School Board Regular Meeting Agenda

September 8, 2026, 5:30 PM

Location:
Education Center, Board Room #314
520 NW Wall Street
Bend, OR 97703

1. Call to Order
   Speaker(s): Amy Tatom, Board Chair
2. Pledge of Allegiance
   Speaker(s): Amy Tatom, Board Chair
3. Review of Agenda
   Speaker(s): Amy Tatom, Board Chair
4. District Recognitions
   A. 2026-27 Family Handbook/Calendar Participants
      Speaker(s): Dr. Steve Cook, Superintendent
5. Welcoming Week Proclamation 4
   Speaker(s): Amy Tatom, Board Chair
   Attachments:

BLS Welcoming Week Proclamation 2026 4
Proclamación de la Semana de Bienvenida 2026 5

6. Suicide Prevention and Awareness Month Proclamation 6
   Speaker(s): Amy Tatom, Board Chair
   Attachments:

BLS Suicide Prevention & Awareness Month Proclamation 2026 6
Proclamación del Mes de la Concientización y Prevención del Suicidio 7

7. Public Comment
   Speaker(s): Amy Tatom, Board Chair
   Description: This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.
8. Consent Agenda
   Speaker(s): Amy Tatom, Board Chair
   Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.
   A. Approval of Minutes 8
      Description: August 11, 2026, Regular Meeting; *Reference: ORS 192.650 and ORS 332.057*
      Attachments:

Bend-La Pine Schools meetings comply with open meeting laws and accessibility requirements. Please contact Bend-La Pine Schools at 541-355-1001 if you need accommodation to participate in the board meeting. Please call at least 48 hours prior to the scheduled meeting date. Thank you.

B. Approval of Personnel Recommendations 12
Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; *Reference: ORS 332.505*
Attachments:
Administrative and Licensed Recommended Hires, Resignations, and Retirees 9.8.26 12
Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements 9.8.26 14

9. Consent for Information
Speaker(s): Dr. Steve Cook, Superintendent
Description: Items that are routine in nature and for informational purposes only are placed on the Consent for Information.
A. Approval of Administrative Policies and Regulations 19
Attachments:
Executive Summary: Administrative Policies and Regulations for Adoption 19
IGBAB-AP: Records of Students with Disabilities - DELETE 9.8.26 21
IGBAB-AR: Records of Students with Disabilities - DELETE 9.8.26 23
JO/IGBAB-AP: Education Records/Records of Students with Disabilities - DRAFT 9.8.26 24
JO/IGBAB-AR: Education Records/Records of Students with Disabilities Management - DRAFT 9.8.26 26
JOA-AP: Directory Information - DRAFT 9.8.26 34
JOB-AP: Personally Identifiable Information - DRAFT 9.8.26 36
KNA-AP: Immigration Enforcement on District Property - DRAFT 9.8.26 38
KNA-AR(1): Interactions with Immigration Enforcement - DRAFT 9.8.26 41
KNA-AR(2): Federal Immigration Enforcement Request Log - DRAFT 9.8.26 44

B. Annual Report: Executive Limitation 4.1: Legally Required Policies 46
Attachments:
Annual Report Executive Limitation 4.1: Legally Required Policies 46

C. Annual Report: Executive Limitation 4.4: Facilities 48
Attachments:
Annual Report Executive Limitation 4.4: Facilities 48

D. Annual Report: Executive Limitation 4.8: Communications 51
Attachments:
Annual Report Executive Limitation 4.8: Communications 51

E. Annual Report: Executive Limitation 4.9: Safety 55
Attachments:
Annual Report Executive Limitation 4.9: Safety 55

10. Reports
A. Integrated Programs Annual Report 58
Speaker(s): Dr. Lisa Birk, Deputy Superintendent
Attachments:
Executive Summary: Integrated Programs Annual Report, Fall 2026 58
Presentation: Integrated Programs Annual Report, Fall 2026 59

B. Enrollment Update

Speaker(s): Dan Emerson, Chief Financial Officer
Attachments:

Executive Summary: September Enrollment Report 63
Enrollment 2026-27 - Elementary School 64
Enrollment 2026-27 - Middle School 65
Enrollment 2026-27 - High School 66

C. Update on District Actions in Alignment with Board Resolution 2013 67
Speaker(s): Dr. Lisa Birk, Deputy Superintendent
Attachments:

Executive Summary: Update on District Actions in Alignment with Board Resolution 2013 67
Presentation: Update on District Actions in Alignment with Board Resolution 2013 68

11. Administrative Policy and Regulation Report

A. Administrative Policies and Regulations in Review 91
Speaker(s): Dr. Steve Cook, Superintendent
Description: List of District Policies and/or Regulations that are currently under review by the District. Public feedback regarding the policies in review is accepted via Google Form.
Attachments:

Executive Summary: Administrative Policies and Regulations for Review 91
FKA/KMC-AR: Guidelines for Facility Improvement Projects - DRAFT 9.8.26 92
IGDF/KMC-AP: Student Fundraising Activities - DRAFT UPDATED 9.8.26 93
IGDF/KMC-AR: Request for Student Fundraising Activity - DRAFT UPDATED 9.8.26 95
IGDG/KMC-AR: Student Body Funds - DRAFT UPDATED 9.8.26 96
KH/KMC-AR(1): Gifts to the District - DRAFT UPDATED 9.8.26 98
KH/KMC-AR(2): Gifts to the District - DRAFT UPDATED 9.8.26 99
KMC-AP: Fundraising and Donations - DRAFT UPDATED 9.8.26 100
KMC-AR: Request to Fundraise on Behalf of the District - DRAFT 9.8.26 103
6.16.26-8.4.26 Policies In Review - Public Comment (Responses Part 1) 104
6.16.26-8.4.26 Policies In Review - Public Comment (Responses Part 2) 130
6.16.26-8.4.26 Policies In Review - Public Comment (Responses Part 3) 138
6.16.26-8.4.26 Policies In Review - Public Comment (Responses Part 4) 146

12. Superintendent's Report
Speaker(s): Dr. Steve Cook, Superintendent
13. Director Comments
Description: An opportunity for board members to provide comments or reflections.
14. Adjourn
Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for October 13, 2026.

BEND LA PINE SCHOOLS

Welcoming Week 2026 Proclamation

WHEREAS, our community, state and nation are stronger when we work together as a people in seeking the American dream through the shared values of hard work and equitable opportunity; and

WHEREAS, the diverse experiences and perspectives of our students and families are a vital part of our community, enriching and strengthening our schools, community, and collective future; and

WHEREAS, the success of Bend-La Pine Schools depends on making sure that all students and families feel welcome and experience a sense of belonging - including those who are underserved and/or marginalized; who are recent immigrants; who are Black, indigenous, and people of color; who are experiencing poverty, houselessness, or foster/kinship care; who are LGBTQ+; who are experiencing disability; and who are linguistically diverse; and

WHEREAS, we honor the spirit of unity during Welcoming Week that is bringing neighbors together across Central Oregon to honor and elevate the voices of all;

NOW, THEREFORE IT IS RESOLVED THAT we, the Board of Directors for Bend-La Pine Schools, hereby proclaim September 10th through 19th, 2026, Welcoming Week. We invite all students and families of Bend-La Pine Schools to join this movement of schools and communities nationwide, renewing our commitment to our core American values and taking action together to build strong and inclusive schools across our community that stand as a beacon of education and opportunity.

Moved by _____ Second by _____

Yes votes _____ No votes _____

Dated this 8th day of September 2026.

_____ _____

Chair Vice Chair

_____

Board Secretary

Proclamación de la Semana de Bienvenida 2026

CONSIDERANDO QUE, que nuestra comunidad, nuestro estado y nuestra nación son más fuertes cuando trabajamos juntos como pueblo en la búsqueda del sueño americano a través de los valores compartidos del trabajo arduo y la igualdad de oportunidades; y

CONSIDERANDO QUE, las diversas experiencias y perspectivas de nuestros estudiantes y familias son una parte vital de nuestra comunidad, que enriquece y fortalece nuestras escuelas, nuestra comunidad y nuestro futuro colectivo; y

CONSIDERANDO QUE, que el éxito de las Escuelas de Bend-La Pine depende de garantizar que todos los estudiantes y familias se sientan bienvenidos y experimenten un sentido de pertenencia, incluidos aquellos que están desatendidos y/o marginados; que son inmigrantes recientes; que son personas negras, indígenas y de color; que experimentan pobreza, falta de vivienda o cuidado de crianza/parentesco; que son LGBTQ+; que experimentan discapacidad; y que son lingüísticamente diversos;

CONSIDERANDO QUE, honramos el espíritu de unidad durante la Semana de Bienvenida que reúne a los vecinos de todo el centro de Oregón para honrar y elevar las voces de todos;

POR LO TANTO, SE RESUELVE QUE nosotros, la Junta Directiva Escolar de Bend-La Pine, proclamamos por la presente que del 10 al 19 de septiembre de 2026 se celebrará la "Semana de la Bienvenida". Invitamos a todos los estudiantes y familias de Bend-La Pine a sumarse a este movimiento de escuelas y comunidades de todo el país, renovando nuestro compromiso con los valores fundamentales estadounidenses y actuando juntos para construir escuelas sólidas e inclusivas en toda nuestra comunidad, que sean un faro de educación y oportunidades.

Propuesto por _____ Secundado por _____

Votos a favor _____ Votos en contra _____

Con fecha 8 de septiembre de 2026.

_____ _____

Presidente Vicepresidente

_____

Secretaria de la Junta Directiva Escolar

BEND LA PINE SCHOOLS

Suicide Prevention and Awareness Month Proclamation

WHEREAS, the mental health and well-being of every student, staff member, and family are essential to a healthy, caring, and thriving school community; and

WHEREAS, suicide is a serious public health concern that affects people of all ages and backgrounds and leaves a lasting impact on families, friends, schools, and communities; and

WHEREAS, young people may experience depression, anxiety, isolation, grief, trauma, or other challenges that can feel overwhelming, and every student deserves to know that asking for help is a sign of strength and that hope and support are available; and

WHEREAS, suicide prevention is a shared responsibility requiring compassion, connection, attentive listening, timely intervention, and strong partnerships among students, families, educators, mental health professionals, and community organizations; and

WHEREAS, open and responsible conversations about mental health can reduce stigma, encourage people to seek help, and equip members of our community to recognize warning signs and respond with care; and

WHEREAS, Bend-La Pine Schools is committed to creating safe, welcoming, and inclusive learning environments in which every student is known, valued, supported, and connected to trusted adults; and

WHEREAS, we recognize the dedication of our school counselors, psychologists, nurses, social workers, teachers, administrators, classified staff, community partners, and families who work each day to support the well-being of our students; and

WHEREAS, we remember those whose lives have been lost to suicide, extend our compassion to those who grieve, and stand beside those who have struggled or are struggling with thoughts of suicide;

NOW, THEREFORE IT IS RESOLVED THAT we, the Board of Directors for Bend-La Pine Schools, hereby recognizes September 2026 as Suicide Prevention and Awareness Month and calls upon our entire community to strengthen connections, learn the warning signs, reach out to those who may be struggling, and remind every person that they matter, they are not alone, and help is available.

We further encourage anyone experiencing a mental health or suicide-related crisis—or anyone concerned about someone else—to call or text the 988 Suicide & Crisis Lifeline for free and confidential support.

Moved by _____ Second by _____

Yes votes _____ No votes _____

Dated this 8th day of September 2026.

_____ _____

Chair Vice Chair

_____

Board Secretary

Proclamación del Mes de la Concientización y Prevención del Suicidio

CONSIDERANDO QUE, la salud mental y el bienestar de cada estudiante, miembro del personal y familia son esenciales para una comunidad escolar sana, solidaria y próspera; y

CONSIDERANDO QUE, el suicidio es un grave problema de salud pública que afecta a personas de todas las edades y procedencias y deja una huella duradera en familias, amigos, escuelas y comunidades; y

CONSIDERANDO QUE, los jóvenes pueden experimentar depresión, ansiedad, aislamiento, duelo, trauma u otros desafíos que pueden resultar abrumadores, y cada estudiante merece saber que pedir ayuda es una señal de fortaleza y que la esperanza y el apoyo están disponibles; y

CONSIDERANDO QUE, la prevención del suicidio es una responsabilidad compartida que requiere compasión, conexión, saber escuchar con atención, una intervención oportuna y una colaboración sólida entre los estudiantes, las familias, los educadores, los profesionales de la salud mental y las organizaciones comunitarias; y

CONSIDERANDO QUE, Las conversaciones abiertas y responsables sobre la salud mental pueden reducir el estigma, animar a las personas a buscar ayuda y capacitar a los miembros de nuestra comunidad para que reconozcan las señales de alerta y respondan con empatía; y

CONSIDERANDO QUE, las escuelas de Bend-La Pine se comprometen a crear entornos de aprendizaje seguros, acogedores e inclusivos en los que cada estudiante sea conocido, valorado, apoyado y esté en contacto con adultos de confianza; y

CONSIDERANDO QUE, reconocemos la dedicación de nuestros consejeros escolares, psicólogos, enfermeros, trabajadores sociales, maestros, personal administrativo, personal de apoyo, colaboradores de la comunidad y familias, que trabajan cada día para velar por el bienestar de nuestros estudiantes; y

CONSIDERANDO QUE, recordamos a quienes han perdido la vida por suicidio, expresamos nuestra solidaridad con quienes están de luto y apoyamos a quienes han luchado o están luchando contra los pensamientos de suicidio;

POR LO TANTO, DECIDIMOS nosotros, la Junta Directiva de las Escuelas de Bend-La Pine, reconocemos por la presente el mes de septiembre de 2026 como el Mes de la Prevención y la Concientización sobre el Suicidio, y hacemos un llamamiento a toda nuestra comunidad para que refuerce los vínculos, aprenda a identificar las señales de alerta, se acerque a aquellas personas que puedan estar pasando por dificultades y recuerde a cada persona que es importante, que no está sola y que hay ayuda disponible.

We further encourage anyone experiencing a mental health or suicide-related crisis—or anyone concerned about someone else—to call or text the **988 Suicide & Crisis Lifeline** for free and confidential support.

