banks School District will empower and support all staff members:

- To create positive and caring learning experiences

**Banks School District  
Superintendent's Evaluation Criteria  
OSBA/COSA Supplement**

- By providing high quality professional development
- By providing the resources to be successful in their role
- To feel welcomed, engaged, and appreciated

**ENGAGING OUR COMMUNITY**

*DESCRIPTORS*

The Banks School District understands:

- Family support is essential to the school experience
- Ensures relationships through proactive communication
- Community groups' support is vital to the school experience of all students through work-based learning experiences and other collaborative partnerships

**ALIGNING OUR RESOURCES**

*DESCRIPTORS*

All Banks School District resources are:

- Responsibly and transparently maintained and maximized
- Clearly aligned to achieve the strategic plan goals

**OSBA/COSA Standards that are observable throughout all district actions.**

**VISIONARY DISTRICT LEADERSHIP**

**DESCRIPTORS**

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.

**Banks School District  
Superintendent's Evaluation Criteria  
OSBA/COSA Supplement**

- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

**ETHICS AND PROFESSIONAL NORMS**

**DESCRIPTORS**

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

**INCLUSIVE DISTRICT CULTURE**

**DESCRIPTORS**

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

**EFFECTIVE ORGANIZATIONAL MANAGEMENT**

**Banks School District  
Superintendent's Evaluation Criteria  
OSBA/COSA Supplement**

**DESCRIPTORS**

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

**POLICY, GOVERNANCE AND ADVOCACY**

**DESCRIPTORS**

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

**OSBA/COSA Standards Aligned to 'Empowering our Students and Energizing our Team**

**Banks School District  
Superintendent's Evaluation Criteria  
OSBA/COSA Supplement**

**CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT**

**DESCRIPTORS**

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

**OSBA/COSA Standards Aligned to 'Empowering our Students and Energizing our Team**

**EFFECTIVE FINANCIAL MANAGEMENT**

**DESCRIPTORS**

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the

**Banks School District  
Superintendent's Evaluation Criteria  
OSBA/COSA Supplement**

**budget.**

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

Fiscal Year 2025 - 2026

For the Period Ending September 30, 2025

	Period 1 Actual Jul '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Projected Oct '25	Period 5 Projected Nov '25	Period 6 Projected Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected Mar '26	Period 10 Projected Apr '26	Period 11 Projected May '26	Period 12 Projected Jun '26	Projected 2025-26 Totals	Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	Variance Budget vs. Projected	% of Budget
<b>REVENUES</b>																	
<b>STATE SCHOOL FUND FORMULA:</b>																	
Local Taxes	-	-	6,185	3,545	2,553,072	1,211,851	51,494	19,261	68,908	11,557	12,825	88,670	4,021,183	4,028,372	6,185	(7,189)	0%
County School Funds	-	-	4,775	6,180	6,491	-	3,868	1,547	1,766	5,431	-	3,081	28,364	35,000	4,775	(6,636)	14%
State School Fund	1,573,545	786,300	786,300	719,357	916,519	715,090	742,260	961,447	679,035	638,893	670,161	338,580	6,381,343	9,326,423	3,146,145	(2,945,080)	34%
Common School Fund	79,937	-	-	12,331	15,711	12,258	12,724	16,481	11,640	10,952	11,488	5,804	109,389	159,874	79,937	(50,485)	50%
State Managed Timber	-	-	-	57,848	73,703	57,505	59,690	77,316	54,606	51,378	53,892	27,228	513,166	750,000	-	(236,834)	0%
<b>SSF Formula Total</b>	<b>1,653,482</b>	<b>786,300</b>	<b>797,260</b>	<b>799,262</b>	<b>3,565,497</b>	<b>1,996,704</b>	<b>870,036</b>	<b>1,076,052</b>	<b>815,955</b>	<b>718,210</b>	<b>748,365</b>	<b>463,363</b>	<b>11,053,445</b>	<b>14,299,669</b>	<b>3,237,042</b>	<b>(3,246,224)</b>	<b>23%</b>
Local Sources (1000)	20,152	16,836	18,616	11,315	10,652	19,265	19,503	16,233	16,919	15,133	32,212	15,430	156,660	191,000	55,604	(34,340)	29%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Sources (3000)	-	-	-	8,240	8,240	8,240	8,240	8,240	8,240	8,240	8,240	8,240	74,156	98,875	-	(24,719)	0%
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Sources (5000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>1,673,634</b>	<b>803,136</b>	<b>815,876</b>	<b>818,817</b>	<b>3,584,388</b>	<b>2,024,209</b>	<b>897,779</b>	<b>1,100,525</b>	<b>841,114</b>	<b>741,582</b>	<b>788,817</b>	<b>487,032</b>	<b>11,284,262</b>	<b>14,589,544</b>	<b>3,292,646</b>	<b>(3,305,282)</b>	<b>23%</b>
Beginning Fund Balance (5400)	1,607,729	-	-	-	-	-	-	-	-	-	-	-	1,607,729	1,607,729	1,607,729	-	100%
<b>Total Monthly Revenues</b>	<b>3,281,363</b>	<b>803,136</b>	<b>815,876</b>	<b>818,817</b>	<b>3,584,388</b>	<b>2,024,209</b>	<b>897,779</b>	<b>1,100,525</b>	<b>841,114</b>	<b>741,582</b>	<b>788,817</b>	<b>487,032</b>	<b>12,891,991</b>	<b>16,197,273</b>	<b>4,900,375</b>	<b>(3,305,282)</b>	<b>30%</b>
<b>CUMULATIVE RESOURCES</b>	<b>3,281,363</b>	<b>4,084,499</b>	<b>4,900,375</b>	<b>5,719,191</b>	<b>9,303,580</b>	<b>11,327,788</b>	<b>12,225,567</b>	<b>13,326,092</b>	<b>14,167,206</b>	<b>14,908,788</b>	<b>15,697,605</b>	<b>16,184,637</b>					
<b>EXPENDITURES BY OBJECT</b>																	
Salaries (100)	123,775	140,776	565,293	568,099	563,991	565,862	567,592	565,595	590,567	563,302	571,444	1,370,218	5,926,671	6,757,588	829,845	(830,917)	12%
Employee Benefits (200)	70,426	86,348	241,624	373,323	371,614	379,701	371,294	377,638	383,976	369,908	383,407	921,388	3,932,249	4,481,835	398,398	(549,586)	9%
Purchased Services (300)	45,497	209,532	221,730	157,287	285,973	179,987	258,039	186,192	238,222	219,629	308,768	342,972	2,177,070	2,558,200	476,760	(381,130)	19%
Supplies & Materials (400)	8,583	15,367	52,920	32,889	22,300	16,163	18,941	23,218	27,577	21,654	28,567	50,725	242,035	325,850	76,869	(83,816)	24%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance/Other (600)	7,422	184,537	3,477	2,316	4,293	2,120	1,093	1,699	1,010	630	1,165	2,516	16,841	208,500	195,437	(191,659)	94%
Interfund Transfers (700)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300	560,300	-	-	0%
<b>Total Operating Expenditures</b>	<b>255,703</b>	<b>636,560</b>	<b>1,085,045</b>	<b>1,133,915</b>	<b>1,248,172</b>	<b>1,143,833</b>	<b>1,216,959</b>	<b>1,154,341</b>	<b>1,241,352</b>	<b>1,175,907</b>	<b>1,366,005</b>	<b>3,174,682</b>	<b>12,855,166</b>	<b>14,892,273</b>	<b>1,977,309</b>	<b>(2,037,107)</b>	<b>13%</b>
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	-	(500,000)	0%
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	-	-	805,000	-	(805,000)	0%
<b>Total Monthly Expenditures</b>	<b>255,703</b>	<b>636,560</b>	<b>1,085,045</b>	<b>1,133,915</b>	<b>1,248,172</b>	<b>1,143,833</b>	<b>1,216,959</b>	<b>1,154,341</b>	<b>1,241,352</b>	<b>1,175,907</b>	<b>1,366,005</b>	<b>3,174,682</b>	<b>12,855,166</b>	<b>16,197,273</b>	<b>1,977,309</b>	<b>(3,342,107)</b>	<b>12%</b>
<b>CUMULATIVE EXPENDITURES</b>	<b>255,703</b>	<b>892,264</b>	<b>1,977,309</b>	<b>3,111,223</b>	<b>4,359,395</b>	<b>5,503,228</b>	<b>6,720,187</b>	<b>7,874,529</b>	<b>9,115,881</b>	<b>10,291,787</b>	<b>11,657,793</b>	<b>14,832,474</b>					
<b>Month-end Fund Balance</b>	<b>3,025,660</b>	<b>3,192,235</b>	<b>2,923,066</b>	<b>2,607,968</b>	<b>4,944,185</b>	<b>5,824,560</b>	<b>5,505,380</b>	<b>5,451,563</b>	<b>5,051,325</b>	<b>4,617,001</b>	<b>4,039,812</b>	<b>1,352,162</b>			<b>2,923,066</b>	<b>36,825</b>	
<b>EXPENDITURES BY FUNCTION</b>																	
Instruction (1000)	1,368	25,681	563,160	693,323	669,667	718,406	675,396	699,137	715,826	674,047	740,774	2,024,472	7,611,048	8,321,414	590,209	(710,366)	7%
Support Services (2000)	254,335	610,880	521,885	440,592	578,505	425,428	541,563	455,204	525,527	501,077	552,576	663,347	4,683,818	6,010,559	1,387,100	(1,326,741)	23%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Uses (5000)	-	-	-	-	-	-	-	-	-	783	72,655	486,863	560,300	560,300	-	-	0%
<b>Total Operating Expenditures</b>	<b>255,703</b>	<b>636,560</b>	<b>1,085,045</b>	<b>1,133,915</b>	<b>1,248,172</b>	<b>1,143,833</b>	<b>1,216,959</b>	<b>1,154,341</b>	<b>1,241,352</b>	<b>1,175,907</b>	<b>1,366,005</b>	<b>3,174,682</b>	<b>12,855,166</b>	<b>14,892,273</b>	<b>1,977,309</b>	<b>(2,037,107)</b>	<b>13%</b>
Contingencies (6000)	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	-	-	0%
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	-	-	-	-	-	-	-	805,000	-	-	0%
<b>Total Monthly Expenditures</b>	<b>255,703</b>	<b>636,560</b>	<b>1,085,045</b>	<b>1,133,915</b>	<b>1,248,172</b>	<b>1,143,833</b>	<b>1,216,959</b>	<b>1,154,341</b>	<b>1,241,352</b>	<b>1,175,907</b>	<b>1,366,005</b>	<b>3,174,682</b>	<b>12,855,166</b>	<b>16,197,273</b>	<b>1,977,309</b>	<b>(2,037,107)</b>	<b>12%</b>
<b>CUMULATIVE EXPENDITURES</b>	<b>255,703</b>	<b>892,264</b>	<b>1,977,309</b>	<b>3,111,223</b>	<b>4,359,395</b>	<b>5,503,228</b>	<b>6,720,187</b>	<b>7,874,529</b>	<b>9,115,881</b>	<b>10,291,787</b>	<b>11,657,793</b>	<b>14,832,474</b>					
<b>Month-end Fund Balance</b>	<b>3,025,660</b>	<b>3,192,235</b>	<b>2,923,066</b>	<b>2,607,968</b>	<b>4,944,185</b>	<b>5,824,560</b>	<b>5,505,380</b>	<b>5,451,563</b>	<b>5,051,325</b>	<b>4,617,001</b>	<b>4,039,812</b>	<b>1,352,162</b>			<b>2,923,066</b>	<b>36,825</b>	

# Aligning for Student Success: Integrated Programs

Annual Report 2024-2025

Monday, October 13, 2025



ODE's *Aligning for Student Success: Integrated Guidance for Six ODE Initiatives* requires districts receiving funds from the integrated programs to complete a progress review on an annual basis. This annual report serves as the progress review for the 2024-2025 school year. The annual report consists of responses to five requirement prompts and provides the Banks School District with the opportunity to reflect on and share with our community the progress towards Outcomes and Strategies in our Plan and Longitudinal Performance Growth Targets.



As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

---

- A key area of progress is increasing the effectiveness of early literacy instruction and supports through targeted professional development. Staff are actively engaging in learning and applying new strategies, building collective efficacy and greater consistency across schools.
- This work aligns closely with our Vision for Student Learning, emphasizing engagement strategies. Teachers report increased confidence in supporting diverse literacy needs, and early evidence shows stronger student engagement in foundational reading.
- Through focused professional learning, collaboration, and commitment, we are making meaningful strides toward our early literacy goals and ensuring every student gets a strong start.



# Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

---

- We continue to face barriers in building a sense of urgency and priority around state testing among students, families, and, at times, staff. This limits our ability to fully measure progress toward our Outcomes and Strategies, even as other indicators show positive growth.
- A key goal is to strengthen the connection between classroom assessments, district assessments, and the Oregon State Assessment. These measures should be seen as part of a continuum of learning evidence that provides a clear picture of student growth and achievement. Low participation makes it difficult to draw accurate connections or ensure state data reflects the learning happening in classrooms.
- To address this, we are prioritizing parent communication to build understanding of the purpose and value of state assessments and their alignment with classroom and district measures. By encouraging greater participation and effort, we can improve data accuracy to better guide instruction, interventions, and long-term planning.
- We also see an opportunity for the state to consider this challenge in policy development, particularly in reinforcing alignment across assessments, supporting student learning, and maintaining a focus on student well-being.



Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

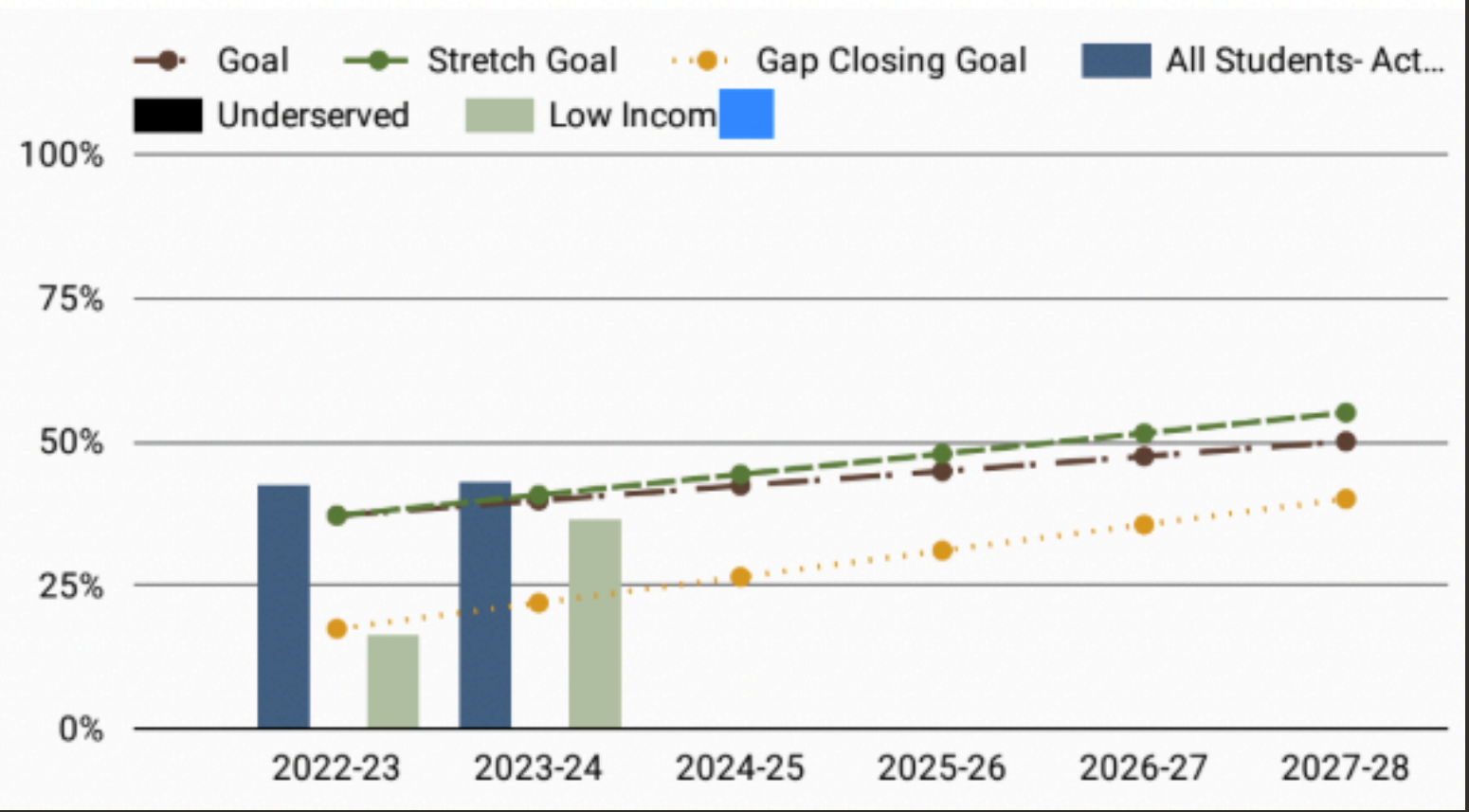
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- We are encouraged by the significant progress made—particularly in attendance. We have met our Gap Closing Target for all focal student groups as well as for the total student population, demonstrating that our strategies are meaningfully improving outcomes.
- A key driver of this success has been our intentional shift from a reactive to a proactive, supportive approach to attendance. By elevating student and parent voice, strengthening systems of support, and refining data collection and recording practices, we have enhanced our ability to identify and address barriers quickly and collaboratively.
- Looking ahead, we plan to broaden the scope of this work to ensure that every adult in the district actively contributes to creating conditions where students want to be at school, are able to be at school, and feel connected and cared for. This systems-level approach will help sustain and accelerate progress toward our long-term LPGTs.

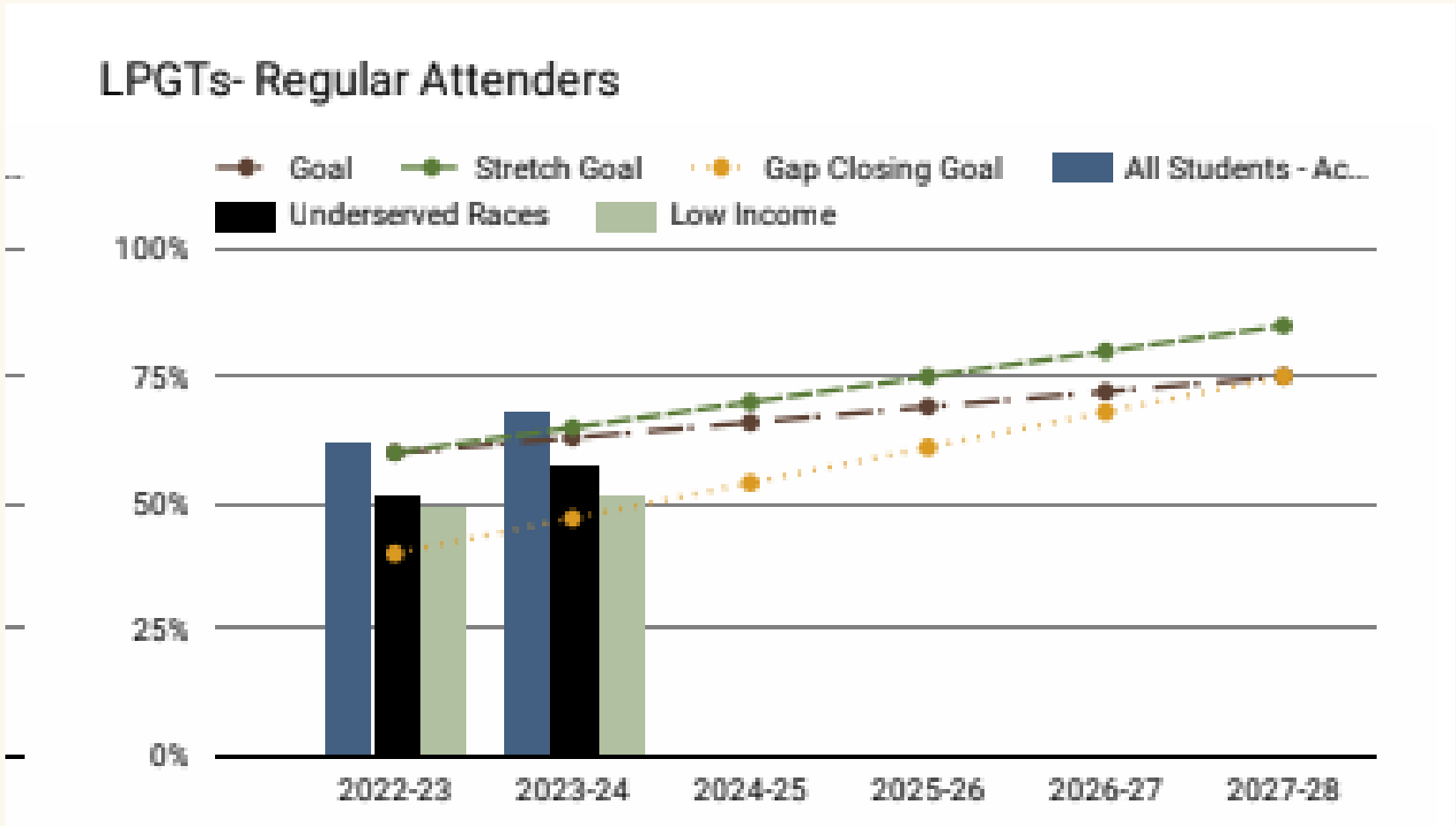


# Longitudinal Performance Growth Target

## LPGTs- 3rd Grade ELA Proficiency



# Longitudinal Performance Growth Target








Are we keeping our promise?

**BANKS**  
**BRAVES**

# Strategic Plan

**OUR MISSION**  
"To engage, challenge and prepare every student."



### EMPOWERING Our Students

The Banks School District will empower students by providing:

- Equitable learning that supports their academic growth and achievement
- Enriching and challenging instruction
- Learning experiences connected with their interests, passions, and life skills
- A positive school culture

### ENRICHING Our Facilities

The Banks School District Community will maintain and improve all facilities to provide:

- Innovative teaching, learning and working environments that enrich the student experience
- Safe and healthy environments
- Inclusive and accessible spaces
- A resource and source of pride for the community

### ENERGIZING Our Team

The Banks School District will empower and support all staff members:

- To create positive and caring learning experiences
- By providing high quality professional development
- By providing the resources to be successful in their role
- To feel welcomed, engaged, and appreciated

### ENGAGING Our Community


The Banks School District understands:

- Family support is essential to the school experience
- Ensures relationships through proactive communication
- Community groups' support is vital to the school experience of all students through work-based learning experiences and other collaborative partnerships

### ALIGNING Our Resources

All Banks School District resources are:

- Responsibly and transparently maintained and maximized
- Clearly aligned to achieve the strategic plan goals



# Banks School District #13

## Report on Compliance with Public School Standards

### 2024-25 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Banks School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2024-25 school year. For each rule reported as out of compliance, Banks School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

**What are the requirements of the standards?** For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

### Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2000 Diploma Requirements</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2010 Modified Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2015 Extended Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2020 Certificate of Attendance</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2050 Human Sexuality Education</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2055 Career Education</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2263 Physical Education Requirements</a> *Elementary Grades	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2263 Physical Education Requirements</a> *Middle Grades	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2340 Media Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2350 Independent Adoptions of Instructional Materials</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2355 Instructional Materials Adoption</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2440 Teacher Training Related to Dyslexia</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2500 Programs and Services for TAG Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2505 Alternative Education Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2025 Credit Options</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2030 District Curriculum</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2060 Comprehensive School Counseling</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2100 Administration of State Assessments</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2110 Exception of Students with Disabilities from State Assessments</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2115 Assessment of Essential Skills: Diploma Requirements</a>	<b>Waived through the end of 2027-28 school year</b>	Not applicable	Not applicable
<a href="#">581-022-2115(2) Assessment of Essential</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">Skills: Local Performance Assessment Requirement</a>			
<a href="#">581-022-2120 Essential Skill Assessments for English Language Learners</a>	<b>Waived through the end of 2027-28 school year</b>	Not applicable	Not applicable
<a href="#">581-022-2250 District Improvement Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2260 Records and Reports</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2265 Report on PE Data</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2300 Standardization</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2305 District Assurances of Compliance with Public School Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2315 Special Education for Children with Disabilities</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2320 Required Instructional Time</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2325 Identification of Academically Talented</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">and Intellectually Gifted Students</a>			
<a href="#">581-022-2335 Daily Class Size</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2400 Personnel</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2445 Universal Screenings for Risk Factors of Dyslexia</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2005 Veterans Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2255 School and District Performance Report Criteria</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2270 Individual Student Assessment, Recordkeeping and Reporting</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2330 Rights of Parents of TAG Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2370 Complaint Procedures</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2045 Substance Use Prevention and Intervention Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2205 Policies on Reporting of Child Abuse</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2210 Anabolic Steroids and Performance Enhancing Substances</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2215 Safety of School Sports – Concussions</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2220 Health Services</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2223 Healthy and Safe Schools Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2225 Emergency Plans and Safety Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

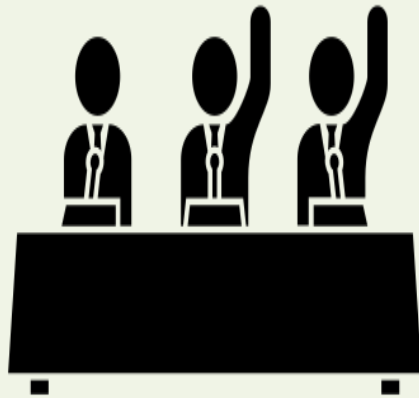
Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2230 Asbestos Management Plans</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2267 Annual Report on Restraint and Seclusion</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2308 Agreements Entered Into with Voluntary Organizations</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2310 Equal Education Opportunities</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2312 Every Student Belongs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2345 Auxiliary Services</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2510 Suicide Prevention Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2515 Menstrual Dignity for Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

## Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2405 Personnel Policies</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2410 Teacher and Administrator Evaluation and Support</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2415 Core Teaching Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2420 Educational Leadership - Administrator Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

# Looking Ahead: Compliance for the 2025-26 SY

# New/Revised Rules & Requirements



## **Educational Equity Advisory Committees**

Requires that districts establish a committee composed of parents, employees, students and community members to be selected by the school board and superintendent. For school districts with an average daily membership (ADM) of less than 10,000, the school district is required to first convene an educational equity advisory committee by September 15, 2025.

# New/Revised Rules & Requirements



Oregon Department of Education

## Administration of State Assessments

- Added SEED Survey as required OSAS component
- Added mention of ELPA Screener as required OSAS component (not a new requirement, just making the rule more complete)
- Added clarification that districts must abide by ODE decisions regarding student test records

# New/Revised Rules & Requirements



Oregon Department of Education

## **Educational Leadership – Administrator Standards**

Administrator standards have been updated to the Professional Standards for Educational Leadership, which are currently used by TSPC for administrator licensure. These standards have more specific, detailed language and a greater focus on key issues such as equity, talent development, leadership capacity, and instructional leadership.

