

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 Streblov: Present

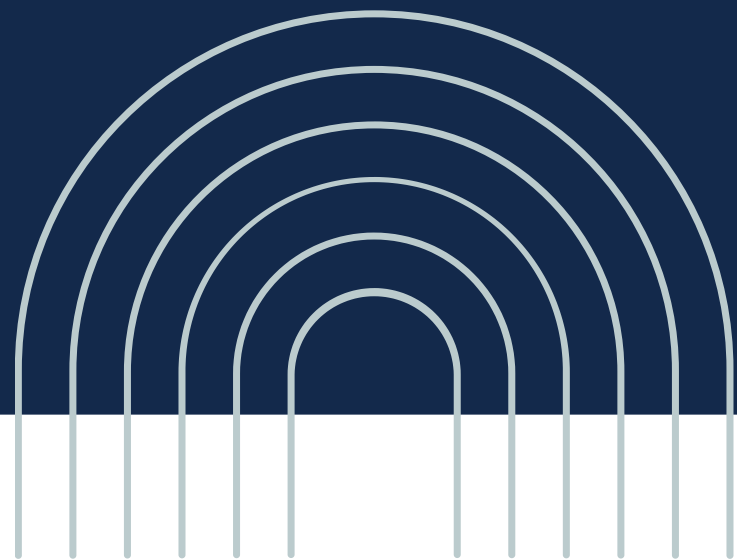
Present: 4, Absent: 1.

1. Preliminaries
  - 1.1. Call to Order
  - 1.2. Roll Call
  - 1.3. Approval of Agenda
2. Discussion Items
  - 2.1. School Action Plans and Scorecards
  - 2.2. Superintendent Goals & Evaluation Criteria
  - 2.3. Financial Update - October
  - 2.4. Annual Integrated Guidance Report
  - 2.5. Division 22 Assurances
  - 2.6. Bond Update
3. Optimistic Closure
4. Adjourn



# 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

The graphic is a strategic plan for Banks Braves. It features the school's logo at the top left and the title 'Strategic Plan' in the center. Below the title, there are five main pillars, each with an icon and a brief description of the goal. The pillars are: Empowering Our Students, Enriching Our Facilities, Energizing Our Team, Engaging Our Community, and Aligning Our Resources. At the bottom right, there is a section for 'OUR MISSION' with the text 'To engage, challenge and prepare every student.' and the school's logo.

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)
<p>Leader Rounding Interviews and Survey Rollout</p>	<p>Staff Pulse Check Survey Results Mean (Goal = 3.62)</p>	<p>Annual Staff Survey Mean (goal 3.62)</p>
<p>Providing High Quality Professional Development on research-based engagement and assessment practices 1x per month in PLCs</p>	<p>PD Exit Ticket results for question “How valuable was today’s PD to you and your work” (1-5 scale). (Goal = 3.6)</p>	<p>Annual Staff Survey question #1: “I feel supported with good process and appropriate resources to do my job.” (Goal 3.59)</p>
<p>New Staff Support:</p> <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>	<p>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)</p>	<p>90 day New Employee Interview results for the satisfaction scale question (scale of 1-10) Goal mean = 7</p>



# 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.**

# 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)?

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- 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?

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- 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.