Propuesto por _____ Secundado por _____

Votos a favor _____ Votos en contra _____

Con fecha 8 de septiembre de 2026.

_____ _____

Presidente VicePresidente

_____

Secretaria(o) de la Junta Directiva Escolar

School Board Regular Meeting Minutes

Meeting Location:
Education Center, Board Room #314
520 NW Wall Street
Bend, OR 97703

Meeting Date: August 11, 2026

Board Members

Kina Chadwick:	Present
Cameron Fischer:	Present
Marcus LeGrand:	Present
Jenn Lynch:	Present
Shirley Olson:	Present
Amy Tatom:	Absent
Ross Tomlin:	Present

Director Shirley Olson joined the meeting virtually.

DRAFT: Pending Board Approval

1. **Call to Order**
   Speaker(s): Cameron Fischer, Board Vice Chair
   Discussion: The meeting was called to order by Vice Chair Cameron Fischer at 5:30 pm.
2. **Pledge of Allegiance**
   Speaker(s): Cameron Fischer, Board Vice Chair
   Discussion: The Pledge of Allegiance was led by Vice Chair Cameron Fischer.
3. **Review of Agenda**
   Speaker(s): Cameron Fischer, Board Vice Chair
   Discussion: There were no changes to the agenda.
4. **Public Comment**
   Speaker(s): Cameron Fischer, Board Vice Chair
   Description: This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.
   Discussion: There were no requests to provide public comment.
5. **Consent Agenda**
   Speaker(s): Cameron Fischer, Board Vice Chair
   Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.
   Action(s): I move to approve the Consent Agenda. This motion, made by Ross Tomlin and seconded by Marcus LeGrand, Carried.
   Voting Detail: Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Jenn Lynch: Yea, Shirley

Olson: Yea, Amy Tatom: Absent, Ross Tomlin: Yea
Voting Summary: Yea: 6, Nay: 0, Absent: 1

A. Approval of Minutes
Description: July 7, 2026, Regular Meeting; *Reference: ORS 192.650 and ORS 332.057*
Attachments: 7.7.26 Minutes - Regular Meeting - DRAFT

B. Approval of Personnel Recommendations
Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements; *Reference: ORS 332.505*
Attachments: Administrative and Licensed Recommended Hires, Resignations, and Retirees 8.11.26 and Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements 8.11.26

C. Adoption of Board Policies
Attachments: Executive Summary: Board Policies for Adoption, GBA-BP: Nondiscrimination - DRAFT 8.11.26, GBN/JBA-BP: Sexual Harassment - DRAFT 8.11.26, and GP-5: Board Member Roles and Board Committees - DRAFT 8.11.26

6. Consent for Information
Speaker(s): Dr. Steve Cook, Superintendent
Description: Items that are routine in nature and for informational purposes only are placed on the Consent for Information.
Discussion: Superintendent Cook noted that the Consent for Information includes 30 policies that the district is adopting. Vice Chair Fischer inquired about ECACB-AP and how the district uses this policy. Cook shared that the policy is not new, rather it includes updated language, and that the Facilities Development Office uses drones for various parts of their work, the district has used drones to photograph schools for the new website, and certain high school classes use drones as part of their instruction.

A. Approval of Administrative Policies and Regulations
Attachments: Executive Summary: Administrative Policies and Regulations for Adoption, CEA-AP: Educational Equity Advisory Committee - DRAFT 8.11.26, EBB-AP: Integrated Pest Management - DRAFT 8.11.26, EBB-AR: Integrated Pest Management (IPM) - DRAFT 8.11.26, EBBA-AP: Student Health Services - DRAFT 8.11.26, ECAA-AP: Access to Buildings - DRAFT 8.11.26, ECAC-AR: Access to Buildings - DELETE 8.11.26, ECACB-AP: Unmanned Aircraft System (UAS)/Drone - DRAFT 8.11.26, EGAAA-AP: Reproduction of All Copyrighted Materials - DRAFT 8.11.26, EGAAA-AR: Guidelines for the Use of Copyrighted Materials - DELETE 8.11.26, EGAC-AR: Telecommunication Services - DELETE 8.11.26, EGACA-AR: Cellular Telephones - DRAFT 8.11.26, EHA-AP: Appropriate Uses of Technology, Equipment, Infrastructure, and Services - DELETE 8.11.26, EHA-AR: Appropriate Uses of Technology - DELETE 8.11.26, EHAA-AR: Administrator Responsibilities Related to Technology - DELETE 8.11.26, EHAB-AR: Technology Responsibilities for Special Programs - DRAFT 8.11.26, EHAC-AR: Electronic Storage and Publishing on Web and Other Communications Media - DELETE 8.11.26, EHAD-AR: District Web Services Guidelines - DELETE 8.11.26, EHAE-AR: Use of Online Services and Collaborative Tools - DELETE 8.11.26, EHB-AP: Cybersecurity - DRAFT 8.11.26, EHB-AR: Cybersecurity - DRAFT 8.11.26, GBA-AR: Veteran and State Servicemember Preference - DRAFT 8.11.26, GCBDA/GDBDA-AR: Family and Medical Leave - DRAFT 8.11.26, GCBDD/GDBDD-AP: Sick Time - DRAFT 8.11.26, GCQBA-AP: Copyrights and Patents - DRAFT 8.11.26, IGDK-AR: Non-District Sponsored Study, Tours, Trips, Competitions - DRAFT 8.11.26, IICA-AR(1): Field Trips and Special Activities - DRAFT 8.11.26, IICA-AR(2): Field Trips and Special Activities - DRAFT 8.11.26, IICA-AR(3): Field Trip/Activity Permission and Release of Liability Form - DRAFT 8.11.26, JFCL-AR: Laser Pens - DRAFT 8.11.26, and JHCD-AR: Medications - DRAFT 8.11.26

7. Reports
A. Senate Bill 141 (SB 141) Update
Speaker(s): Dr. Lisa Birk, Deputy Superintendent
Attachments: Performance Growth Targets
Discussion: Deputy Superintendent Birk noted that Senate Bill 141 (SB 141) establishes seven target areas for districts with markers set every four years. Districts across the state have been grouped into similar districts with the same targets. Bend-La Pine Schools is in a target group with six other districts.

DRAFT Pending Board Approval

Districts must show continuous growth and determine how they plan to meet the target and if they fail to meet the target the state has the authority to step in and direct the district budget. Bend-La Pine Schools has chosen multilingual proficiency as its local option metric. Another requirement of SB 141 is that the district present the plan to the state by August 31st and report to the Board three times throughout the year on progress. Birk noted that overall the state of Oregon has a large opportunity for growth and improvement. Board members acknowledge the challenges districts face in meeting the requirements of SB 141.

8. Administrative Policy and Regulation Report

A. Administrative Policies and Regulations in Review

Speaker(s): Dr. Steve Cook, Superintendent

Description: List of District Policies and/or Regulations that are currently under review by the District. Public feedback regarding the policies in review is accepted via Google Form.

Attachments: Executive Summary: Administrative Policies and Regulations for Review, GCAB-AP: Personal Electronic Devices and Social Media (Staff) - DRAFT 8.11.26, GCAB-AR(1): Social Media Use and Expectations - DRAFT 8.11.26, GCAB-AR(2): Social Media Site Authorization Request Form - DRAFT 8.11.26, IGBBA-AP: Talented and Gifted Students - Identification - DRAFT 8.11.26, IIBGA-AP: Electronic Communications System - DRAFT 8.11.26, IIBGA-AR(1): Electronic Communications System - DRAFT 8.11.26, IIBGA-AR(2): Technology Security and Operations - DRAFT 8.11.26, and IKJ-AP: Artificial Intelligence - DRAFT 8.11.26

Discussion: Superintendent Cook reminded the Board that in July, the district pushed several fundraising-related policies out for review. The district is currently reviewing the feedback received and continues to meet with various stakeholders regarding the proposed changes. The district plans to bring the policies back for a final review at the September meeting with adoption of those policies at the October meeting. He shared that this month the district has eight policies going out for review. Feedback will be accepted on these policies until September 29th.

9. Superintendent's Report

Speaker(s): Dr. Steve Cook, Superintendent

Discussion: Superintendent Cook shared that the district's Leadership Launch kicked off the three-day event today with approximately 200 people in attendance, including district administrators and school building office managers. He shared gratitude for the district team and board members for delivering over 700 signs of success to district families over the summer. A tour of the Bend Senior High School phase 1 construction was given to community leaders last week as construction moves into phase 2. The Sites and Facilities review process has begun with a full restructuring of the process and how feedback on recommended updates/needs across the district and from the community is gathered.

10. Director Comments

Description: An opportunity for board members to provide comments or reflections.

Discussion: Director Shirley Olson shared that she is looking forward to the start of school and school visits.

Director Kina Chadwick thanked everyone for the Leadership Launch kickoff, noted that they attended the Culture of Care Summer Institute, and is excited for the new school year.

Director Ross Tomlin enjoyed the Leadership Launch, specifically the student participation and Lisa's presentation on hope.

Director Marcus LeGrand appreciates SB 141 and the accountability of districts to meet the targets.

Director Jenn Lynch echoed the comments regarding Leadership Launch and the centering of student voice. She is ready for school start and shared that the signs of success project is remarkable and speaks to the strength of district staff.

Vice Chair Cameron Fischer recently toured Bend Senior High School, noting that it is a phenomenal project.

DRAFT: Pending Board Approval

She had the opportunity to deliver several of the signs of success and recently toured Hayden Homes amphitheater to review their sustainability projects.

11. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for September 8, 2026.

Discussion: Vice Chair Cameron Fischer adjourned the meeting at 6:19 pm.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval

BEND LA PINE SCHOOLS

HUMAN RESOURCES
Education Center
520 N.W. Wall Street
Bend, Oregon 97703-2699
(541) 355-1100
Fax: (541) 355-1109

DATE: September 8, 2026
TO: Dr. Steven Cook, Superintendent
Board of Directors for Bend-La Pine Schools

FROM: Tony Sanchez, Chief Human Resources Officer

RE: Administrative and Licensed Recommended Hires, Resignations, and Retirees

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on September 8, 2026. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Amitin, Ian	Math Teacher	La Pine High School	Regular Full Time	08/27/2026
Baldwin, Thomas	Counselor	Bend High School	Temporary Full time	08/27/2026
Gard, Sommer	CTE Culinary Teacher	Bend High School	Regular Part Time	08/27/2026
Goodman, Lisa	PE/Health Teacher	Summit High School	Temporary Part Time	08/27/2026
Hawley, Cindy	Social Studies Teacher	High Desert Middle School	Temporary Full Time	09/08/2026
Howard, James	Elementary Teacher	Highland Elementary School	Temporary Full Time	08/27/2026
Kulinsky, Kira	Elementary Teacher	Buckingham Elementary	Regular Full Time	08/27/2026
Layana, Kelsie	Language Arts Teacher	Summit High School	Regular Full Time	08/27/2026
Lemcke, Katharine	Art Teacher	Caldera High School	Regular in Temporary Position	08/27/2026
Loper, Kellie	ELL/Language Specialist	DEI	PT Regular adding Temp FTE	08/31/2026
Lovejoy, Jessica	School Counselor	Westside Village Elementary School	Temporary Part-Time	08/27/2026
Mixell, Brianna	Dual Language Teacher	Bear Creek Elementary School	Temporary Full-Time	08/27/2026
Nagle, Noah	Spanish Teacher	Summit High School	Temporary Part-Time	08/27/2026
Othart, Nic	PE Teacher	High Lakes Elementary School	Temporary Part-Time	09/10/2026
Paradis, Lilly	Counselor on Special Assignment	Student Services	Regular in Temporary Position	08/27/2026
Quepuy-Arana, Angela	Spanish Teacher	Mountain View High School	Temporary Part Time	08/27/2026
Ragnarsson, Kristin	Speech & Language Pathologist	Special Programs	Temporary - Substitute	08/27/2026
Sanchez-Millar, Jessica	ELL Teacher	DEI	Temporary Part-Time	09/02/2026
Trulsen, Keri	Science Teacher	Pacific Crest Middle School	Temporary Full-Time	08/31/2026
Tucker, Margy	5th Grade Teacher	Elk Meadow Elementary School	Regular in Temporary Position	08/27/2026
Van Beek, Arden	Science Teacher	Deschutes River High School	Regular Full-Time	08/27/2026
Vendetti, Susanna	Kindergarten Teacher	Juniper Elementary School	Temporary Full-Time	08/27/2026

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Jacobson, Todd	3rd Grade Teacher	Ponderosa Elementary School	08/29/2005 – 09/01/2026
Menz, Audrey	Student Success Clinician	High Desert Middle School	08/21/2025 – 08/10/2026

BEND LA PINE SCHOOLS

HUMAN RESOURCES
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(541) 355-1100
Fax: (541) 355-1109

Morgan, Robin	Counselor	Ponderosa Elementary School	08/26/2024 – 06/30/2026
Pierce, Benjamin	Social Studies Teacher	Summit High School	08/29/2005 – 06/30/2026
Zeltins, Lisa	Learning Specialist	Caldera High School	08/28/2018 – 06/30/2026

CERTIFIED RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Zepeda, Jordan	Nutrition Services Field Supervisor	Nutrition Services	Regular Full-Time	08/25/2026

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES

BEND LA PINE SCHOOLS

HUMAN RESOURCES
Education Center
520 N.W. Wall Street
Bend, Oregon 97703-2699
(541) 355-1100
Fax (541) 355-1109