**Districts must align administrator evaluations to the updated standards by September 30, 2027.**

Grand Summary

PROJECT BUDGET

Date 10/8/2025

Banks School District

Location Code

Bond 4xx

Summer 20xx

Architect:

Description	Original Budget	Current Budget	Committed to Date	Paid to Date	Uncommitted Budget	Remaining to be Paid	Current % Paid
<b>1.0 Architect/Engineer (383)</b>	<b>\$5,182,553</b>	<b>\$5,600,699</b>	<b>\$5,533,199</b>	<b>\$1,684,322</b>	<b>\$67,500</b>	<b>\$3,848,877</b>	<b>\$1</b>
1.1 Architect 1	\$5,127,053	\$1,011,208	\$953,708	\$522,139	\$57,500	\$431,569	\$2
1.2 Architect 2	\$0	\$4,579,491	\$4,579,491	\$1,162,183	\$0	\$3,417,308	\$1
1.3 Civil Engineer	\$45,500	\$0	\$0	\$0	\$0	\$0	\$0
1.4 Other Engineers	\$10,000	\$10,000	\$0	\$0	\$10,000	\$0	\$0
<b>2.0 Professional Services (390)</b>	<b>\$1,578,500</b>	<b>\$1,613,715</b>	<b>\$1,174,585</b>	<b>\$536,110</b>	<b>\$439,130</b>	<b>\$638,475</b>	<b>\$0</b>
2.1 Geotech Engineer	\$50,000	\$62,250	\$62,250	\$62,239	\$0	\$11	\$1
2.2 Traffic Engineer	\$33,000	\$25,000	\$24,415	\$15,448	\$585	\$8,967	\$1
2.3 Hazardous Mat'l Consultant	\$53,000	\$48,000	\$29,986	\$29,536	\$18,014	\$450	\$1
2.4 Survey / Topographic	\$25,000	\$75,600	\$75,600	\$65,499	\$0	\$10,101	\$1
2.5 Program Management	\$245,000	\$268,580	\$268,580	\$51,000	\$0	\$217,580	\$0
2.6 Land Use Consultant	\$45,000	\$89,000	\$89,000	\$50,318	\$0	\$38,682	\$1
2.7 Energy Modeling	\$25,000	\$0	\$0	\$0	\$0	\$0	\$0
2.8 Exterior Envelope Consultant	\$60,000	\$5,000	\$0	\$0	\$5,000	\$0	\$0
2.9 IT Consultant	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.10 Archeological Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.11 Project Management	\$592,500	\$592,500	\$592,500	\$242,258	\$0	\$350,242	\$1
2.12 Movers	\$100,000	\$100,000	\$17,407	\$16,068	\$82,593	\$1,339	\$0
2.13 Erosion Control	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.14 Acoustical Consultant	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.15 Arborist	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.16 Special Testing	\$119,000	\$115,000	\$0	\$0	\$115,000	\$0	\$0
2.17 F(x) Test / Balance / Commissioning	\$93,000	\$93,000	\$0	\$0	\$93,000	\$0	\$0
2.18 Furniture Consultant	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.19 Equipment Consultant	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.20 Signage Consultant	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.21 Security Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.22 Advertising / DJC	\$4,500	\$3,500	\$400	\$400	\$3,100	\$0	\$0
2.23 Insurance / Builder's Risk	\$83,500	\$83,500	\$0	\$0	\$83,500	\$0	\$0
2.24 Printing / Plans	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.25 Legal Fees	\$50,000	\$25,000	\$0	\$0	\$25,000	\$0	\$0
2.26 Cost Est/Other Services	\$0	\$27,785	\$14,446	\$3,343	\$13,339	\$11,103	\$0
<b>3.0 Building Construction (520)</b>	<b>\$40,597,800</b>	<b>\$45,041,102</b>	<b>\$44,409,137</b>	<b>\$1,552,488</b>	<b>\$631,965</b>	<b>\$42,856,648</b>	<b>\$0</b>
3.1 Base Contract	\$37,741,062	\$44,852,552	\$44,261,177	\$1,490,646	\$591,375	\$42,770,531	\$0
3.2 Construction Contingency	\$2,019,238	\$38,550	\$0	\$0	\$38,550	\$0	\$0
3.3 Technology Construction	\$0	\$150,000	\$147,960	\$61,842	\$2,040	\$86,117	\$0
3.4 Solar Construction	\$785,000	\$0	\$0	\$0	\$0	\$0	\$0
3.5 Modular Buildings	\$52,500	\$0	\$0	\$0	\$0	\$0	\$0
3.6 Security / Access Control / Cameras	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.7 Utilities/Bldg Misc.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>4.0 Site / Off-Site Construction (530)</b>	<b>\$3,780,800</b>	<b>\$235,000</b>	<b>\$4,350</b>	<b>\$0</b>	<b>\$230,650</b>	<b>\$4,350</b>	<b>\$0</b>
4.1 Site Base Contract	\$2,705,000	\$5,000	\$4,350	\$0	\$650	\$4,350	\$0
4.2 Off-Site Base Contract	\$139,500	\$0	\$0	\$0	\$0	\$0	\$0
4.3 Site/Off-Site Contingency	\$100,000	\$0	\$0	\$0	\$0	\$0	\$0
4.4 Demolition	\$836,300	\$0	\$0	\$0	\$0	\$0	\$0
4.5 Wetland Mitigation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4.6 Site Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4.7 Site / Off Site Misc	\$0	\$230,000	\$0	\$0	\$230,000	\$0	\$0
<b>5.0 Hazardous Material Abatement (322)</b>	<b>\$250,000</b>	<b>\$100,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$100,000</b>	<b>\$0</b>	<b>\$0</b>
<b>6.0 Furniture/Fixtures/Equipment (460, 461)</b>	<b>\$800,000</b>	<b>\$800,000</b>	<b>\$4,783</b>	<b>\$1,587</b>	<b>\$795,217</b>	<b>\$3,196</b>	<b>\$0</b>
6.1 Furniture	\$500,000	\$450,000	\$0	\$0	\$450,000	\$0	\$0
6.2 Equipment	\$0	\$50,000	\$1,587	\$1,587	\$48,413	\$0	\$0
6.3 Site Furnishings	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6.4 Technology Equipment (480)	\$300,000	\$300,000	\$3,196	\$0	\$296,804	\$3,196	\$0
<b>7.0 Permits / PIP/PUP Fees / SDCs / TDCs (670)</b>	<b>\$1,248,000</b>	<b>\$1,227,086</b>	<b>\$33,359</b>	<b>\$33,359</b>	<b>\$1,193,727</b>	<b>\$0</b>	<b>\$1</b>
7.1 Land Use Phase	\$28,000	\$25,000	\$17,012	\$17,012	\$7,988	\$0	\$2
7.2 PIP/PUP	\$50,000	\$50,000	\$0	\$0	\$50,000	\$0	\$0
7.3 Site Permits (1200-C, Grading, Erosion Contrl, Parking)	\$109,000	\$105,000	\$9,260	\$9,260	\$95,740	\$0	\$1
7.4 Building Permits	\$761,000	\$743,075	\$7,087	\$7,087	\$735,988	\$0	\$2
7.5 Off-Site Permits	\$0	\$4,011	\$0	\$0	\$4,011	\$0	\$0
7.6 SDCs (Storm, Sewer, Water, Parks)	\$150,000	\$150,000	\$0	\$0	\$150,000	\$0	\$0
7.7 TDCs	\$150,000	\$150,000	\$0	\$0	\$150,000	\$0	\$0
<b>8.0 Owner's Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>9.0 Owner Contingency</b>	<b>\$1,867,541</b>	<b>\$1,350,097</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,350,097</b>	<b>\$0</b>	<b>\$0</b>
<b>10.0 Land Acquisition</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**11.0 TOTAL BUDGET** **\$55,305,194** **\$55,967,699** **\$51,159,412** **\$3,807,867** **\$4,808,286** **\$47,351,546** **7%**  
 Total Budget +/- \$662,505 Rev 2022-01

Grand Summary

Approved by: \_\_\_\_\_ Date: 6/4/2024

Brian Sica Superintendent

Date:

**EXECUTIVE SUMMARY of Project Budgets**

**Banks School District**

**DRAFT**

Date: 10/8/25

A		B	C	D	E	F	G	H	K
Budget		Description	Original Budget	Current Budget	Committed to Date	Paid to Date	Uncommitted Budget (D-E)	Remaining to be Paid (E-F)	Notes
1	BHS		\$ 47,059,269	\$ 47,618,919	\$ 44,327,124	\$ 3,470,011	\$ 3,291,795	\$ 40,857,113	
2	AUX GYM		\$ 6,375,033	\$ 7,005,033	\$ 6,386,699	\$ 272,442	\$ 618,334	\$ 6,114,257	
3	Banks ES Maintenance		\$ 153,750	\$ 938,859	\$ 44,200	\$ 20,200	\$ 894,659	\$ 24,000	
6	SAFETY		\$ 372,383	\$ 404,888	\$ 401,389	\$ 45,213	\$ 3,499	\$ 356,176	
		Subtotal	\$ 55,305,194	\$ 55,967,699	\$ 51,159,412	\$ 3,807,867	\$ 4,808,286	\$ 47,351,546	
A	District Costs		\$ 2,919,018	\$ 1,056,513	\$ 757,312	\$ 759,555	\$ 299,201	\$ (2,244)	
B	Program Contingency			\$ 1,200,000					
C	Other Additional Funds - see table		\$ -						
D	<b>BSD Program Totals</b>		<b>\$ 58,224,211</b>	<b>\$ 58,224,211</b>	<b>\$ 51,916,724</b>	<b>\$ 4,567,422</b>	<b>\$ 5,107,488</b>	<b>\$ 47,349,302</b>	

Funding Sources		
1	Bond	\$ 49,305,193
2	OSCIM	\$ 6,000,000
3	Bond Premium	\$ 2,919,018
4	Bond Interest	
6	Grants	
7		
8		
	Total	<b>\$ 58,224,211</b>

Approved by: \_\_\_\_\_ Date: 6/4/2024

Brian Sica Superintendent

Date:



## Banks School District Bond Project Status Report

### Banks High School Addition / Renovation Project

<b>Project Title:</b> Banks Auxiliary Gym Project	<b>Project Manager:</b> Casey Cunningham
<b>Reporting Status Date:</b> October 2025	<b>Project Manager Phone:</b> 503-949-5223
<b>Project Description:</b>	
<p>A new Auxiliary Gym will be constructed to replace the old Barn gymnasium that will be demolished. The new gym totals about 10,900 sf and includes the gym, restrooms, storage, and utilities. There will also be an area on the south side of the gym dedicated to district facilities office and storage.</p>	

#### Status at a Glance

Status Item	On Track	Caution	Off Track
Budget	X		
Schedule	X		
Construction	X		

#### LEGEND:

	Moving along well, no significant concerns at this time.
	Without resolution, may impact cost or schedule.
	Requires attention and resolution.

#### Design and Construction Schedule

Design Phase		Construction Phase	
START	FINISH	START	FINISH
02/2025	11/2025	03/2026	12/2026

ORIGINAL PROJECT BUDGET*	CURRENT PROJECT BUDGET*	COST TODATE	CURRENT BUDGET VARIANCE
\$6,375,033	\$7,005,003	\$ 272,442	\$ 0

#### Budget Update

- The project budget is tracking overall against the current project scope of work being designed, within the range of bidding and estimating contingencies that are included in the estimates.

#### Scope of Work Update

- Five Star Builders is in process of ordering the gym pre-engineered steel building.

#### Schedule Update

- The grading permit has been submitted to Washington County.
- Land Use is in process, and has been submitted to the City of Banks. We expect to have a Land Use hearing with the City of Banks planning commission in mid-November.

#### Notes \*

- The auxiliary gym budget was increased to cover the field culvert repair work, and the added maintenance area on the south side of the gym



## Banks School District Bond Project Status Report

### Banks High School Addition / Renovation Project

<b>Project Title:</b> Banks High School Addition / Renovation	<b>Project Manager:</b> John Abel
<b>Reporting Status Date:</b> October 2025	<b>Project Manager Phone:</b> 503-705-4640
<b>Project Description:</b> Improvements including a new 43,000 sf addition to Banks HS to replace the current North and South wings of BHS. The existing school will get renovations in the locker rooms, as well as other building systems (ie. Mechanical, Electrical, Fire Alarm and Technology).	
Site improvements include a new bus turnaround area south of the Banks MS gym to decrease congestion in the main BHS / BMS parking lot. Other general site improvements are included such as landscaping and site utilities.	

#### Status at a Glance

Status Item	On Track	Caution	Off Track
Budget	X		
Schedule	X		
Construction	X		

#### LEGEND:

	Moving along well, no significant concerns at this time.
	Without resolution, may impact cost or schedule.
	Requires attention and resolution.

#### Design and Construction Schedule

Design Phase		Construction Phase	
START	FINISH	START	FINISH
02/2025	02/2026	01/2026	09/2027

ORIGINAL PROJECT BUDGET*	CURRENT PROJECT BUDGET*	COST TODATE	CURRENT BUDGET VARIANCE
<b>\$47,618,919</b>	<b>\$47,618,919</b>	<b>\$ 3,470,011</b>	<b>\$ 0</b>

#### Budget Update

1. The project budget is tracking overall against the current project scope of work being designed, within the range of bidding and estimating contingencies that are included in the estimates.
2. The Design Development estimate was received on 10/7/25 from P&C Construction. The estimate is over budget in the Sitework area, and the Locker Room renovation area. The project team will be meeting to develop Value Engineering cost savings ideas to be reviewed with the district in the new few weeks to bring the scope of the project back in line with the Project Budget. This is typical with the CM/GC construction process, and one of the major benefits of having a contractor on board during the design process.

#### Scope of Work Update

3. The team is working with the district to compile a list of items to be salvaged from the District Office building.
4. A page turn and estimate review / value engineering meeting will be held next week with the project team.

#### Schedule Update

5. Permits are being released for the Modular Classroom buildings. They will be set in place shortly, and then utilities will be connected, and improvements such as painting and flooring will be completed.
6. Demolition permits have been applied for with Washington County.
7. Land Use is in process, and will be submitted to the City of Banks towards the end of October.

#### Notes \*

- Budget includes the BHS project along with the BHS sitework budget

Dr. Brian Sica, Superintendent  
Jennifer Collins, Business Manager  
Banks School District  
42350 NW Trellis Way  
Banks, OR 97106



October 15, 2025

Dear Dr. Sica and Ms. Collins:

The Banks Urban Renewal Agency (Agency) is notifying you that the Banks City Council is considering adoption of a substantial amendment to the Banks Urban Renewal Plan (Plan). This letter conforms to the consult and confer requirements of ORS 457.089. The amendment would add property and projects to the urban renewal area. It does not increase the maximum indebtedness of the Plan, so does not increase the financial impact on other taxing districts. However, as this is considered a substantial amendment to the Plan, the Agency is required to notify all taxing districts of the amendment.

The projects to be completed within the existing maximum indebtedness authority would support the downtown core of Banks, supporting the arts, cultural and recreation opportunities for residents in Banks and providing economic development that would include improvements to existing businesses and jobs and retail services for Banks residents.

Pursuant to ORS 457, the City's Agency shall initiate the public review process for all proposed urban renewal plans and substantial plan amendments. Initiation of the public review processes for the attached draft Plan Amendment and accompanying Report require the following actions to be taken:

- Preparation of a Plan Amendment including opportunity for citizen involvement. All of the meetings below will be open public meetings where citizen input is allowed.
- Agency review of the proposed Plan Amendment and accompanying Report on October 14, 2025.
- Transmitting the proposed Plan Amendment and Report to the taxing districts. If you desire to comment in writing, please do so by November 29, 2025. This letter is the official notification and starts the 45 day consult and confer process.
- The Banks Planning Commission will hold a meeting on October 28, 2025 for their review of the draft Plan Amendment's conformance to the Banks Comprehensive Plan.
- The Washington County Commission will be briefed on the draft Plan Amendment and Report in October 2025. Because there are unincorporated properties within the Area, the County Commission must also vote on the approval of the Amendment.
- The Banks City Council will hold a hearing on November 25, 2025 for the purpose of the first reading of the ordinance adopting the draft Plan Amendment. Staff will send out a notice advertising this hearing pursuant to ORS 457.
- The Banks City Council will vote on the ordinance for the Plan Amendment on December 9, 2025. If the ordinance is approved, it becomes effective 30 days after the vote of approval.

Good things grow here.™

Because the City's Agency is proposing a public art project in the Plan, this project must receive concurrence of 3 of the 4 most impacted taxing districts, pursuant to ORS 457.089(3). These taxing districts are the City of Banks, Washington County, Banks School District and Banks Fire District #13.



A draft resolution for your board is attached for your consideration. This resolution must be adopted prior to inclusion of this project in the Plan.

There are four attachments to this letter, Attachment A, summary of the taxing districts' impacts, Attachment B, the Banks Urban Renewal Plan Substantial Amendment 2025 including showing the Plan if the amendment is adopted, Attachment C, the Report Accompanying the Banks Urban Renewal Plan Substantial Amendment 2025 and Attachment D, a draft concurrence resolution. We recognize the concurrence resolution will need to be put into your own format. We are just helping with the content of the resolution.

If you would like to submit written input on this Plan Amendment, please do so prior to November 29, 2025. Any written correspondence will be shared with the City Council. If you have any questions, please contact me at 503.324.5112 or [jbecker@cityofbanks.org](mailto:jbecker@cityofbanks.org).

Sincerely,

A handwritten signature in blue ink that reads "Jolynn Becker". The signature is fluid and cursive.

Jolynn Becker  
City Manager/Urban Renewal  
City of Banks  
13680 NW Main Street  
Banks, Oregon 97106

Attachments:

Attachment A: Taxing District Impacts

Attachment B: Banks Urban Renewal Plan Substantial Amendment and Banks Urban Renewal Plan with amendment incorporated.

Attachment C: Report Accompanying the Banks Urban Renewal Plan Substantial Amendment

Attachment D: Draft Concurrence Resolution

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Attachment A  
Taxing District Impacts

**Attachment A Taxing District Impacts – Banks Urban Renewal Plan Amendment**

The maximum indebtedness of the Banks Urban Renewal Plan is not being increased as a result of this proposed amendment. Therefore, these taxing district impacts are based on the same information as the impacts in the original Plan adopted in 2017. They have just been updated to reflect current financial status. General obligation bonds and local option levies are not subject to the division of taxes for this urban renewal area.

<b>FYE</b>	<b>Washington County</b>	<b>Tualatin Soil &amp; Water-</b>	<b>Port of Portland-</b>	<b>FIRE-Banks RFPD</b>	<b>City of Banks</b>	<b>Subtotal General Government</b>
2025	(\$13,962)	(\$559)	(\$435)	(\$6,726)	(\$12,233)	(\$33,914)
2026	(\$15,454)	(\$619)	(\$482)	(\$7,445)	(\$13,540)	(\$37,539)
2027	(\$16,942)	(\$678)	(\$528)	(\$8,162)	(\$14,845)	(\$41,155)
2028	(\$40,129)	(\$1,606)	(\$1,251)	(\$19,331)	(\$35,160)	(\$97,477)
2029	(\$82,773)	(\$3,313)	(\$2,581)	(\$39,873)	(\$72,524)	(\$201,064)
2030	(\$86,995)	(\$3,482)	(\$2,712)	(\$41,907)	(\$76,223)	(\$211,320)
2031	(\$90,744)	(\$3,632)	(\$2,829)	(\$43,713)	(\$79,508)	(\$220,426)
2032	(\$110,605)	(\$4,427)	(\$3,448)	(\$53,281)	(\$96,910)	(\$268,672)
2033	(\$115,302)	(\$4,615)	(\$3,595)	(\$55,544)	(\$101,026)	(\$280,082)
2034	(\$119,900)	(\$4,799)	(\$3,738)	(\$57,758)	(\$105,054)	(\$291,251)
2035	(\$124,636)	(\$4,989)	(\$3,886)	(\$60,040)	(\$109,204)	(\$302,755)
2036	(\$129,514)	(\$5,184)	(\$4,038)	(\$62,390)	(\$113,478)	(\$314,604)
2037	(\$179,076)	(\$7,168)	(\$5,583)	(\$86,264)	(\$156,902)	(\$434,994)
2038	(\$186,255)	(\$7,456)	(\$5,807)	(\$89,723)	(\$163,193)	(\$452,433)
2039	(\$192,982)	(\$7,725)	(\$6,017)	(\$92,963)	(\$169,086)	(\$468,773)
2040	(\$199,910)	(\$8,002)	(\$6,233)	(\$96,301)	(\$175,157)	(\$485,602)
2041	(\$207,046)	(\$8,288)	(\$6,455)	(\$99,738)	(\$181,409)	(\$502,937)
2042	(\$235,899)	(\$9,443)	(\$7,355)	(\$113,637)	(\$206,690)	(\$573,024)
2043	(\$244,438)	(\$9,784)	(\$7,621)	(\$117,751)	(\$214,171)	(\$593,765)
2044	(\$252,910)	(\$10,124)	(\$7,885)	(\$121,832)	(\$221,594)	(\$614,344)
2045	(\$261,636)	(\$10,473)	(\$8,157)	(\$126,035)	(\$229,240)	(\$635,541)
2046	(\$270,691)	(\$10,835)	(\$8,440)	(\$130,398)	(\$237,115)	(\$657,479)
2047	(\$280,027)	(\$11,209)	(\$8,731)	(\$134,895)	(\$245,226)	(\$680,088)
2048	(\$289,643)	(\$11,594)	(\$9,030)	(\$139,527)	(\$253,581)	(\$703,375)
2049	(\$299,548)	(\$11,990)	(\$9,339)	(\$144,298)	(\$262,186)	(\$727,362)
2050	(\$309,749)	(\$12,399)	(\$9,657)	(\$149,213)	(\$271,050)	(\$752,067)
2051	(\$320,257)	(\$12,819)	(\$9,985)	(\$154,274)	(\$280,179)	(\$777,514)
2052	(\$331,080)	(\$13,253)	(\$10,322)	(\$159,488)	(\$289,582)	(\$803,725)
2053	(\$342,228)	(\$13,699)	(\$10,670)	(\$164,858)	(\$299,267)	(\$830,722)
2054	(\$353,710)	(\$14,158)	(\$11,028)	(\$170,389)	(\$309,243)	(\$858,528)
2055	(\$365,536)	(\$14,632)	(\$11,397)	(\$176,086)	(\$319,518)	(\$887,169)
2056	(\$377,717)	(\$15,119)	(\$11,776)	(\$181,954)	(\$330,102)	(\$916,669)
2057	(\$295,146)	(\$11,814)	(\$9,202)	(\$142,178)	(\$257,892)	(\$716,232)
<b>Total</b>	<b>(\$6,742,440)</b>	<b>(\$269,890)</b>	<b>(\$210,214)</b>	<b>(\$3,247,971)</b>	<b>(\$5,902,087)</b>	<b>(\$16,372,601)</b>

FYE	ESD-NW Regional	Portland Community College	SCH-Banks School District	Subtotal Education	Total All
2025	(\$955)	(\$1,756)	(\$31,142)	(\$33,854)	(\$67,768)
2026	(\$1,057)	(\$1,944)	(\$34,471)	(\$37,472)	(\$75,011)
2027	(\$1,159)	(\$2,131)	(\$37,791)	(\$41,081)	(\$82,236)
2028	(\$2,745)	(\$5,047)	(\$89,509)	(\$97,302)	(\$194,778)
2029	(\$5,662)	(\$10,411)	(\$184,631)	(\$200,704)	(\$401,768)
2030	(\$5,951)	(\$10,942)	(\$194,048)	(\$210,940)	(\$422,260)
2031	(\$6,207)	(\$11,414)	(\$202,409)	(\$220,030)	(\$440,456)
2032	(\$7,566)	(\$13,912)	(\$246,712)	(\$268,190)	(\$536,862)
2033	(\$7,887)	(\$14,503)	(\$257,189)	(\$279,579)	(\$559,661)
2034	(\$8,202)	(\$15,081)	(\$267,445)	(\$290,728)	(\$581,979)
2035	(\$8,526)	(\$15,677)	(\$278,009)	(\$302,211)	(\$604,966)
2036	(\$8,859)	(\$16,290)	(\$288,890)	(\$314,039)	(\$628,643)
2037	(\$12,250)	(\$22,524)	(\$399,440)	(\$434,214)	(\$869,208)
2038	(\$12,741)	(\$23,427)	(\$415,454)	(\$451,621)	(\$904,054)
2039	(\$13,201)	(\$24,273)	(\$430,458)	(\$467,931)	(\$936,704)
2040	(\$13,675)	(\$25,144)	(\$445,912)	(\$484,731)	(\$970,333)
2041	(\$14,163)	(\$26,042)	(\$461,830)	(\$502,034)	(\$1,004,971)
2042	(\$16,137)	(\$29,671)	(\$526,188)	(\$571,996)	(\$1,145,020)
2043	(\$16,721)	(\$30,745)	(\$545,234)	(\$592,699)	(\$1,186,464)
2044	(\$17,300)	(\$31,811)	(\$564,131)	(\$613,242)	(\$1,227,586)
2045	(\$17,897)	(\$32,908)	(\$583,596)	(\$634,401)	(\$1,269,942)
2046	(\$18,516)	(\$34,047)	(\$603,794)	(\$656,358)	(\$1,313,837)
2047	(\$19,155)	(\$35,221)	(\$624,619)	(\$678,995)	(\$1,359,083)
2048	(\$19,813)	(\$36,431)	(\$646,068)	(\$702,311)	(\$1,405,687)
2049	(\$20,490)	(\$37,677)	(\$668,160)	(\$726,327)	(\$1,453,689)
2050	(\$21,188)	(\$38,960)	(\$690,916)	(\$751,064)	(\$1,503,131)
2051	(\$21,907)	(\$40,281)	(\$714,354)	(\$776,542)	(\$1,554,056)
2052	(\$22,647)	(\$41,643)	(\$738,495)	(\$802,785)	(\$1,606,510)
2053	(\$23,410)	(\$43,045)	(\$763,360)	(\$829,815)	(\$1,660,537)
2054	(\$24,195)	(\$44,489)	(\$788,972)	(\$857,656)	(\$1,716,184)
2055	(\$25,004)	(\$45,977)	(\$815,351)	(\$886,332)	(\$1,773,501)
2056	(\$25,837)	(\$47,509)	(\$842,523)	(\$915,869)	(\$1,832,538)
2057	(\$20,189)	(\$37,123)	(\$658,343)	(\$715,655)	(\$1,431,888)
TOTAL	(\$461,211)	(\$848,053)	(\$15,039,444)	(\$16,348,709)	(\$32,721,310)

The Banks School District and the Northwest Regional Education Service District are not *directly* affected by the tax increment financing, but the amounts of their taxes divided for the urban renewal plan are shown in the following tables. Under current school funding law, property tax revenues are combined with State School Fund revenues to achieve per-student funding targets. Under this system, property taxes foregone, due to the use of tax increment financing, are substantially replaced with State School Fund revenues, as determined by a funding formula at the State level.

## Attachment B

Banks Urban Renewal Plan Substantial  
Amendment and Banks Urban Renewal  
Plan with amendment incorporated.

## Exhibit A - Banks Urban Renewal Plan Amendment One

New additions are shown in italics. Deletions are shown in ~~crossout~~.

### I. DEFINITIONS

*"Public Building Project" means projects identified in ORS 457 as public building projects. The identification of these projects is from the 2025 definition of public building projects in ORS 457.010.*

### II. INTRODUCTION

#### A. Plan Overview

The Plan Area, shown in Figure 1, consists of approximately ~~105.9~~ *111.55* total acres: ~~82.82~~ *100.93* acres of land in tax lots and ~~23.08~~ *10.62* acres of public rights-of-way. It is anticipated that the Plan will take ~~30 years of tax increment collections through FYE 2057. to implement.~~ The maximum amount of indebtedness (amount of tax increment financing (TIF) for projects and programs) that may be issued for the Plan is \$30,000,000 (thirty million dollars)

The Report accompanying the Plan contains the information required by ORS 457.087, including:

### III. GOALS AND OBJECTIVES

#### **Goal 1: District Identity/Main Street Improvements**

~~Increase the vitality of Banks' downtown. Strengthen the downtown's role as the service, tourist and cultural heart of the Bank's community.~~

- ~~a) — Recognize and build on the three "districts" of Banks, those being Southtown, Mid town, and the Traditional/Historic Downtown.~~
- ~~b) — Install new streetscapes and upgrades, providing uniformity to the three districts on Main Street, but also being specific to and with differences in each.~~
- ~~c) — Create a new public multi-use plaza as a community and visitor focus, preferably connecting to Main Street to the west side of the city.~~

*Revitalize the visual and functional character of downtown Banks through targeted investments in storefronts, public art, and pedestrian-friendly enhancements. Create an inviting and vibrant Main Street experience that supports existing businesses, attracts visitors, and enhances community pride.*

#### **Goal 2: Economy**

*Improve downtown Banks as a destination. Enhance the city's identity and facilities to attract businesses to downtown Banks. Support the cleanup and redevelopment of the former Hampton Mill site into productive light industrial or employment-generating uses.*

- a) Improve efficiency of parking and provide streetscape and pedestrian and bicycle amenities to enhance downtown business.
- b) Provide programs for improvement of properties through storefront loans, redevelopment assistance, and business assistance.
- c) *Restore the long-dormant mill property into a thriving employment center that supports Banks' long-term economic resilience and job growth.*
- d) *Transform key sites into productive and attractive spaces that support small business development, mixed-use projects, and community reinvestment.*

**Goal 3: Arts, Culture and Recreation**

*Develop a vibrant arts, history, and culture district within the city. Provide facilities and parks/public spaces to support the citizens of Banks, tourism trade, downtown, and businesses. Plan and support future development of public-use facilities that serve as cultural and recreational anchors for the community. Create inclusive, multipurpose spaces that enhance quality of life, attract regional visitors, and support creative industries and wellness initiatives. Together, these elements will celebrate local heritage, create opportunities for artistic expression, and offer welcoming public spaces for the community to gather and connect.*

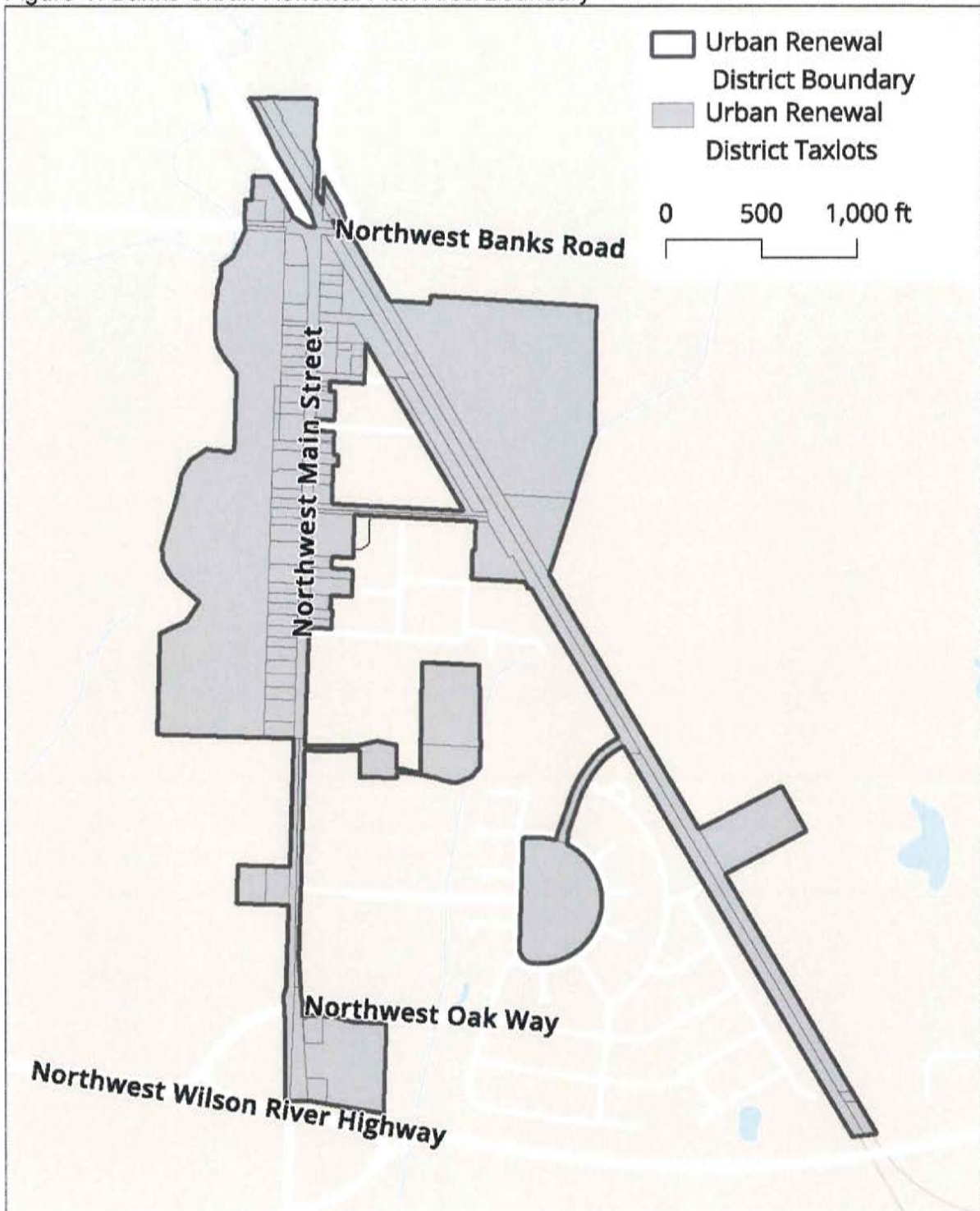
- a) *Develop a Performing Arts Center.*
- b) Create a new public multi-use plaza as a community and visitor focus, preferably connecting to Main Street and the west side of the city.
- c) Develop further trails and support areas, creating additional trailhead opportunities.
- d) *Develop a Recreation Center.*
- e) *Provide funding to the Banks School District for the improvements to Kelly Field.*

**Goal 4: Transportation**

Improve transportation network to standards that will facilitate effective traffic flow and provide for increased pedestrian and bicyclist safety.

- a) *Improve active transportation access, expand recreational opportunities, and increase regional visibility of the Banks–Vernonia State Trail/Salmonberry Trail.*
- ~~b) *Underground utility lines on Main Street*~~
- b) Repave as necessary, provide crosswalks, bulb-outs.
- c) Install traffic safety measures such as traffic circles.
- d) Install features on Commerce Street to improve and encourage use of bike trail facilities.
- e) Implement Banks' parking plan to encourage visits to downtown businesses and trailheads.