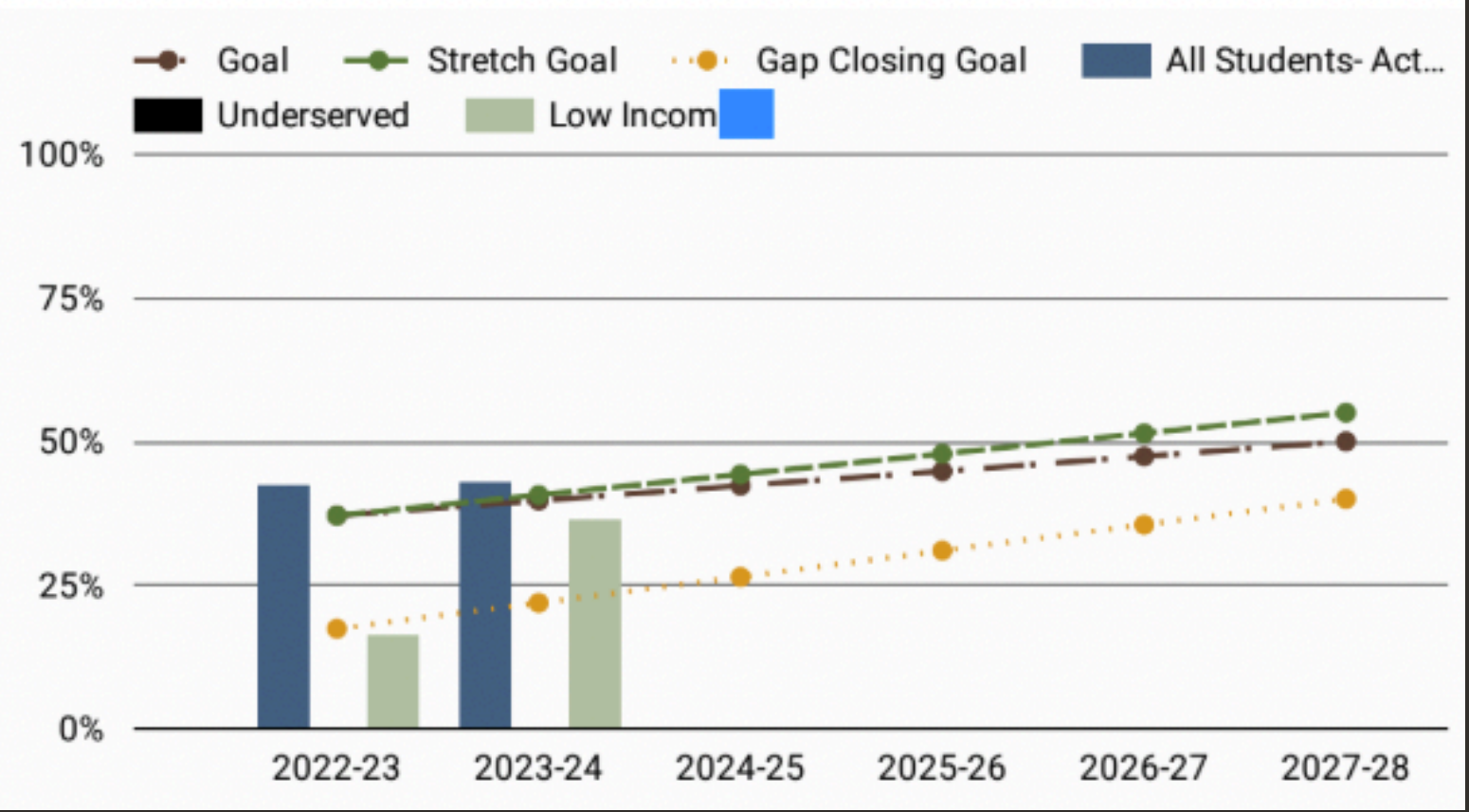
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- We are encouraged by the significant progress made—particularly in attendance. We have met our Gap Closing Target for all focal student groups as well as for the total student population, demonstrating that our strategies are meaningfully improving 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.