September 1, 2026

TO: Dr. Steven Cook, Superintendent
Bend-La Pine School Board of Directors

FROM: Tony Sanchez, Chief Human Resources Officer

RE: Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on September 8, 2026.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Alton, Teri	EA Inclusion	Sky View	Reg 7.0 hrs / day	09/01/26
Bieghler, Traviss	EA Inclusion	Mountain View	Reg 7.0 hrs / day	09/01/26
Bennett, Deidra	EA Instruction	La Pine Elementary	Temp 6.5 hrs / day	09/01/26
Blodgett, Haleigh	EA Child Development	Bend High	Reg 6.17 hrs / day	09/10/26
Blumenschein, Emilee	EA Instruction	Lave Ridge	Reg 5.5 hrs / day	09/01/26
Brown, Natalie	EA Inclusion	Ensworth	Reg 6.5 hrs / day	09/01/26
Chavez, Francisca	EA Instruction	Bear Creek	Temp 3.99 hrs / day	09/01/26
Duck, Alexis	EA Inclusion	Elk Meadow	Reg 6.5 hrs / day	09/01/26
Elliott, Melissa	Department Support I	Nutrition	Reg 7.5 hrs / day	09/01/26
Eno, Marissa	EA Instruction	Elk Meadow	Reg 5.5 hrs / day	09/01/26
Estes, Tara	Bus Driver	Transportation	Reg 5.75 hrs / day	09/07/26
Guilford, Sig	EA Instruction	Buckingham	Reg 6.5 hrs / day	09/01/26
Hall, Kristopher	Bus Driver	Transportation	Reg 5.75 hrs / day	09/07/26
Harkin, Owen	EA Inclusion	Ensworth	Reg 6.5 hrs / day	09/01/26
Harris, Anna	Office Manager II	Caldera	Reg 8.0 hrs / day	08/13/26
Hergert, Miah	EA Inclusion	Silver Rai	Reg 7.0 hrs / day	09/10/26

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Hernandez, Nadia	Attendance Secretary II	Caldera	Reg 8.0 hrs / day	09/10/26
Hill, Kimberly	EA Instruction	High Lakes	Reg 4.0 hrs / day	09/10/26
Hill, Michelle	EA Inclusion	Rosland	Reg 6.5 hrs / day	09/01/26
Hite, Tammy	EA Inclusion	Caldera	Reg 7.0 hrs / day	09/01/26
Holtzman, Tracy	Counseling Secretary II	Mountain View	Reg 8.0 hrs / day	08/24/26
Kincaid, Kara	EA Inclusion	Silver Rail	Reg 6.5 hrs / day	09/01/26
LaMarsna, Kristen	Curriculum Secretary II	Mountain View	Reg 8.0 hrs / day	08/24/26
Lockard, Lisa	Nutrition Server I	Summit	Reg 3.75 hrs / day	09/01/26
Mancuso, Tracy	EA Inclusion	Elk Meadow	Reg 6.5 hrs / day	09/01/26
Mixon, Megan	EA Inclusion	High Desert	Reg 7.0 hrs / day	09/01/26
Myhre, Pamela	Campus Monitor	Safety	Reg 8.0 hrs / day	09/01/26
Oestreich-Tanner, Cynthia	Nutrition Tech II	Bend High	Temp 3.75 hrs / day	09/01/26
Owen, Josh	EA Inclusion	RE Jewell	Reg 6.5 hrs / day	09/01/26
Owen-Clontz	Bus Driver	Transportation	Reg 5.75 hrs / day	09/07/26
Palmer, Adam	Bus Driver	Transportation	Reg 4.0 hrs / day	09/07/26
Phillips, Madeline	Media Manager I	Highland	Reg 4.0 hrs / day	08/31/26
Reil, Jessica	Nutrition Server I	Pine Ridge	Reg 3.75 hrs / day	09/01/26
Roach, Katherine	EA Instruction	Elk Meadow	Temp 5.5 hrs / day	09/10/26
Rummell, Mackenzie	EA Inclusion	North Star	Reg 6.5 hrs / day	09/01/26
Taylor, Mallory	EA Inclusion	North Star	Reg 6.5 hrs / day	09/01/26
Virzera, Margo	Media Manager	Pacific Crest	Reg 7.0 hrs / day	08/31/26
Weary, Kathleen	EA Inclusion	Bear Creek	Reg 6.5 hrs / day	09/01/26
Webber, Lauren	Bus Driver	La Pine Transportation	Reg 4.0 hrs / day	09/07/26
Winegar, Stephanie	EA Inclusion	Mountain View	Reg 7.0 hrs / day	09/01/26

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Classified Resignations

Name	Position	Location	Resign Date
Bortovskyi, Maksym	EA Inclusion	Ensworth	08/14/26 – 08/14/26
Cook, Tanner	Campus Monitor	Mountain View	12/06/17 – 06/30/26
Cork, Crystal	Kitchen Manager I	Mountain View	10/24/22 – 06/30/26
Faseler, Patricia	EA Inclusion	Silver Rail	08/28/12 – 08/25/26
Fernandez, Alexis	EA Inclusion	Realms	08/12/26 – 08/12/26
Helvie, Jenny	Payroll Specialist II	Business Office	08/12/24 – 09/05/26
Holst, Andy	IT Engineer	Technology	04/24/17 – 08/27/26
Julia-Suriano, Stephanie	EA Inclusion	RE Jewell	08/27/24 – 06/30/26
Kampen, Jade	School to Career Program Manager	Realms High	08/26/24 – 06/30/26
McCohan, Jennifer	EA Instruction	Elk Meadow	01/29/26 – 09/01/26
Miller, Courtney	EA Inclusion	Ensworth	08/26/25 – 06/30/26
Mooney, Madison	EA Inclusion	North Star	09/19/22 – 06/30/26
Nye, Julie	EA Instruction	Elk Meadow	09/02/21 – 06/30/26
Page, Natalie	EA Student Success	Elk Meadow	11/09/21 – 06/30/26
Paris, Meryll	Staff Accountant - Auditor	Business Office	02/09/22 – 08/20/26
Pedro, Jack	Head Custodian III	North Star	05/01/19 – 09/08/26
Rogers, Amber	Nutrition Server I	High Desert	10/25/24 – 06/30/26

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Schumacher, Sunny	EA Instruction	Elk Meadow	08/31/21 – 06/30/26
Schutz, Cassidy	EA Inclusion	Lava Ridge	01/06/25 – 06/30/26
Smart, Cathleen	School Secretary I	Westside Village	11/20/25 – 06/30/26
Spenella, Kristen	EA Instruction	High Lakes	09/15/25 – 06/30/26
Stutz, Jacqueline	Nutrition Server I	Pilot Butte	02/29/24 – 09/04/26
Whittington, Brittany	EA Inclusion	La Pine Middle	02/06/26 – 06/30/26
Withington, Charlotte	EA Inclusion	Buckingham	08/31/22 – 06/30/26

Classified Retirements

Name	Position	Location	Retire Date
Chambers, Juli	EA Instruction	High Lakes	10/01/19 – 07/01/26

Classified Retire-Rehires

Name	Position	Location	Rehire Date

Classified Dismissals

Name	Position	Location	Term Date
Devenny, Derek	Custodial Crew I	Sky View	08/01/25 – 09/02/26

Confidential Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Olson, Nicole	Payroll Process Coordinator	Payroll	Reg 8.0 hrs / day	08/20/26

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Confidential Resignations

Name	Position	Location	Resign Date

Confidential Dismissals

Name	Position	Location	Term Date

BEND LA PINE SCHOOLS

REPORT: Administrative Polices and Regulations for Adoption – September 8, 2026

PRESENTED BY: Dr. Steve Cook, Superintendent

EXECUTIVE SUMMARY:

Bend-La Pine Schools has a multi-part, policy and regulation review process. The district shares policies and regulations that are currently in review at regularly scheduled school board meetings and then following the meeting allows time for, and considers, public feedback related to the proposed changes. The district also has several student, staff, and community groups that review policies and provide feedback. The Oregon School Boards Association (OSBA) releases a Policy Update several times a year with changes to policies and regulations as a result of changes in legislation. The district reviews the required and recommended changes before adopting any changes. Public feedback is not solicited on these policies as the updates align with requirements set forth in laws and regulations.

The following administrative policies and regulations will be adopted as presented. A brief summary of the proposed changes are listed below and a redline version of each follows this executive summary.

Policy / Regulation Title	Reason for Update
IGBAB-AP: Records of Students with Disabilities	Recommended for deletion as language incorporated into JO/IGBAB-AP.
IGBAB-AR: Records of Students with Disabilities	Recommended for deletion as language incorporated into JO/IGBAB-AR.
JO/IGBAB-AP: Education Records/ Records of Students with Disabilities	Updated to align with current district practices and OSBA sample policy.
JO/IGBAB-AR: Education Records/ Records of Students with Disabilities Management	Updated to align with current district practices, OSBA sample policy, and updates made by the State Board of Education regarding directory information and student permanent records (OAR 581-021-0220).
JOA-AP: Directory Information	Updated to align with current district practices, OSBA sample policy, and updates made by the State Board of Education regarding directory information and student permanent records (OAR 581-021-0220).
JOB-AP: Personally Identifiable Information	Updated to align with most recent OSBA sample policy.
KNA-AP: Immigration Enforcement on District Property	New administrative policy in alignment with SB 1538, SB 1594, and HB 4079 requiring the Oregon Attorney General's (AG) Office to publish model policies related to immigration enforcement in schools. Districts are required to adopt policies consistent with the AG model policies by September 30, 2026.
KNA-AR(1): Interactions with Immigration Enforcement	New administrative regulation in alignment with SB 1538, SB 1594, and HB 4079 requiring the Oregon Attorney General's (AG) Office to publish model policies related to immigration enforcement in schools. Districts are required to adopt policies consistent with the AG model policies by September 30, 2026.

KNA-AR(2): Federal Immigration Enforcement Request Log	New administrative regulation in alignment with SB 1538, SB 1594, and HB 4079 requiring the Oregon Attorney General's (AG) Office to publish model policies related to immigration enforcement in schools. Districts are required to adopt policies consistent with the AG model policies by September 30, 2026.

Policy: IGBAB

Administrative School District No.1
Code: IGBAB
Adopted: 6/23/92
Readopted: 1/14/97
Orig. Code: 4.27.1

RECORDS OF STUDENTS WITH DISABILITIES

In addition to the protection and procedures afforded elsewhere in policy, students with disabilities and their parents have special rights under federal and state law with regard to student education records.

The district will facilitate parent inspection (or inspection by the parent's designee) of a student's education records before any meeting regarding an individualized education program (IEP) or hearing related to the identification, evaluation or placement of the student. If inspection of the records at the place where they are kept or at any other location in the district will cause an unreasonable burden on the parent(s), the district will provide the parent(s) copies of the student record. The district will respond to reasonable requests for explanations and interpretations of the records.

In order to guard against unauthorized access to the records of students with disabilities, the district will maintain a record of each request for access to and each disclosure of personally identifiable information from education records collected, maintained or used under IDEA-B, including the name of the party, the date access was given, the purpose for which the party was authorized to use the records and the legitimate interests the parties had in requesting or obtaining the information. This will not apply to access by the parent or eligible student, a district official, a party with written consent from the parent or eligible student or a party seeking directory information. The district will maintain the access record with the student's education records as long as the records are maintained.

The superintendent, through the director of special programs, shall maintain administrative guidelines to implement this policy, to designate persons responsible for the coordination of special education records and to define the process to facilitate parents' rights to access, amendment and destruction of such records.

END OF POLICY

Legal References:
ORS 326.565 ORS 336.187 OAR 581-15-055
ORS 326.575 ORS 339.155 OAR 581-21-210 to -440
ORS 339.260 OAR 581-22-717
34 CFR 99.1 34 CFR 99.11 34 CFR 300.129 (a)
34 CFR 99.2 34 CFR 99.12 34 CFR 300.221
34 CFR 99.4 34 CFR 99.20 - 99.22 34 CFR 300.502

recommend delete 9.8.26

34 CFR 99.5 34 CFR 99.30 - 99.37 34 CFR 300.562 - .573
34 CFR 99.60 - 99.62

Education of the Handicapped Act of 1975, as amended, 20 U.S.C., sections 1400-1427, (West 1988), as amended and renamed Individuals with Disabilities Education Act, P.L. 101-476, 104 Stat 1103 (1990) [P.L. 94-142 is the well-known "short" reference to this federal legislation.]

Cross Reference:
Policy JO - Education Records

recommend delete 9.8.26

BEND-LA PINE SCHOOLS
Administrative School District No. 1
Deschutes County, Oregon
ADMINISTRATIVE REGULATION

Name: Records of Students with Disabilities
Section: Instruction
Code: IGBAB-AR

The Director of Special Programs shall develop written procedures concerning the records of students with disabilities.

Dated: 6/23/92
Reviewed: 1/14/97, 4/18/12
Approved: 4/18/12

recommend delete 9.8.26

ADMINISTRATIVE REGULATION

CODE: JO/IGBAB-AP

TITLE: EDUCATION RECORDS/RECORDS OF STUDENTS WITH DISABILITIES

Education records are those records maintained by the district that are directly related to a student.

~~The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.~~

The district shall maintain confidential ~~It is the policy of the district to keep~~ education records of ~~for~~ students in a manner that ~~to~~ conforms with state and federal laws and regulations.

The district annually notifies parents/guardians or adult students that it forwards educational records requested by an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services.

The district shall comply with a request from parents/guardians or an adult student to inspect and review records without unnecessary delay. The district provides to parents/guardians of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all of the records of the district pertaining to the student's identification, evaluation, educational placement and free appropriate public education. The district provides parents/guardians or an adult student, on request, a list of the types and locations of education records collected, maintained and used by the district.

The district annually notifies parents/guardians of all students, including adult students, currently in attendance that they have to right to:

1. Inspect and review the student's records;
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent (See JOB-AP: Personally Identifiable Information);
4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. Obtain a copy of the district's education records policy.

The district's notice includes criteria for determining legitimate educational interest and the criteria for determining which school officials within the agency have legitimate educational interests. School officials may also include a volunteer or contractor who performs an institutional service on behalf of the school.

The district annually notifies parents/guardians and adult students of what it considers to be directory information and the disclosure of such. (See JOA-AP: Directory Information)

~~Information recorded on official education records should be carefully selected, accurate and verifiable, and should have a direct and significant bearing upon the student's educational development.~~

~~The district will develop regulations for the maintenance, access and release of education records as well as for preserving confidentiality and for challenging the content of those records.~~

~~The district may withhold the grade reports, diploma or other records of students who owe fees, fines or damages until those fees, fines or damages are paid. Students or parents will receive written notice at least ten days in advance of withholding stating~~

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~~the district's intent to withhold records. The notice will include an itemization of the fees, fines or damages owed and will notify parents of their right to request a hearing. The district may waive fees, fines and charges if the student or parent cannot pay.~~

~~Records requested by another school district to determine a student's appropriate placement may not be withheld.~~

The district shall give full rights to education records to either parent/guardian, unless the district has been provided legal evidence that specifically revokes these rights. ~~However,~~ O~~o~~nce the student reaches age 18, those rights transfer to the student.