Figure 1. Banks Urban Renewal Plan Area Boundary



#### IV. URBAN RENEWAL PROJECT CATEGORIES

As an outcome of the goals described in the previous section, the projects within the Area fall into the following categories<sup>1</sup>:

- **District Identity/Main Street Improvements (Goal 1)**
- **Economy (Goal 2)**
- **Arts, Culture and Recreation (Goal 3)**
- **Transportation (Goal 4)**
- **Public Safety (Goal 5)**

#### V. URBAN RENEWAL PROJECTS

##### A. District Identity

~~1. Downtown Streetscape Improvements~~

~~2. New and repaired sidewalks, possible bulb-outs, and streetscape furnishings including benches, bike racks, street lights, receptacles, drinking fountains, bollards, possible transit shelter and other streetscape improvements as designated.~~

~~3. Mid Town Streetscape Improvements~~

~~4. New and repaired sidewalks, possible bulb-outs, and streetscape furnishings including benches, bike racks, street lights, receptacles, drinking fountains, bollards, possible transit shelter, and other streetscape improvements as designated.~~

~~5. South Town Streetscape Improvements~~

~~6. New and repaired sidewalks, possible bulb-outs, and streetscape furnishings including benches, bike racks, street lights, receptacles, drinking fountains, bollards, possible transit shelter, and other streetscape improvements as designated.~~

~~7. Commerce Street Extension and Improvements~~

~~8. New streetscape as described above, and possible extension north and west through existing right of ways (ROW) to connect to Main Street. Also possible new shelter and restrooms, bike fixing stations, bike racks, re-striping and other streetscape improvements as designated.~~

##### 1. *Main Street Improvement Program*

*This program will support comprehensive streetscape improvements along Main Street and connecting corridors to create a safe, attractive, and accessible environment for*

residents, businesses, and visitors. Eligible improvements include but are not limited to new and repaired sidewalks, curb bulb-outs, benches, bike racks, street lighting, trash receptacles, drinking fountains, bollards, transit shelters, restrooms, bike repair stations, and other designated public amenities. The program may also fund the extension or enhancement of existing rights-of-way to improve connectivity to Main Street, including landscaping, and wayfinding elements to promote walkability, encourage bicycle use, and strengthen the local business district.

2. Storefront grants and façade improvements for eligible businesses.
3. Installation of murals, public art, wayfinding signage, and historic markers.
4. Public realm enhancements such as decorative lighting, street furniture, flower baskets, and seasonal décor.
5. Small-scale placemaking efforts such as pocket parks or parklets.

The addition of public art may trigger the requirement for concurrence of a public building project in accordance with ORS 457.089(3) if the public art is an art statue, sculpture, clocktower or bell tower. The Agency has received concurrence from three of the top four taxing districts for inclusion of the installation of murals, public art, wayfinding signage, and historic markers project in the Plan. The project serves and benefits the Area by providing a general atmosphere of a community that cares for and appreciates public art as part of its civic pride. This civic pride helps encourage investment in the community in both the improvement of structures and encouraging tourist activity and supporting businesses.

## **B. Economy**

3. *Millsite Revitalization and Industrial Incentive Program*

*Eligible Activities include but are not limited to:*

- *Environmental remediation and site preparation.*
- *System Development Charge (SDC) offsets or reimbursement incentives for targeted developers*
- *Infrastructure improvements (water, sewer, road, or dry utilities).*
- *Site planning and predevelopment assistance to attract light industrial manufacturing tenants.*

## **C. Arts, Culture and Recreation**

1. *Arts, History and Culture District*

*Develop a vibrant arts, history, and culture district within the Area, supported by planned investments in projects including but not limited to a replica of the historic Wilkes House, preservation of the Wilkes property's original silo, thoughtfully designed gardens and mature trees, and an inviting outdoor performance space.*

2. Banks Plaza Mixed Use/Urban Open Space Development (public/private partner)

*Develop a Banks Plaza, realized if possible as mixed-use public-private partnership to gain the multi-use plaza and surrounding mixed-use building structures (housing, retail, community center).*

3. Multi-use Trails Extensions and New Trails

*Provide significant and varied extensions of trails such as the Banks/Vernonia trail along the Railroad to continue southeast and join with other regional planned trails. Other routes developed as part of new and existing streetscapes.*

4. Parks Upgrades and Improvements/New Parks

*Install continuing upgrades, new features, maintenance and improvements of existing parks. Possible new parks additions per Banks Parks Plan and as triggered by growth, new Urban Growth Boundary (UGB) lands, popularity and otherwise.*

5. *Kelly Field*

*Provide investment in Kelly Field for a community track, field upgrades, and recreational infrastructure.*

6. *Performing Arts Center*

*Develop a Performing Arts Center on the Banks High School campus to provide a dedicated venue for theater, music, dance, and other cultural events that will enrich the lives of students and residents alike.*

7. *Recreation Center*

*Participate in the development of a Recreation Center to provide a facility for community recreation activities.*

**D. Transportation**

1. Main Street

*Construct upgrades and replacement.*

2. *Traffic Solutions*

*Construct upgrades, crosswalks, bulb-outs, and other traffic resolutions.*

3. *New Development Infrastructure*

*Assist in the construction of streets, extensions, and infrastructure for new residential and industrial developments and other opportunities particularly on the lands newly added within the expanded UGB.*

4. *Banks–Vernonia State Trail/Salmonberry Trail.*

*Provide trailhead enhancements and national level signage.*

5. *Connectivity improvements*

*Provide connectivity improvements such as pedestrian crossings, bike lanes, and Americans with Disabilities Act (ADA) pathways.*

**E. Public Safety**

1. *Fire Department*

Assist the Fire Department in the funding of capital projects.

Fire Department projects include the following:

- ~~Replacement of Rescue (2010) - \$480,000~~
- ~~Replacement of Engine (2003) - \$500,000~~
- Apparatus - \$1,366,039 (2025\$)
- Station Improvement - \$633,385 (2025\$)

**VI. PROPERTY ACQUISITION AND DISPOSITION**

No changes to this section.

**VII. RELOCATION METHODS**

No changes to this section.

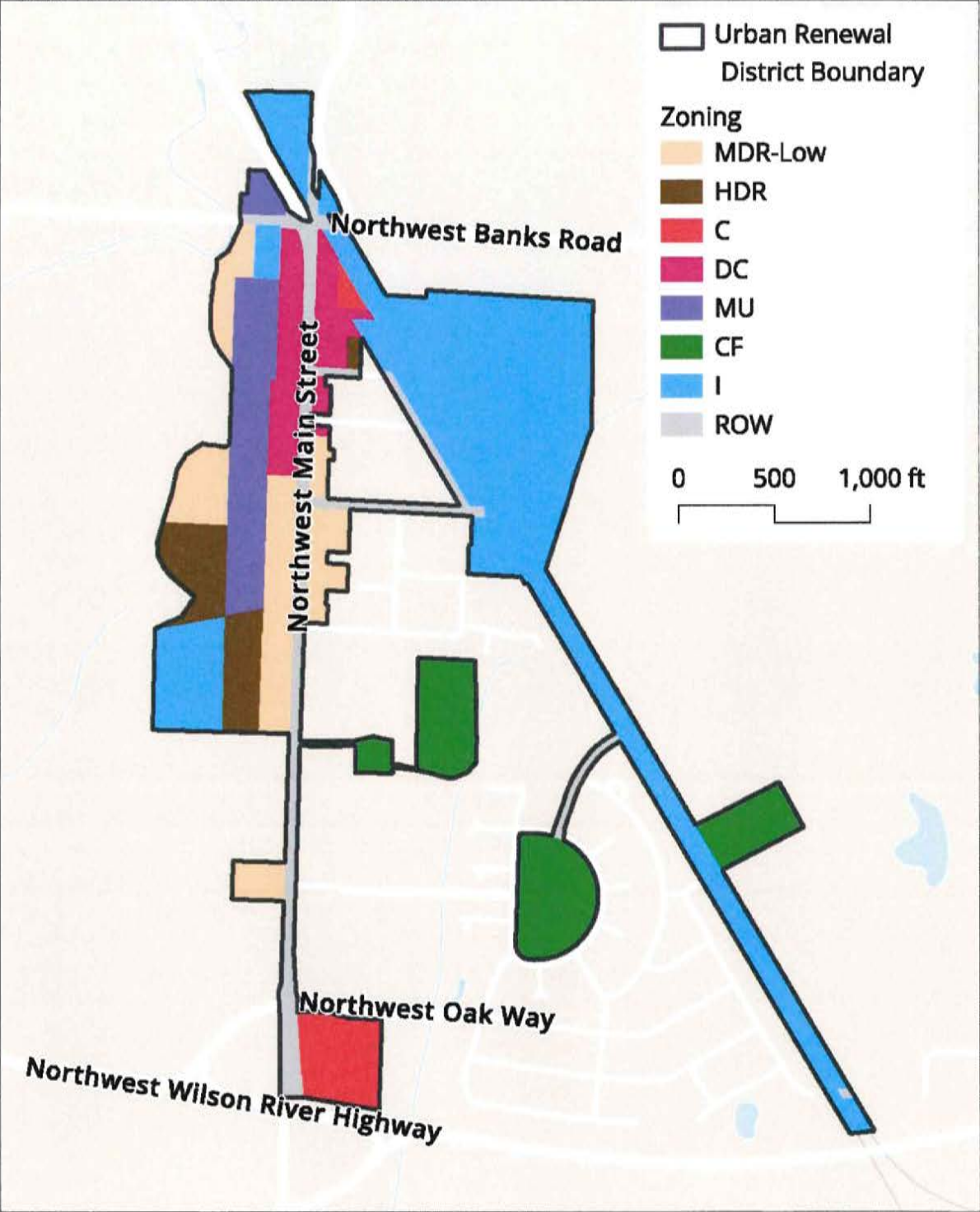
**VIII. TAX INCREMENT FINANCING OF PLAN**

No changes to this section.

**IX. AMENDMENTS TO PLAN**

No changes to this section.

Figure 2. Comprehensive Plan Designations



## **X. RELATIONSHIP TO LOCAL OBJECTIVES**

### **A. Banks Comprehensive Plan**

#### **5. Open Space, Scenic and Historic Areas, and Natural Resources**

Goal: To protect and enhance through proper use and development the open spaces, scenic and historic areas, and natural resources of the area.

Policies

3. All public facilities shall recognize their potential to contribute to open space system.

Finding: The Banks Urban Renewal Plan conforms to the Open Space, Scenic and Historic Areas, and Natural Resources Goal of the Banks Comprehensive Plan because it includes the Greenville City Park and a project to improve said park *and improvements to the trail system in Banks.*

#### **8. Recreation**

Goal: To provide programs and facilities to meet the recreational needs of area residents and visitors.

Objective: a) Community park and outdoor recreation areas should be encouraged and enhanced.

b) Development of pedestrian and bicycle pathways should be promoted.

Finding: The Banks Urban Renewal Plan conforms to the Recreation Goal of the Banks Comprehensive Plan because it has projects including both trails and open spaces. Specifically, improvements to the Greenville City Park are included in the Plan as well as improvements to existing trails and the building of new trails. *It also includes the development of a performing arts center, recreation center and assisting with the improvements to Kelly Field.*

#### **9. Economics**

Goal: To provide for the economic diversification and stability of the area.

Finding: The Banks Urban Renewal Plan conforms to the Economics Goal of the Banks Comprehensive Plan because it has both an existing building additions and remodels program to help businesses improve the façade of their buildings and a new building structure program to encourage the development of new structures in the Area. *The projects also include the ability to assist in the redevelopment planning and redevelopment of the former Hampton Mills property.*

#### **11. ~~Public Facilities and Services~~**

~~Goal: To coordinate and arrange for the provision of public facilities and services in an efficient, orderly and timely manner.~~

~~Objectives: d) future use of underground utilities is aesthetically desirable and should be encouraged.~~

~~The Banks Urban Renewal Plan conforms to the Public Facilities and Services Goal of the Banks Comprehensive Plan because it contains a project for the undergrounding of utilities on Main Street.~~

## 12. Transportation

*Goal: To develop and encourage a safe, convenient, and economic transportation system.*

*Objectives: a) City street improvements should be a priority and a better maintenance program should be developed.*

*c) Alternative modes of transportation, such as public transit and bicycles, should be encouraged and promoted.*

Finding: The Banks Urban Renewal Plan conforms to the Transportation Goal of the Banks Comprehensive Plan because it contains projects to improve city streets. Included in these improvements are improvements for bicycle traffic *and* ADA improvements.

## **B. Chapter 151 Zoning Code of Banks Code of Ordinances**

*This entire section was deleted and replaced with the following information.*

### **RESIDENTIAL ZONING REGULATIONS**

#### **151.035 PURPOSE.**

*(A) This subchapter regulates allowed land uses in the residential zones ("uses") and sets forth lot and development standards, including minimum dimensions, area, density, coverage, structure height, and other provisions that control the intensity, scale, and location of development. The regulations of this chapter are intended to implement the City of Banks Comprehensive Plan and the purposes of this Code, per §§ [151.001](#) and [151.002](#).*

*(B) The intent and purpose of each residential zone is described as follows:*

*(3) The Medium Density Residential-Low (MDR-L) zone is intended to provide for a blend of detached and attached single-family housing units with limited multi-family housing types at a density of 8.0 to 12.9 dwellings per net acre.*

(5) *The High Density Residential (HDR) zone is intended to provide for a broad range of housing types at a density of 17.0 to 30.0 dwellings per net acre. The HDR zone also provides opportunities for a limited amount of neighborhood-scale commercial uses.*

(6) *Mixed-Use (MU) zone is intended to provide a mix of medium density residential uses together with small to medium scale retail commercial and civic uses that emphasize a pedestrian environment.*

## **NONRESIDENTIAL ZONING REGULATIONS**

### **151.050 PURPOSE.**

(A) *This subchapter regulates allowed land uses in the nonresidential zones and sets forth lot and development standards, including minimum dimensions, area, density, coverage, structure height, and other provisions that control the intensity, scale, and location of development. The regulations of this chapter are intended to implement the City of Banks Comprehensive Plan and the purposes of this Code, per § 151.002.*

(B) *The intent and purpose of each nonresidential zone is described as follows:*

(1) *Community Facilities Zone CF. The purpose of the Community Facilities Zone is to provide for community facilities on properties owned by public or semi-public agencies, while encouraging protection of natural resources designated by the comprehensive plan under the requirements of statewide planning goals.*

(2) *General Commercial Zone C. The purpose of the General Commercial Zone is to provide for a broad range of commercial activities to serve the residents of Banks and the surrounding area.*

(3) *Downtown Commercial Zone DC. The purpose of the Downtown Commercial Zone is to allow a mix of complementary uses in the Banks Downtown/Main Street area, promote pedestrian-friendly development, encourage efficient use of land, and facilitate economic development while preserving the small-town character of Banks.*

(4) *General Industrial Zone I. The purpose of the General Industrial Zone is to facilitate economic development by providing areas suitable for warehousing, primary and secondary processing, packaging, fabricating of finished goods and equipment with related outdoor storage and incidental sales.*

*Finding: The Banks Urban Renewal Plan conforms to the City of Banks Chapter 151 Zoning Code of the Banks Municipal Code. The Banks Urban Renewal Plan does not change any zoning within the area. There is no development proposed by the Banks Urban Renewal agency that would change any zoning in the urban renewal area. If any project is undertaken that might impact zoning, the proposed zone change would go*

through the City of Banks zoning change process. The urban renewal plan does not impact that process or decision.

### **C. Banks Park and Recreation System Master Plan**

The Banks Park and Recreation Master Plan was adopted in September 2023. The Banks Park and Recreation Master Plan has purpose and intent statements for different types of facilities, listed below.

#### **Neighborhood Parks**

##### **Purpose and Intent**

Local parks that provide a place for unstructured, non-organized play and active and passive recreation opportunities. Landscaped Areas, such as gateways, remnant parcels, viewsheds or beautification areas, shall not count as neighborhood parks.

#### **Community Parks**

##### **Purpose and Intent**

Provide opportunities for active recreation and organized play in a location that can accommodate visitors who live beyond the half mile park radius, while also serving as a neighborhood park for nearby residents. Community parks should also be designed for group use; sites are intended to be activated through events, sports, programs, and activities.

#### **Citywide Parks**

##### **Purpose and Intent**

As the City's largest park type, these sites are intended to be the hub of community activities to support organized sports, recreation, community gatherings, and play. Citywide parks are designed to meet the recreation needs of Banks residents, while also providing unique facilities that attract visitors.

#### **Special Use Sites**

##### **Purpose and Intent**

Provide recreation facilities or specialized features that cannot be accommodated within other park sites due to size or location requirements. Revenue-generating activities and concessions may be provided at special use sites. This category also includes trailheads such as the Banks-Vernonia.

## **Trail Corridors**

### **Purpose and Intent**

*As part of the active transportation system, provide off-street trail corridors that connect the community to parks, schools, and community destinations, while maintaining the required access needs for utilities. Trails may be soft or hard surfaced depending on community needs, trail purpose, environmental considerations, or other factors.*

*Finding: The Banks Urban Renewal Plan conforms to the Banks Park and Recreation Master Plan because it has projects that will improve the trail/pathway system, and improve Greenville City Park and assist in the funding of Kelly Field.*

### **D. Banks Transportation Systems Plan<sup>2</sup>**

*The City of Banks Transportation System Plan (TSP), adopted in 2024, addresses key issues related to transportation within the existing City of Banks urban growth boundary (UGB).*

*The following transportation goals were used to help set priorities for transportation solutions and plan implementation. They were based off evaluation criteria developed in the previous TSP by stakeholders in the community and other goals used in recent TSPs for similar cities. These goals will be used to develop evaluation criteria used to assess the benefits of potential future projects.*

#### **Goal 1: Mobility**

- Provide a multi-modal transportation system that facilitates efficient and reliable travel and will accommodate future growth.*

#### **Goal 2: Safety**

- Provide a transportation system that ensures safety for all users.*

#### **Goal 3: Access and Connectivity for All Modes**

- Provide a transportation system that ensures a convenient and accessible network for all modes of travel, including walking, biking, using transit, and driving.*

#### **Goal 4: Economic Development**

- Minimize property impacts for existing and future development potential and promote*

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<sup>2</sup> This section updated in 2025 amendment.

*economic development.*

**Goal 5: Environmental Resources**

*• Provide a transportation system that advances sustainable transportation options and minimizes impacts on the environment and important natural features.*

**Goal 6: Livability, Health, and Recreation**

*• Provide a transportation system that preserves a livable community, enhances public health through supporting active transportation, and offers recreational opportunities.*

**Goal 7: Regional Coordination**

*• Coordinate with other jurisdictions to plan and fund projects that better connect Banks with the region and consistent with local, regional, and state plans. Achieve local support on projects within the city that meet the needs and interests of the community.*

**Goal 8: Capital Investments and Funding**

*• Promote cost effective investments to the transportation system.*

*Finding: The Banks Urban Renewal Plan conforms to the City of Banks Transportation System Plan of the Banks Comprehensive Plan because it contains projects to help provide a transportation system that ensures safety for all users, that ensures convenient and accessible network for all modes of travel, advances sustainable transportation options, supports active transportation and provides additional funding for the transportation system.*

**E. Washington County Comprehensive Plan<sup>3</sup>**

*The Washington County Comprehensive Plan provides the basis for the future growth and development of the county. The CFP is applicable to unincorporated properties inside the regional UGB and the UGBs of Banks, Gaston and North Plains. The RNRP addresses all properties outside of a UGB. The properties that are outside of the Banks Urban Growth Boundary are:*

- 2N4250002400*
- 2N331BB05600*
- 2N4250002500*
- 2N4250002300*
- 2N4250003200*

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<sup>3</sup> This section updated in 2025 amendment.

Policy 33: Recreation

*It is the policy of Washington County to work to provide residents and businesses in the urban unincorporated area with adequate park and recreation facilities and services and open space.*

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because one of the projects is to provide trailhead improvements, signage and parking at the Banks/Vernonia State Trail/Salmonberry Trail.

Policy 34: Open Space and Recreation Facilities Location

*It is the policy of Washington County to encourage the location of parks, open space and recreation facilities so as to define and implement the countywide development concept, County policies and community plans.*

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because one of the projects is to provide trailhead improvements, signage and parking at the Banks/Vernonia State Trail/Salmonberry Trail.

# Banks Urban Renewal Plan

Adopted by the City of Banks

September 12, 2017

Ordinance No.



If Amendments are made to the Plan, the Resolution or Ordinance Number and date will be listed here. The amendment will be incorporated into the Plan and noted through a footnote.

*The Plan was substantially amended on DATE by adoption of Ordinance No. \_\_\_\_\_ to add property over 1% of the original acreage and to add projects.*

## LIST OF PARTICIPANTS

Mayor	Pete Edison
City Council	Mark Gregg, Council President Dan Keller Michael Nelson Mark Walsh Stephanie Jones Teri Branstitre
Planning Commission	Rodney Jacobs, Chair Rachel Nelson, Vice Chair Jeremy Bench Philip Darrah Marsha Kirk Mike Lyda Sam VanDyke
City Manager City Planner City Recorder	Jolynn Becker Stacey Goldstein Angie Lanter
Advisory Committee	Rodney Linz Doug Hixson Jeff Leo Jeremey Bench Joni Spencer Stephanie Jones
Consultant Team	Elaine Howard and Scott Vanden Bos of Elaine Howard Consulting, LLC Nick Popenuk of Tiberius Solutions, LLC Rob Wyman

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## **I. DEFINITIONS**

“Agency” means the Banks Urban Renewal Agency. This Agency is responsible for administration of the urban renewal plan.

“Area” means the properties and rights-of-way located with the Banks urban renewal boundary.

“Blight” is defined in ORS 457.010(1)(A-E) and identified in the ordinance adopting the urban renewal plan.

“Board of Commissioners” means the Washington County Board of Commissioners.

“City” means the City of Banks, Oregon.

“City Council” or “Council” means the Banks City Council.

“Comprehensive Plan” means the City of Banks comprehensive land use plan and its implementing ordinances, policies, and standards.

“County” means Washington County, Oregon.

“Fiscal year” means the year commencing on July 1 and closing on June 30.

“Frozen base” means the total assessed value including all real, personal, manufactured, and utility values within an urban renewal area at the time of adoption. The county assessor certifies the assessed value after the adoption of an urban renewal plan.

“Increment” means that part of the assessed value of a taxing district attributable to any increase in the assessed value of the property located in an urban renewal area, or portion thereof, over the assessed value specified in the certified statement.

“Maximum indebtedness” means the amount of the principal of indebtedness included in a plan pursuant to ORS 457.190 and does not include indebtedness incurred to refund or refinance existing indebtedness.

“ORS” means the Oregon revised statutes and specifically Chapter 457, which relates to urban renewal.

“Planning Commission” means the Banks Planning Commission.

“Public Building Project” means projects identified in ORS 457 as public building projects. The identification of these projects is from the 2025 definition of public building projects in ORS 457.010.

“Revenue sharing” means sharing tax increment proceeds as defined in ORS 457.470.

“Tax increment financing (TIF)” means the funds that are associated with the division of taxes accomplished through the adoption of an urban renewal plan.

“Tax increment revenues” means the funds allocated by the assessor to an urban renewal area due to increases in assessed value over the frozen base within the area.

“UGB” means urban growth boundary.

“Urban renewal area” means a blighted area included in an urban renewal plan or an area included in an urban renewal plan under ORS 457.160.

“Urban renewal plan” or “Plan” means a plan, as it exists or is changed or modified from time to time, for one or more urban renewal areas, as provided in ORS 457.085, 457.095, 457.105, 457.115, 457.120, 457.125, 457.135 and 457.220. “Urban renewal project” or “Project” means any work or undertaking carried out under ORS 457.170 in an urban renewal area.

“Urban renewal report” or “Report” means the official report that accompanies the urban renewal plan pursuant to ORS 457.085(3).

## **II. INTRODUCTION**

The Banks Urban Renewal Plan (Plan) was developed for the Banks City Council (City Council) with cooperative input from an Advisory Committee that was formed for this purpose. The Plan also includes input from the community received at a public open house and public meetings and hearings before the Planning Commission, City Council, and Washington County Board of Commissioners. Pursuant to the Banks City Charter, this Plan will go into effect when it has been adopted by City Council. ORS 457.105 also requires Washington County adopt the urban renewal plan as there is unincorporated property within the Area.

### ***A. Plan Overview***

The proposed Urban Renewal Area is located mainly in the downtown of Banks. Cherry-stems include the railroad and the Greenville City Park in the Arbor Village neighborhood. The long range land use and development vision for the area is outlined in the Banks Comprehensive Plan and has been further refined by the Vision 2037 Plan.

The Banks Vision 2037 Plan process was based on significant community outreach and engagement as well as direct work with the City Manager and Contract City Planner, and reporting to and receiving comments from Council and the Project Steering Committee as well as City Manager and Planner. The Vision Plan, Banks Economic Development Plan and Banks Branding concept all proceeded simultaneously, allowing for cross-input and even for a joint open house presentation and outreach to the community.

Documents reviewed in the Vision 2037 Plan included:

- Banks Main Street Revitalization Plan (2014)
- Banks Bicycle and Pedestrian Plan (2014)
- Banks Growth Management Plan (1999)
- Banks Comprehensive Plan (1979, 89, and subsequent)
- Banks Parks and Recreation Master Plan (2010)
- City of Banks Design Standards (2013)
- Ordinance 2011-03-11 IGB Expansion (2011)
- Council Creek Regional Trail Master Plan (2014)
- Salmonberry Trail Concept Plan (2014)
- City Zoning Ordinance (current)
- Banks Resource Team Report (2002)
- Banks Transportation System Plan (2010)
- Banks Historic Resources Report (2012)
- UGB Expansion Area Study (2013)
- Banks Strategic Plan (2012)
- East Banks Core Connections Study (2014)
- Westside Circulator Roadway (WCR) (2014)
- Banks at-grade Rail Crossing Report (2016)

- Banks Branding (current)
- Banks Sustainability Strategy (2011)
- “Banks – A Darn Good Little Town” (1995)

The Purpose of this Plan, therefore, is to implement the land use and development vision for the Area as outlined in the Vision 2037 Plan.

The Plan Area, shown in Figure 1, consists of approximately 111.55 total acres: 100.93 acres of land in tax lots and 10.62 acres of public rights-of-way. It is anticipated that the Plan will take tax increment collections through FYE 2057. The maximum amount of indebtedness (amount of tax increment financing (TIF) for projects and programs) that may be issued for the Plan is \$30,000,000 (thirty million dollars).<sup>1</sup>

Detailed goals and objectives developed by the community for this Plan are intended to guide TIF investment in the Area over the life of the Plan. The project category descriptions and list of projects are similarly intended to aid future decision makers when considering how best to expend funds generated by TIF. The Plan is to be administered by the city’s Urban Renewal Agency (Agency). Substantial amendments to the Plan must be approved by City Council as outlined in Section IX. All amendments to the Plan are to be listed numerically on the front page of the Plan and then incorporated into the Plan document and noted by footnote with an amendment number and adoption date.

### ***B. Urban Renewal Overview***

Urban renewal allows for the use of tax increment financing, a financing source that is unique to urban renewal, to fund its projects. Tax increment revenues—the amount of property taxes generated by the increase in total assessed values in the urban renewal area from the time the urban renewal area is first established—are used to repay borrowed funds. The borrowed funds are used to pay for urban renewal projects and cannot exceed the maximum indebtedness amount set by the urban renewal plan.

The purpose of urban renewal is to improve specific areas of a city that are poorly developed or underdeveloped, called blighted areas in ORS 457. These areas can have old or deteriorated buildings, public spaces that need improvements, streets and utilities in poor condition, a complete lack of streets and utilities altogether, or other obstacles to development. In general, urban renewal projects can include construction or improvement of streets, utilities, and other public facilities; assistance for rehabilitation or redevelopment of property; acquisition and re-sale of property (site assembly) from willing sellers; and improvements to public spaces. The Banks Urban Renewal Area meets the definition of blight due to its infrastructure deficiencies and underdeveloped properties. These blighted conditions are specifically cited in the ordinance adopting the Plan and described in detail in the accompanying Urban Renewal Report (Report).

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<sup>1</sup> This paragraph updated in 2025 amendment.

The Report accompanying the Plan contains the information required by ORS 457.087, including:

- A description of the physical, social, and economic conditions in the area;
- Expected impact of the Plan, including fiscal impact in light of increased services;
- Reasons for selection of the Plan Area;
- The relationship between each project to be undertaken and the existing conditions;
- The estimated total cost of each project and the source of funds to pay such costs;
- The estimated completion date of each project;
- The estimated amount of funds required in the Area and the anticipated year in which the debt will be retired;
- A financial analysis of the Plan;
- A fiscal impact statement that estimates the impact of tax increment financing upon all entities levying taxes upon property in the urban renewal area; and
- A relocation report.

### **III. GOALS AND OBJECTIVES**

The goals of the Plan represent its basic intents and purposes. Accompanying each goal are objectives, which generally describe how the Agency intends to achieve each goal. The urban renewal projects identified in Sections IV and V of the Plan are the specific means of meeting the objectives. The goals relate to adopted plans, as detailed in Section X, and were developed with input from the Advisory Committee and using the Vision 2037 Plan as a guide. The goals and objectives will be pursued as economically as is feasible and at the discretion of the Agency. The goals and objectives are not listed in any order of importance or priority.<sup>2</sup>

#### **Goal 1: District Identity/Main Street Improvements**

Revitalize the visual and functional character of downtown Banks through targeted investments in storefronts, public art, and pedestrian-friendly enhancements. Create an inviting and vibrant Main Street experience that supports existing businesses, attracts visitors, and enhances community pride.

#### **Goal 2: Economy**

Improve downtown Banks as a destination. Enhance the city's identity and facilities to attract businesses to downtown Banks. Support the cleanup and redevelopment of the former Hampton Mill site into productive light industrial or employment-generating uses.

- a) Improve efficiency of parking and provide streetscape and pedestrian and bicycle amenities to enhance downtown business.
- b) Provide programs for improvement of properties through storefront loans, redevelopment assistance, and business assistance.
- c) Restore the long-dormant mill property into a thriving employment center that supports Banks' long-term economic resilience and job growth.
- d) Transform key sites into productive and attractive spaces that support small business development, mixed-use projects, and community reinvestment.

#### **Goal 3: Arts, Culture and Recreation**

Develop a vibrant arts, history, and culture district within the city. Provide facilities and parks/public spaces to support the citizens of Banks, tourism trade, downtown, and businesses. Plan and support future development of public-use facilities that serve as cultural and recreational anchors for the community. Create inclusive, multipurpose spaces that enhance quality of life, attract regional visitors, and support creative industries and wellness initiatives. Together, these elements will celebrate local heritage, create opportunities for artistic expression, and offer welcoming public spaces for the community to gather and connect.