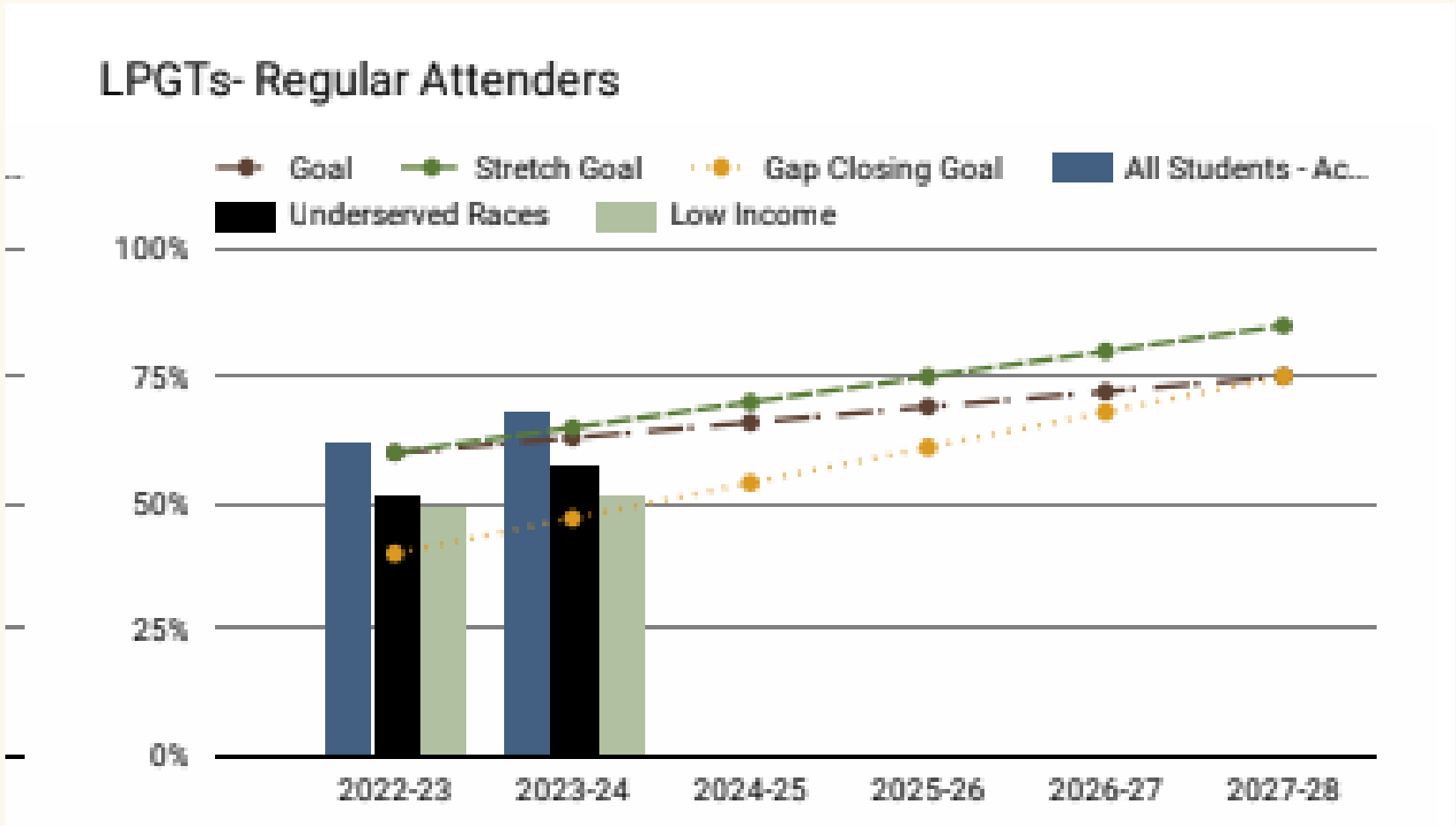


# Longitudinal Performance Growth Target

## 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

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# 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

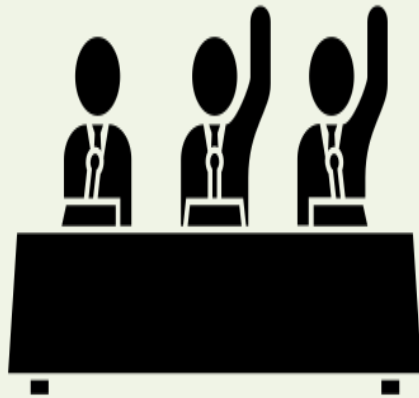
Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2230 Asbestos Management Plans</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2267 Annual Report on Restraint and Seclusion</a>	<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