~~For the purposes of this section, "parent" means a natural parent, a guardian, an individual authorized in writing to act as a parent in the absence of a parent or guardian, or a surrogate parent appointed to represent a student with disabilities.~~

A copy of this policy and administrative regulation shall be made available upon request by parents/guardians and students 18 years or older or an emancipated student and the general public.

Records requested by another school district to determine a student's appropriate placement may not be withheld.

END OF ADMINISTRATIVE POLICY

REVIEWED: 4/1/08, 10/12/10, 9/8/26
APPROVED: 4/8/08, 10/26/10

POLICY / REGULATION CROSS REFERENCE	LEGAL REFERENCE		
JO/IGBAB-AR	ORS 30.864	ORS 326.580	OAR 166-400-0010 to -166-400-0065
JOA-AP	ORS 107.154	ORS 339.270	OAR 581-021-0220 to -0430
JOB-AR	ORS 326.565	ORS 343.177(3)	OAR 581-022-2260
	ORS 326.575		OAR 581-022-2270

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2017).

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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~~;~~. h~~H~~owever, 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 ~~officers assigned to~~ 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 post-secondary education, that are:

   i. Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a ~~his/her~~ professional capacity or assisting in a paraprofessional capacity~~;~~.

   ii. Made, maintained or used only in connection with treatment of the student; and~~. 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.~~

   iii. 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 the individual ~~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's 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.~~;~~

~~1. Such additional information as the district may prescribe.~~

The district may also request the social security number of the s~~S~~tudent ~~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)/guardian(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.

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2. 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.

3. RIGHTS OF PARENTS/GUARDIANS AND ELIGIBLE STUDENTS

The district shall annually notify parents/guardians and eligible students through the district student/parent handbook or any other means that are reasonable likely to inform the parents/guardians or eligible students of their rights. This notification shall state that the parent(s)/guardian(s) or 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~~f~~ 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/guardians or eligible students that the district forwards education records requested under OAR 581-021-0250 ~~(1), (m) and (p) within 10 days of receiving the request~~. 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)/guardian(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/guardian unless the district has been provided with specific written evidence ~~that~~ 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 secondary school, the rights accorded to, and the consent required of, the parents/guardians transfer from the parents/guardians to the student. Nothing prevents the district from giving students rights in addition to those given to parents/guardians.

~~For the purposes of this section, "parent" means a natural parent, a guardian, an individual authorized in writing to act as a parent in the absence of a parent or guardian, or a surrogate parent appointed to represent a student with disabilities.~~

4. PARENT'S OR ELIGIBLE STUDENT'S RIGHT TO INSPECT AND REVIEW

The district shall permit an eligible student or student's parent(s)/guardian(s) or a representative of a parent/guardian or eligible student, if authorized in writing by the eligible student or student's parent(s)/guardian(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)/guardian(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;

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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[1];
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)/guardians or an eligible student shall comply with the following procedure to inspect and review a student's education record;
d. Provide a written, dated request to inspect a student's education record; and
e. State the specific reason for requesting the inspection.

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

~~The district shall comply with a request for access to a student's education record within a reasonable period of time, but 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 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)/guardian(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)/guardian(s) may, at their ~~his/her~~ expense, choose ~~have those records reviewed by~~ a physician or other appropriate professional and have those records reviewed ~~of his/her choice~~.

If an eligible student or student's parent(s)/guardian(s) so requests, the district shall give the eligible student or student's parent(s)/guardian(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 the fee effectively prevents a parent/guardian and 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)/guardian(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345~~501~~(4)~~)~~ unless authorized by federal law.

~~The district may deny a request for a copy or copies of the education record when the district believes that a legitimate cause exists for such a denial, including but not limited to, a request to copy the education record that would require the education record to be copied off district property or copied by an individual other than district personnel.~~

~~Fees for copies of education records may be charged. Any such fees will be established by the superintendent to reasonably reimburse the district for actual costs of making copies of the education records.~~

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.

~~All~~ Sstudent 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 principal or ~~his/her~~ designee shall be the person responsible for maintaining and releasing the education records.

[1] 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.

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5. 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)/guardian(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 ~~school officials~~" means a district official employed by the district as an administrator, supervisor, instructor 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. ~~licensed staff members, school counselors, school and district administrators, or other licensed or non-licensed staff. "School officials" may include~~ Ccontractors, consultants, volunteers, or other parties to ~~who~~ whom an agency or institution ~~the district~~ has outsourced institutional services or functions may be considered a school official~~,~~ provided that the ~~outside~~ party performs an institutional service~~s~~ or function~~s~~ for which the district would otherwise use employees, ~~and~~ 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 information disclosed. The district will use reasonable methods to ensure that school officials obtain access to only those educational records in which they have a legitimate educational interest~~

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

~~As used in this section, "legitimate educational interest" means an interest of a school official that arises from a need to fulfill his or her professional responsibility to the district.~~

b. The disclosure is to officials of another school within the district;

c. The disclosure is to authorized representatives of:
   i. The Comptroller General of the United States;
   ii. The secretary of the United States Department of Education;
   iii. State and local educational authorities; or
   iv. The Oregon Secretary of State's Audit Division

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:
   i. Determine eligibility for the aid;
   ii. Determine the amount of the aide;
   iii. Determine the conditions for the aid; or
   iv. 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:
   i. Develop, validate or administer predictive tests;
   ii. Administer student aid programs; or
   iii. 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:
   i. Specifies the purpose, scope and duration of the study and the information to be disclosed;
   ii. Limits the organization to using the personally identifiable information only for the purpose of the study;
   iii. The study is conducted in a manner that does not permit personal identification of parents/students or students by individuals other than representatives of the organization; and
   iv. 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.

f. 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:

draft 9.8.25

i. Designates the individual or entity as an authorized representative;
ii. Specifies the personally identifiable information being disclosed;
iii. 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;
iv. 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;
v. Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
vi. Identifies the time period in which the personally identifiable information must be destroyed; and
vii. 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.

g. The disclosure is to accrediting organizations to carry out their accrediting functions;
h. 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)/guardian(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)/guardian(s) or student;
i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent/guardian is a party to a court proceeding involving child abuse and neglect or dependency matters;
j. The disclosure is to the parents/guardians of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
k. 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 and 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;~~.~~
l. The disclosure is information the district has designated as "directory information" See JOA-AP: Directory Information);~~,~~
m. The disclosure is to the parent(s)/guardian(s) of a student who is not an eligible student or to an eligible student;
n. The disclosure is to officials of another school, school system, institution of post-secondary 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;
o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;~~.~~
p. 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 by law.

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

6. 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/guardian, eligible student, school official or ~~his/her~~ 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:

draft 9.8.26

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)/guardian(s) or an eligible student;
b. The school official or ~~his/her~~ 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.

7. REQUEST FOR AMENDMENT OF STUDENT'S EDUCATION RECORD

If an eligible student or student's parent(s)/guardian(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)/guardian(s) ~~he/she~~ 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)/guardian(s) shall be informed of the decision and of a ~~his/her~~ right to appeal the decision by requesting a hearing.

8. HEARING RIGHTS OF PARENTS/GUARDIANS 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)/guardian(s), the eligible student or student's parent(s)/guardian(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 ~~superintendent or his/her designee~~ shall appoint a ~~be the~~ hearing~~'~~s officer to conduct the formal hearing requested by the eligible student or student's parent/guardian. The hearings officer will establish a date, time and location for the hearing, and give the student's parent/guardian or eligible student notice of date, time, and locational reasonably in advance of the hearing. The hearing will be held within a reasonable time of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:
a. ~~(1)~~T~~t~~he principal or ~~his/her~~ designee~~;~~
b. ~~(2)~~ A~~a~~ member chosen by the eligible student or student's parent(s)/guardian(s); and
c. ~~(3)~~ A~~a~~ disinterested, qualified third party appointed by the superintendent.

The parent/guardian 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/guardian, witnesses and counsel shall not be admitted. The hearing~~'~~s officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s)/guardian(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)/guardian(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 contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within a reasonable time 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 within a reasonable time 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)/guardian(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is a disagreement ~~he/she disagrees~~ with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

draft 9.8.26

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 part 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)/guardian(s) of the amendment in writing.

9. 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.

10. DUTIES AND RESPONSIBILITIES WHEN TRANSFERRING EDUCATION RECORDS

The district shall~~, subject to ORS 339.260,~~ 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. ~~Upon notification from the new attending school that a student has enrolled and that the student's records are being requested the school is authorized to send the Student Records. If the new attending school also sends a request to transfer the Student Special Education Records for a student, send a copy of that request, along with the special education files that is kept at the school, to the Special Programs Department in the District Office. Occasionally, the new attending school will send a request to send "all student records" for the student. Even if this request is signed by the parents/guardians, treat it as a request to transfer Student Records only.~~ 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 copy of the education records to be transferred shall be retained by the school in accordance with the following schedule:~~

a. The student's permanent records, for one year; ~~as defined in subsection (1)(I) of OAR 581-021-0250, shall be retained permanently;~~
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.

- ~~All records that show compliance with federal program requirements shall be retained for three years following the school year in which the records were created;~~
- ~~All other records except minor referrals and supporting materials as described below shall be retained for five years following the school year in which the records were created;~~
- ~~Minor behavior referrals from staff, records of conversations, parent notes regarding student behavior, written behavioral agreements between the student and school, detention records, bus citations and other written descriptions of minor behavioral infractions which will not result in the identification of a student for special education services or the suspension or expulsion of the student shall be retained until the school year ends.~~

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.

draft 9.8.26

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.

draft 9.8.26

END OF ADMINISTRATIVE REGULATION

REVIEWED: 9/13/10, 2/13/12, 9/8/26
APPROVED: 9/27/10, 2/13/12

ADMINISTRATIVE POLICY

CODE: JOA-AP

TITLE: DIRECTORY INFORMATION

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

1. Student's name;
2. ~~Student's address;~~
3. Student's photograph;
4. Major field of study;
5. Participation in officially recognized sports and activities;
6. Weight and height of athletic team members;
7. Dates of attendance ~~enrollment~~;
8. Degrees and ~~or~~ awards received;
9. ~~Grade level;~~
10. ~~Most recent school or program attended;~~
11. ~~Birth date*;~~
12. ~~Student identification number (ID)**~~

~~Student's Name and Address~~

~~In order to protect student privacy, and to prevent unwanted solicitation of students and their families, the district will release either students' names or students' addresses. The district will not release names and addresses together, except to law enforcement agencies in the interest of the health and safety of district students.~~

~~Birth Date and Student Identification Number (ID)~~

~~Birth date* and Student ID** will only be released to vendors who have written agreements with the district to provide services which require use of Student ID and/or Birth Date. Such services include, but are not limited to, conducting health screenings, taking student/staff photos, and providing educational materials.~~

~~Release of Information to Military Recruiters and Colleges~~

~~In accordance with the Elementary and Secondary Education Act of 1965 (ESEA), and with the district's desire to promote higher education, upon written request the district will release students' names, telephone numbers, and addresses to recruiters for the United States military and to colleges and other post-secondary educational institutions.~~

Public Notice

The district will give annual public notice to parents/guardians 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/guardians 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/guardian, student 18 years of age or emancipated student within 15 days of annual public notice. A parent/guardian 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, identifier, institutional email address in a class in which the student is enrolled, 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

draft 9.8.26

district in this policy. ~~To the extent reasonably possible, schools will honor requests for exclusions made by parents or emancipated students after the expiration of this time period.~~

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~~, or at the discretion of school administrators upon their determination that the release of directory information over the telephone would be in the best interest of the student whose information has been requested~~.

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 ADMINISTRATIVE POLICY

REVIEWED: 6/20/03, 4/13/10, 10/12/10, 2/28/2020, 9/8/26
APPROVED: 1/14/97, 6/20/03,4/27/10, 10/26/10, 4/8/20

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

ORS 30.864
ORS 107.154
ORS 180.805
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-021-0210 to -0430
OAR 581-022-1660

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2024).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).
Every Student Succeeds Act, 20 U.S.C. § 7908 (2024).

~~Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). [P.L. 94-142 is a well-known "short" reference to this federal legislation.]~~
~~Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).~~
~~No Child Left Behind Act of 2001, P.L. 107-110, Title IX, Section 9528.~~

draft 9.8.26

Prior Consent to Release

Personally identifiable information will not be released without prior written and dated consent of the parent/guardian or the student 18 years or older or emancipated. ~~Certain personally identifiable information may be released upon written request as defined in policy JOA - Directory Information.~~

Notice of and/or request for release of personally identifiable information shall specify the records to be disclosed, the purpose of disclosure and the identification of person(s) to whom the disclosure is to be made. Upon request of the parent/guardian or eligible student, the district will provide a copy of the disclosed record.