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<sup>2</sup> This section updated in 2025 Amendment

- a) Develop a Performing Arts Center.
- b) Create a new public multi-use plaza as a community and visitor focus, preferably connecting to Main Street and the west side of the city.
- c) Develop further trails and support areas, creating additional trailhead opportunities.
- d) Develop a Recreation Center.
- e) Provide funding to the Banks School District for the improvements to Kelly Field

#### **Goal 4: Transportation**

Improve transportation network to standards that will facilitate effective traffic flow and provide for increased pedestrian and bicyclist safety.

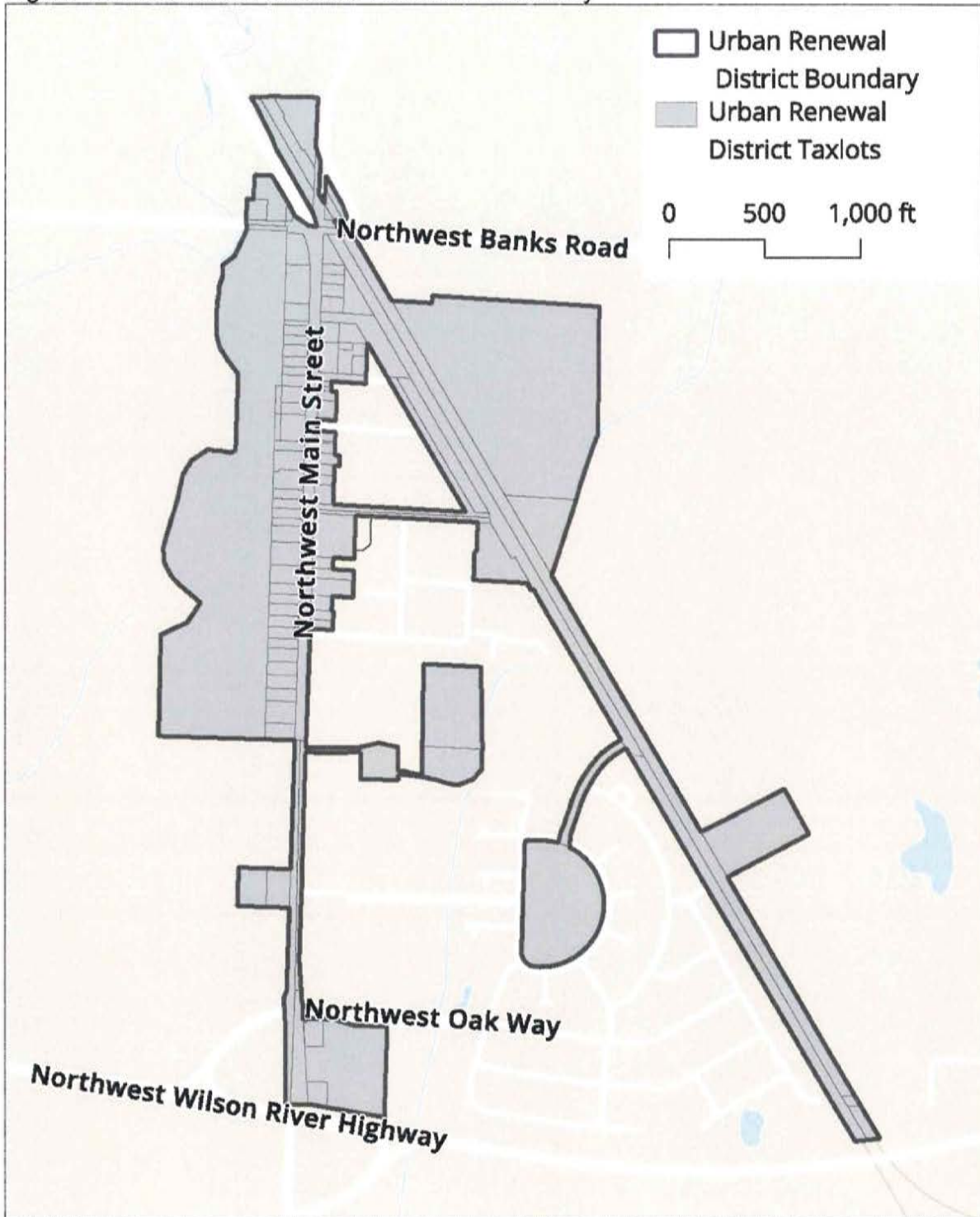
- a) Improve active transportation access, expand recreational opportunities, and increase regional visibility of the Banks–Vernonia State Trail.
- b) Repave as necessary, provide crosswalks, bulb-outs.
- c) Install traffic safety measures such as traffic circles.
- d) Install features on Commerce Street to improve and encourage use of bike trail facilities.
- e) Implement Banks' parking plan to encourage visits to downtown businesses and trailheads.

#### **Goal 5: Public Safety**

Coordinate with the Banks Fire District to provide public safety in the urban renewal area.

- a) Provide funding for capital improvements to the Banks Fire District.

Figure 1. Banks Urban Renewal Plan Area Boundary<sup>3</sup>



Source: Tiberius Solutions, LLC

<sup>3</sup> The boundary was changed in the 2025 amendment. Refer to the Report Accompanying the Amendment for the specific changes.

#### **IV. URBAN RENEWAL PROJECT CATEGORIES**

As an outcome of the goals described in the previous section, the projects within the Area fall into the following categories<sup>4</sup>:

- District Identity/Main Street Improvements (Goal 1)
- Economy (Goal 2)
- Arts, Culture and Recreation (Goal 3)
- Transportation (Goal 4)
- Public Safety (Goal 5)

#### **V. URBAN RENEWAL PROJECTS**

Urban renewal projects authorized by the Plan are described below.<sup>5</sup>

##### ***A. District Identity***

##### **1. Main Street Improvement Program**

This program will support comprehensive streetscape improvements along Main Street and connecting corridors to create a safe, attractive, and accessible environment for residents, businesses, and visitors. Eligible improvements include but are not limited to new and repaired sidewalks, curb bulb-outs, benches, bike racks, street lighting, trash receptacles, drinking fountains, bollards, transit shelters, restrooms, bike repair stations, and other designated public amenities. The program may also fund the extension or enhancement of existing rights-of-way to improve connectivity to Main Street, including landscaping, and wayfinding elements to promote walkability, encourage bicycle use, and strengthen the local business district.

2. Storefront grants and façade improvements for eligible businesses.
3. Installation of murals, public art, wayfinding signage, and historic markers.
4. Public realm enhancements such as decorative lighting, street furniture, flower baskets, and seasonal décor.
5. Small-scale placemaking efforts such as pocket parks or parklets.

The addition of public art may trigger the requirement for concurrence of a public building project in accordance with ORS 457.089(3) if the public art is an art statue, sculpture, clocktower or bell tower. The Agency has received concurrence from three of the top four taxing districts for inclusion of the installation of murals, public art, wayfinding signage, and historic markers project in the Plan. The project serves and benefits the Area by providing a general atmosphere of a community that cares for and appreciates public art as part of its civic pride. This civic pride helps encourage investment in the community in both the improvement of structures and encouraging tourist activity and supporting businesses.

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<sup>4</sup> This section updated in 2025 amendment.

<sup>5</sup> This section updated in 2025 amendment.

## ***B. Economy***

### **1. Existing Buildings Additions and Remodels**

Any additions to and remodels of existing structures to upgrade in any manner that adds value. Design standards as proposed in Vision 2037 and codified can help guide in certain areas.

### **2. New Buildings Structures**

Any new structures and developments, including infill structures on urbanized lots. Design standards as proposed in Vision 2037 as codified can help guide new structures designs and siting.

### **3. Millsite Revitalization and Industrial Incentive Program**

Eligible Activities include but are not limited to:

- Environmental remediation and site preparation.
- System Development Charge (SDC) offsets or reimbursement incentives for targeted developers
- Infrastructure improvements (water, sewer, road, or dry utilities).
- Site planning and predevelopment assistance to attract light industrial manufacturing tenants.

## ***C. Arts, Culture and Recreation***

### **1. Arts, History and Culture District**

Develop a vibrant arts, history, and culture district within the Area, supported by planned investments in projects including but not limited to a replica of the historic Wilkes House, preservation of the Wilkes property's original silo, thoughtfully designed gardens and mature trees, and an inviting outdoor performance space.

### **2. Banks Plaza Mixed Use/Urban Open Space Development (public/private partner)**

Develop a Banks Plaza, realized if possible as mixed-use public-private partnership to gain the multi-use plaza and surrounding mixed-use building structures (housing, retail, community center).

### **3. Multi-use Trails Extensions and New Trails**

Provide significant and varied extensions of trails such as the Banks/Vernonia trail along the Railroad to continue southeast and join with other regional planned trails. Other routes developed as part of new and existing streetscapes.

### **4. Parks Upgrades and Improvements/New Parks**

Install continuing upgrades, new features, maintenance and improvements of existing parks. Possible new parks additions per Banks Parks Plan and as triggered by growth, new Urban Growth Boundary (UGB) lands, popularity and otherwise.

## 5. Kelly Field

Provide investment in Kelly Field for a community track, field upgrades, and recreational infrastructure.

#### 6. Performing Arts Center

Develop a Performing Arts Center on the Banks High School campus to provide a dedicated venue for theater, music, dance, and other cultural events that will enrich the lives of students and residents alike.

#### 7. Recreation Center

Participate in the development of a Recreation Center to provide a facility for community recreation activities.

### ***D. Transportation***

#### 1. Main Street

Construct upgrades and replacement.

#### 2. Traffic Solutions

Construct upgrades, crosswalks, bulb-outs, and other traffic resolutions.

#### 3. New Development Infrastructure

Assist in the construction of streets, extensions, and infrastructure for new residential and industrial developments and other opportunities particularly on the lands newly added within the expanded UGB.

#### 4. Banks–Vernonia State Trail/Salmonberry Trail

Provide trailhead enhancements and national level signage.

#### 5. Connectivity improvements

Provide connectivity improvements such as pedestrian crossings, bike lanes, and Americans with Disabilities Act (ADA) pathways.

### ***E. Public Safety***

#### 1. Fire Department

Assist the Fire Department in the funding of capital projects.

Fire Department projects include the following:

- Apparatus - \$1,366,039 (2025\$)
- Station Improvement - \$633,385 (2025\$)

## **VI. PROPERTY ACQUISITION AND DISPOSITION**

The Plan authorizes the acquisition and disposition of property as described in this section. Property includes any and all interests in property, including fee simple ownership, lease, easements, licenses, or other rights to use. If property is acquired it will be identified in the Plan through a Minor Amendment, as described in Section IX. Identification of property to be acquired and its anticipated disposition is required by ORS 457.085(g).

### ***A. Property acquisition for public improvements***

The Agency may acquire any property within the Area for the public improvement projects undertaken pursuant to the Plan by all legal means, including use of eminent domain. Good faith negotiations for such acquisitions must occur prior to institution of eminent domain procedures.

### ***B. Property acquisition from willing sellers***

The Plan authorizes Agency acquisition of any interest in property within the Area that the Agency finds is necessary for private redevelopment, but only in those cases where the property owner wishes to convey such interest to the Agency. The Plan does not authorize the Agency to use the power of eminent domain to acquire property from a private party to transfer property to another private party for private redevelopment. Property acquisition from willing sellers may be required to support development of projects within the Area.

### ***C. Land disposition***

The Agency will dispose of property acquired for a public improvement project by conveyance to the appropriate public agency responsible for the construction and/or maintenance of the public improvement. The Agency may retain such property during the construction of the public improvement.

The Agency may dispose of property acquired under Subsection B of this Section VI by conveying any interest in property acquired. Property shall be conveyed at its fair reuse value. Fair reuse value is the value, whether expressed in terms of rental or capital price, at which the urban renewal agency, in its discretion, determines such land should be made available in order that it may be developed, redeveloped, cleared, conserved, or rehabilitated for the purposes specified in the Plan. Because fair reuse value reflects limitations on the use of the property to those purposes specified in the Plan, the value may be lower than the property's fair market value.

Where land is sold or leased, the purchaser or lessee must agree to use the land for the purposes designated in the Plan and to begin and complete the building of its improvements within a period of time that the Agency determines is reasonable.

## **VII. RELOCATION METHODS**

When the Agency acquires occupied property under the Plan, residential or commercial occupants of such property shall be offered relocation assistance, as required under applicable state law. Prior to such acquisition, the Agency shall adopt rules and regulations, as necessary, for the administration of relocation assistance. No specific acquisitions that would result in relocation benefits have been identified; however, there are plans to acquire land for infrastructure which may trigger relocation benefits in the future in the Area.

## **VIII. TAX INCREMENT FINANCING OF PLAN**

Tax increment financing consists of using annual tax increment revenues to make payments on debt, usually in the form of bank loans or revenue bonds. The proceeds of the bonds are used to finance the urban renewal projects authorized in the Plan. Bonds may be either long-term or short-term.

Tax increment revenues equal most of the annual property taxes imposed on the cumulative *increase* in assessed value within an urban renewal area over the total assessed value at the time an urban renewal plan is adopted. (Under current law, the property taxes for general obligation (GO) bonds and local option levies approved after October 6, 2001 are not part of the tax increment revenues.)

### ***A. General description of the proposed financing methods***

The Plan will be financed using a combination of revenue sources. These include:

- Tax increment revenues;
- Advances, loans, grants, and any other form of financial assistance from federal, state, or local governments, or other public bodies;
- Loans, grants, dedications, or other contributions from private developers and property owners, including, but not limited to, assessment districts; and
- Any other public or private source.

Revenues obtained by the Agency will be used to pay or repay the costs, expenses, advancements, and indebtedness incurred in (1) planning or undertaking project activities, or (2) otherwise exercising any of the powers granted by ORS Chapter 457 in connection with the implementation of this Plan.

### ***B. Tax increment financing and maximum indebtedness***

The Plan may be financed, in whole or in part, by tax increment revenues allocated to the Agency, as provided in ORS Chapter 457. The ad valorem taxes, if any, levied by a taxing district in which all or a portion of the Area is located, shall be divided as provided in Section 1c, Article IX of the Oregon Constitution, and ORS 457.440. Amounts collected pursuant to ORS 457.440 shall be deposited into the unsegregated tax collections account and distributed to the Agency based upon the distribution schedule established under ORS 311.390.

The maximum amount of indebtedness that may be issued or incurred under the Plan, based upon good faith estimates of the scope and costs of projects in the Plan and the schedule for their completion is \$30,000,000 (thirty million dollars). This amount is the principal of such indebtedness and does not include interest or indebtedness incurred to refund or refinance existing indebtedness or interest earned on bond proceeds. It does include initial bond financing fees and interest earned on tax increment proceeds, separate from interest on bond proceeds.

## **IX. AMENDMENTS TO PLAN**

The Plan may be amended as described in this section.

### ***A. Substantial Amendments***

Substantial Amendments, in accordance with ORS 457.085(2)(i), shall require the same notice, hearing, and approval procedure required of the original Plan, under ORS 457.095, including public involvement, consultation with taxing districts, presentation to the Agency, the Planning Commission, and adoption by the City Council by non-emergency ordinance after a hearing. Notice of such hearing shall be provided to individuals or households within the City of Banks, as required by ORS 457.120. Notice of adoption of a Substantial Amendment shall be provided in accordance with ORS 457.095 and 457.115.

Substantial Amendments are amendments that:<sup>6</sup>

1. Add land to the urban renewal area, except for an addition of land that totals not more than 1% of the existing area of the urban renewal area; or
2. Increase the maximum amount of indebtedness that can be issued or incurred under the Plan.

### ***B. Minor Amendments***

Minor Amendments are amendments that are not Substantial Amendments as defined in this Plan and in ORS 457. Minor Amendments require approval by the Agency by resolution.

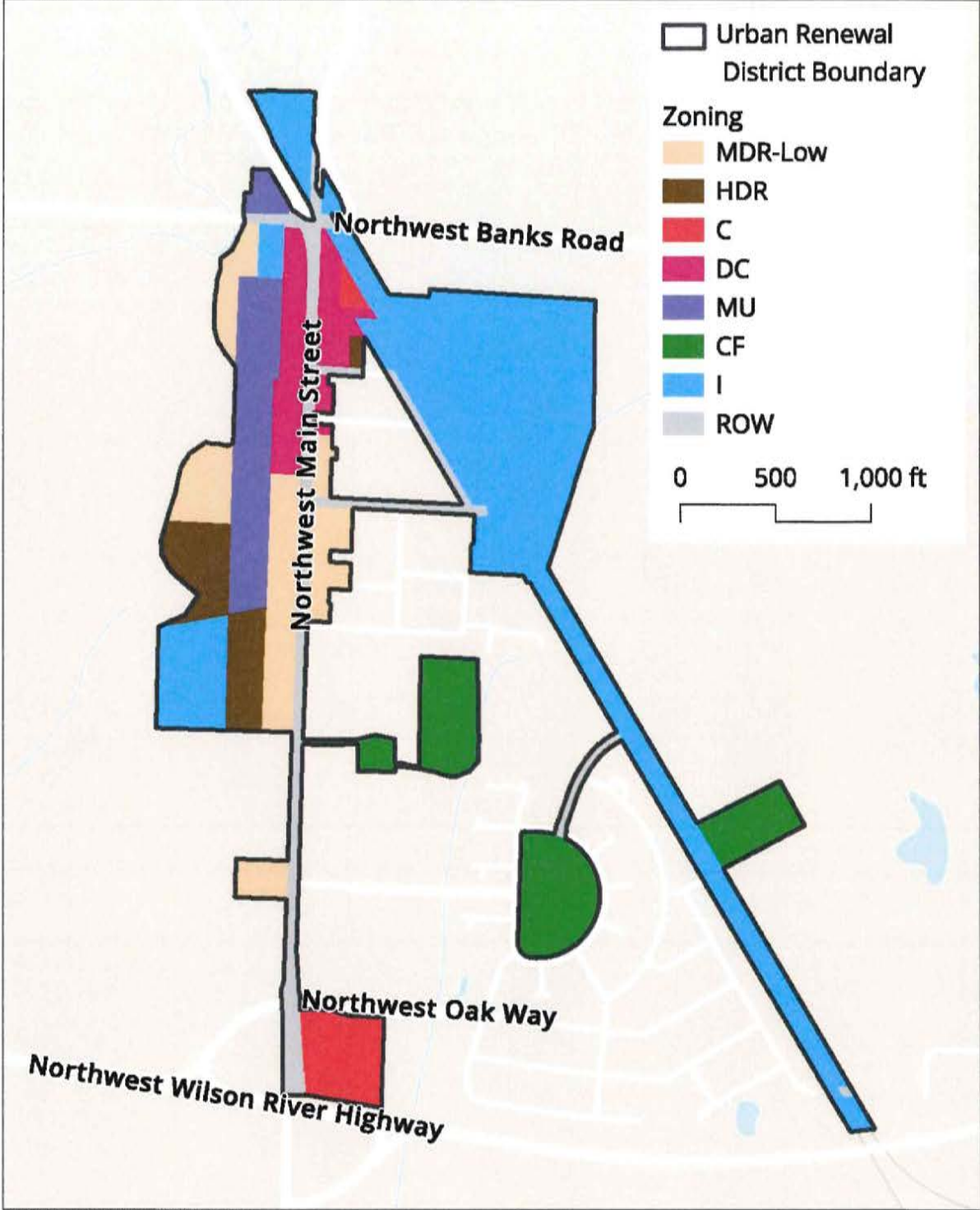
### ***C. Amendments to the Banks Comprehensive Plan and/or Banks Zoning Code.***

Amendments to the Banks Comprehensive Plan and/or Chapter 151 Zoning Code of Banks Municipal Code that affect the Plan and/or the Area shall be incorporated automatically within the Plan without any separate action required by the Agency or City Council.

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<sup>6</sup> Unless otherwise permitted by state law, no land equal to more than 20 percent of the total land area of the original Plan shall be added to the urban renewal area by amendments, and the aggregate amount of all amendments increasing the maximum indebtedness may not exceed 20 percent of the Plan's initial maximum indebtedness, as adjusted, as provided by law.

Figure 2. Comprehensive Plan Designations



Source: Tiberius Solutions, LLC

## **X. RELATIONSHIP TO LOCAL OBJECTIVES**

ORS 457.085 requires that the Plan conform to local objectives. This section provides that analysis. Relevant local planning and development objectives are contained within the Banks Comprehensive Plan, Chapter 151 Zoning Code of the Banks Municipal Code, and Banks Park System Master Plan. The following section describes the purpose and intent of these plans, the main applicable goals and policies within each plan, and an explanation of how the Plan relates to the applicable goals and policies.

**The numbering of the goals and policies within this section reflects the numbering that occurs in the original document. *Italicized text* is text that has been taken directly from an original document.**

Comprehensive Plan designations for all land in the Area are shown in Figure 2. All proposed land uses conform to Figure 2. Maximum densities and building requirements for all land in the Area are contained in the Banks Community Development Code.

### **A. *Banks Comprehensive Plan***

#### **1. *Citizen Involvement***

*Goal: To promote a program of citizen involvement which facilitates the flow of information and ideas between the City and its residents, and insures the opportunity for citizen involvement in the planning process.*

*Objective: Employ a variety of methods of informing citizens and obtaining their opinions and attitudes on matters relative to the planning and decision making process (i.e., questionnaires, public hearings, and advisory committees).*

The Banks Urban Renewal Plan conforms to the Citizen Involvement Goal of the Banks Comprehensive Plan because the Banks Urban Renewal Plan has had opportunities for public involvement including an advisory committee which met three times, a Banks Planning Commission hearing, a Washington County Commission meeting, and a Banks City Council hearing.

#### **5. *Open Space, Scenic and Historic Areas, and Natural Resources***

*Goal: To protect and enhance through proper use and development the open spaces, scenic and historic areas, and natural resources of the area.*

*Policies*

**3. *All public facilities shall recognize their potential to contribute to open space system.***

The Banks Urban Renewal Plan conforms to the Open Space, Scenic and Historic Areas, and Natural Resources Goal of the Banks Comprehensive Plan because it includes the Greenville City Park and a project to improve said park *and improvements to the trail system in Banks..*

## 8. Recreation

*Goal: To provide programs and facilities to meet the recreational needs of area residents and visitors.*

*Objective: a) Community park and outdoor recreation areas should be encouraged and enhanced.*

*b) Development of pedestrian and bicycle pathways should be promoted.*

The Banks Urban Renewal Plan conforms to the Recreation Goal of the Banks Comprehensive Plan because it has projects including both trails and open spaces. Specifically, improvements to the Greenville City Park are included in the Plan as well as improvements to existing trails and the building of new trails. *It also includes the development of a performing arts center, recreation center and assisting with the improvements to Kelly Field.*

## 9. Economics

*Goal: To provide for the economic diversification and stability of the area.*

The Banks Urban Renewal Plan conforms to the Economics Goal of the Banks Comprehensive Plan because it has both an existing building additions and remodels program to help businesses improve the façade of their buildings and a new building structure program to encourage the development of new structures in the Area. The projects also include the ability to assist in the redevelopment planning and redevelopment of the former Hampton Mills property.

## 11. Transportation

*Goal: To develop and encourage a safe, convenient, and economic transportation system.*

*Objectives: a) City street improvements should be a priority and a better maintenance program should be developed.*

*c) Alternative modes of transportation, such as public transit and bicycles, should be encouraged and promoted.*

The Banks Urban Renewal Plan conforms to the Transportation Goal of the Banks Comprehensive Plan because it contains projects to improve city streets. Included in these improvements are improvements for bicycle traffic *and ADA improvements.*

## **B. Chapter 151 Zoning Code of Banks Municipal Code<sup>7</sup>**

The land uses in the Area will conform to the zoning designations in the City of Banks Municipal Code, including maximum densities and building requirements, and are incorporated by reference herein. The following zoning districts are present in the Area.

### *MEDIUM DENSITY RESIDENTIAL – LOW*

*The Medium Density Residential-Low (MDR-L) zone is intended to provide for a blend of detached and attached single-family housing units with limited multi-family housing types at a density of 8.0 to 12.9 dwellings per net acre*

### *MEDIUM DENSITY RESIDENTIAL – HIGH*

*The Medium Density Residential-High (MDR-H) zone is intended to provide for a blend of detached and attached single-family housing units and multi-family housing types at a density of 13.0 to 16.9 dwellings per net acre.*

### *MIXED USE*

*The Mixed-Use (MU) zone is intended to provide a mix of medium density residential uses together with small to medium scale retail commercial and civic uses that emphasize a pedestrian environment.*

### *COMMUNITY FACILITIES*

*The purpose of the Community Facilities Zone is to provide for community facilities on properties owned by public or semi-public agencies, while encouraging protection of natural resources designated by the comprehensive plan under the requirements of statewide planning goals.*

### *GENERAL COMMERCIAL*

*The purpose of the General Commercial Zone is to provide for a broad range of commercial activities to serve the residents of Banks and the surrounding area.*

### *DOWNTOWN COMMERCIAL*

*The purpose of the Downtown Commercial Zone is to allow a mix of complementary uses in the Banks Downtown/Main Street area, promote pedestrian-friendly development, encourage efficient use of land, and facilitate economic development while preserving the small-town character of Banks.*

### *GENERAL INDUSTRIAL*

*The purpose of the General Industrial Zone is to facilitate economic development by providing areas suitable for warehousing, primary and secondary processing, packaging, fabricating of finished goods and equipment with related outdoor storage and incidental sales*

Finding: The Banks Urban Renewal Plan conforms to the City of Banks Chapter 151 Zoning Code of the Banks Municipal Code. The Banks Urban Renewal Plan does not

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<sup>7</sup> This section updated in 2025 amendment.

change any zoning within the area. There is no development proposed by the Banks Urban Renewal agency that would change any zoning in the urban renewal area. If any project is undertaken that might impact zoning, the proposed zone change would go through the City of Banks zoning change process. The urban renewal plan does not impact that process or decision.

### **C. Banks Park and Recreation Master Plan<sup>8</sup>**

The Banks Park and Recreation Master Plan was adopted in September 2023. The Banks Park and Recreation Master Plan has purpose and intent statements for different types of facilities, listed below.

#### **Neighborhood Parks Purpose and Intent**

*Local parks that provide a place for unstructured, non-organized play and active and passive recreation opportunities. Landscaped Areas, such as gateways, remnant parcels, viewsheds or beautification areas, shall not count as neighborhood parks.*

#### **Community Parks Purpose and Intent**

*Provide opportunities for active recreation and organized play in a location that can accommodate visitors who live beyond the half mile park radius, while also serving as a neighborhood park for nearby residents. Community parks should also be designed for group use; sites are intended to be activated through events, sports, programs, and activities.*

#### **Citywide Parks Purpose and Intent**

*As the City's largest park type, these sites are intended to be the hub of community activities to support organized sports, recreation, community gatherings, and play. Citywide parks are designed to meet the recreation needs of Banks residents, while also providing unique facilities that attract visitors.*

#### **Special Use Sites Purpose and Intent**

*Provide recreation facilities or specialized features that cannot be accommodated within other park sites due to size or location requirements. Revenue-generating activities and concessions may be provided at special use sites. This category also includes trailheads such as the Banks-Vernonia.*

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<sup>8</sup> This section updated in 2025 amendment.

**Trail Corridors**  
**Purpose and Intent**

*As part of the active transportation system, provide off-street trail corridors that connect the community to parks, schools, and community destinations, while maintaining the required access needs for utilities. Trails may be soft or hard surfaced depending on community needs, trail purpose, environmental considerations, or other factors.*

Finding: The Banks Urban Renewal Plan conforms to the Banks Park and Recreation Master Plan because it has projects that will improve the trail/pathway system, improve Greenville City Park and assist in the funding of Kelly Field.

**D. City of Banks Transportation Systems Plan<sup>9</sup>**

*The City of Banks Transportation System Plan (TSP), adopted in 2024, addresses key issues related to transportation within the existing City of Banks urban growth boundary (UGB).*

*The following transportation goals were used to help set priorities for transportation solutions and plan implementation. They were based off evaluation criteria developed in the previous TSP by stakeholders in the community and other goals used in recent TSPs for similar cities. These goals will be used to develop evaluation criteria used to assess the benefits of potential future projects.*

**Goal 1: Mobility**

- *Provide a multi-modal transportation system that facilitates efficient and reliable travel and will accommodate future growth.*

**Goal 2: Safety**

- *Provide a transportation system that ensures safety for all users.*

**Goal 3: Access and Connectivity for All Modes**

- *Provide a transportation system that ensures a convenient and accessible network for all modes of travel, including walking, biking, using transit, and driving.*

**Goal 4: Economic Development**

- *Minimize property impacts for existing and future development potential and promote economic development.*

**Goal 5: Environmental Resources**

- *Provide a transportation system that advances sustainable transportation options and minimizes impacts on the environment and important natural features.*

**Goal 6: Livability, Health, and Recreation**

- *Provide a transportation system that preserves a livable community, enhances public health through supporting active transportation, and offers recreational opportunities.*

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<sup>9</sup> This section updated in 2025 amendment.

**Goal 7: Regional Coordination**

• Coordinate with other jurisdictions to plan and fund projects that better connect Banks with the region and consistent with local, regional, and state plans. Achieve local support on projects within the city that meet the needs and interests of the community.

**Goal 8: Capital Investments and Funding**

• Promote cost effective investments to the transportation system.

Finding: The Banks Urban Renewal Plan conforms to the City of Banks Transportation System Plan of the Banks Comprehensive Plan because it contains projects to help provide a transportation system that ensures safety for all users, that ensures convenient and accessible network for all modes of travel, advances sustainable transportation options, supports active transportation and provides additional funding for the transportation system.

**E. Washington County Comprehensive Plan<sup>10</sup>**

The Washington County Comprehensive Plan provides the basis for the future growth and development of the county. The CFP is applicable to unincorporated properties inside the regional UGB and the UGBs of Banks, Gaston and North Plains. The RNRP addresses all properties outside of a UGB. The properties that are outside of the Banks Urban Growth Boundary are:

- 2N4250002400
- 2N331BB05600
- 2N4250002500
- 2N4250002300
- 2N4250003200

Policy 2: Citizen Involvement

It is the policy of Washington County to encourage citizen participation in all phases of the planning process and to provide opportunities for continuing involvement and effective communication between citizens and their County government.

Implementing Strategies

The County will:

- a. Provide information on planning issues and policies in clear and understandable form.

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because it has had a Citizens Advisory Committee, an Open House, and three Open Hearings as options for citizen involvement.

Policy 3: Intergovernmental Coordination

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<sup>10</sup> This section updated in 2025 amendment.

*It is the policy of Washington County to effectively coordinate its planning and development efforts with federal, state, and other local governments and special districts to ensure that various programs and activities undertaken by these bodies are consistent with the County Comprehensive Plan.*

*Implementing Strategies*

- a. *Coordinate planning activities with appropriate federal, state, regional and local government units, and with affected special service districts.*

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because it has coordinated with the County Commissioners in the process of formation.

*Policy 13: Reasons for Growth*

*It is the policy of Washington County to establish a growth management system for the unincorporated areas within the UGB which promotes:*

- (1) Efficient, economic provision of public facilities and services;*
- (2) Infill development in established areas while preserving existing neighborhood character;*
- (3) Development near or contiguous to existing urban development where services are available;*
- (4) Parcelization of land such that future development at urban densities can take place;*
- (5) Development which is compatible with existing land uses;*
- (7) Development in concert with adopted community plans*

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because portions of the urban renewal area are in unincorporated areas, but within the UGB and will be annexed into the city of Banks in the future.

*Policy 20: Urban Area Economy*

*It is the policy of Washington County to encourage and participate in activities which strengthen the local economy through:*

- (1) Retention and expansion of existing businesses and industry*

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because it has projects and programs in place to aid existing Banks businesses.

*Policy 33: Recreation*

*It is the policy of Washington County to work to provide residents and businesses in the urban unincorporated area with adequate park and recreation facilities and services and open space.*

The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because one of the projects is to provide trailhead improvements, signage and parking at the Banks/Vernonia State Trail/Salmonberry Trail.

*Policy 34: Open Space and Recreation Facilities Location*

*It is the policy of Washington County to encourage the location of parks, open space and recreation facilities so as to define and implement the countywide development concept, County policies and community plans.*

*Finding: The Banks Urban Renewal Plan conforms with the Washington County Comprehensive Plan because one of the projects is to provide trailhead improvements, signage and parking at the Banks/Vernonia State Trail/Salmonberry Trail.*

## **XI. APPENDIX A: LEGAL DESCRIPTION**

### Urban Renewal Area Banks, Oregon

A tract of land and road right-of-ways located in the Southeast One-Quarter of Section 25 and the Northeast One-Quarter of Section 36, Township 2 North, Range 4 West, the Southwest One-Quarter and the Northwest One-Quarter of Section 31, and the Southwest One-Quarter of Section 30, Township 2 North, Range 3 West, Willamette Meridian, City of Banks, Washington County, Oregon, and being more particularly described as follows:

Beginning at the section corner common to said Sections 25, 36, 31 and 30 (Assessor's Map 2N 3 31BB);

1. Thence along the northerly line of said Section 31, Easterly 166 feet, more or less, to the northwesterly extension of the northeasterly right-of-way line of State of Oregon Railroad (Assessor's Map 2N 3 31BB);
2. Thence along said northwesterly extension and the northeasterly right-of-way line thereof, Southeasterly 417 feet, more or less, to the southerly line of Tract 'E' of the Plat of "First Addition to Banks" (Assessor's Map 2N 3 31BB);
3. Thence along said southerly line and the southerly line of Document Number 90-014015, Easterly 211 feet, more or less, to the southeast corner thereof (Assessor's Map 2N 3 31BB);
4. Thence along the easterly line of said Deed, Northerly 39 feet, more or less, to the southerly line of Tract 'C' of said Plat (Assessor's Map 2N 3 31BB);
5. Thence along said southerly line and the easterly extension thereof, Easterly 672 feet, more or less, to the easterly line of Document Number 2012-088500 (Assessor's Map 2N 3 31BB);
6. Thence along said easterly line, Northerly 284 feet, more or less, to the southerly right-of-way line of NW Banks Road (Assessor's Map 2N 3 31BB);
7. Thence along said southerly right-of-way line, Easterly 200 feet, more or less, to the easterly line of Document Number 2015-020665 (Assessor's Map 2N 3 31);
8. Thence along said easterly line, Southerly 1301 feet, more or less, to the southeasterly line of Document Number 2007-077811 (Assessor's Map 2N 3 31);
9. Thence along said southeasterly line, Southwesterly 416 feet, more or less, to the northeasterly right-of-way line of State of Oregon Railroad (Assessor's Map 2N 3 31);
10. Thence along said northeasterly right-of-way line, Southeasterly 3384 feet, more or less, to the northerly right-of-way line of the State Highway 6 (Assessor's Map 2N 3 31D);

11. Thence along said northerly right-of-way line, Westerly 126 feet, more or less, to the southwesterly right-of-way line of the Port of Tillamook Bay Railroad (Assessor's Map 2N 3 31D);
12. Thence along said southwesterly right-of-way line, Northwesterly 2362 feet, more or less, to the southeasterly right-of-way line of NW Scottston Terrace (Assessor's Map 2N 3 31CA);
13. Thence along said southeasterly right-of-way line, Southwesterly 535 feet, more or less, to the northeasterly right-of-way line of NW Arborpark Loop (Assessor's Map 2N 3 31 CA);
14. Thence leaving said northeasterly right-of-way line, along a line at right angles to said northeasterly right-of-way line, Southwesterly 50 feet, more or less, to the southwesterly right-of-way line of NW Arborpark Loop (Assessor's Map 2N 3 31CA);
15. Thence along said southwesterly right-of-way line and the westerly and northerly and easterly right-of-way lines of NW Arborpark Loop to the easterly extension of the southerly right-of-way line of NW Trellis Way (Assessor's Map 2N 3 31CB);
16. Thence along said easterly extension and said southerly right-of-way line thereof, Westerly 1134 feet, more or less, to the easterly right-of-way line of NW Main Street (Assessor's map 2N 3 31 CB);
17. Thence along said easterly right-of-way line, Southerly 580 feet, more or less, to the southerly right-of-way line of NW Oak Way (Assessor's Map 2N 3 31CC);
18. Thence along said southerly right-of-way line Easterly 437 feet, more or less, to the easterly line of Document Number 2003-197079 (Assessor's Map 2N 3 31CC);
19. Thence along said easterly line, Southerly 470 feet, more or less, to the northerly right-of-way line of State Highway Number 6 (Assessor's Map 2N 3 31CC);
20. Thence along said northerly right-of-way line and the westerly extension thereof, Westerly 561 feet, more or less to a point 69.00 feet westerly of the east line of Section 36 (Assessor's Map 2N 4 36);
21. Thence Northerly 572 feet, more or less, to the easterly southeast corner of Document Number 91-028248, also being on the westerly right-of-way line of NW Main Street (26.00 feet from the centerline) (Assessor's Map 2N 4 36);
22. Thence along said westerly right-of-way line, Northerly 1296 feet, more or less, to the south line of the Northeast One-Quarter corner of said Section 36 (Assessor's Map 2N 4 36);
23. Thence along said south line, Westerly 1354 feet, more or less, to the westerly line of Document Number 2017-002188 (Assessor's Map 2N 4 36);
24. Thence along said westerly line, Northerly 60 feet, more or less, to a line parallel with and 60 feet northerly of said south line of the northeast One-Quarter (Assessor's Map 2N 4 36);

25. Thence continuing along said westerly line along the following 44 courses; South 88°17'15" East 286.79 feet;
26. Thence North 02°54'11" East 84.82 feet;
27. Thence North 04°12'23" West 73.27 feet;
28. Thence North 02°41'10" East 34.50 feet;
29. Thence North 07°48'14" East 34.13 feet;
30. Thence North 18°57'57" East 51.71 feet;
31. Thence North 10°15'12" East 17.00 feet;
32. Thence North 28°09'06" East 10.75 feet;
33. Thence North 44°02'45" East 21.60 feet;
34. Thence North 29°23'43" East 33.60 feet;
35. Thence North 59°39'34" East 96.82 feet;
36. Thence North 68°53'52" East 50.90 feet;
37. Thence North 76°41'53" East 86.22 feet;
38. Thence North 75°13'54" East 90.30 feet;
39. Thence North 63°37'13" East 71.55 feet;
40. Thence North 66°53'07" East 79.71 feet;
41. Thence North 33°46'25" East 124.09 feet;
42. Thence North 49°22'31" West 157.34 feet;
43. Thence North 41°15'01" West 52.09 feet;
44. Thence North 27°06'38" West 76.00 feet;
45. Thence North 03°59'33" West 74.52 feet;
46. Thence North 15°54'11" East 143.90 feet;
47. Thence North 18°01'15" East 113.96 feet;
48. Thence North 11°54'27" East 137.01 feet;
49. Thence North 32°33'38" East 88.76 feet;
50. Thence North 56°09'59" East 102.65 feet;
51. Thence South 77°33'24" East 32.26 feet;
52. Thence South 86°42'19" East 44.37 feet;
53. Thence South 76°45'57" East 39.33 East;
54. Thence North 66°01'40" East 32.68 feet;
55. Thence North 01°57'54" East 394.86 feet;
56. Thence North 37°18'06" West 88.34 feet;
57. Thence North 33°10'20" West 45.92 feet;
58. Thence North 31°42'40" West 33.78 feet;
59. Thence North 13°44'12" West 54.81 feet;
60. Thence North 04°25'07" West 45.41 feet;
61. Thence North 02°30'01" East 74.28 feet;
62. Thence North 00°46'14" East 49.19 feet;
63. Thence North 08°32'45" East 57.41 feet;

64. Thence North 03°38'58" East 41.08 feet;
65. Thence North 18°20'09" East 53.53 feet;
66. Thence North 00°35'10" East 57.44 feet;
67. Thence North 53°57'33" East 78.18 feet;
68. Thence North 24°58'34" East 153.85 feet, to the southerly right-of-way line of NW Cedar Canyon Road (Assessor's Map 2N 4 36);
69. Thence along said southerly right-of-way line, Westerly 10 feet, more or less, to the southerly extension of the westerly line of Document Number 2016-042073 (Assessor's Map 2N 4 25);
70. Thence along said southerly extension and the westerly line thereof, Northerly 158 feet, more or less, to the northerly line of said Deed (Assessor's Map 2N 4 25);
71. Thence along said northerly line, Easterly 33 feet, more or less, to the westerly line of Document Number 2015-032251 (Assessor's Map 2N 4 25);
72. Thence along said westerly line, Northerly 125 feet, more or less, to the northerly line of said Deed (Assessor's Map 2N 4 25);
73. Thence along said northerly line, Easterly 96 feet, more or less to the southwesterly right-of-way line of State Highway Number 47 (Assessor's Map 2N 4 25);
74. Thence along said southwesterly right-of-way line and the southwesterly extension thereof, Southeasterly 309 feet, more or less, to the south line of said Section 25 (Assessor's Map 2N 4 25);
75. Thence along said south line, Easterly 61 feet, more or less, to southerly extension of the westerly right-of-way line of NW Sellers Road (Assessor's map 2N 4 25);
76. Thence along said southerly extension and the westerly right-of-way line thereof, Northerly 312 feet, more or less, to the southwesterly line of Document Number 94-077787 (Assessor's Map 2N 4 25);
77. Thence along said southwesterly line, Northwesterly 429 feet, more or less, to the northerly line thereof (Assessor's map 2N 4 25);
78. Thence along said northerly line, Easterly 233 feet, more or less, to the westerly right-of-way line of NW Sellers Road (Assessor's Map 2N 4 25);
79. Thence along said westerly right-of-way line, Northeasterly 73 feet, more or less, to the east line of said Section 25 (Assessor's Map 2N 4 25);
80. Thence along said east line, Southerly 745 feet, more or less, to the Point of Beginning (Assessor's Map 2N 3W 31BB);

**Excepting the following parcels:**

**Parcel 1:**

Beginning at the northwesterly corner of Lot 12, Block 8, of the Plat of "First Addition to Banks", located in the Northwest One-Quarter of Section 31, Township 2 North, Range 3

West, Willamette Meridian, City of Banks, Washington County, Oregon (Assessor's Map 2N 3 31BB);

101. Thence along the northeasterly line of said Lot 12 and the southwesterly right-of-way line of NW Commerce Street, Southeasterly 1012 feet, more or less, to the northerly right-of-way line of NW Sunset Avenue (Assessor's Map 2N 3 31BB);
102. Thence along said northerly right-of-way line, Westerly 692 feet, more or less, to the west line of Partition Plat Number 2008-024(Assessor's Map 2N 3 31BB);
103. Thence along the said west line, Northerly 200 feet, more or less, to the north line of said Partition Plat (Assessor's Map 2N 3 31BB);
104. Thence along said north line, Easterly 25 feet, more or less, to a line parallel with and 25 feet easterly of the west line of Lot 5, Block 2 of the Plat of "First Addition to Banks" (Assessor's Map 2N 3 31BB);
105. Thence along said parallel line, Northerly 58 feet, more or less, to a line parallel with and 6.60 feet southerly of the easterly extension of the south line of Lot 2, Block 2, of the Plat of "First Addition to Banks" (Assessor's Map 2N 3 31BB);
106. Thence along said parallel line, Westerly 25 feet, more or less to the west line of said Lot 5, Block 2 of said Plat (Assessor's Map 2N 3 31BB);
107. Thence along said west line and the northerly extension thereof, Northerly 329 feet, more or less to a line parallel with and 50 feet south of the southerly right-of-way line of NW Market Street (Assessor's Map 2N 3 31BB);
108. Thence along said parallel line, Westerly 30 feet, more or less, to a line parallel with and 30 feet west of the east line of Lot A, Block 1 of said Plat (Assessor's Map 2N 3 31BB);
109. Thence along said parallel line, Northerly 50 feet, more or less, to the southerly right-of-way line of NW Market Street (Assessor's Map 2N 3 31BB)
110. Thence along said southerly right-of-way line, Easterly 179 feet, more or less, to the southerly extension of the westerly line of Lot 12, Block 8, of said Plat (Assessor's Map 2N 3W 31BB);
111. Thence along said southerly extension and the westerly line thereof, Northerly 209 feet, more or less, to the Point of Beginning (Assessor's Map 2N 3 31BB);

**Parcel 2:**

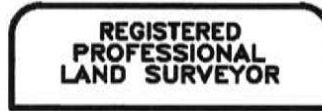
Beginning at the northeast corner of Lot 4, Block 7, of the Plat of "First Addition to Banks", also being on the southwest right-of-way line of Port of Tillamook Bay Railroad, located in the Northwest One-Quarter of Section 31, Township 2 North, Range 3 West, Willamette Meridian, City of Banks, Washington County, Oregon (Assessor's Map 2N 3 31BB);

121. Thence along the southwesterly right-of-way line of Port of Tillamook Bay Railroad, Southeasterly 1316 feet, more or less, to the northwesterly right-of-way line of NW Scottston Terrace (Assessor's Map 2N 3 31CA);
122. Thence along said northwesterly right-of-way line, Southwesterly 581 feet, more or less, to the northerly right-of-way line of NW Arborpark Loop (Assessor's Map 2N 3 31CA);
123. Thence along a line at right angles to said northerly right-of-way line, Southwesterly 50 feet, more or less, to the southerly right-of-way line of NW Arborpark Loop (Assessor's Map 2N 3 31CA);
124. Thence along said southerly right-of-way line and the easterly right-of-way lines thereof, Southwesterly 326 feet, more or less, to the easterly extension of the northerly right-of-way line of NW Trellis Way (Assessor's Map 2N 3 31CA);
125. Thence along said easterly extension and the northerly right-of-way line thereof, Westerly 1144 feet, more or less, to the easterly right-of-way line of NW Main Street (Assessor's Map 2N 3 31CB);
126. Thence along said easterly right-of-way line, Northerly 1329 feet, more or less, to the northerly right-of-way line of NW Wilkes Street (Assessor's Map 2N 3 31BC);
127. Thence along said northerly right-of-way line, Easterly 120 feet, to the westerly line of parcel 2 of Partition Plat Number 1993-047 (Assessor's Map 2N 3W 31BC);
128. Thence along said west line, Northerly 99 feet, more or less, to the southerly line of parcel 1 of said Partition Plat (Assessor's Map 2N 3W 31BC);
129. Thence along said southerly line, Westerly 10 feet, more or less, to a line parallel with and 10 feet westerly of the east line thereof (Assessor's Map 2N 3 31BC);
130. Thence along said parallel line, Northerly 75 feet, more or less, to the southerly line of Lot 15, Block 4, of the Plat of "First Addition to Banks" (Assessor's Map 2N 3 31BC);
131. Thence along said southerly line, Easterly 110 feet, more or less, to the easterly line thereof (Assessor's Map 2N 3 31BC);
132. Thence along said easterly line, and the easterly line of Lot 16, Block 4 of said Plat, Northerly 140 feet, more or less, to a line parallel with and 50 feet northerly of the southerly line of said Lot 16 (Assessor's Map 2N 3 31BC);
133. Thence along said parallel line, Westerly 110 feet, more or less, to a line parallel with and 110 feet easterly of the east right-of-way line of NW Main Street (Assessor's Map 2N 3 31BC);
134. Thence along said parallel line, Northerly 60 feet, more or less, to a line parallel with and 110 feet northerly of the south line of said Lot 16 (Assessor's Map 2N 3 31BC);
135. Thence along said parallel line, Easterly 110 feet, more or less, to the easterly line of said Lot 16 (Assessor's Map 2N 3 31BC);
136. Thence along said easterly line, Northerly 226 feet, more or less, to the southerly right-of-way line of NW Sunset Avenue (Assessor's Map 2N 3 31BC);

137. Thence along said southerly right-of-way line, Easterly 702 feet, more or less, to the Point of Beginning (Assessor's map 2N 3 31CA);

The above described tract of land contains 106 acres, more or less.

7/28/2017



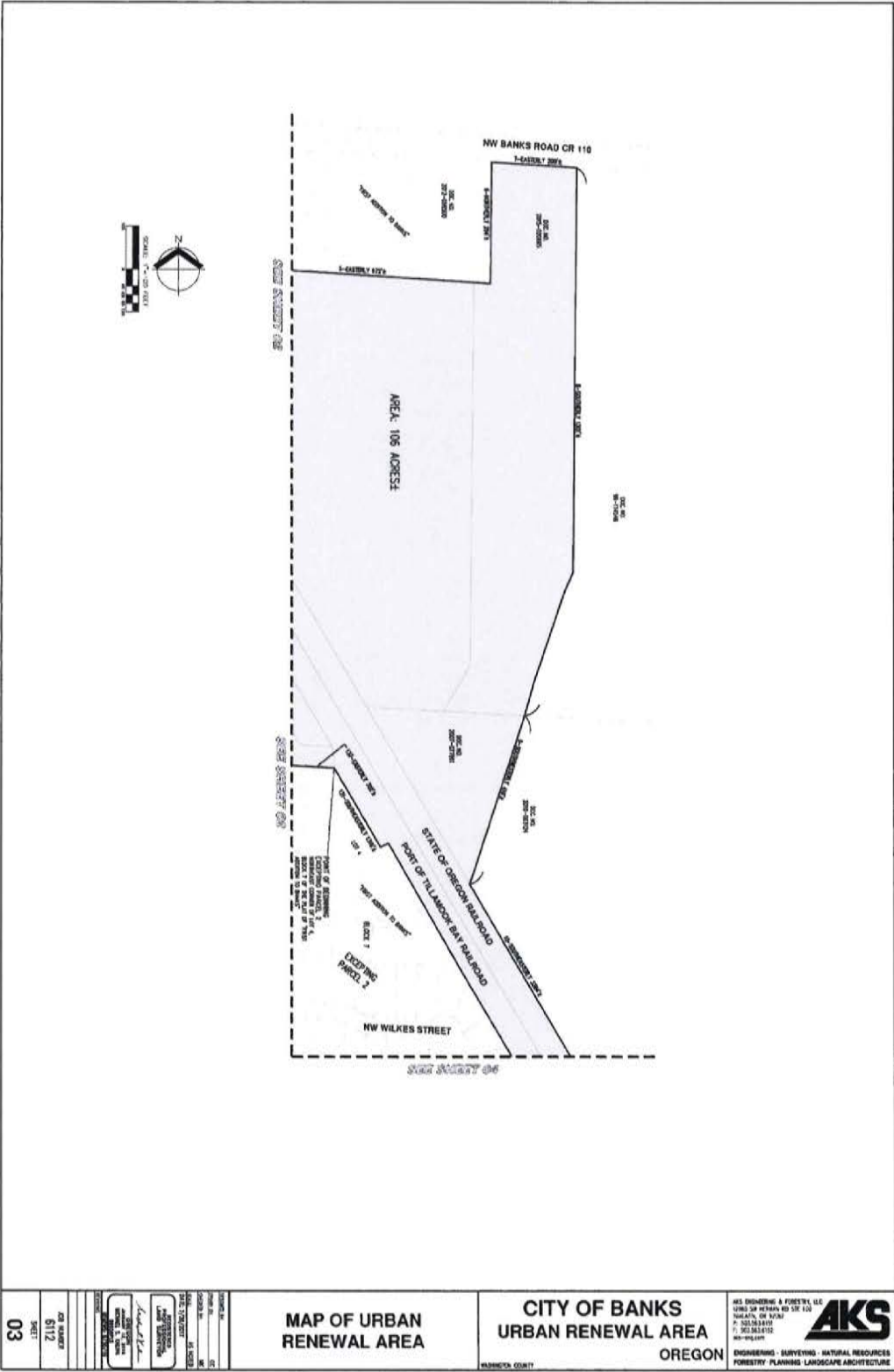
*Michael Kal*



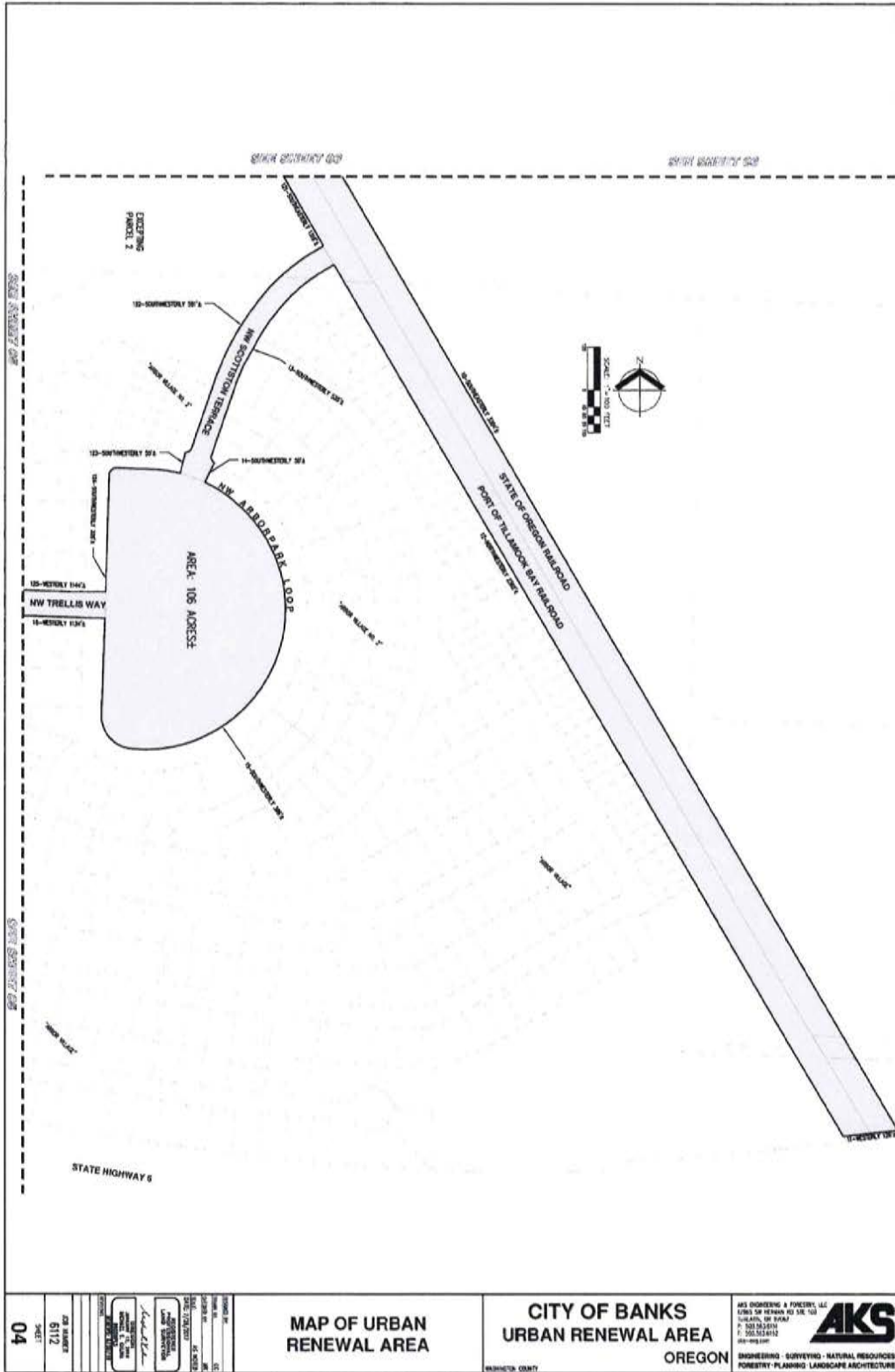
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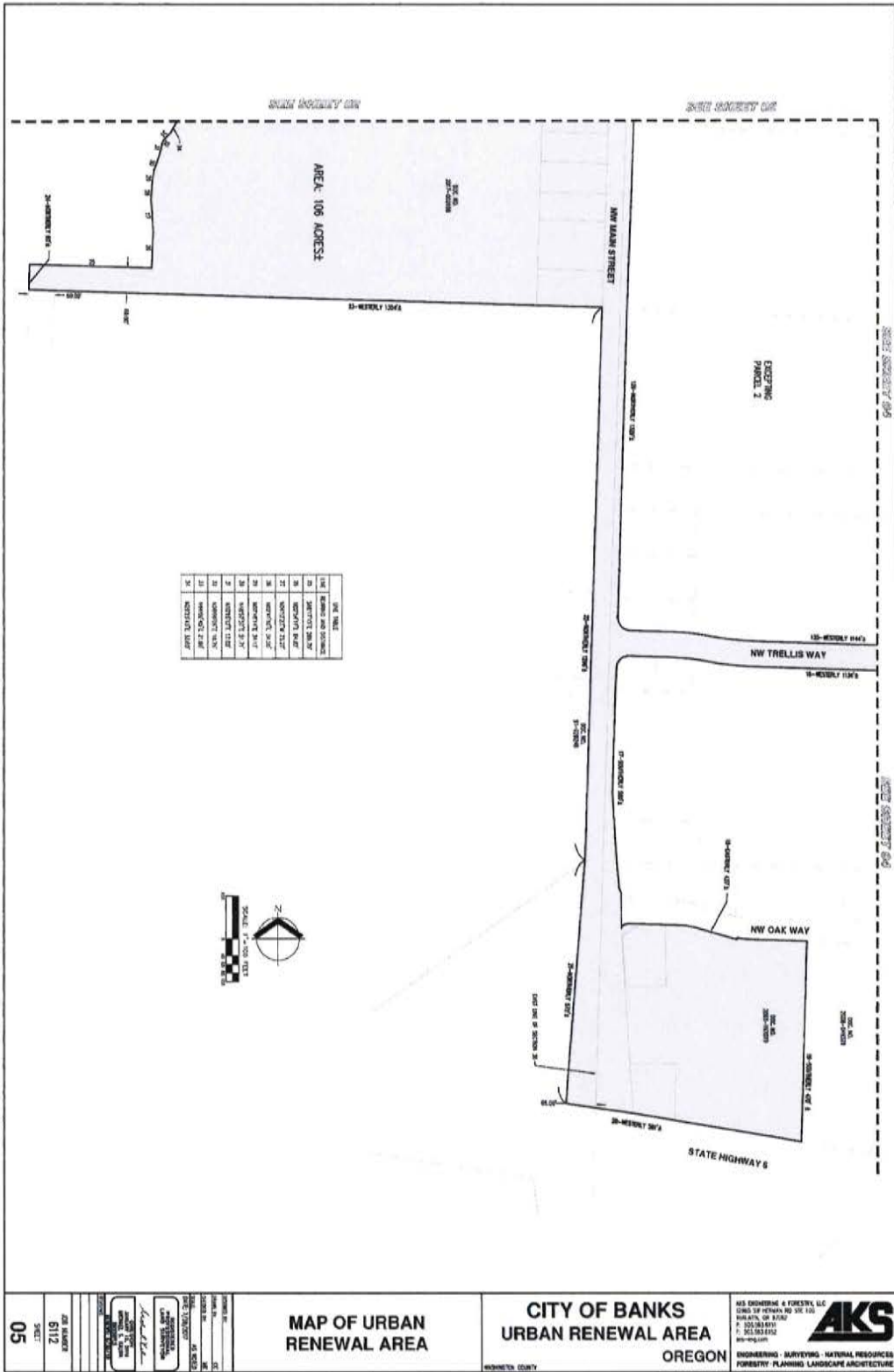
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	BY	JES
5112	PROJECT NO.	04
	PROJECT NAME	AREK 106 ADDRESS
SHEET	DATE	02/01/2017
	BY	JES
04	PROJECT NO.	04
	PROJECT NAME	AREK 106 ADDRESS

**MAP OF URBAN  
RENEWAL AREA**

**CITY OF BANKS  
URBAN RENEWAL AREA  
OREGON**

**AKS**  
ENGINEERING & SURVEYING, LLC  
12000 SW 10TH AVE SUITE 100  
TILLAMOOK, OR 97141  
P: 503.362.0171  
F: 503.362.0112  
www.aks.com

ENGINEERING • SURVEYING • NATURAL RESOURCES  
FORESTRY • PLANNING • LANDSCAPE ARCHITECTURE



## Attachment C

# Report Accompanying the Banks Urban Renewal Plan Substantial Amendment

# Report Accompanying the Banks Urban Renewal Plan Substantial Amendment

Adopted by the City of Banks

DATE

Ordinance No. \_\_\_\_\_

Banks Urban Renewal Area



LIST OF PARTICIPANTS

**Banks City Council**

Marsha Kirk, Mayor  
Pearcia Bogroff  
April Cannon  
Peter Edison  
Stephanie Jones  
Marilyn McCalister  
Niki Walters

**Banks Urban Renewal Agency**

Marsha Kirk  
Pearcia Bogroff  
April Cannon  
Peter Edison  
Stephanie Jones  
Marilyn McCalister  
Niki Walters

**Banks Planning Commission**

Whitney Hergert, Chair  
Loren Behrman, Vice Chair  
Tony Walters  
Sam VanDyke  
Jimmy Bogroff  
Barbara Brennan  
Debra Berry

**City of Banks**

Jolynn Becker, City Manager  
Angie, Lanter, City Recorder, Assistant City Manager  
Jon Legarza, Healthy Sustainable Communities, Economic Development  
Coordinator

**Elaine Howard Consulting, LLC**

Elaine Howard

**Tiberius Solutions LLC**

Nick Popenuk  
Ali Danko

Margaret Raimann



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## I. DEFINITIONS

“Agency” means the Banks Urban Renewal Agency. This Agency is responsible for administration of the urban renewal plan.

“Area” means the properties and rights-of-way located with the Banks urban renewal boundary.

“Blight” is defined in ORS 457.010(1)(A-E) and identified in the ordinance adopting the urban renewal plan.

“Board of Commissioners” means the Washington County Board of Commissioners.

“City” means the City of Banks, Oregon.

“City Council” or “Council” means the Banks City Council.

“Comprehensive Plan” means the City of Banks comprehensive land use plan and its implementing ordinances, policies, and standards.

“County” means Washington County, Oregon.

“Fiscal year” means the year commencing on July 1 and closing on June 30.