Definition

Personally identifiable information includes, but is not limited to:

1. Student's name if excluded from directory information as requested in writing by the student or the student~~'s~~ or parent(s)/guardian(s);
2. Name of the student's parent(s)/guardian(s) or other family member;
3. Address of the student or student's family, if excluded from directory information, as requested in writing by the student or the student's parent(s)/guardian(s);
4. Personal identifier such as the student's social security number or student ID number or biometric record;
5. A list of personal characteristics that would make the student's identity easily traceable such as student's date of birth, place of birth, and mother's maiden name;
6. Other information alone or in combination that would make the student's identity easily traceable.
7. Other information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

Exceptions to Prior Consent

The district may disclose personally identifiable information without prior consent under the following conditions~~, subject to administrative regulation adopted by the district~~:

1. To personnel ~~The disclosure is to other school officials, including teachers,~~ within the district who have ~~a~~ legitimate educationalal interests;~~.~~
2. To personnel of an education service district or state regional program where the student is enrolled or is receiving services;
3. To personnel ~~The disclosure is to officials~~ of another school, another district, state regional program or institution of postsecondary education where the student seeks or intends to enroll; ~~within the district.~~
4. To ~~The disclosure is to~~ authorized representatives 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; ~~of:~~
   ~~a. The Comptroller General of the United States;~~
   ~~b. The secretary of the United States Department of Education;~~
   ~~c. State and local educational authorities; or~~
   ~~d. The Oregon Secretary of State's Audit Division~~
5. To personnel determining a ~~The disclosure is in connection with~~ financial aid request for ~~which~~ the student; ~~has applied or which the student has received.~~
6. To personnel ~~The disclosure is to organizations~~ conducting studies for~~,~~ or on behalf of~~,~~ the district;~~.~~
7. To personnel in ~~The disclosure is to~~ accrediting organizations fulfilling ~~to carry out their~~ accrediting functions;~~.~~
8. To ~~The disclosure is to~~ comply with a judicial order or lawfully issued subpoena;~~.~~
9. ~~The disclosure is to the parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986.~~
10. For ~~The disclosure is in connection with a~~ health or safety emergency;~~.~~
11. By request of a parent/guardian of a student who is not 18 years of age;

draft 9.8.26

12. By request of a student who is 18 years of age or older or emancipated;
13. Because ~~The disclosure is~~ information ~~the district~~ has been identified ~~designated~~ as "directory information~~.~~";
14. To the courts when legal action is initiated;
15. To a court and state and local juvenile justice agencies;
16. A judicial order or lawfully issued subpoena when the parent/guardian is a party to a court proceeding involving child abuse and neglect or dependent matters;
17. To a caseworker or other representative of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student including educational stability of children in foster care.
18. ~~The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student.~~
19. ~~The disclosure is to officials of another school, school system, institution of post-secondary 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.~~
20. ~~The disclosure is to the Board during an executive session pursuant to ORS 332.061.~~

END OF ADMINISTRATIVE POLICY

REVIEWED: 11/9/10, 9/8/26
APPROVED: 12/14/10

POLICY / REGULATION CROSS REFERENCE

LEGAL REFERENCE

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-015-2000
OAR 581-021-0220 to -0430
OAR 581-022-2260

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012).
Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Uninterrupted Scholars Act (USA), 2013 (P.L. 112-278, Jan. 14, 2013), 20 U.S.C. § 1221 (2012).

draft 9.8.26

ADMINISTRATIVE POLICY

CODE: KNA-AP

TITLE: IMMIGRATION ENFORCEMENT ON DISTRICT PROPERTY

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1): Interactions with Immigration Enforcement and KNA-AR(2): Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district's records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General's Model Public School Policies. The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.

This policy will be made available in the student handbook and on the district's website[1].

Designation of Primary Point of Contact

The Executive Director of Policy, Advocacy, and Equity is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district ("immigration liaison"). The Director of Safety shall serve as an alternative point of contact during the immigration liaison's absence or unavailability ("alternate immigration liaison").

The immigration liaison's responsibilities include:

1. Serving as the district's representative during encounters with federal immigration authorities;
2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;
3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB-AP: Education Records/Records of Students with Disabilities, JOA-AP: Directory Information, JOB-AP: Personally Identifiable Information and this policy;
4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;
5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;
6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;
7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:
    a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 9 and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and

[1] Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board.

DRAFT 9.8.26

d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting.

2. Notice must include:
    a. The general location of the federal immigration authority; and
    b. Whether classes or school operations were affected by the presence of the federal immigration authority.
3. Notice must not disclose:
    c. Personally identifiable information;
    d. Other information that may not be legally disclosed; or
    e. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent of guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);
2. The disclosure is required by a judicially authorized warrant, order, or subpoena;
3. The information being shared with a person concerns only that person or their dependents; or
4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB-AP: Education Records/Records of Students with Disabilities, JOA-AP: Directory Information and JOB-AP: Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies. Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

DRAFT 9.8.26

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and
2. The training must be provided at the time of designation and at least once every two years thereafter.

END OF ADMINISTRATIVE POLICY

REVIEWED: 9/8/26
APPROVED:

POLICY / REGULATION CROSS REFERENCE	LEGAL REFERENCE	
KNA-AR(1)	ORS 180.810	ORS 181.826
KNA-AR(2)	ORS 180.805	OAR 581-021-0371
JO/IGBAB-AP		
JOA-AP		
JOB-AP		

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Oregon Attorney General's *K12 School Model Policy*
Senate Bill 1538 (2026).
Senate Bill 1594 (2026).
House Bill 4079 (2026).

DRAFT 9.8.26

ADMINISTRATIVE REGULATION

CODE: KNA-AR(1)

TITLE: INTERACTIONS WITH IMMIGRATION ENFORCEMENT

The Executive Director of Policy, Advocacy, and Equity is designated as the "immigration liaison."

1. Staff, contractors and volunteers shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:
    a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:
        i. Provide federal immigration authorities with records or information about students, staff, or volunteers;
        ii. Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
        iii. Allow access to non-public areas of the district's facilities or property;
        iv. Sign documents presented by federal immigration authorities; or
        v. Give consent to any immigration enforcement action.
    b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
    c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
    d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
    e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
    f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
    g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:
        i. The name, badge number, and agency of the law enforcement officer making the request;
        ii. The number of officers present;
        iii. Time, date, and location of the request;
        iv. The nature of the request;
        v. The source of authority for the request, including whether the request is administratively or judicially authorized;
        vi. Whether the request requires an immediate response;
        vii. The identification of witnesses present; and
        viii. How the encounter concluded.
    h. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

draft 9.8.26

2. Determination of Validity of Judicial Warrant, Subpoena or Order
    a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

        A judicially authorized warrant, subpoena or order contains the following key features:
        i. A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
        ii. A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
        iii. An indication that the warrant, subpoena or order has not expired.

        Examples of warrants and subpoenas are available in the Attorney General's model policies[1].
    b. The immigration liaison shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
    c. The immigration liaison should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
    d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization.
3. Approval of Response by Superintendent
    a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.
    b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

        Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

        The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.
    c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

        The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.
    d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

[1] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

draft 9.8.26

4. School-Sponsored Events
   If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison. When alerted to the presence of federal immigration authorities at a school-sponsored event, the immigration liaison shall notify the superintendent or designee.
5. School Transportation/Buses
   If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison. The immigration liaison shall notify the superintendent or designee and coordinate an approved response as outlined in this policy.
6. Volunteers
   The district will determine which volunteers need to receive training or materials regarding this administrative regulation.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 9/8/26
APPROVED:

draft 9.8.26

ADMINISTRATIVE REGULATION

CODE: KNA-AR(2)

TITLE: FEDERAL IMMIGRATION ENFORCEMENT REQUEST LOG

School Site:	
Person Receiving Request:	Title:

Requesting Officer Information	
Officer Name:	Badge #:
Agency:	
Contact Information:	
Number of Officers Present:	
Time, Date, and Location of Request:	

Nature of the Request

☐ Request to enter school property ☐ Request to access school facilities or buildings ☐ Request to interview a student
☐ Request to interview staff member ☐ Request to locate a student ☐ Request to obtain student records
☐ Request to detain or take custody of an individual
☐ Other (describe):_____

Source of Authority for the Request
Authority Cited by Officer(s)

☐ Administrative Warrant ☐ Administrative Subpoena ☐ Judicial Warrant ☐ Judicial Subpoena ☐ Court Order
☐ Other (describe):_____

Document Presented: ☐ Yes ☐No	Copy obtained? ☐ Yes ☐No
If yes, identify the document and any identifying numbers:	
Does the request require an immediate response: ☐ Yes ☐No	

SUPERINTENDENT OR DESIGNEE REVIEW AND APPROVAL

The superintendent or designee must review the request and approve any response to a law enforcement request related to immigration enforcement.

Review conducted by:
☐ Superintendent
☐ Superintendent Designee
Name: _____ Title: _____

Date and Time of Review:

Response Authorized: ☐ Yes ☐ No ☐ Additional Legal Review Required ☐ Pending Further Information

Draft 9.8.26

WITNESSES PRESENT		
Name:	Title/Role:	Contact Info:
Name:	Title/Role:	Contact Info:
Name:	Title/Role:	Contact Info:

How the Encounter Concluded
☐ Access to school property granted ☐ Referred to School Administrator ☐ Access denied pending legal review ☐ Officers left without further action ☐ Referred to Superintendent or Designee ☐ Other (describe):_____
Detailed summary of outcome:
Additional Notes:

Follow-Up Actions
☐ Legal counsel notified ☐ Superintendent notified and copies, photographs, or other documentation transmitted to the superintendent or designee ☐ Law enforcement documentation copied and retained

Completed by (print name):	Title:
Signature:	
Date:	Time Completed:

FORWARD COMPLETED FORMS TO THE DISTRICT IMMIGRATION LIAISON FOR RETENTION

draft 9.8.26

END OF ADMINISTRATIVE REGULATION

REVIEWED: 9/8/26
APPROVED:

REPORT: Executive Limitation 4.1: Legally Required Policies

PRESENTED BY: Dr. Steve Cook, Superintendent

EXECUTIVE SUMMARY:

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.1: Legally Required Policies.

Monitoring Report 2026-2027 Executive Limitation 4.1:

The Superintendent shall not fail to take necessary steps to assure alignment between Board Policies Administrative Policies, and Administrative Regulations. The Board of Directors acknowledges its responsibility to approve or adopt certain policies according to state and federal law.

Accordingly, the Superintendent shall not fail to:

1. Amend Board Policies, Administrative Policies, and Administrative Regulations to comply with local, state, and federal laws.

   Evidence: The district follows the Oregon School Boards Association policy update cycle, which includes recommended and required updates in alignment with state and federal law. Examples of policies we have amended to comply with required legal updates and/or best practices include AC-BP and AC-AR: Nondiscrimination (updated to align with ODE Office of Civil Rights guidance), CEA-AP: Educational Equity Advisory Committee (updated to align with SB 731 and HB 2453), IF-BP: District Curriculum and related instructional APs and ARs (updated to align with SB 1098), and EBB-AP and EBB-AR: Integrated Pest Management (updated to align with new legal requirements for pesticides and pest management).
2. Provide the Board of Directors with information regarding any substantive changes made to Board Policies, Administrative Policies, and Administrative Regulations.

   Evidence: For each board meeting, a summary of policy and regulation updates is included in the board packet, with drafts of the policies and a description of the purpose for the updates. Where there are significant substantive changes, those items are put as presentation topics for board awareness and discussion. One example of this is the revision of Fundraising and Donations policies. Those were presented at the March 2026 board meeting, with discussion amongst directors and district staff, and a follow-up presentation on these policies occurred at the April 2026 board meeting. The board is also informed by Student Voice Council representatives during board meetings of any policy work that the Student Voice Council or the district's Equity Coalition are working on, including updates and impact of that work on students and the broader school community.
3. Create Board Policies, Administrative Policies, and/or Administrative Regulations consistent with new laws.

   Evidence: The district follows the Oregon School Boards Association policy adoption cycle, which includes recommended and required new policies in alignment with new state and federal law. Examples of policies we have created to comply with legal requirements and/or best practices include KNA-AP and KNA-AR: Immigration Enforcement on District Property (created to align with Oregon HB 4079 and SB 1538), and JFCEB-AP: Personal Electronic Devices (updated to align with ORS 336.840).
4. Inform the Board of Directors when the law necessitates the adoption of new Board Policies

required of school boards.

Evidence: For each board meeting, a summary of policy and regulation updates is included in the board packet, with drafts of the policies and a description of the purpose for the updates. Where the changes to policy are due to legal requirements specifically, that information is included in the board packet policy summary, and is flagged for board discussion and vote where a Board Policy is affected. One example of this is the revision of Fundraising and Donations policies. Those were presented at the March 2026 board meeting, with discussion amongst directors and district staff prior to the board's vote on the Board Policy at issue. Another example is KNA-AP: while not a board-level policy, the summary in the board packet noted for the board's awareness that the policy is required by law.

BEND LA PINE SCHOOLS

REPORT: Executive Limitation 4.4: Facilities

PRESENTED BY: Dr. Steve Cook, Superintendent

EXECUTIVE SUMMARY:

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.4: Facilities.

Monitoring Report 2026-2027 Executive Limitation 4.4:

The Superintendent shall not fail to assure that the district's physical facilities support the accomplishment of the Organizational Goals and policies.

Accordingly, the Superintendent shall not fail to:

1. Take reasonable steps to ensure that District facilities are clean, safe, inclusive, and not subject to improper wear and tear or insufficient maintenance.

   Evidence:

   - *Work-order accountability. We utilize HeroHQ reporting to monitor the number, age, priority, status, and closure of maintenance work orders. Regular leadership review helps identify overdue work, reduce backlogs, and improve accountability for closing requests.*
   - *Professional development. We provide training in building systems, safety and code compliance, preventive maintenance, and modern maintenance technologies.*
   - *Energy and lifecycle improvements. We prioritize LED lighting conversions and energy-efficient HVAC upgrades*
   - *District cleaning standards. We have implemented the District Cleaning Standards Manual to establish consistent expectations for cleaning schedules, safe work practices, equipment and chemical procedures, inspections, and site and supervisor responsibilities.*
   - *Training and accountability. We have provided training on the new custodial standards and use documented inspections and corrective actions to support consistency and accountability across district facilities.*

2. Ensure a Sustainability Plan is developed, reviewed, and revised every five years or more.

   Evidence:

   - *Sustainability program leadership. The Sustainability Program Manager position description was revised to include increased districtwide responsibilities, with compensation adjusted accordingly.*
   - *June - present. Initial work focused on building relationships with staff, students, and community partners; reviewing the previous Sustainability Plan and current initiatives; engaging Green Team Advisors and student leaders; and learning the district's energy, waste, food, transportation, and facilities systems.*
   - *Current initiatives. Work underway includes preparation for the fall Green Team kickoff, expanded sustainability communications, organics composting at 13 schools, reusable service ware at several schools, review of solar-energy opportunities, and coordination of energy, waste, transportation, technology, and local-food initiatives.*
   - *Close out the existing plan. Review the current Sustainability Plan and categorize its goals and strategies as completed, partially completed, ongoing, or not completed.*

Accomplishments, unfinished initiatives, and lessons learned will be summarized in a closeout report.

- *Establish baseline data. Develop reliable baseline information for electricity, natural gas, water, waste, recycling, renewable energy, greenhouse-gas emissions, utility costs, and student or Green Team participation. Identify the source and owner of each measure and develop a simple district sustainability scorecard.*
- *Develop the next plan. Create an inclusive process and timeline that includes staff, student, and community engagement; proposed focus areas; measurable goals; and a schedule for leadership review and Board consideration.*
- *Continue near-term improvements. Continue practical sustainability work, including LED lighting and HVAC-efficiency improvements, while the broader plan and baseline measures are developed.*

3. Refresh the District's 20-year long-range Facilities Plan every five years to address student capacity, site-specific instructional needs, operational and maintenance needs, changing technology, and safety enhancements, and the Sustainability Plan.

   Evidence:

   - *Sites & Facilities process. We have begun the two-year planning process to update long-range facilities priorities and inform a possible 2028 capital bond. School and department needs will be collected through a standardized Smartsheet process and evaluated alongside facility-condition data, educational needs, operational experience, cost, risk, and district standards.*
   - *Facility-condition foundation. Use the districtwide ODE facility-condition and accessibility assessments as the objective foundation for identifying critical repairs, deferred maintenance, accessibility improvements, and infrastructure priorities.*
   - *Future facility needs. Incorporate enrollment forecasts with school-by-school capacity analysis to inform possible boundary adjustments, school consolidations and surplus land identification*
   - *Governance. District committees will review and refine identified needs for prioritization and final recommendation. Board review will occur at appropriate decision points.*

4. Obtain approval from the Board of Directors to build or substantially renovate District facilities. For new facilities programming, the Superintendent shall not fail to ensure the programming and construction teams:

   Evidence:

   - *Board authorization. Capital bond work is approved through the public Board process.*
   - *Capital planning and sequencing. The remaining 2022 bond projects continue to be sequenced with attention to project readiness, available proceeds, possible auditorium insurance recoveries, arbitrage requirements, and the district's due-diligence obligations. The Sites & Facilities process will document the scope and priorities for any proposed 2028 bond before projects are presented to the Board for authorization.*

   a. Invite Board member participation for any project which requires architectural services.

      Evidence:

      - *Project participation. Board members were invited to and attended programming for the Bend Senior High School modernization project including the auditorium rebuild.*
      - *Long-range participation. Board review of the 2028 Sites & Facilities process and*

the resulting long-range plan provides an additional opportunity for participation before individual capital projects are authorized.

b. Get approval from the Board of Directors for change orders which alter the scope and purpose of the planned project (i.e., add or subtract from planned square footage or are in excess of $300,000). The Superintendent shall inform the Board of Directors of any change orders which exceed $100,000 but are less than $300,000.

Evidence:

- *Change-order tracking and review. There were no recent triggers for this item*

c. Regularly update the Board of Directors on construction progress.

Evidence:

- *Public bond project updates. The district regularly updates its School Improvement Bonds webpage with information on active and completed bond construction projects, including project overviews, construction timelines, and the 2022 bond project list.*
- *Summer construction update. In August 2025, Facilities presented an update to the Board detailing summer construction projects that had been completed or remained actively underway.*
- *Quarterly bond project reporting. Facilities provided updates through the district's quarterly Strategic Objectives reporting.*
- *Bend Senior High School auditorium updates. The COO provided Board leadership with periodic updates throughout the 2025–2026 school year regarding the Bend Senior High School auditorium loss, recovery efforts, and related project progress.*

d. Plan all projects in alignment with ODE guidelines.

Evidence:

- *ODE planning foundation. The district's 2024-2025 ODE facility-condition and accessibility assessments are incorporated into long-range planning and project prioritization.*
- *Design, permitting, and safety review. Project development also incorporates local building and fire-code review, accessibility, life-safety, energy, and operational requirements. When an inspection identifies a condition not anticipated during design, the district works with design professionals, Risk Management, school administrators, and the authority having jurisdiction to evaluate compliant options before proceeding.*

BEND LA PINE SCHOOLS

REPORT: Executive Limitation 4.8: Communications

PRESENTED BY: Dr. Steve Cook, Superintendent

EXECUTIVE SUMMARY:
This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.8: Communications.

Monitoring Report 2026-2027 Executive Limitation 4.8:
The Superintendent shall not fail to ensure that the District provides for internal and external communications to inform the Board of Directors, staff, students, families, and constituents of the district vision, goals, initiatives, programs, events, and opportunities. This includes District communications that occur on a regular basis in forms that are accessible and coherent, with the objective of promoting transparency, understanding, and through various channels of engagement among all stakeholders.

Evidence:

Family, Student and Community Engagement

- *Family Spotlight newsletter*
  - *12 newsletters were produced and shared, in English and Spanish*
  - *48,096 total newsletter views*
- *Family Handbook & Calendar*
  - *Redesigned Handbook and Calendar with improved content and organization*
  - *10,000 in English mailed*
  - *415 in Spanish mailed*
  - *Mailed to families on August 18, 2025 (earliest on record)*
  - *Extras distributed to schools and operations sites*
- *New websites*
  Completing almost a year of planning and production, we launched 34 new websites on April 15, 2026.
  - *Faster and easier navigation to content sought by visitors*
  - *School-centric browsing experiences*
  - *Visually appealing pages featuring photos of students engaged in learning*
  - *In first four months of audience engagement, District and school websites drew 583,520 views with 120,500 active users*
- *Social media*
  Instagram and Facebook continue to dominate our presence on social media.
  - *In the past 12 months, Instagram post views hit 1.86 million, up slightly over the previous year*
  - *Instagram reach – tracking unique users or consumers of our content – surged by 143 percent in the past 12 months, hitting 143,600 accounts*
  - *Facebook views of District posts reached 2.25 million in the past 12 months*
  - *Views of Facebook reels were up 577 percent in that time*

- *Headlines*
  Our media strategy emphasizes openness and transparency, with access to District leaders for interviews and access to schools, students, educators and other staff.
  - *A year ago, we began a weekly report to the Board of Directors on news media coverage of Bend-La Pine Schools. It also includes highlights of popular social media shares from District feeds.*
  - *In the first 12 months, Headlines: The Week in News and Social Media contained links to nearly 200 print, broadcast and digital news stories – an average of almost four articles per week – specific to Bend-La Pine Schools. (This does not include regular coverage of District athletics.)*
  - *We continue to participate once a month in the KBND "Your Town" radio series and began a series of occasional news interviews on KSJJ radio.*
- *Leader videos*
  We produced quarterly video updates featuring the Superintendent and Deputy Superintendent:
  - *September 2025*
  - *November 2025*
  - *March 2026*
  - *June 2026*
- *Supe's On! Podcast*
  - *Eight podcasts (July - April) hosted by Dr. Cook*
  - *1,100 direct downloads*
  - *Topics included Standards-Based Instruction and Grading; "Silent and Away" student phone policy; addressing chronic absenteeism; educational technology and AI; school improvement bond program*
  - *Dr. Cook is entering its 6th year hosting this podcast*
- *Signs of Success*
  The summer "Signs of Success" program, recognizing student achievement with yard sign deliveries, was expanded this year.
  - *Over 700 signs delivered in June and July*
  - *Added Career Technical Education Program Graduate signs (240)*
  - *Seal of Biliteracy signs (130)*
  - *Advanced Placement top score exam signs (300)*
  - *International Baccalaureate Diploma signs (30)*
- *Standards-Based Instruction and Grading family outreach*
  - *Yearlong family information campaign*
  - *Redesigned webpage*
  - *Handouts for families at all secondary schools*
  - *Social media series featuring students and staff:*
    - *Example of a Q&A video*
    - *Example of an infographic*
  - *News coverage*
    - *Central Oregon Daily News*

- *Bond program updates - BSHS Phase 1*
  - *Produced family updates on specific projects:*
    - *BSHS Phase 1 construction*
    - *Buckingham cafeteria/kitchen*
    - *New baseball field next to Bear Creek Elementary*
  - *Shared numerous videos of BSHS project status*
  - *News coverage*
    - *The Bulletin*
    - *The Source*
- *Education Center Centennial Celebration*
  Planned and hosted a community open house (August 2025) to mark 100 years of the building housing the Education Center.
- *Emergency/Crisis communications*
  The Communications Department crafted and sent 66 family messages related to emergencies or crises. The messages fall into these categories:
  - *10 - student or staff illness or death*
  - *14 - medical emergencies*
  - *19 - facility issues*
  - *23 - safety issues*

  We have taken steps to improve our response time and use of consistent language for these communications. The priority is timeliness, accuracy, and awareness of compassionate message delivery to reduce harm, build trust, and prevent misunderstandings during high-stress events.
- *Special Recognitions*
  Celebrating staff, students, volunteers and community members for exceptional service and student/family support:
  - *Champion for Students: 10 recipients*
    - *Example (elementary custodian)*
    - *Example (middle school teacher)*
  - *ABCD (Above and Beyond the Call of Duty) Award: Two recipients*
    - *Example (School Resource Officer)*
- *Student Voice Council*
  Produced posters featuring each of our seven high school Student Voice Council teams. Displayed in schools, these served both to make students aware of their SVC representatives and how to contact them, and to inspire students to apply to join SVC.

Staff Engagement

- *Staff Portal*
  Over the past year we have improved the content and organization of the Staff Portal, an essential employee resource offering professional development catalogs and staff training; links to online tools and information; instructional resources; and department help pages (HR, IT, Business, Safety and more).
  - *During the academic year portal pages are accessed by staff on average 1,150 times per day.*

- *Staff Spotlight*
  - *Seven staff newsletters shared*
  - *Average views per edition: 992*
- *Virtual staff updates*
  We hosted virtual meetings open to all employees in August, November, March and May, hosted by Superintendent Cook and Deputy Superintendent Birk:
  - *Updates on state funding and the District budget, state policy and legislation, District policy and procedures, progress on instructional and operational goals, professional development, and other priorities.*
  - *District leaders answer questions submitted by staff. Two sessions are provided on each date to accommodate employee work schedules, and the meetings are recorded and shared with all staff afterward.*

<u>What's Next</u>

- *ParentSquare*
  With the districtwide launch this year of ParentSquare, we will benefit from a dynamic new approach to keeping families informed and engaged around the District's mission, goals, strategies, programs and services. ParentSquare provides comprehensive analytics dashboards and reporting tools to track delivery, user engagement, and family participation across schools and the district. This can help us improve how we communicate with our families and community and also provide better insights on what our stakeholders value and want from their school system.
- *Additional Data and Analysis*
  We have some useful data points that indicate where impact and engagement is happening, and we will have much more in the year ahead as we fully implement and embrace our new primary platform for family messaging. Our plan is to couple the analytics we will get from ParentSquare with additional research and analysis. Options include website and communications user experience analysis, a community perceptions survey, in-depth interviews with key stakeholders, and comparative analysis with peer districts. The goal is to identify our strongest and most impactful areas of engagement, and the best opportunities for growth and improvement.
- *District Marketing/Shaping Public Narrative and Building Trust*
  We intend to leverage the data and analysis to develop a community storytelling and marketing strategy that elevates student, staff and family success while increasing awareness of innovative programs and achievements.
- *2027 Legislative Session*
  For what is anticipated to be a significant legislative session for public education, we are planning to keep employees informed of progress made on K-12 funding for the 2027-29 biennium as well as other major education legislation. Likewise, we will seek opportunities to inform families and our community of the impact of this legislation action.
- *2027 Collective Bargaining*
  We will provide regular updates for staff on collective bargaining with our certified and classified employee associations in 2027. This also provides an opportunity to share bargaining updates with families and our community.

BEND LA PINE SCHOOLS

REPORT: Executive Limitation 4.9: Safety

PRESENTED BY: Dr. Steve Cook, Superintendent

EXECUTIVE SUMMARY:

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.9: Safety.

Monitoring Report 2026-2027 Executive Limitation 4.9:

The Board of Directors recognizes that effective learning and productive work take place in a safe and welcoming environment. Safety is a priority of the District, and the District is committed to providing a safe environment in all District facilities, on District vehicles, and at District-sponsored activities.

Accordingly, the Superintendent shall produce and maintain a District Emergency Operations Plan (EOP) and shall not fail to provide for a safe learning and working environment free from unnecessary disruption that includes procedures to address:

1. The supervision and safety of schools, District buildings and grounds.

   Evidence:

   - *School and partner engagement. The Safety Department strengthened the districtwide culture of safety through 139 visits to BLS schools and 63 additional safety-related meetings, site visits, and partner-agency engagements. This work addressed safety programs, drill observations, school-specific concerns, and collaboration with district, school, and community partners.*
   - *Behavioral threat assessment capacity. The district established and filled a full-time Behavioral Threat Assessment Manager position. During the year, the Safety Department supported 67 Student Threat Assessment System (STAS) and Sexual Incident Response System (SIRC) cases and provided 120 case consultations to school leaders.*
   - *Districtwide threat-assessment records. The Safety Department partnered with Student Services and Information Technology to establish a districtwide process for securely recording completed student threat-assessment documentation in the student's Synergy record. This provides authorized staff with appropriate situational awareness when students move between schools or concerns arise in a new setting. Previously, the district did not have a consistent system for making this information available across schools. The new process strengthens continuity, informed decision-making, and coordinated support for students and staff.*

2. The supervision and safety of students during school hours and at school-sponsored activities.

   Evidence:

   - *Campus monitor supervision. The Safety Department assumed supervision of the district's 14 campus monitors and continued to develop consistent expectations, procedures, and training for the role. Regular meetings strengthened communication among campus monitors, school administrators, and Safety Department leadership.*
   - *Visitor management. The district's visitor and volunteer management system recorded 63,187 school and facility visits between September 1, 2025, and June 30, 2026.*
   - *Volunteer screening and participation. The district recorded 32,863 volunteer visits and*

110,833 volunteer hours and processed 5,270 volunteer background-check applications during the reporting period.