“Frozen base” means the total assessed value including all real, personal, manufactured, and utility values within an urban renewal area at the time of adoption. The county assessor certifies the assessed value after the adoption of an urban renewal plan.

“Increment” means that part of the assessed value of a taxing district attributable to any increase in the assessed value of the property located in an urban renewal area, or portion thereof, over the assessed value specified in the certified statement.

“Maximum indebtedness” means the amount of the principal of indebtedness included in a plan pursuant to ORS 457.190 and does not include indebtedness incurred to refund or refinance existing indebtedness.

“ORS” means the Oregon revised statutes and specifically Chapter 457, which relates to urban renewal.

“Planning Commission” means the Banks Planning Commission.

“Public Building Project” means projects identified in ORS 457 as public building projects. The identification of these projects is from the 2025 definition of public building projects in ORS 457.010.

“Revenue sharing” means sharing tax increment proceeds as defined in ORS 457.470.

“Tax increment financing (TIF)” means the funds that are associated with the division of taxes accomplished through the adoption of an urban renewal plan.

“Tax increment revenues” means the funds allocated by the assessor to an urban renewal area due to increases in assessed value over the frozen base within the area.

“UGB” means urban growth boundary.

“Urban renewal area” means a blighted area included in an urban renewal plan or an area included in an urban renewal plan under ORS 457.160.

“Urban renewal plan” or “Plan” means a plan, as it exists or is changed or modified from time to time, for one or more urban renewal areas, as provided in ORS 457.085, 457.095, 457.105, 457.115, 457.120, 457.125, 457.135 and 457.220. “Urban renewal project” or “Project” means any work or undertaking carried out under ORS 457.170 in an urban renewal area.

“Urban renewal report” or “Report” means the official report that accompanies the urban renewal plan pursuant to ORS 457.085(3).

## II. INTRODUCTION

The Report Accompanying the Banks Urban Renewal Plan Substantial Amendment (Report) contains background information and project details that pertain to the Banks Urban Renewal Plan Substantial Amendment (Amendment). The Report is not a legal part of the Plan but is intended to provide public information and support the findings made by the City Council as part of the approval of Amendment.

The Report provides the analysis required to meet the standards of ORS 457.087, including financial feasibility. The format of the Report is based on this statute. The Report documents the existing conditions in the Banks Urban Renewal Area (Area) as they relate to the proposed projects in the Amendment. The relationship between the sections of the Report and ORS 457.087 requirements is shown in Table 1. The specific reference shown is the section of this Report that most addresses the statutory reference. There may be other sections of the Report that also address the statute.

The Report requirements include:

1. A description of the physical, social, and economic conditions in the Area and expected impact of the plan, including fiscal impact in light of increased services; (ORS 457.087(1))
2. Reasons for selection of the plan Area; (ORS 457.087(2))
3. The relationship between each project to be undertaken and the existing conditions; (ORS 457.087(3))
4. The estimated total cost of each project and the source of funds to pay such costs; (ORS 457.087(4))
5. The estimated completion date of each project; (ORS 457.087(5))The estimated amount of funds required in the Area and the anticipated year in which the debt will be retired; (ORS 457.087(6))
6. A financial analysis of the plan; (ORS 457.087(7))
7. A fiscal impact statement that estimates the impact of tax increment financing (TIF) upon all entities levying taxes upon property in the urban renewal area; (ORS 457.087(8)) and
8. A relocation report. (ORS 457.087(9))

**Table 1. Statutory References**

<b>Statutory Requirement</b>	<b>Report Section</b>
ORS 457.087 (1)	XI
ORS 457.087 (2)	XII
ORS 457.087 (3)	III
ORS 457.087 (4)	IV
ORS 457.087 (5)	VI, VII
ORS 457.087 (6)	V, VI, VII
ORS 457.087 (7)	V, VI, VII
ORS 457.087 (8)	IX
ORS 457.087 (9)	XIII

The Report provides guidance on how the urban renewal plan might be implemented. As the Banks Urban Renewal Agency (Agency) reviews revenues and potential projects each year, it has the authority to make adjustments to the implementation assumptions in this Report. The Agency may allocate budgets differently, adjust the timing of the projects, decide to incur debt at different timeframes than projected in this Report, and make other changes as allowed in the amendments section of the Plan.

Figure 1 shows the original area boundary, Figure 2 shows the tax lots added in this amendment, Figure 3 shows the new boundary.

**Figure 1. Original Banks Urban Renewal Plan Area Boundary**

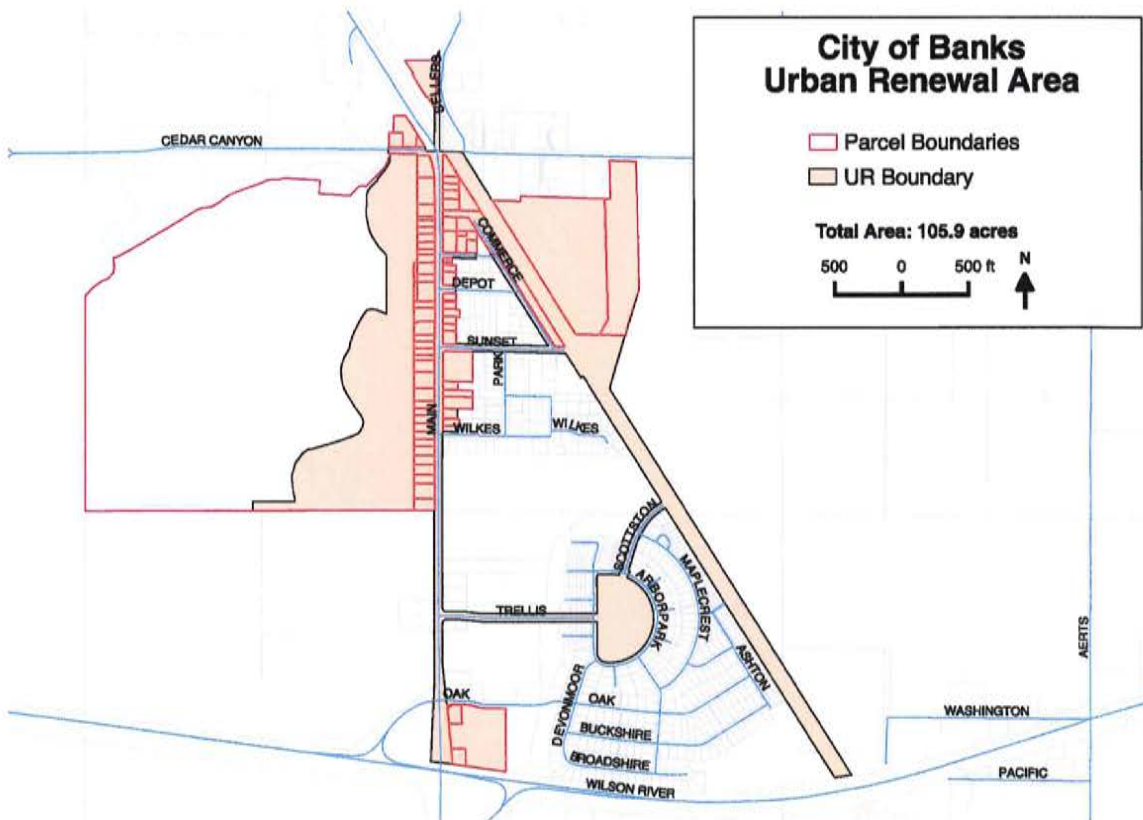
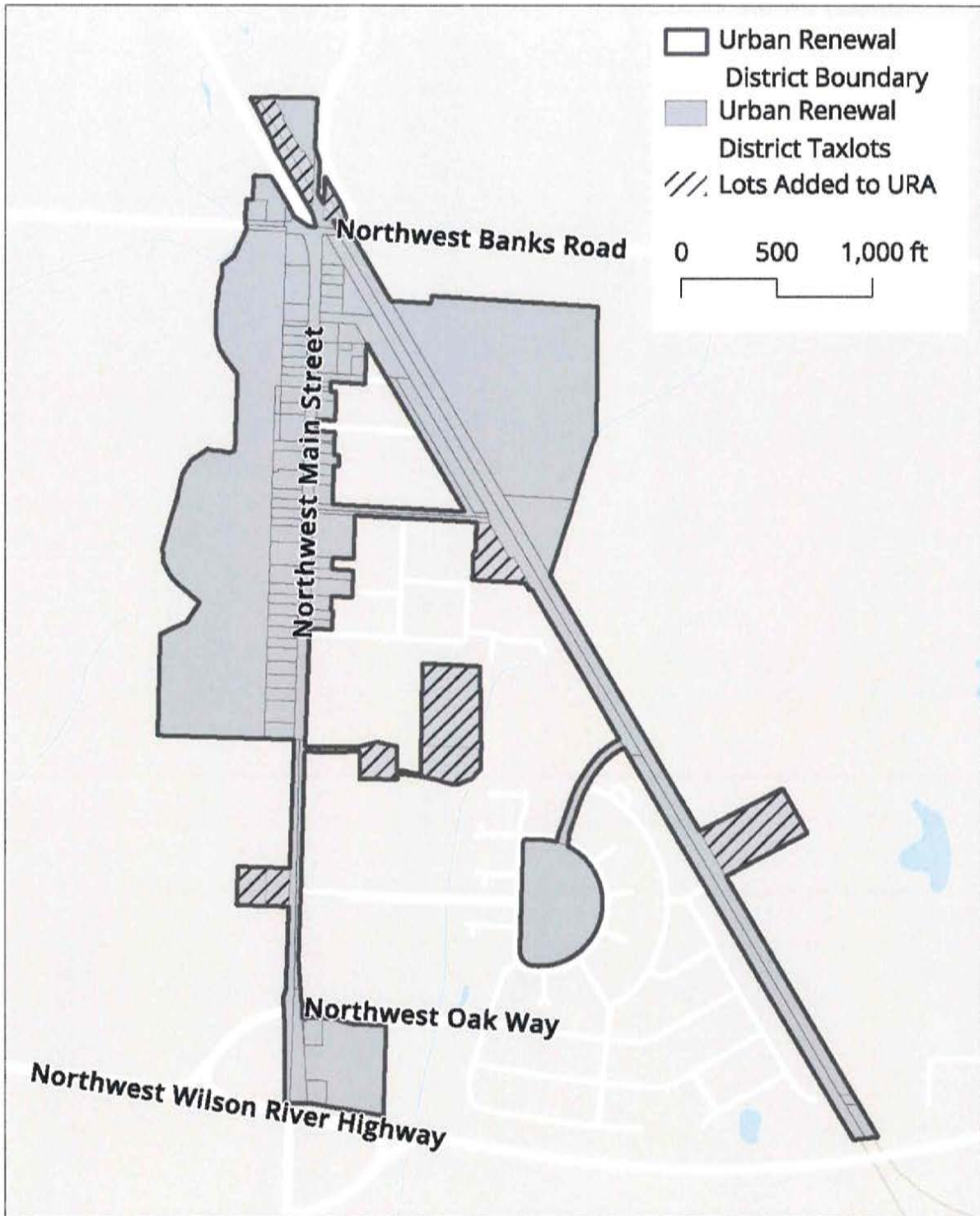
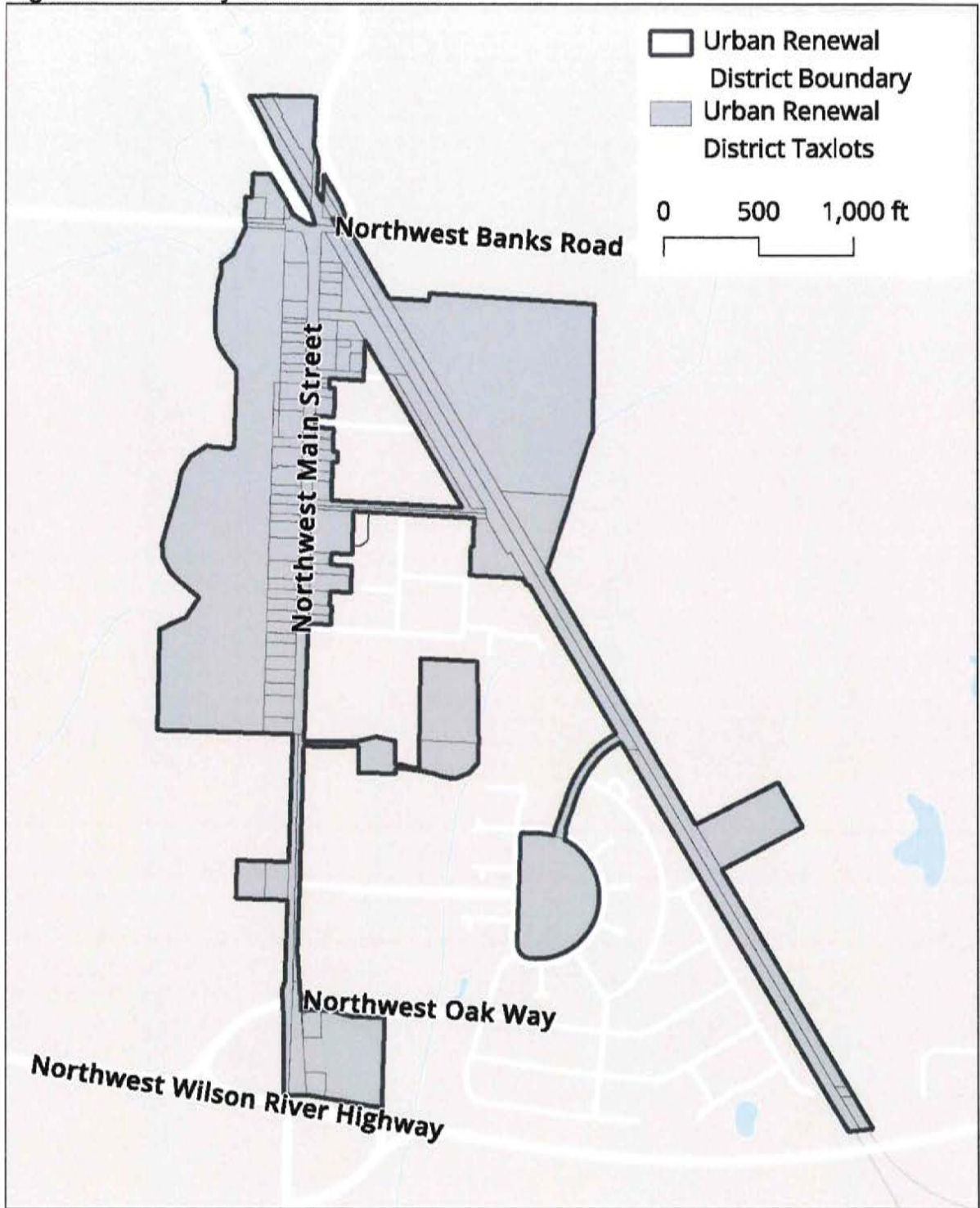


Figure 2. Amendment Properties



Source: Tiberius Solutions, LLC Margaret Raimann Amendment properties are shown in crosshatch.

Figure 3. Boundary after Amendment



Source: Tiberius Solutions LLC, Margaret Raimann

### **III. THE PROJECTS IN THE AREA AND THE RELATIONSHIP BETWEEN URBAN RENEWAL PROJECTS AND THE EXISTING CONDITIONS IN THE URBAN RENEWAL AREA**

The projects identified for the Area are described below, including how they relate to the existing conditions in the Area. This section only includes new projects added in Amendment, it does not reflect existing projects described in the original Report. The numbering of projects in this section reflect the numbering as they will be added to the Banks Urban Renewal Plan.

#### **A. DISTRICT IDENTITY**

##### **1. *Main Street Improvement Program.***

This project was in the original Plan and Report but has been reformatted to eliminate reference to three separate districts.

This program will support comprehensive streetscape improvements along Main Street and connecting corridors to create a safe, attractive, and accessible environment for residents, businesses, and visitors. Eligible improvements include but are not limited to new and repaired sidewalks, curb bulb-outs, benches, bike racks, street lighting, trash receptacles, drinking fountains, bollards, transit shelters, restrooms, bike repair stations, and other designated public amenities. The program may also fund the extension or enhancement of existing rights-of-way to improve connectivity to Main Street, including landscaping, and wayfinding elements to promote walkability, encourage bicycle use, and strengthen the local business district.

Existing Conditions:

There are currently little to no streetscape nor streetscape furnishings in the Area.

#### **B. ECONOMY**

##### **3. *Millsite Revitalization and Industrial Incentive Program***

Eligible Activities Include but are not limited to:

- Environmental remediation and site preparation.
- System Development Charge (SDC) offsets or reimbursement incentives for targeted developers
- Infrastructure improvements (water, sewer, road, or dry utilities).
- Site planning and predevelopment assistance to attract light industrial manufacturing tenants.

Existing Conditions: This site is presently a vacant industrial site. It does not have an interior transportation network nor sufficient infrastructure to allow for redevelopment. It is anticipated that remediation will need to be completed to allow

for future industrial use of the site. There may be other activities that need to be undertaken to allow for development of the site.

## **C. ARTS, CULTURE AND RECREATION**

### **1. *Arts, History and Culture District***

Develop a vibrant arts, history, and culture district within the Area, supported by planned investments in projects including but not limited to a replica of the historic Wilkes House, preservation of the Wilkes property's original silo, thoughtfully designed gardens and mature trees, and an inviting outdoor performance space.

Existing Conditions:

The Banks School District presently provides the space for arts, history and culture activities. There is a desire to create new facilities to provide increased access to arts, history and cultural activities.

### **5. *Kelly Field***

Investment in Kelly field for a community track, field upgrades, and recreational infrastructure.

Existing Conditions:

The Banks School District is undergoing a community-driven project called Kelly Field 365 to replace the existing grass field with an artificial turf facility. This upgrade aims to provide a year-round venue for Banks High School and community events. The project is focused on enhancing the field for various sports and activities and creating a more versatile space for the community. The addition of the project to the Plan allows for the Agency to contribute funding to this project.

### **6. *Performing Arts Center***

Develop a Performing Arts Center on the Banks High School campus to provide a dedicated venue for theater, music, dance, and other cultural events that will enrich the lives of students and residents alike.

Existing Conditions:

The Banks School District presently provides the space for performing arts events in Banks. The community desires to have access to performing arts in a separate, state of the art facility to provide excellent space for performing arts.

### **7. *Recreation Center***

Participate in the development of a Recreation Center to provide a facility for community recreation activities.

Existing Conditions:

There is no city-wide recreation center outside of the Banks School District facilities.

## **D. TRANSPORTATION**

### **3. *New Development Infrastructure***

Assist in the construction of streets, extensions, and infrastructure for new residential and industrial developments and other opportunities particularly on the lands newly added within the expanded UGB.

Existing Conditions:

There are large parcels within the Area that do not have adequate transportation networks and other infrastructure. This infrastructure will be required to allow the parcels to develop.

### **4. *Banks Vernonia State Trail/Salmonberry Trail***

Provide trailhead enhancements and national-level signage for the Banks Vernonia State Trail/Salmonberry Trail.

Existing Conditions:

The Banks Vernonia State Trail/Salmonberry Trail is well used and brings visitors to the city. The trailhead needs additional parking and signage to upgrade the community recreation asset.

### **5. *Connectivity improvements***

Provide connectivity improvements such as pedestrian crossings, bike lanes, and Americans with Disabilities Act (ADA) pathways.

Existing Conditions:

As noted in Section II, B Transportation of the existing conditions within the Area, there are multiple areas needing pedestrian crossings, bike lanes and compliance with the ADA.

#### IV. THE ESTIMATED TOTAL COST OF EACH PROJECT AND THE SOURCES OF MONEYS TO PAY SUCH COSTS

The total cost estimates of the projects in Fiscal Year Ending (“FYE”) 2025 are shown in Table 2. These estimates will be refined in the future in the annual budgeting process, understanding the limiting total cost factor of the maximum indebtedness. Different allocations may be made to different line items within the Plan without any formal amendment to the Plan.

Allocations to projects in current year dollars could not exceed \$17,775,123 to stay within the maximum in indebtedness. Funding was allocated for the initial five years, then it is shown as “Other Projects”. This acknowledges that priorities change over time and that the final funding will be in the annual budgeting process. The Plan assumes that the city will seek out other funding sources to pay for many of the urban renewal projects listed and use urban renewal funds as leverage. The city may also pursue regional, county, state, and federal funding and private developer contributions.

The scenario presented in this Report is only one scenario for how the Agency may decide to implement this Plan, and this scenario is financially feasible.

**Table 2a. Project Cost Allocations by Category**

Expenditures	2025\$	Prior Investment
District Identify	\$2,000,000	\$73,954 Storefront Grants
Economy	\$2,500,000	
Arts, Culture & Recreation	\$6,750,000	
Public Safety	\$1,701,733*	\$125,000
Transportation	\$2,425,000	
Future Project Allocations	\$1,830,659	
Financing Fees	\$87,731	
Administration/Materials & Services	\$480,000	
<b>TOTAL Expenditures</b>	<b>\$17,775,123</b>	

Source: City of Banks and Tiberius Solutions, LLC

- The original allocation to the Banks Fire Protection District in 2017\$ was \$1,445,000. This number inflated by 3% is \$1,777,168 in FYE 2025. \$125,000 was distributed to the Fire District in FYE 2024. The remaining contribution to the Banks Fire Protection District is \$1,701,733 in FYE 2025\$.

Table 2b. Project Cost Allocation by Individual Project

Expense	Prior Expenditure	Remaining to be Funded 2025\$
<b>DEPARTMENT</b>		
<b>Admin/Materials and Services</b>		480,000
<b>Loan Payments</b>		1,463,300
<b>Dept Total</b>		<b>1,943,300</b>
<b>PROGRAM/PROJECT</b>		
<b>District Identity</b>		<b>2,000,000</b>
<i>Main Street Improvements Program</i>		
<i>Storefront Grants/Façade</i>	(73,954)	
<i>Public Art, Murals, Wayfinding, Historic markets</i>		
<i>Public Realm</i>		
<b>Economy</b>		<b>2,500,000</b>
<i>(1) Millsite Revitalization &amp; Industrial Incentive Program</i>		2,500,000
<i>(2) Strategic Commercial Property Acquisition Program</i>		
<i>(3) Existing Buildings Additions &amp; Remodels/New buildings</i>		
<b>Arts, Culture &amp; Recreation</b>		<b>6,750,000</b>
<i>(1) Kelly Field</i>		500,000
<i>(2) Arts, History, Culture District</i>		
<i>(3) Banks Plaza Mixed Use Space</i>		2,500,000
<i>(4) Performing Arts Center</i>		500,000
<i>(5) Multi-Use Trails /New Trails/Railroad Acq. ROW</i>		2,000,000
<i>(7) Parks Upgrades/New Parks</i>		250,000
<i>(8) Salmonberry/Banks Vernonia Trailhead enhancements</i>		500,000
<i>(9) Recreation/Community Center (study?)</i>		500,000
<b>Public Safety</b>		<b>1,701,733</b>
<i>Apparatus</i>	(125,000)*	1,201,733
<i>Station Improvement</i>		500,000
<b>To allocate in future years</b>		1,797,060
<b>Transportation</b>		2,425,000
<b>Program Total</b>		<b>17,775,123</b>
<b>Capacity in FYE 2025 \$</b>		17,775,123

## V. FINANCIAL ANALYSIS OF THE PLAN

The estimated tax increment revenues through FYE 2057, as shown Table 3 are based on projections of the assessed value of development within the Area and the consolidated tax rate that will apply in the Area. The table shows the projected incremental assessed value, tax rates and tax increment revenues each year, adjusted for discounts, delinquencies, and compression losses. These projections of increment are the basis for the projections in Tables 6,7,8 and 9. The assumptions include assumed growth in assessed value of 3% for real and personal property, derived from a combination of appreciation of existing property values and new construction. Assumptions for new development for the residential parcel on the west side of the Area were provided by the developer. City staff worked with the consultant to provide industrial development assumptions for the Area. No change in value for utility and manufactured property is projected.

The narrative analysis for Table 3 is shown below:

- Total AV is the estimated total assessed value of the Area on an annual basis.
- Frozen base is the estimate of the assessed value of the Area at its formation.
- Increment applied is the total assessed value minus the frozen base.
- Increment shared is the amount that will be distributed to all taxing Areas according to their permanent rate due to revenue sharing. In this Plan, there is no assumption for revenue sharing as the financial projections do not meet the statutory thresholds. See Section VIII for a definition of revenue sharing.
- Tax rate is the total permanent rate levy for the Area. The change in tax rate is the result of the blended rate from multiple Tax Code Areas (TCA) that are impacted by the urban renewal area. There happens to be one TCA impacted by the urban renewal area that is outside of City limits. Currently, that TCA has total AV below its frozen base value, generating zero increment. With assumed future growth in assessed value, we forecast that in FYE 2046 the TCA would have increment value, and thus would start to drag down the blended tax rate ever so slightly. By the final year of the forecast, this results in a decrease of \$0.005 in the blended overall tax rate.
- Gross tax increment financing revenue (TIF) is calculated by multiplying the tax rate times the assessed value used. The tax rate is per thousand dollars of assessed value, so the calculation is "tax rate times assessed value used divided by one thousand."
- Adjustments are calculated at 5% of the Gross TIF and are for discounts, delinquencies, and rate truncation. This is basically those tax payments that receive the 3% discount for paying the full amount in November, delinquencies are the tax payments not paid on time and truncation is a term assessors use for the process or operation that shortens or cuts off a piece of data, by removing numbers from the end.

- Current Year Net reflects subtracting the 5% adjustment factor defined above from Gross TIF.
- Prior Year Net is the tax increment revenue that was delinquent the prior year and is paid by the assessor's office once it is received. It is estimated that this amount is 1.5% of total TIF.
- Total TIF is the amount of tax increment revenues estimated to be received by the Agency.

**Table 3. Projected Incremental Assessed Value, Tax Rates, and Tax Increment Revenues**

FYE	Total AV	Frozen Base AV	Increment Applied	Tax Rate	Gross TIF	Adjustments	Current Year Net	Prior Year Net	Total TIF
2025	24,105,443	18,196,276	6,434,829	10.9134	70,226	(3,511)	66,715	1,053	67,768
2026	24,828,606	18,196,276	7,138,559	10.9134	77,906	(3,895)	74,011	1,001	75,011
2027	26,022,369	18,683,745	7,824,837	10.9134	85,396	(4,270)	81,126	1,110	82,236
2028	36,887,731	18,683,745	18,669,583	10.9134	203,749	(10,187)	193,561	1,217	194,778
2029	56,711,137	18,683,745	38,471,755	10.9134	419,858	(20,993)	398,865	2,903	401,768
2030	58,412,470	18,683,745	40,151,216	10.9134	438,186	(21,909)	416,277	5,983	422,260
2031	60,164,845	18,683,745	41,881,063	10.9134	457,065	(22,853)	434,212	6,244	440,456
2032	69,460,790	18,683,745	51,153,804	10.9134	558,262	(27,913)	530,349	6,513	536,862
2033	71,544,614	18,683,745	53,213,728	10.9134	580,743	(29,037)	551,706	7,955	559,661
2034	73,690,952	18,683,745	55,335,449	10.9134	603,898	(30,195)	573,703	8,276	581,979
2035	75,901,680	18,683,745	57,520,822	10.9134	627,748	(31,387)	596,360	8,606	604,966
2036	78,178,729	18,683,745	59,771,755	10.9134	652,313	(32,616)	619,697	8,945	628,643
2037	101,375,092	18,683,745	82,941,219	10.9134	905,171	(45,259)	859,912	9,295	869,208
2038	104,416,345	18,683,745	85,954,766	10.9134	938,059	(46,903)	891,156	12,899	904,054
2039	107,548,835	18,683,745	89,058,719	10.9134	971,933	(48,597)	923,337	13,367	936,704
2040	110,775,301	18,683,745	92,255,791	10.9134	1,006,824	(50,341)	956,483	13,850	970,333
2041	114,098,562	18,683,745	95,548,776	10.9134	1,042,762	(52,138)	990,624	14,347	1,004,971
2042	127,588,520	18,683,745	109,007,550	10.9134	1,189,643	(59,482)	1,130,161	14,859	1,145,020
2043	131,416,177	18,683,745	112,803,087	10.9134	1,231,065	(61,553)	1,169,512	16,952	1,186,464
2044	135,358,663	18,683,745	116,712,490	10.9134	1,273,730	(63,687)	1,210,044	17,543	1,227,586
2045	139,419,422	18,683,745	120,739,174	10.9134	1,317,675	(65,884)	1,251,791	18,151	1,269,942
2046	143,602,005	18,683,745	124,918,260	10.9129	1,363,221	(68,161)	1,295,060	18,777	1,313,837
2047	147,910,066	18,683,745	129,226,321	10.9124	1,410,165	(70,508)	1,339,657	19,426	1,359,083
2048	152,347,367	18,683,745	133,663,622	10.9119	1,458,518	(72,926)	1,385,592	20,095	1,405,687
2049	156,917,789	18,683,745	138,234,044	10.9114	1,508,321	(75,416)	1,432,905	20,784	1,453,689
2050	161,625,322	18,683,745	142,941,577	10.9109	1,559,618	(77,981)	1,481,637	21,494	1,503,131
2051	166,474,080	18,683,745	147,790,335	10.9104	1,612,455	(80,623)	1,531,832	22,225	1,554,057
2052	171,468,302	18,683,745	152,784,557	10.9100	1,666,876	(83,344)	1,583,532	22,977	1,606,510
2053	176,612,352	18,683,745	157,928,607	10.9096	1,722,930	(86,147)	1,636,784	23,753	1,660,537
2054	181,910,721	18,683,745	163,226,976	10.9091	1,780,666	(89,033)	1,691,632	24,552	1,716,184
2055	187,368,041	18,683,745	168,684,296	10.9087	1,840,133	(92,007)	1,748,127	25,374	1,773,501
2056	192,989,083	18,683,745	174,305,338	10.9084	1,901,385	(95,069)	1,806,316	26,222	1,832,538
2057	198,778,755	18,683,745	135,563,869	10.9080	1,478,729	(73,936)	1,404,793	27,095	1,431,888
<b>TOTAL:</b>			<b>33,955,228</b>		<b>33,955,228</b>	<b>(1,697,761)</b>	<b>32,257,466</b>	<b>463,843</b>	<b>32,721,310</b>

Source: Tiberius Solutions LLC  
Notes: TIF is tax increment revenues. Tax rates are expressed in terms of dollars per \$1,000 of assessed value.

**VI. THE ESTIMATED AMOUNT OF TAX INCREMENT REVENUES REQUIRED AND THE ANTICIPATED YEAR IN WHICH INDEBTEDNESS WILL BE RETIRED**

Table 4 shows a summary of the financial capacity of the Area, including how total TIF revenue translates to the ability to fund urban renewal projects in constant 2025 dollars in five-year increments.

It is anticipated that all debt will be retired by FYE 2057 (any outstanding bonds will be defeased and the full maximum indebtedness used). The maximum indebtedness is \$30,000,000 (thirty million dollars). There is \$29,715,044 maximum indebtedness remaining as of FYE 2025.