3. The sharing of information with partner agencies, in accordance with applicable state and federal laws.

   Evidence:

   - *Interagency coordination. The Safety Department strengthened coordination through 63 safety-related meetings, site visits, and partner-agency engagements. Partners included the Bend Police Department, Deschutes County Sheriff's Office, High Desert Education Service District, Oregon Department of Education, KIDS Center, Deschutes County Juvenile Department, Deschutes County District Attorney's Office, Deschutes County Health Department, and other regional and state partners.*
   - *SafeOregon response. The department managed 165 SafeOregon tips - 2 critical, 45 urgent, and 118 standard - with an average response time of 3.7 minutes. The SafeOregon Tip Line program manager and Oregon State Police recognized BLS, the Safety Department, Bend Police Department, and the Deschutes County Sheriff's Office for supporting the program and helping ensure tips are addressed.*
   - *Joint training and communication. Regional reunification training, Safe Schools Alliance participation, and regular school resource officer meetings supported timely information sharing and coordinated response.*

4. The safety needs of District facilities.

   Evidence:

   - *Site security. The Safety Department met quarterly with Facilities, Human Resources, and Information Technology to advance the development of consistent districtwide standards for physical keys and electronic access cards.*
   - *Long-range facility planning. Safety Department leadership participated in the district's Sites & Facilities process and helped prioritize safety-related facility projects for consideration in the next bond cycle, connecting school-level observations with the district's broader long-range facilities planning.*

5. Emergency preparedness.

   Evidence:

   - *Incident coordination. The Safety Department coordinated district support for 94 emergency and safety incidents reported by schools through the district's 8888 call line.*
   - *Emergency drills and observation. Schools completed 447 of 463 required emergency drills, a 96.5% completion rate, and the department conducted 14 lockdown drill observations and feedback sessions.*
   - *Safety Cadre training. Four quarterly Safety Cadre trainings served 245 elementary and secondary participants and addressed lockdowns, STAS, school resource officer updates, tabletop exercises, and child abuse prevention.*
   - *Threat-assessment and role-based training. The department provided two threat-assessment trainings for administrators, counselors, and school resource officers and held regular meetings with campus monitors and school resource officers. Training priorities were informed by a beginning-of-year administrator survey and ongoing post-training feedback. Together, these efforts strengthened staff understanding of safety expectations, emergency response procedures, threat-assessment protocols, and district emergency preparedness.*
   - *Incident Command System (ICS). The Safety Department partnered with the COO to*

formalize a scalable district Incident Command System with predefined roles and responsibilities that can be activated based on the scope and severity of an incident.

REPORT: Integrated Programs Annual Report, Fall 2026

PRESENTED BY: Lisa Birk, Deputy Superintendent

EXECUTIVE SUMMARY:

in 2019, the Oregon legislature passed the Student Success Act, including the Student Investment Account (SIA). SIA, along with five other programs receive funds that are to be used in four areas to support students. Funds must be used to support the common goals of providing a Well-Rounded Education, Advancing Equity, Engaging Community, and Strengthening Systems and Capacity in our schools. During the 2025-2026 school year, Bend-La Pine Schools received approximately $22,323,687.76 enabling the district to fund its prioritized strategies. These are listed below:

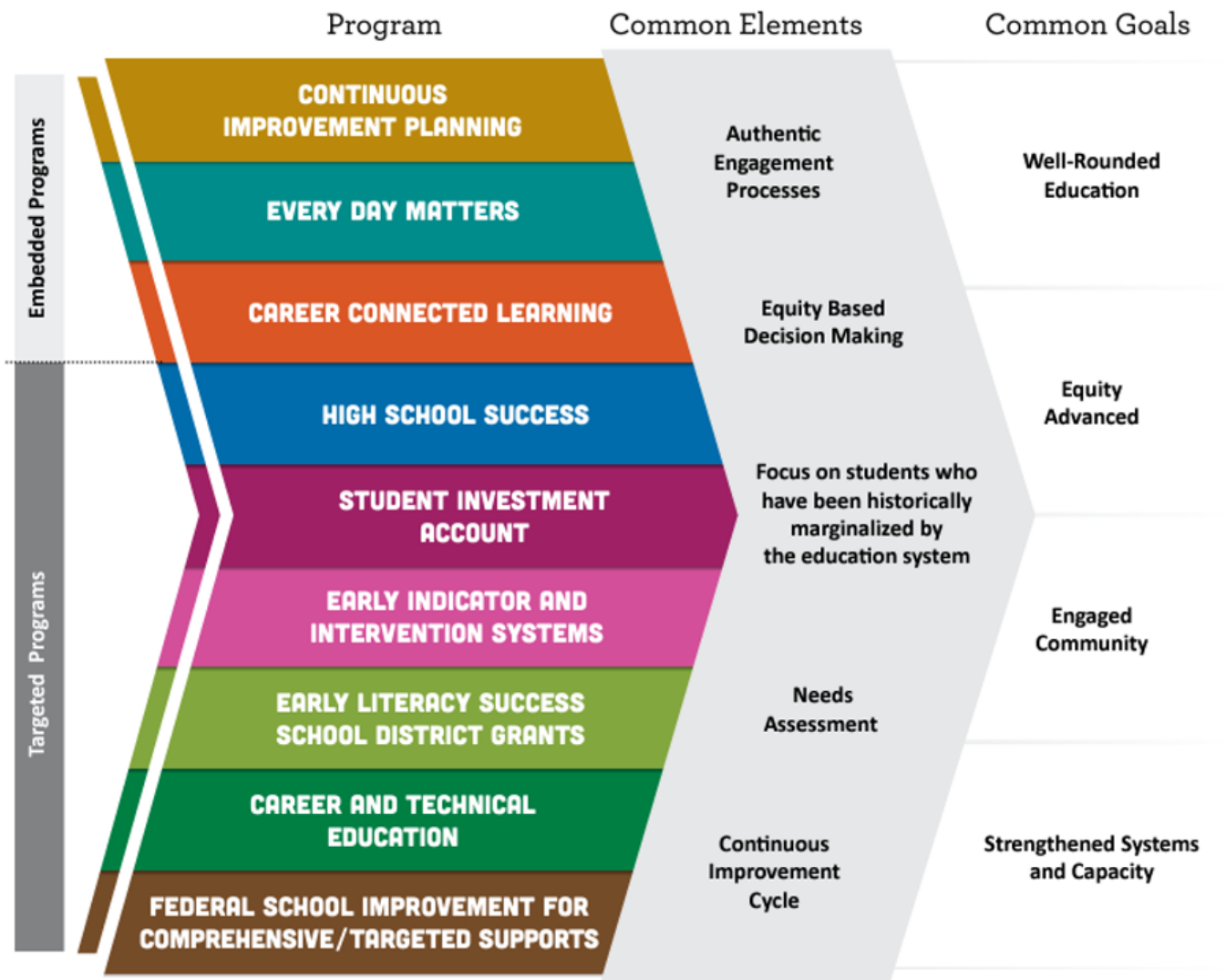
- Funding our student success program and supporting our students' behavioral, emotional, and mental health needs
- Providing additional certified staff to schools, especially in our schools with the largest numbers of historically and currently underserved (HU) students
- Supporting our multilingual students and families
- Supporting our students with disabilities
- Providing high school supports for CTE programming and opportunities
- Supporting teachers' continuing professional learning with embedded instructional coaching

These additional supports have been critical in helping the district make steady progress in elevating students' experiences and learning. There are many successes that we notice as our programs continue to become part of the typical school experience for students in K-12. Things like counseling and access to mental health supports are consistent in all of our schools. However, because the vast majority of our SIA funds are spent on employees, as salaries and benefits increase, maintaining our current levels of service becomes increasingly difficult.

25-26 Integrated Programs Annual Report Presentation

Bend-La Pine Schools

Summary of Integrated Programs Performance Measures



Annual Report Narrative #1

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?

Discuss at least one Outcome where you have seen progress in implementation.

There have been several success points during the last year.

- All staff will begin 2026-2027 with Standards-Based Instruction and Grading with 60% of staff having been early adopters
- K-2 certified staff will now all be part of K-2 Literacy Studios and demonstrating positive growth
- New math and reading curricula are in place for all staff and students
- MTSS foundational pilot work was developed with pilot year beginning in 2026-2027

One area continues to stand out: supporting students with mental health challenges. The work of counselors, social workers, and student success coordinators is becoming more solidified each day throughout our schools. Our continued partnership with the county (Safe and Healthy Schools) has continued to produce gains for student mental health support access.

Annual Report Narrative #2

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

In general, the areas where BLP has grown continue to be areas where we need to focus. Because most of our funding is spent on staff, as staff wages increase, the dollars continue to be stretched thin.

Additionally, substitute shortages and at times unpredictable behavior in classrooms has added to a difficulty to provide a predictable and supportive place for student learning. It is frequent that substitutes are not available for positions which means that students with high needs cannot always depend on having support from trusted adults. Additionally, this pulls other adults into new positions to cover these needs causing shortages in coverage, programming, relationships, and expertise.

BEND LA PINE SCHOOLS

REPORT ITEM: September Enrollment Update

PRESENTED BY: Dan Emerson, Chief Financial Officer

EXECUTIVE SUMMARY:

Student enrollment plays a critical role in District finances. It is the primary driver of our state funding and also directly impacts staffing allocations at each school site. Due to the importance enrollment plays in our operations, we report initial enrollment data as soon as students return to school and our school communities start to take shape. While this data is preliminary due to the sheer volume of enrollment changes that occur at the beginning of the school year, it provides the first opportunity to compare our actual enrollment to the enrollment projections developed last Spring during the budget process. It also provides the first glance into enrollment patterns by grade level.

Our first enrollment report to ODE is submitted in October and will reflect enrollment as of October 1. We will present a more accurate and detailed enrollment analysis once the October enrollment report is prepared for ODE.

Bend - La Pine Schools
Enrollment Actuals vs Projections
Actuals as of: 9/8/2026

ELEMENTARY SCHOOLS											
GRADE	AMITY CREEK	BEAR CREEK	BUCKINGHAM	ELK MEADDW	ENSWORTH	HIGH LAKES	HIGHLAND	JUNIPER	LA PINE	LAVA RIDGE	ACTUAL
KG	26	68	44	61	21	44	66	63	82	49	524
GRADE 1	26	79	41	49	22	46	66	56	85	62	532
GRADE 2	25	74	47	61	13	56	66	59	64	50	515
GRADE 3	25	89	46	45	23	73	66	66	87	60	580
GRADE 4	26	80	49	64	16	67	63	90	77	93	625
GRADE 5	23	87	49	80	16	83	62	98	82	65	645
ACTUAL	151	477	276	360	111	369	389	432	477	379	
PROJECTED	151	494	289	414	125	343	392	410	478	427	
VARIANCE	0	-17	-13	-54	-14	26	-3	22	-1	-48	

ELEMENTARY SCHOOLS										
GRADE	NORTH STAR	PINE RIDGE	PONDEROSA	R.E. JEWELL	ROSLAND	SILVER RAIL	THREE RIVERS	WESTSIDE VILLAGE	W.E. MILLER	ACTUAL
KG	37	70	75	56	24	68	41	22	54	447
GRADE 1	51	64	49	65	18	77	35	22	77	458
GRADE 2	52	71	69	64	32	64	32	26	70	480
GRADE 3	64	95	68	76	35	73	37	23	85	556
GRADE 4	48	83	93	71	28	80	42	14	85	544
GRADE 5	59	95	82	71	22	82	48	13	78	550
ACTUAL	311	478	436	403	159	444	235	120	449	
PROJECTED	337	487	408	411	156	464	230	114	483	
VARIANCE	-26	-9	28	-8	3	-20	5	6	-34	

SUMMARY			
	Actual	Projected	Variance
KG	971	1018	-47
GRADE 1	990	1001	-11
GRADE 2	995	1031	-36
GRADE 3	1,136	1174	-38
GRADE 4	1,169	1190	-21
GRADE 5	1,195	1201	-6
Total	6,456	6,615	-159

Bend - La Pine Schools
Enrollment Actuals vs Projections
Actuals as of: 9/8/2026

MIDDLE SCHOOLS												
GRADE	CASCADE	HIGH DESERT	LA PINE MIDDLE	PACIFIC CREST	PILOT BUTTE	REALMS MS	SKY VIEW	THREE RIVERS	WESTSIDE VILLAGE	ACTUAL	PROJECTED	VARIANCE
GRADE 6	232	213	122	226	177	50	190	48	27	1,285	1,279	6
GRADE 7	238	204	109	164	181	45	198	47	18	1,204	1,228	-24
GRADE 8	248	199	104	212	154	48	194	48	17	1,224	1,240	-16
ACTUAL	718	616	335	602	512	143	582	143	62	3,713	3,747	
PROJECTED	757	642	322	524	534	158	589	162	57	3,747	3,747	
VARIANCE	-39	-26	13	78	-22	-15	-7	-19	5	-34	-34	

Bend - La Pine Schools
Enrollment Actuals vs Projections
Actuals as of: 9/8/2026

HIGH SCHOOLS									
GRADE	BEND HIGH	CALDERA	DESCHUTES RIVER	LA PINE HIGH	MOUNTAIN VIEW	SUMMIT HIGH	ACTUAL	PROJECTED	VARIANCE
GRADE 9	289	342	54	111	306	298	1,400	1,396	4
GRADE 10	334	315	57	91	322	294	1,413	1,426	-13
GRADE 11	328	316	39	74	281	314	1,352	1,349	3
GRADE 12	278	330	42	114	260	290	1,314	1,358	-44
ACTUAL	1,229	1,303	192	390	1,169	1,196	5,479	5,530	
PROJECTED	1,253	1,322	215	407	1,187	1,145	5,530	5,530	
VARIANCE	-24	-19	-23	-17	-18	51	-51	-51	

COMPARISON		
DATE	ACTUAL	PROJECTED
SCHOOLS		
ELEM	26	36
MIDDLE	1,196	5,479
HIGH	0	0
Total Schools	1,222	5,515
PROGRAMS		
BIS	225	217
DSMCS	176	168
OTHER	219	13
J BAR J	26	36
COIC	0	101
Total Programs	646	535

BEND LA PINE SCHOOLS

REPORT: Update on District Actions in Alignment with Board Resolution 2013

PRESENTED BY: Dr. Lisa Birk, Deputy Superintendent

EXECUTIVE SUMMARY:

This presentation reports Bend-La Pine Schools' response to each clause of Board Resolution 2013. Policies are now published for the Board, staff, and families; an application review has cut active applications with further reductions beginning this fall; and purposeful screen-use practices are in place at every grade band. Adaptive technology continues through HDESD and device management has been strengthened through expanded JAMF training.