The estimated total amount of tax increment revenues required to service the remaining \$29,715,044 of the maximum indebtedness of \$30,000,000 is \$32,721,310 and is made up of tax increment revenues from permanent rate levies.

**Table 4. TIF Capacity of the Area in FYE 2025 Constant Rounded Numbers**

Table 4. TIF Capacity of the Area in FYE 2025 Constant Rounded Numbers	
<b>Net TIF</b>	<b>\$32,700,000</b>
<b>Maximum Indebtedness</b>	<b>\$30,000,000</b>
<b>Capacity (2025\$)</b>	<b>\$17,700,000</b>
Years 1-5	\$1,800,000
Years 6-10	\$3,400,000
Years 11-15	\$2,700,000
Years 16-20	\$2,300,000
Years 21-25	\$2,800,000
Years 26-30	\$3,400,000

Source: Tiberius Solutions LLC

This financial analysis shows borrowings as identified in Table 5. The Agency may decide to do borrowings at different times or for different amounts, depending on their analysis at the time. The timeframes on these borrowings are designed to have all borrowings repaid at the termination of the Area in FYE 2057. The amounts shown are the principal amounts of the borrowings. The total amounts, including interest, are shown in the second column of Table 6. The debt service coverage ratio in the first year of the initial borrowing is projected to be 1.13. The Agency should understand this is a thin margin between revenues and expenditures and will want to make sure the new development is happening to provide increased tax increment revenues in the subsequent years.

**Table 5. Projected Loan Amounts and Terms**

	Loan A	Loan B	Loan C
Principal Amount	\$867,500	\$2,700,000	\$1,600,000
Interest Rate	5.50%	5.00%	5.00%
Loan Term	20	20	20
Loan Year	2026	2031	2036
Interest Payment Start	2027	2031	2036
Principal Payment Start	2027	2031	2036
Annual Payment	\$(72,592)	\$(216,655)	\$ (128,388)

Source: Tiberius Solutions LLC

Table 6 and Table 7 show more detailed tables on the allocation of tax revenues to debt service and transfers to the project fund. The initial Loan A payment is not shown until FYE 2027. Table 8 and Table 9 show potential allocations to projects and administration over time until the maximum indebtedness is reached.

**Table 6. Tax Increment Revenues and Allocations to Debt Service**

	Total	FYE2026	FYE 2027	FYE2028	FYE 2029	FYE 2030	FYE 2031	FYE 2032
<b>Resources</b>								
Beginning Balance		245,138	-	-	-	-	-	-
Interest Earnings	1,226	1,226	-	-	-	-	-	-
TIF: Current Year	32,257,466	74,011	81,126	193,561	398,865	416,277	434,212	530,349
TIF: Prior Years	463,843	1,001	1,110	1,217	2,903	5,983	6,244	6,513
Total Resources	32,722,536	321,375	82,236	194,778	401,768	422,260	440,456	536,862
<b>Expenditures</b>								
Debt Service								
Loan A	(1,451,000)	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)
Loan B	(4,333,100)	-	-	-	-	-	(216,655)	(216,655)
Loan C	(2,567,763)	-	-	-	-	-	-	-
Total Debt Service	(8,351,862)	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)	(289,205)	(289,205)
Debt Service Coverage Ratio			1.13	2.68	5.54	5.82	1.52	1.86
Transfer to URA Projects Fund	(24,548,044)	(321,375)	(9,644)	(122,186)	(329,176)	(349,668)	(151,209)	(247,615)
Total Expenditures	(32,899,906)	(321,375)	(82,236)	(194,778)	(401,768)	(422,260)	(440,456)	(536,862)

	FYE 2033	FYE2034	FYE2035	FYE 2036	FYE 2037	FYE 2038	FYE 2039	FYE 2040
<b>Resources</b>								
Beginning Balance	-	-	-	-	-	-	-	-
Interest Earnings	-	-	-	-	-	-	-	-
TIF: Current Year	551,706	573,703	596,360	619,697	859,912	891,156	923,337	956,483
TIF: Prior Years	7,955	8,276	8,606	8,945	9,295	12,899	13,367	13,850
Total Resources	559,661	581,979	604,966	628,643	869,208	904,054	936,704	970,333
<b>Expenditures</b>								
Debt Service								
Loan A	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)
Loan B	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)
Loan C	-	-	-	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)
Total Debt Service	(289,205)	(289,205)	(289,205)	(417,593)	(417,593)	(417,593)	(417,593)	(417,593)
Debt Service Coverage Ratio	1.94	2.01	2.09	1.51	2.08	2.16	2.24	2.32
Transfer to URA Projects Fund	(270,456)	(292,774)	(315,761)	(211,050)	(451,615)	(486,461)	(519,111)	(552,740)
Total Expenditures	(559,661)	(581,979)	(604,966)	(628,643)	(869,208)	(904,054)	(936,704)	(970,333)

**Table 7. Tax Increment Revenues and Allocations to Debt Service**

	FYE 2041	FYE 2042	FYE 2043	FYE 2044	FYE 2045	FYE 2046	FYE 2047	FYE 2048
Resources	-	-	-	-	-	-	-	-
Beginning Balance	-	-	-	-	-	-	-	-
Interest Earnings	-	-	-	-	-	-	-	-
TIF: Current Year	990,624	1,130,161	1,169,512	1,210,044	1,251,791	1,295,060	1,339,657	1,385,592
TIF: Prior Years	14,347	14,859	16,952	17,543	18,151	18,777	19,426	20,095
Total Resources	1,004,971	1,145,020	1,186,464	1,227,586	1,269,942	1,313,837	1,359,083	1,405,687
Expenditures								
Debt Service								
Loan A	(72,592)	(72,592)	(72,592)	(72,592)	(72,592)	-	-	-
Loan B	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)	(216,655)
Loan C	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)
	(417,593)	(417,593)	(417,593)	(417,593)	(417,593)	(345,043)	(345,043)	(345,043)
Debt Service Coverage Ratio	2.41	2.74	2.84	2.94	3.04	3.81	3.94	4.07
Transfer to URA Projects Fund	(587,378)	(727,427)	(768,871)	(809,993)	(852,349)	(968,793)	(1,014,040)	(1,060,644)
Total Expenditures	(970,333)	(1,004,971)	(1,186,464)	(1,227,586)	(1,269,942)	(1,313,837)	(1,359,083)	(1,405,687)

	FYE2049	FYE2050	FYE 2051	FYE 2052	FYE 2053	FYE 2054	FYE 2055	FYE 2056	FYE 2057
Resources									
Beginning Balance	-	-	-	-	-	-	-	-	-
Interest Earnings	-	-	-	-	-	-	-	-	-
TIF: Current Year	1,432,905	1,481,637	1,531,832	1,583,532	1,636,784	1,691,632	1,748,127	1,806,316	1,404,793
TIF: Prior Years	20,784	21,494	22,225	22,977	23,753	24,552	25,374	26,222	27,095
Total Resources	1,453,689	1,503,131	1,554,057	1,606,510	1,660,537	1,716,184	1,773,501	1,832,538	1,431,888
Expenditures									
Debt Service									
Loan A	(216,655)	(216,655)	-	-	-	-	-	-	-
Loan B	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)
Loan C	(345,043)	(345,043)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)	(128,388)
Debt Service Coverage Ratio	4.21	4.36	12.10	12.51	12.93	13.37	13.81		
Transfer to URA Projects Fund	(1,108,646)	(1,158,088)	(1,425,668)	(1,478,122)	(1,532,148)	(1,587,796)	(1,645,113)	(1,832,538)	(1,431,888)
Total Expenditures	(1,453,689)	(1,503,131)	(1,554,057)	(1,606,510)	(1,660,537)	(1,716,184)	(1,773,501)	(1,832,538)	(1,431,888)

Source: Tiberius Solutions LLC

## VII. THE ANTICIPATED COMPLETION DATE FOR EACH PROJECT

The schedule for construction of projects will be based on the availability of funding. The projects will be ongoing and will be completed as directed by the Agency. Annual expenditures for project administration and finance fees are also shown.

The Area is anticipated to complete all projects and have sufficient tax increment finance revenue to terminate the district in FYE 2057. The amount of money available for projects in 2025 constant dollars for the Area is approximately \$17,700,000. See Table 2 for the individual project analysis.

Table 8 and Table 9 show the approximate \$17,700,000 of 2025 constant dollars for projects inflated over the life of the Area, totaling the maximum indebtedness of \$30,000,000. All costs shown in Table 8 and Table 9 are in year-of-expenditure dollars, which are adjusted by 3.0% annually to account for inflation.

The 3% inflation rate is the rate to use in the future if any amendment to increase maximum indebtedness is pursued in accordance with ORS 457.470.

The Agency may change the completion dates in their annual budgeting process or as project decisions are made in administering the Plan. The following tables are prepared to show that the Area is financially feasible as required by ORS 457. The initial five years of the Finance Plan have funding allocated to specific project categories. After that time, the available funding is in the row titled "Future Project Funding". This is done so that the funding can be allocated in the future in the amounts that are decided by the Agency at that time. There may be changes to project timelines and priorities in five years that make for different funding choices. There is a category for Future Project Funding. That category just allows for the funding after the initial 5 years to be allocated by the Agency. However, the funding must be allocated to a project or program that is within the Plan.

FYE 2026 does not have a Beginning Fund Balance as those funds are shown in the row titled "Transfer from TIF Fund". After that time, the Beginning Fund Balance in Tables 8 and 9 will equal the prior year's Ending Balance in the initial five years. After that time, there is no Ending Balance as all funds are shown as being spent on projects.

There are some project categories where there is no total shown in column two of Table 8 (Public Safety and Transportation). That is because no specific allocations to those categories have been made yet on an annual basis. Prior to FYE 2026 the Banks Rural Fire Protection District received \$125,000 for apparatus. See Table 8 for project allocations.

**Table 8. Projects and Costs in Year of Expenditure Dollars**

	Total	FYE2026	FYE 2027	FYE2028	FYE 2029	FYE 2030	FYE 2031	FYE 2032
Resources								
Beginning Balance	-	-	115,840	6,614	2,919	719	8,508	-
Interest Earnings	674	-	579	33	15	4	43	-
Transfer from TIF Fund	24,547,207	321,375	9,644	122,186	329,176	349,668	151,209	247,615
Bond/Loan Proceeds	5,167,500	867,500	-	-	-	-	-	-
Total Resources	29,715,381	1,188,875	126,064	128,833	332,110	350,391	2,859,760	247,615
Expenditures								
District Identify	(160,000)	(30,000)	(30,000)	(30,000)	(35,000)	(35,000)	-	-
Economy	(200,000)	-	-	-	(100,000)	(100,000)	-	-
Arts, Culture & Recreation	(1,391,500)	(867,500)	(74,000)	(80,000)	(180,000)	(190,000)	-	-
Public Safety (included in future project funding)	-	-	-	-	-	-	-	-
Transportation (included in future project funding)	-	-	-	-	-	-	-	-
Future Project Funding	(26,983,719)	(53,919)	-	-	-	-	(2,799,095)	(229,745)
Financing Fees	(86,000)	-	-	-	-	-	(54,000)	-
Administration/Materials & Services	(894,162)	(121,616)	(15,450)	(15,914)	(16,391)	(16,883)	(17,390)	(17,912)
Total Expenditures	(29,715,381)	(1,073,035)	(119,450)	(125,914)	(331,391)	(341,883)	(2,859,760)	(247,615)
Ending Balance		115,840	6,614	2,919	719	8,508		

	FYE 2033	FYE 2034	FYE 2035	FYE 2036	FYE 2037	FYE 2038	FYE 2039	FYE 2040
Resources								
Beginning Balance	-	-	-	-	-	-	-	-
Interest Earnings	-	-	-	-	-	-	-	-
Transfer from TIF Fund	270,414	292,732	315,719	211,008	451,573	486,420	519,069	552,698
Bond/Loan Proceeds	-	-	-	1,600,000	-	-	-	-
Total Resources	270,414	292,732	315,719	1,811,008	451,573	486,420	519,069	552,698
Expenditures								
District Identify	-	-	-	-	-	-	-	-
Economy	-	-	-	-	-	-	-	-
Arts, Culture & Recreation	-	-	-	-	-	-	-	-
Public Safety	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-
Future Project Funding	(251,965)	(273,730)	(296,147)	(1,758,849)	(430,810)	(465,034)	(497,041)	(530,009)
Financing Fees	-	-	-	(32,000)	-	-	-	-
Administration/Materials & Services	(18,449)	(19,002)	(19,572)	(20,159)	(20,763)	(21,386)	(22,028)	(22,689)
Total Expenditures	(270,414)	(292,732)	(315,719)	(1,811,008)	(451,573)	(486,420)	(519,069)	(552,698)
Ending Balance	-	-	-	-	-	-	-	-



## VIII. REVENUE SHARING

Revenue sharing is part of the 2009 legislative changes to urban renewal and means that, at thresholds defined in ORS 457.470, the impacted taxing jurisdictions will receive a share of the incremental growth in the area. The share is a percentage basis dependent upon the tax rates of the taxing jurisdictions. The first threshold is 10% of the original maximum indebtedness. (10% of \$30,000,000 is \$3,000,000) At the 10% threshold, the Agency will receive the full 10% of the initial maximum indebtedness plus 25% of the increment above the 10% threshold and the taxing jurisdictions will receive 75% of the increment above the 10% threshold. The second threshold is set at 12.5% of the original maximum indebtedness (12.5% of \$30,000,000 is \$3,750,000). If this threshold is met, revenue for the district would be capped at 12.5% of the maximum indebtedness, with all additional tax revenue being shared with affected taxing districts.

Neither threshold is anticipated to be reached prior to the termination of this district. Therefore, revenue sharing is not anticipated for the Area. FYE 2056 If assessed value in the Area grows more quickly than projected, the revenue sharing triggers could be reached.

## IX. IMPACT OF THE TAX INCREMENT FINANCING

This section describes the impact of tax increment financing of the maximum indebtedness, both until and after the indebtedness is repaid, upon all entities levying taxes upon property in the Area.

The impact of tax increment financing on overlapping taxing districts consists primarily of the property tax revenues foregone on permanent rate levies as applied to the growth in assessed value in the Area. These projections are for impacts estimated through FYE 2057 and are shown in Table 10 and Table 11.

The Banks School District and the Northwest Regional Education Service District are not *directly* affected by the tax increment financing, but the amounts of their taxes divided for the urban renewal plan are shown in the following tables. Under current school funding law, property tax revenues are combined with State School Fund revenues to achieve per-student funding targets. Under this system, property taxes foregone, due to the use of tax increment financing, are substantially replaced with State School Fund revenues, as determined by a funding formula at the State level.

Table 10 and Table 11 show the projected impacts to permanent rate levies of taxing districts as a result of this Plan. Table 10 shows the general government levies, and Table 11 shows the education levies.

General obligation bonds and local option levies are impacted by urban renewal only if they were originally approved by voters in an election prior to October 6, 2001. There are no local option levies or general obligation bonds approved prior to October 6, 2001 that will still be in effect in the Area at the time that tax increment revenues begin to be collected.

The impact of just adding the parcels to the Area in the Amendment is projected to be a total of \$70,765 over the thirty-two year estimated time frame.

**Table 10. Projected Impact on Taxing District Permanent Rate Levies - General Government**

FYE	Washington County	Tualatin Soil & Water-	Port of Portland-	FIRE-Banks RFPD	City of Banks	Subtotal General Government
2025	(\$13,962)	(\$559)	(\$435)	(\$6,726)	(\$12,233)	(\$33,914)
2026	(\$15,454)	(\$619)	(\$482)	(\$7,445)	(\$13,540)	(\$37,539)
2027	(\$16,942)	(\$678)	(\$528)	(\$8,162)	(\$14,845)	(\$41,155)
2028	(\$40,129)	(\$1,606)	(\$1,251)	(\$19,331)	(\$35,160)	(\$97,477)
2029	(\$82,773)	(\$3,313)	(\$2,581)	(\$39,873)	(\$72,524)	(\$201,064)
2030	(\$86,995)	(\$3,482)	(\$2,712)	(\$41,907)	(\$76,223)	(\$211,320)
2031	(\$90,744)	(\$3,632)	(\$2,829)	(\$43,713)	(\$79,508)	(\$220,426)
2032	(\$110,605)	(\$4,427)	(\$3,448)	(\$53,281)	(\$96,910)	(\$268,672)
2033	(\$115,302)	(\$4,615)	(\$3,595)	(\$55,544)	(\$101,026)	(\$280,082)
2034	(\$119,900)	(\$4,799)	(\$3,738)	(\$57,758)	(\$105,054)	(\$291,251)
2035	(\$124,636)	(\$4,989)	(\$3,886)	(\$60,040)	(\$109,204)	(\$302,755)
2036	(\$129,514)	(\$5,184)	(\$4,038)	(\$62,390)	(\$113,478)	(\$314,604)
2037	(\$179,076)	(\$7,168)	(\$5,583)	(\$86,264)	(\$156,902)	(\$434,994)
2038	(\$186,255)	(\$7,456)	(\$5,807)	(\$89,723)	(\$163,193)	(\$452,433)
2039	(\$192,982)	(\$7,725)	(\$6,017)	(\$92,963)	(\$169,086)	(\$468,773)
2040	(\$199,910)	(\$8,002)	(\$6,233)	(\$96,301)	(\$175,157)	(\$485,602)
2041	(\$207,046)	(\$8,288)	(\$6,455)	(\$99,738)	(\$181,409)	(\$502,937)
2042	(\$235,899)	(\$9,443)	(\$7,355)	(\$113,637)	(\$206,690)	(\$573,024)
2043	(\$244,438)	(\$9,784)	(\$7,621)	(\$117,751)	(\$214,171)	(\$593,765)
2044	(\$252,910)	(\$10,124)	(\$7,885)	(\$121,832)	(\$221,594)	(\$614,344)
2045	(\$261,636)	(\$10,473)	(\$8,157)	(\$126,035)	(\$229,240)	(\$635,541)
2046	(\$270,691)	(\$10,835)	(\$8,440)	(\$130,398)	(\$237,115)	(\$657,479)
2047	(\$280,027)	(\$11,209)	(\$8,731)	(\$134,895)	(\$245,226)	(\$680,088)
2048	(\$289,643)	(\$11,594)	(\$9,030)	(\$139,527)	(\$253,581)	(\$703,375)
2049	(\$299,548)	(\$11,990)	(\$9,339)	(\$144,298)	(\$262,186)	(\$727,362)
2050	(\$309,749)	(\$12,399)	(\$9,657)	(\$149,213)	(\$271,050)	(\$752,067)
2051	(\$320,257)	(\$12,819)	(\$9,985)	(\$154,274)	(\$280,179)	(\$777,514)
2052	(\$331,080)	(\$13,253)	(\$10,322)	(\$159,488)	(\$289,582)	(\$803,725)
2053	(\$342,228)	(\$13,699)	(\$10,670)	(\$164,858)	(\$299,267)	(\$830,722)
2054	(\$353,710)	(\$14,158)	(\$11,028)	(\$170,389)	(\$309,243)	(\$858,528)
2055	(\$365,536)	(\$14,632)	(\$11,397)	(\$176,086)	(\$319,518)	(\$887,169)
2056	(\$377,717)	(\$15,119)	(\$11,776)	(\$181,954)	(\$330,102)	(\$916,669)
2057	(\$295,146)	(\$11,814)	(\$9,202)	(\$142,178)	(\$257,892)	(\$716,232)
Total	(\$6,742,440)	(\$269,890)	(\$210,214)	(\$3,247,971)	(\$5,902,087)	(\$16,372,601)

Source: Tiberius Solutions LLC

**Table 11. Projected Impact on Taxing District Permanent Rate Levies - Education**

FYE	ESD-NW Regional	Portland Community College	SCH-Banks School District	Subtotal Education	Total All
2025	(\$955)	(\$1,756)	(\$31,142)	(\$33,854)	(\$67,768)
2026	(\$1,057)	(\$1,944)	(\$34,471)	(\$37,472)	(\$75,011)
2027	(\$1,159)	(\$2,131)	(\$37,791)	(\$41,081)	(\$82,236)
2028	(\$2,745)	(\$5,047)	(\$89,509)	(\$97,302)	(\$194,778)
2029	(\$5,662)	(\$10,411)	(\$184,631)	(\$200,704)	(\$401,768)
2030	(\$5,951)	(\$10,942)	(\$194,048)	(\$210,940)	(\$422,260)
2031	(\$6,207)	(\$11,414)	(\$202,409)	(\$220,030)	(\$440,456)
2032	(\$7,566)	(\$13,912)	(\$246,712)	(\$268,190)	(\$536,862)
2033	(\$7,887)	(\$14,503)	(\$257,189)	(\$279,579)	(\$559,661)
2034	(\$8,202)	(\$15,081)	(\$267,445)	(\$290,728)	(\$581,979)
2035	(\$8,526)	(\$15,677)	(\$278,009)	(\$302,211)	(\$604,966)
2036	(\$8,859)	(\$16,290)	(\$288,890)	(\$314,039)	(\$628,643)
2037	(\$12,250)	(\$22,524)	(\$399,440)	(\$434,214)	(\$869,208)
2038	(\$12,741)	(\$23,427)	(\$415,454)	(\$451,621)	(\$904,054)
2039	(\$13,201)	(\$24,273)	(\$430,458)	(\$467,931)	(\$936,704)
2040	(\$13,675)	(\$25,144)	(\$445,912)	(\$484,731)	(\$970,333)
2041	(\$14,163)	(\$26,042)	(\$461,830)	(\$502,034)	(\$1,004,971)
2042	(\$16,137)	(\$29,671)	(\$526,188)	(\$571,996)	(\$1,145,020)
2043	(\$16,721)	(\$30,745)	(\$545,234)	(\$592,699)	(\$1,186,464)
2044	(\$17,300)	(\$31,811)	(\$564,131)	(\$613,242)	(\$1,227,586)
2045	(\$17,897)	(\$32,908)	(\$583,596)	(\$634,401)	(\$1,269,942)
2046	(\$18,516)	(\$34,047)	(\$603,794)	(\$656,358)	(\$1,313,837)
2047	(\$19,155)	(\$35,221)	(\$624,619)	(\$678,995)	(\$1,359,083)
2048	(\$19,813)	(\$36,431)	(\$646,068)	(\$702,311)	(\$1,405,687)
2049	(\$20,490)	(\$37,677)	(\$668,160)	(\$726,327)	(\$1,453,689)
2050	(\$21,188)	(\$38,960)	(\$690,916)	(\$751,064)	(\$1,503,131)
2051	(\$21,907)	(\$40,281)	(\$714,354)	(\$776,542)	(\$1,554,056)
2052	(\$22,647)	(\$41,643)	(\$738,495)	(\$802,785)	(\$1,606,510)
2053	(\$23,410)	(\$43,045)	(\$763,360)	(\$829,815)	(\$1,660,537)
2054	(\$24,195)	(\$44,489)	(\$788,972)	(\$857,656)	(\$1,716,184)
2055	(\$25,004)	(\$45,977)	(\$815,351)	(\$886,332)	(\$1,773,501)
2056	(\$25,837)	(\$47,509)	(\$842,523)	(\$915,869)	(\$1,832,538)
2057	(\$20,189)	(\$37,123)	(\$658,343)	(\$715,655)	(\$1,431,888)
<b>TOTAL</b>	<b>(\$461,211)</b>	<b>(\$848,053)</b>	<b>(\$15,039,444)</b>	<b>(\$16,348,709)</b>	<b>(\$32,721,310)</b>

Source: Tiberius Solutions LLC

Please refer to the explanation of the schools funding in the preceding section

Table 12 shows the projected increased revenue to the taxing jurisdictions after tax increment proceeds are projected to be terminated. These projections are for FYE 2057. Frozen Base is the assessed value of the Area when it was established. This will increase a small amount with the 2025 amendment. Excess Value means the increased assessed value in the Area after the Frozen Base was established.

**Table 12. Additional Revenues Obtained after Termination of Tax Increment Financing**

Taxing District	Type	Tax Rate	From Frozen Base	From Excess Value	Total
<b>General Government</b>					
Washington County	Permanent	2.2484	\$42,008	\$418,334	\$460,342
Tualatin Soil & Water	Permanent	0.0900	\$1,682	\$16,744	\$18,426
Port of Portland	Permanent	0.0701	\$1,310	\$13,043	\$14,353
Banks RFPD	Permanent	1.0831	\$20,237	\$201,520	\$221,757
City of-Banks	Permanent	1.9700	\$34,496	\$365,462	\$399,958
<i>Subtotal</i>		5.4616	\$99,733	\$1,015,103	\$1,114,836
<b>Education</b>					
NW Regional ESD	Permanent	0.1538	\$2,873	\$28,615	\$31,488
Portland Community College-	Permanent	0.2828	\$5,284	\$52,618	\$57,902
Banks School District	Permanent	5.0152	\$93,703	\$933,120	\$1,026,823
<i>Subtotal</i>		5.4518	\$101,860	\$1,014,353	\$1,116,213
<b>TOTAL:</b>		<b>10.9134</b>	<b>\$201,593</b>	<b>\$2,029,456</b>	<b>\$2,231,049</b>

Source: Tiberius Solutions LLC

**X. COMPLIANCE WITH STATUTORY LIMITS ON ASSESSED VALUE AND SIZE OF URBAN RENEWAL AREA**

State law limits the percentage of both a municipality’s total assessed value and the total land area that can be contained in an urban renewal area at the time of its establishment to 25% for municipalities under 50,000 in population. As noted below, the frozen base (assumed to be FYE 2025 values), including all real, personal, personal, manufactured, and utility properties in the Area, is projected to be \$24,105,443. The total assessed value of the City of Banks is \$169,703,511. The percentage of assessed value in the Area is 14.76%, below the 25% threshold.

The original Area had 105.9 acres. The statutory limitation (ORS 457.220) states no more than twenty percent of the original plan acreage may be added to the Area. The Amendment adds 12.73 acres, in compliance with that limitation. However, the percentage of acres in urban renewal to total acres in the city is at the limit, so no new acreage could be added to the Area until the total acreage of the city is increased through future annexations.

The Amendment also removed 5.43 acres in tax lots and 1.60 acres in right of way to keep the Plan within the twenty-five percent of total city acreage limitation.

The Area contains 111.5 acres, including public rights-of-way, and the City of Banks contains 447 acres. This puts 24.95% of the City’s acreage in an Urban Renewal Area, below the 25% threshold.

**Table 13. Urban Renewal Area Conformance with Assessed Value and Acreage Limits**

	Assessed Value	Acreage
A. City of Banks	\$169,703,511	447
B. Banks Urban Renewal Area acreage		111.55
C. Banks Urban Renewal Area Frozen Value	\$24,105,443	
D. Banks Urban Renewal Area Excess Value	\$6,434,829	
Percentage in Urban Renewal Area	14.76%	24.95%
	Percentage in UR =C/(A-D)	
	Original Acres	
Banks Urban Renewal Area 20% limitation	105.9	21.18
Acreage added in 2025 Amendment		12.73
Remaining acres to add		8.45

Source: Compiled by Elaine Howard Consulting, LLC with data from City of Banks and Washington County Department of Assessment and Taxation (FYE 2025)

**XI. EXISTING PHYSICAL, SOCIAL, AND ECONOMIC CONDITIONS AND IMPACTS ON MUNICIPAL SERVICES**

This section of the Report describes existing conditions within the Banks Urban Renewal Area and documents the occurrence of “blighted areas,” as defined by ORS 457.010(1).

**A. PHYSICAL CONDITIONS**

**1. Tax Lots to be Added**

The tax lots added in the Amendment are shown in Table 14 and Figure 2. The total addition of tax lot acreage is 12.517 acres. The right of way addition is .21 acres.

**Table 14. Amendment Tax lots**

Tax Lot Number	Acreage
2N330CC03100	0.14
2N4360001001	0.556
2N4360001002	0.689
2N331BC00100	1.243
2N330CC00600	0.175
2N4250003200	0.679
2N331CA06900	2.998
2N331CB02300	2.223
2N331BC06900	3.005
2N4250003300	0.809
<b>TOTAL Acres</b>	<b>12.517</b>

**Removed**

- 2N4360001001 (0.556 acres)
- 2N4360001002 (0.689 acres)
- 2N331D000100 (0.276 acres)

Source: Tiberius Solutions LLC, Margaret Raimann

## 2. Land Use

The land use in the Area is shown in Table 15. Approximately twenty-six percent of the property is in Exempt uses, meaning they do not pay property taxes.

**Table 15. Existing Land Use in Area**

Land Use	Tax Lots	Acreage	% of Acreage
Exempt	18	29.22	26.19%
Multiple uses*	1	24.62	22.07%
Industrial	3	19.19	17.20%
Commercial	38	19.41	17.40%
Residential Single Family	23	7.86	7.05%
Multifamily vacant (700)	2	0.45	0.40%
Manufactured Structure	1	0.18	0.16%
Total	95	100.93	
Right of Way		10.62	9.52%
<b>TOTAL acres</b>		<b>111.55</b>	<b>100.00%</b>

Source: Compiled by Elaine Howard Consulting, LLC with data from the Washington County Department of Assessment and Taxation (FYE 2025) \* (site on west side of the Area)

## 3. Zoning and Comprehensive Plan Designations

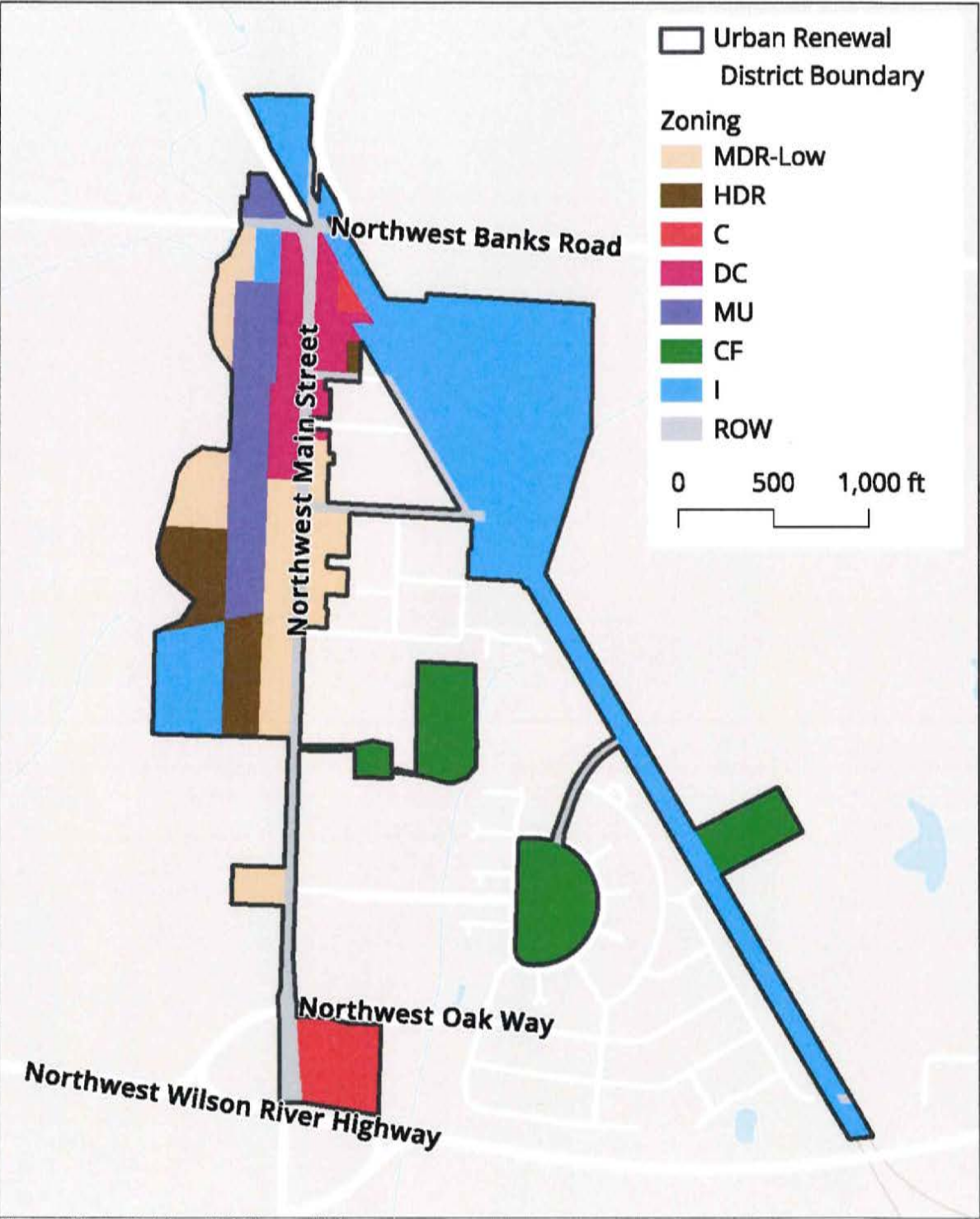
As illustrated in Table 16, approximately forty percent of the land is zoned industrial and has an industrial comprehensive plan designation. At this time, the former Hampton Lumber site is the largest site and it is presently not in an active use. The vacant site on the west side of the Area presently has multiple zoning designations.

**Table 16. Existing Zoning Designations**

Zoning	Tax Lots	Acreage	% of Acreage
Industrial	15	40.83	40.45%
Multiple designations including High Density Residential	5	25.17	24.93%
Community Facilities	4	13.50	13.38%
Medium Density Residential - Low	33	9.26	9.18%
Downtown Commercial	30	6.30	6.24%
Commercial	5	4.92	4.88%
Mixed Use	3	0.95	0.94%
Total tax lots	95	100.93	100.00%
Right of Way		10.62	
<b>TOTAL acres</b>		<b>111.55</b>	

Source: Compiled by Elaine Howard Consulting, LLC with data from the Washington County Department of Assessment and Taxation (FYE 2025)

Figure 4. Area Zoning and Comprehensive Plan Designations



Source: Tiberius Solutions LLC, Margaret Raimann

## **B. INFRASTRUCTURE**

This section identifies the existing conditions in the Area to assist in establishing blight. There are projects listed in several City of Banks infrastructure master plans that relate to these existing conditions. **This does not mean that all of these projects are included in the Plan. The specific projects that are included in the Plan are listed in Sections IV and V of this Report.**

### ***1. Transportation***

The following information is from the Transportation Systems Plan adopted August 13, 2024.

#### **a. Motor Vehicles Projects**

- 7 - New At-Grade Railroad Crossing

Construct new east-west roadway and at-grade crossing of railroad tracks from Sunset Ave to future collector on east side. Construct to City Collector standards.

- 8 - Wilkes St Extension in West Banks

Construct new east-west roadway from Wilkes St/Main St to the west to the City UGB. Build to City Collector standards.

- 9 - New North-South Collector in West Banks

Construct new north-south roadway from Cedar Canyon Rd to Wilkes St extension (Motor Vehicle Project 8) to City Collector standards.

- 14 - New East-West Collector in West Banks

Construct new east-west roadway from OR 47/Trellis Ave to the west along south boundary of Sunset Park to UGB. Build to City Collector standards.

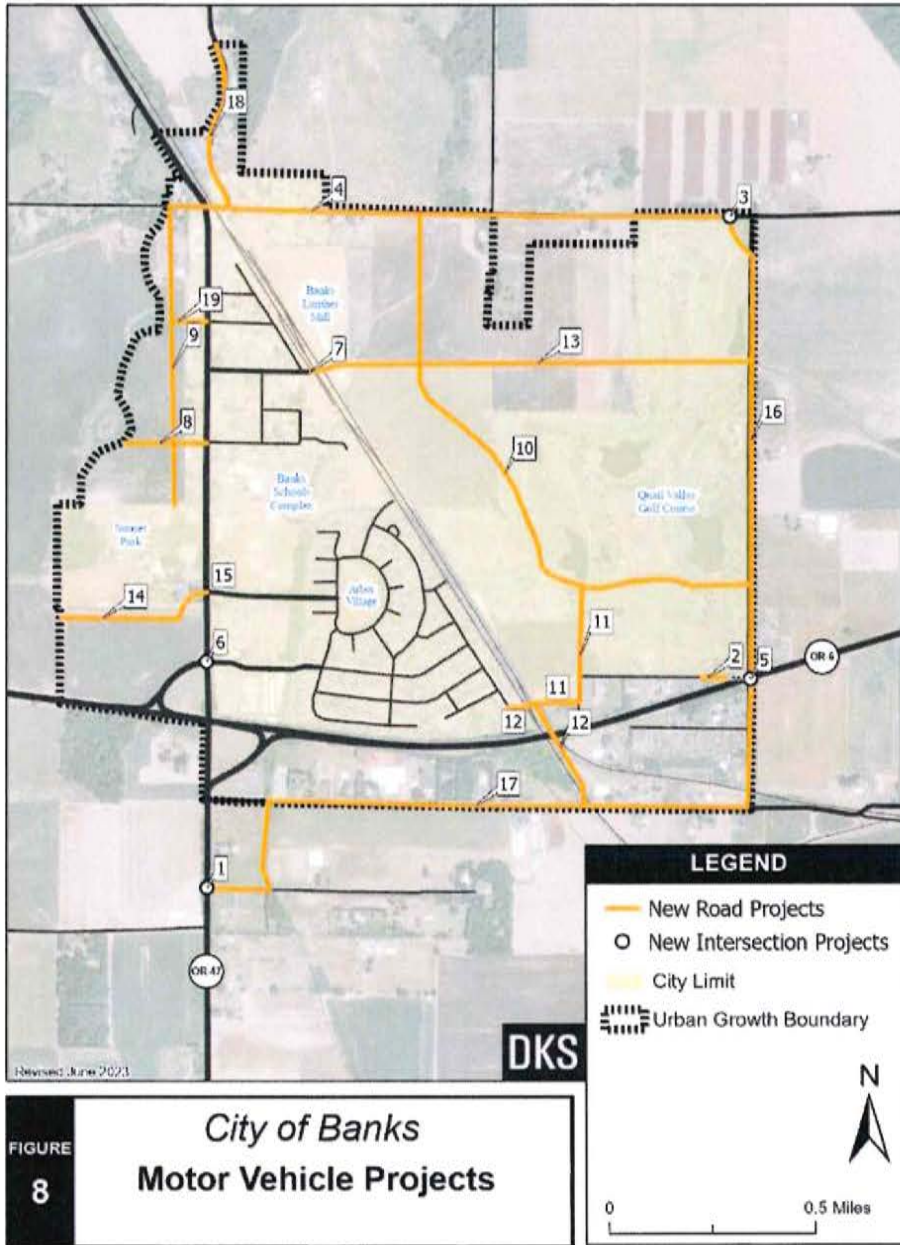
- 15 - OR 47/Trellis Ave Intersection Improvements

Install a traffic signal with northbound and westbound left turn lanes. Until adjacent redevelopment occurs, and warrants are met, Project AT-5 will provide short-term pedestrian crossing enhancements.

- 19 - Depot Street Extension in West Banks

Construct new east-west roadway from Depot Street/Main St to the west to Project 9. Build to City Collector standards.

Figure 5. City of Banks Transportation Systems Plan Motor Vehicle Projects



**FIGURE 8**  
**City of Banks Motor Vehicle Projects**

Source: City of Banks Transportation Systems Plan

## **b. Pedestrian Projects**

- AT- 1 Main Street Sidewalk Infill Sunset Park to Oak Way

Install sidewalk to fill the gap on the west side of Main Street between Sunset Park and the Main

Street/Oak Way intersection and include ADA improvements to curb ramps on Main Street.

- AT- 2 Railroad Trail

Construct a multi-use path connecting the Banks Vernonia Trailhead and OR 6 along the railroad tracks and around Hampton Lumber.

- AT- 3NW Oak way Bicycle lane

Extend bicycle lanes on NW Oak Way between the intersection of Main Street and existing bicycle lane terminus to the east.

- AT-4 Main Street Crosswalk at Sunset Avenue

Install a new crosswalk on Main Street at Sunset Avenue and review opportunities for crossing enhancements, such as bulb-outs, flashing beacons, or traffic control. Include ADA improvements to curb ramps.

- AT-5 Main Street Crosswalk at NW Trellis Way

Install a new crosswalk on Main Street at NW Trellis Way and review opportunities for crossing enhancements, such as bulb-outs, and flashing beacons. Include ADA improvements to curb ramps

- AT- 6 Pedestrian/Bicycle Access between Wilkes St and Schools

Provide pedestrian/bicycle access between Wilkes Street and schools to the south.

- AT- 7 Main Street Lighting

Install pedestrian-scale lighting on Main Street.

- AT- 9 Bike/Ped Overcrossing of Railroad

Build pedestrian/bicycle bridge over railroad tracks to connect West Banks near the schools to the new collector on the east side.

- AT- 11 Main Street Radar Speed Limit Sign

Install a dynamic radar-activated speed limit sign along the Main Street corridor.

- AT- 12 Main Street Bicycle Parking

Install bicycle parking along the Main Street corridor, focus on commercial areas and cyclist destinations.

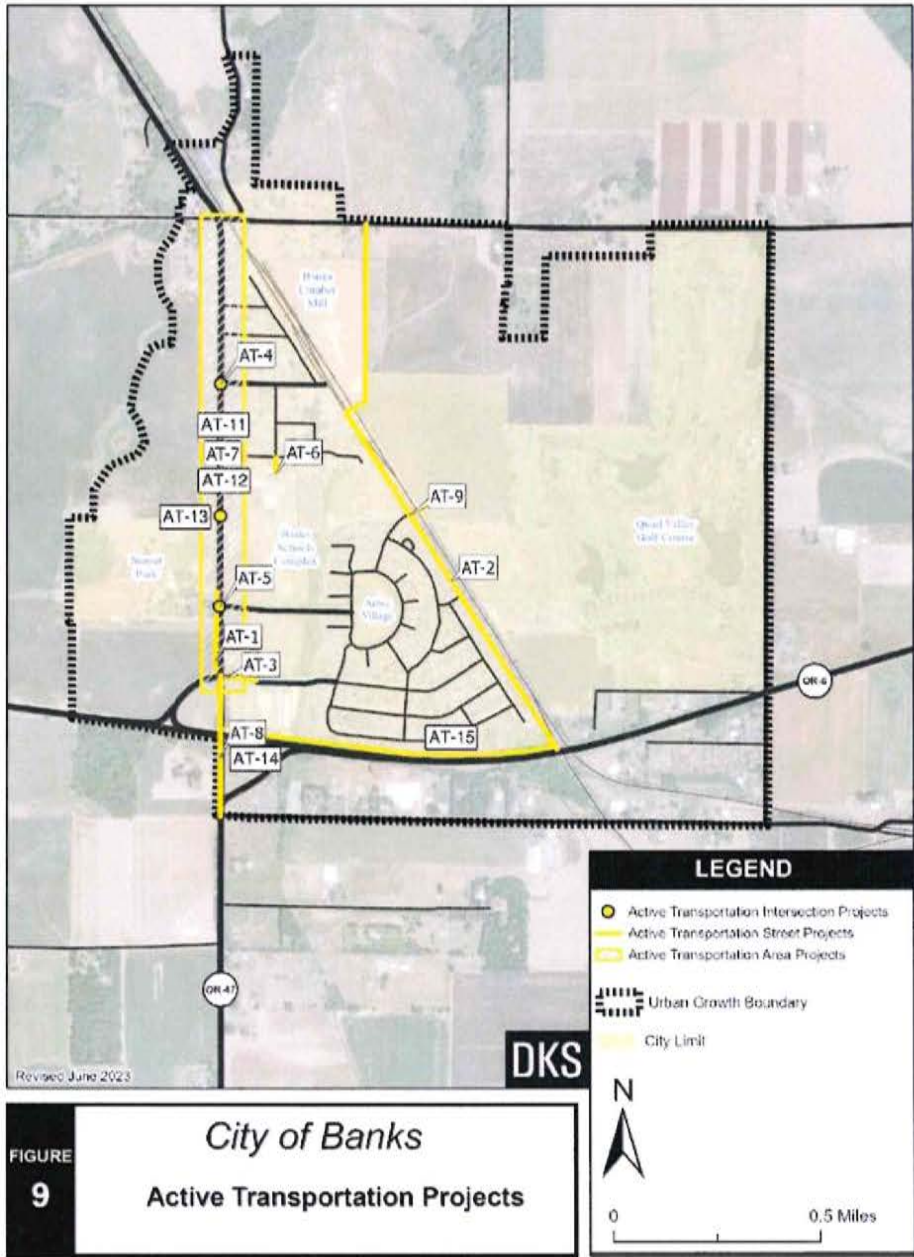
- AT- 13 Main Street Crossing at Banks High School

Enhance the existing pedestrian crossing on Main Street at the Banks High School and review feasibility of consolidating nearby driveway to reduce conflicts.

- AT- 14 Main Street Trail

Install a separated trail on the east side of Main Street between Oak Way and Wilkesboro Rd.

**Figure 6. City of Banks Transportation Systems Plan Active Transportation Projects**



Source: City of Banks Transportation Systems Plan

## **2. Water**

The following information is from the Water System Master Plan Amendment, March 9, 2023.

“The City of Banks owns and operates Public Water System No. OR4100076 in Washington County Oregon. The City currently has no interties to other water systems and relies on surface water and groundwater supplies. From 2015 to 2020 the City enacted several water use curtailments during peak summer demands. The curtailments were required for two primary reasons:

- The City’s aging transmission and distribution system was in poor condition and unaccounted/non-revenue water was estimated as high at 50%
- The City’s supply and treatment processes could not supply enough water to meet peak day demands.

Since 2019 there has been significant interest in residential development in recently annexed areas of Banks. The total number of new residential connections proposed would more than double the number of connections to the water system. This has raised the water supply issue to the front of discussions. The City has imposed conditions of approval for large developments in Banks requiring developers to provide the City sufficient water supply to serve the proposed development. As a result, bringing these developments to approval has been slow.

This WMPA will provide a road map for the City to pursue additional supply, treatment, and storage to meet projected demands and maintain the existing system in good condition. It will also provide the basis of planning for growth and will support the City in pursuit of funding capital improvements.”(Water Systems Master Plan, p 1)

Specific future projects/deficiencies:

- **4.3.3.3.2 Westside Loop**

“The Westside water main loop will be constructed to serve development on the west side of Banks to the existing western City Limits. The diameter of this line will be determined based on the proposed density and demands and is expected to be 8-inch to 12-inch diameter ductile iron pipe. The Westside Loop will have at least 3 connections to the Main Street water main at Cedar Canyon Road, Wilkes Street, and Oak Way. The estimated cost to construct the entire Westside Loop is \$2,600,000 and the entire line would be System Development Charge (SDC) eligible.” (Water Systems Master Plan, p 17)

## **3. Stormwater**

There are currently no capital stormwater projects, but the following was obtained in an email from Damon Reische at Clean Water Services dated May 19, 2017:

“A number of the projects identified by the urban renewal plan include creating new impervious area or modifying existing impervious area, such as new or

repaired sidewalks, street extensions, or the Banks Plaza. These projects would likely trigger the need to provide water quality treatment per the current Clean Water Services Design and Construction Standards. Additionally, Clean Water Services is required by their new National Pollutant Discharge Elimination System permit to implement a hydromodification standard by April of 2019 that will address the quantity component of stormwater runoff from developing or redeveloping sites (typically addressed through detention). Given the timeline of urban renewal districts, it seems likely that the potential projects will need to address the hydromodification standard as well.

In developing the costs for the potential urban renewal projects it is important to keep the stormwater management requirements in mind, since this can add to the cost of a public improvement. The inclusion of “bulb-outs” with the streetscape improvements may be one opportunity to address stormwater management through the use of street side stormwater management planters.”

#### **4. Sanitary Sewer**

There are currently no capital sanitary sewer projects, but Damon Reische at Clean Water Services in an email dated May 19, 2017 has stated that as new development occurs, new sewer infrastructure will be required.

#### **5. Parks and Open Space**

The following capital improvement needs are found in the Banks Parks Master Plan adopted September 2023.

##### **Greenville City Park Improvements**

Greenville City Park is currently developed as a neighborhood park providing primarily passive recreation opportunities. This park’s 5.8 acre size and central location make it a good potential site for numerous active recreation improvements to better serve the needs of the neighborhood and the community.

“Accessibility issues. The play area at Greenville City Park is not accessible to those in wheelchairs and site amenities such as picnic tables are located away from accessible paths.” (p 8)

“Infrastructure needs. Greenville City Park requires landscaping and drainage improvements to reduce maintenance costs and increase year-round field capacity.” (p 8)

“Lack of desired facilities. Interest in organized sports is high in Banks and existing facilities at the School District Sites and Sunset Park cannot meet the current demand for youth fields. Residents also desire a wider range of play opportunities.” (p 15)

##### **Safer Connections and Interconnected Trails**

###### **Key needs:**

- Creating safer walking connections to access parks and play areas.
- Improved access to the Banks-Vernonia State Trail/Salmonberry Trail.

- Connections to planned new growth areas.
- Collaborate with regional and partner agencies to support the development of regional trail systems.” (p 21)

**Overall needs:**

“Forecasted densities of new development on the east side, coupled with the isolation from the existing park system, suggest a need to provide an expanded park system on the east side of Banks.

With no City-owned park on the westside of Main Street/Highway 47 and the road’s designation as a state highway, there is a need for a developed park on the westside to serve future residents. The railroad corridor and lack of pedestrian connectivity across it is a major obstacle that isolates potential future eastside development from existing parks and restricts existing areas from accessing potential new parks.” (p 15)

### C. SOCIAL CONDITIONS

There are 25 tax lots identified as residential use by the Washington County Assessor.

While the property to the west of Main Street will eventually be developed for residential uses, it is presently undeveloped. The census data used for the social conditions tables is for the entire city of Banks, not just the urban renewal area.

Of the 997 workers 16 and over, seventy-four percent of the workers drove alone to work, as shown in Table 17.

**Table 17. Means of Transportation to Work**

	Number	Percent
Drove alone	737	74%
Carpooled	80	8%
Public transportation (includes taxicab)	40	4%
Motorcycle	2	0%
Bicycle	3	0%
Walked	17	2%
Other means	-	0%
Worked at home	118	12%
<b>TOTAL</b>	<b>997</b>	<b>100%</b>

Source: American Community Survey, 2023 5-year estimates

Of the population in Banks 18 years and over, 323 have graduated high school, 490 have some college experience or an associate degree, 225 or 17% have a Bachelor's degree, and 210 or 16% have a Graduate or Professional degree as shown in Table 18.

**Table 18. Education in the Area**

	Number	Percent
Less than high school	51	4%
High school graduate (includes equivalency)	323	25%
Some college	335	26%
Associate's degree	155	12%
Bachelor's degree	225	17%
Master's degree	194	15%
Professional school degree	-	0%
Doctorate degree	16	1%
<b>TOTAL</b>	<b>1,299</b>	<b>100%</b>

Source: American Community Survey, 2023 5-year estimates

The median household income in Banks is \$84,651 and the mean household income in Banks is \$107,927. The income distribution is shown in Table 19.

**Table 19. Income in the Area**

	Number	Percent
Less than \$10,000	-	0%
\$10,000 to \$19,999	39	5%
\$20,000 to \$29,999	40	5%
\$30,000 to \$39,999	17	2%
\$40,000 to \$49,999	45	6%
\$50,000 to \$59,999	43	5%
\$60,000 to \$74,999	73	9%
\$75,000 to \$99,999	209	26%
\$100,000 to \$124,999	79	10%
\$125,000 to \$149,999	67	8%
\$150,000 to \$199,999	121	15%
\$200,000 or more	64	8%
<b>TOTAL</b>	<b>797</b>	<b>100%</b>

Source: American Community Survey, 2023 5-year estimates

As shown in Table 20 largest percentage of Banks citizens are of age 35 to 44 years (19%), followed by age 55 to 64 years (13%).

**Table 20. Age in the Area**

	Number	Percent
Under 5 years	192	9%
5 to 9 years	187	9%
10 to 14 years	166	8%
15 to 17 years	76	4%
18 to 24 years	172	8%
25 to 34 years	260	12%
35 to 44 years	391	19%
45 to 54 years	231	11%
55 to 64 years	267	13%
65 to 74 years	106	5%
75 to 84 years	44	2%
85 years and over		0%
<b>TOTAL</b>	<b>2,092</b>	<b>100%</b>

Source: American Community Survey, 2023 5-year estimates

Of the 2,092 citizens from the American Community Survey information for Banks, 88% were Not Hispanic or Latino. Of those, 74% were White alone. The full breakout of Race is shown in Table 21.

**Table 21. Race in the URA**

	Number	Percent
Not Hispanic or Latino	1,839	88%
White alone	1,546	74%
Black or African American alone	15	1%
American Indian and Alaska Native alone	-	0%
Asian alone	30	1%
Native Hawaiian and Other Pacific Islander alone	15	1%
Some other race alone	99	5%
Two or more races	134	6%
Hispanic or Latino	253	12%
White alone	40	2%
Black or African American alone	-	-
American Indian and Alaska Native alone	-	-
Asian alone	-	-
Native Hawaiian and Other Pacific Islander alone	-	-
Some other race alone	74	4%
Two or more races	139	7%
<b>TOTAL</b>	<b>2,092</b>	<b>100%</b>

Source: American Community Survey, 2023 5-year estimates

## D. ECONOMIC CONDITIONS

### 1. Taxable Value of Property within the Area

The estimated total assessed value of the Area calculated with data from the Washington County Department of Assessment and Taxation for FYE 2025, including all real, personal, manufactured, and utility properties, is estimated to be \$24,105,443.

### 2. Building to Land Value Ratio

An analysis of real property values can be used to evaluate the economic condition of real estate investments in a given area. The relationship of a property's improvement value (the value of buildings and other improvements to the property) to its land value. This relationship is referred to as the "Improvement to Land Value Ratio," or "I:L.". In urban renewal areas, the I:L is often used to measure the intensity of development or the extent to which an area has achieved its short- and long-term development objectives.

Table 22 below shows the improvement to land ratios for properties within the Area. There are eighteen tax lots equaling about twenty-nine percent of the acreage that is exempt from taxation as it is owned by a public entity or non-profit. Twelve tax lots have either no land or no improvement value. Thirty-four tax lots (57% of the acreage) have I:L ratios of less than 1.0. In other words, the improvements on these properties are worth less than the land they sit on. A reasonable I:L ratio for properties in the Area is 2.0. Only twelve of the ninety-six tax lots in the Area, totaling six percent of the acreage have I:L ratios of 2.0 or more in FYE 2025. In summary, the Area is underdeveloped and not contributing significantly to the tax base in Banks.

**Table 22. I:L Ratio of Parcels in the Area**

Improvement/Land Ratio	Tax Lots	Acres	% Total Acres
Exempt	18	29.22	28.95%
No Improvement Value	8	1.28	1.27%
No land value	4	1.71	1.70%
0.01-0.50	13	31.92	31.63%
0.51-1.00	21	25.82	25.58%
1.01-1.50	14	3.35	3.32%
1.51-2.00	6	1.48	1.47%
2.01-2.50	2	0.26	0.25%
2.51-3.00	5	1.04	1.03%
3.01-4.00	3	4.50	4.46%
> 4.00	2	0.35	0.35%
<b>TOTAL</b>	<b>96</b>	<b>100.93</b>	<b>100.00%</b>

Source: Calculated by Elaine Howard Consulting, LLC with data from Washington County Department of Assessment and Taxation (FYE 2025)

## **E. IMPACT ON MUNICIPAL SERVICES**

The fiscal impact of tax increment financing on taxing districts that levy taxes within the Area (affected taxing districts) is described in Section IX of this Report. This subsection discusses the fiscal impacts resulting from potential increases in demand for municipal services.

The projects being added in the Amendment are district identity; economy; arts, history and recreation, and transportation projects. The use of urban renewal funding for these projects allows the city to match other funding sources to construct the improvements. It also allows the city to tap into different funding source besides the City of Banks general fund or system development charges (SDC) funds.

It is anticipated that these improvements will make Banks a city with excellent arts, culture and recreation resources, drawing new residents and businesses. Assistance in infrastructure development and development assistance will catalyze development on the undeveloped and underdeveloped parcels in the Area. This development will not occur if the infrastructure not upgraded.

This development will require city services. However, since the property in the Area is within the city limits, or the urban growth boundary, the city has anticipated the need to provide services to the Area. As the development will be new construction or redevelopment, it will be up to current building code and will aid in any fire protection needs. An upgraded transportation system will also assist in fire prevention to the Area.

The financial impacts from tax increment collections will be countered by providing improved infrastructure, facilitating housing development and encouraging future jobs in the Banks Area and, in the future, placing property back on the property tax rolls with future increased tax bases for all taxing jurisdictions, including the city.

## **XII. REASONS FOR SELECTION OF EACH URBAN RENEWAL AREA IN THE PLAN**

The reason for selecting the new properties to be added to the Area is to provide the ability to fund improvements necessary to cure blight and improve conditions within the Area. This specifically includes a potential new transportation connection and improvements so some of the recreation amenities for the citizens of Banks.

## **XIII. RELOCATION REPORT**

There is no relocation report required for the Plan. No specific acquisitions that would result in relocation benefits have been identified, however, there are plans to acquire land for infrastructure which may trigger relocation benefits in the future in the Area. If acquisitions are made, all city relocation requirements will be met.

## Attachment D

### Draft Amendment Approval Resolution (including a concurrence provision)

**Banks School District  
RESOLUTION NO. 2025.0**

**A RESOLUTION FOR THE BANKS SCHOOL DISTRICT CONCURRING  
WITH THE INCLUSION OF A PUBLIC BUILDING PROJECT IN THE  
BANKS URBAN RENEWAL PLAN**

WHEREAS, the Banks Urban Renewal Agency pursuant to the requirements of ORS Chapter 457 prepared the Banks Urban Renewal Plan Amendment ("Plan Amendment") reviewed by the Agency on October 14, 2025; and

WHEREAS, Section V of the Plan Amendment authorizes certain project activities within the Banks Urban Renewal Area; and

WHEREAS, the public art project is considered a public building project under ORS 457.010(12)(a)(D); and

WHEREAS, the inclusion of a public building project requires concurrence of taxing districts in accordance with ORS 457.089; and

WHEREAS, these public projects are described in Section V of Exhibit A, Banks Urban Renewal Plan and Section III of Exhibit B, Report Accompanying the Banks Urban Renewal Plan; and

WHEREAS, the governing body of taxing districts representing three of the four taxing districts who are estimated to forego the most property tax revenue must concur with this expenditure of funds for a public building project as required by ORS 457.089(3); and

WHEREAS, the Agency has requested concurrence from the City of Banks, the Banks School District, Washington County and the Banks Fire District #13; and

WHEREAS, the Banks School District concurs with the inclusion of public art in Section V of the Plan, which may be defined as a public building project in the Banks Urban Renewal Plan;

**NOW THEREFORE, BE IT RESOLVED BY THE BANKS SCHOOL DISTRICT BOARD AS FOLLOWS:**

Section 1. The recitals of this resolution are adopted as additional findings and are incorporated herein as if fully set forth.

Section 2. This resolution shall be effective as of the date of adoption.

Resolution 2025.0 is enacted by the Banks School District this \_\_\_th day of Month, 2025.

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ATTEST:

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Attachments:

- Exhibit A Banks Urban Renewal Plan Substantial Amendment and Banks Urban Renewal Plan with amendment incorporated.
- Exhibit B Report Accompanying the Banks Urban Renewal Plan Substantial Amendment

**BANKS SCHOOL DISTRICT  
RESOLUTION 2526-NOV1  
BANKS URBAN RENEWAL PLAN**

A RESOLUTION FOR THE BANKS SCHOOL DISTRICT CONCURRING WITH THE INCLUSION OF A PUBLIC BUILDING PROJECT IN THE BANKS URBAN RENEWAL PLAN

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Banks School District  
RESOLUTION NO. 2025-NOV1

WHEREAS, the Banks Urban Renewal Agency pursuant to the requirements of ORS Chapter 457 prepared the Banks Urban Renewal Plan Amendment ("Plan Amendment") reviewed by the Agency on October 14, 2025; and

WHEREAS, Section V of the Plan Amendment authorizes certain project activities within the Banks Urban Renewal Area; and

WHEREAS, the public art project is considered a public building project under ORS 457.010(12)(a)(D);and

WHEREAS, the inclusion of a public building project requires concurrence of taxing districts in accordance with ORS 457.089; and

WHEREAS, these public projects are described in Section V of Exhibit A, Banks Urban Renewal Plan and Section III of Exhibit B, Report Accompanying the Banks Urban Renewal Plan; and

WHEREAS, the governing body of taxing districts representing three of the four taxing districts who are estimated to forego the most property tax revenue must concur with this expenditure of funds for a public building project as required by ORS 457.089(3); and

WHEREAS, the Agency has requested concurrence from the City of Banks, the Banks School District, Washington County and the Banks Fire District #13; and

WHEREAS, the Banks School District concurs with the inclusion of public art in Section V of the Plan, which may be defined as a public building project in the Banks Urban Renewal Plan;

NOW THEREFORE, BE IT RESOLVED BY THE BANKS SCHOOL DISTRICT BOARD AS FOLLOWS:

Section 1. The recitals of this resolution are adopted as additional findings and are incorporated herein as if fully set forth.

Section 2. This resolution shall be effective as of the date of adoption.

Resolution 2025-NOV1 is enacted by the Banks School District this 17th day of November, 2025.

ATTEST:

\_\_\_\_\_, November 1, 2025  
Ron Frame, Chairman of the Board  
Banks School District No. 13 Board of Directors

\_\_\_\_\_, November 17, 2025  
Brian Sica, Superintendent  
Banks School District No. 13