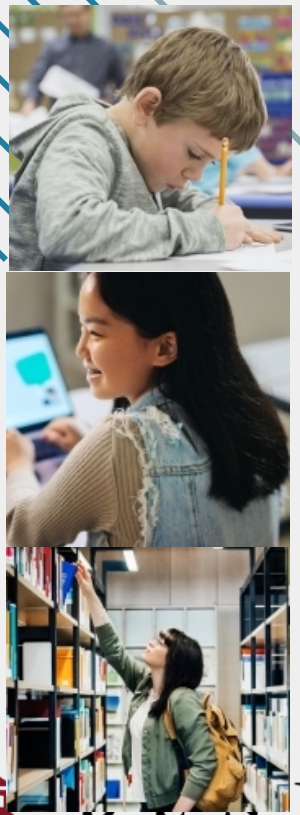
To meet the resolution's reporting requirement, this presentation also demonstrates some data now available via specific applications. Next steps are to finish the application review, tighten alignment to instructional outcomes, build and monitor consistency across classrooms, and strengthen ongoing reporting to the Board and community.

Board Resolution 2013
Educational Technology

Dr. Karen Rush, Tammy Doty,
Stephen DuVal, Katie Legace

BEND LA PINE SCHOOLS

Purpose for Presentation



Review Resolution 2013

Describe actions we are taking to align with EL 4.7

Share updates about iPad usage across K–12

Provide reports of application usage from 2025–26 school year

LA PINE SCHOOLS

Resolution Clauses and Related Actions

BEND LA PINE SCHOOLS

Policy Implementation

Implement and make public all policies, procedures, and regulations pertaining to Educational Technology



Policies are available on Board Book and several are in review.

BLS Website has a page dedicated to Educational Technology with parents and community members as primary audience.

Link to app library now publically available

Teacher Hub Educational Technology Blog with teachers as primary audience

Parent communication - Informational Flyers sent to all families this week through ParentSquare

Teacher Professional Development



Educational Technology

At Bend-La Pine Schools, we believe schools must address the challenges of today and provide the skills students need to be future ready.

Students today need strong collaboration, creativity, and research skills to be successful in college, careers, and life. Thoughtful use of technology can support these skills, giving students opportunities to explore ideas, work together, and learn at their own pace. Our focus is on using the right tools at the right time to better meet the diverse needs of every student.

> **Effective use of technology leads to creative and innovative experiences inside the classroom and helps enable students to become critical thinkers, collaborators and communicators, global learners, and digital citizens.**

Application Review

Engage in a review of all technology, websites and applications currently being used to ensure they align with EL 4.7



Refining our vetting process for digital tools with an Instructional Tools Request workgroup (IT, TLC Business Office)

Approximately 450 applications were listed in the Jamf report in Spring of 2026. We removed 230 due to obsolescence.

220 remaining will be reviewed individually. Review will begin with applications currently available to K-2, followed by 3-5, followed by 6-12.

EdTech Blog: Apps after review

Grade Band Standards

Develop standards of use for educational technology at different grade bands: K-2, 3-5, 6-8, 9-12; list Educational Technology applications



Identification of all K-12 Oregon State Standards that reference digital literacy or responsibility.

Vision for Educational Technology

Commitments to Learning

K-5 Standards Map for curriculum and supplementary applications complete. 6-12 in process.

Middle School Advisory - scope and sequence review

High School and CTE courses - Computer Science standards coming 2027-28

Purposeful Screen Use

Ensure screen use is limited to defined curricular and educational purposes only



Games, social media, and non-educational applications are blocked - only apps we approve can be added to an iPad (teachers and students)

Clearly stated in recent Professional Development and Commitments to Learning

Elementary: Blocked open internet search and image search for elementary students

Middle School: Keeping iPads at school rather than going home.

High School: Teacher curated YouTube

Screen-Free Literacy

Increase and promote reading and writing that is non-screen based to the greatest extent possible



Elementary:
Student reading and writing centers on authentic text — books, articles, and real-world materials — consistent with the Bend-La Pine Commitments to Learning. Teachers select the tools and formats, print or digital, that best support the task and the learner, using digital tools intentionally when they support specific student needs.

Middle: All at home reading and writing will be non-digital. Much of LA curriculum will be hard copies of books (book clubs).

High School: Students prepare final essays by typing. Approximately a 50-50 mix of paper/pencil and digital text/typing.

Evidence Based Tools

Non-evidence-based technology and applications will be removed from student facing devices



The process for adding an application for student use requires a review by Curriculum and Instruction to ensure it meets standards for effectiveness and curricular alignment.

Work already in progress to continue to evaluate supplementary applications

Several organizations provide lists of vetted applications that include evidence of effectiveness - We refer to:

- Evidence for ESSA
- Learn Platform
- Digital Promise
- IES What Works Clearinghouse

Adaptive Technology

Continue to study and use technology for adaptive purposes to best serve students
with an identified need



Assistive Technology is provided for students with needs in consultation with HDESD.

Assistive Technology Program at HDESD

Currently managing 63 applications from HDESD. Most used:

- Writing Wizard
- Text to Speech
- Choice Works
- Clicker Writer

Device Management

Maximize use of JAMF, or similar technology, to ensure screen use is appropriate, teacher-led and for educational purposes only



Prioritize device management, filtering systems, and network safeguards.

Clearly articulated expectations for digital citizenship responsibilities for students, families, and staff to create consistency and transparency across the district.

Prioritize professional development around teacher management tools (Jamf, Apple Classroom). **All middle schools received advanced training in JAMF last week.**

YouTube Buddy -All High Schools

Budget and Contracts

Two clauses refer to vendor accountability and cost reporting



Cost reporting will occur as part of the budgeting cycle.

Vendor accountability will continue to be a consideration in future contracts.

Reports to Board

Provide reports to the Board on screen use and application use by students



Learn Platform provides information about App Usage (but not amount of time) - and so we are discontinuing our usage

Clever Reports- can show us usage of apps we roster through Clever

Platform reports (e.g. Magic School, Canvas, Wayfinder)

Jamf Reports- List of all apps scoped to students and/or staff

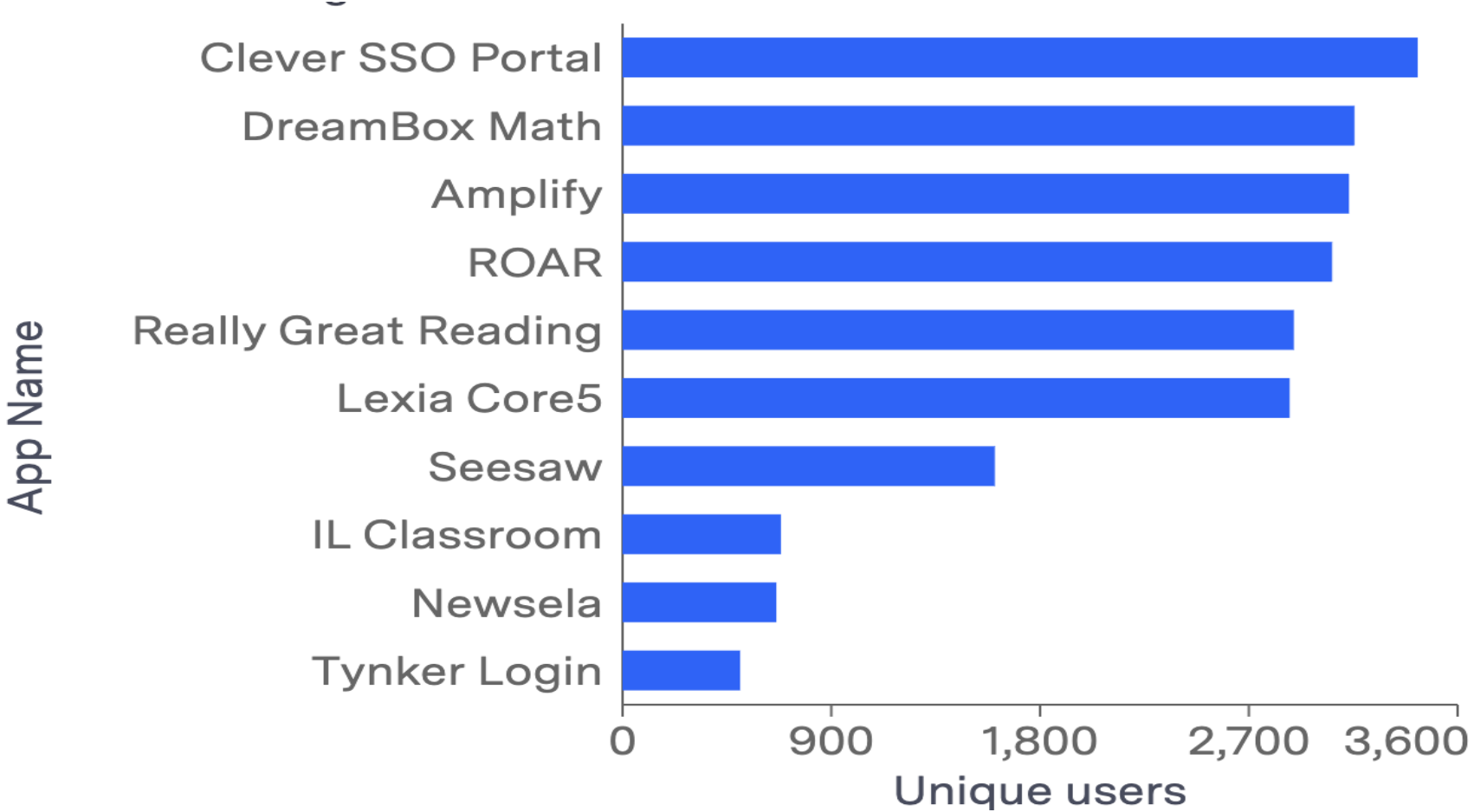
Sample Reports

BEND LA PINE SCHOOLS

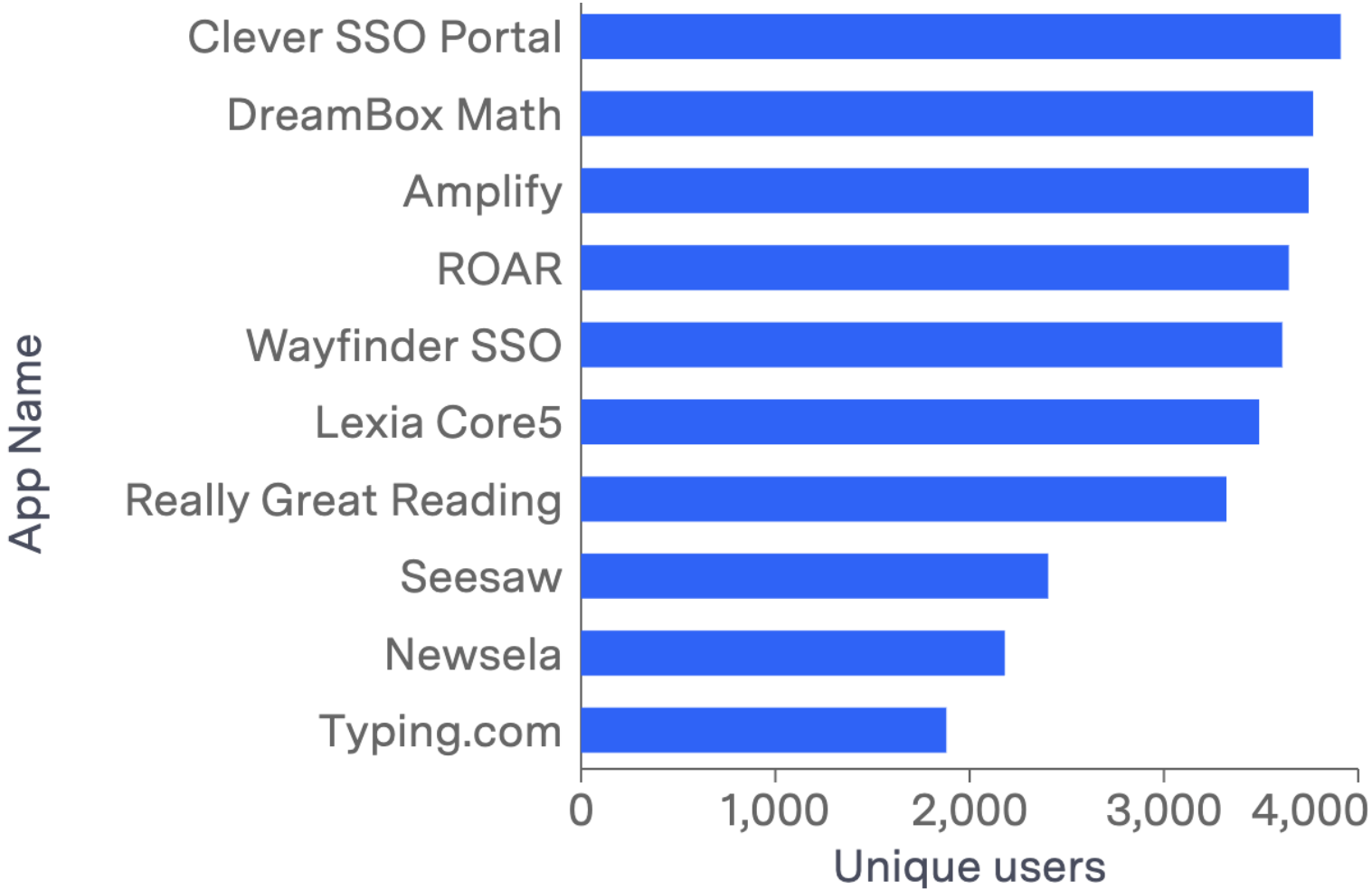
Clever Report
25-26 school year

Most unique Users per grade band

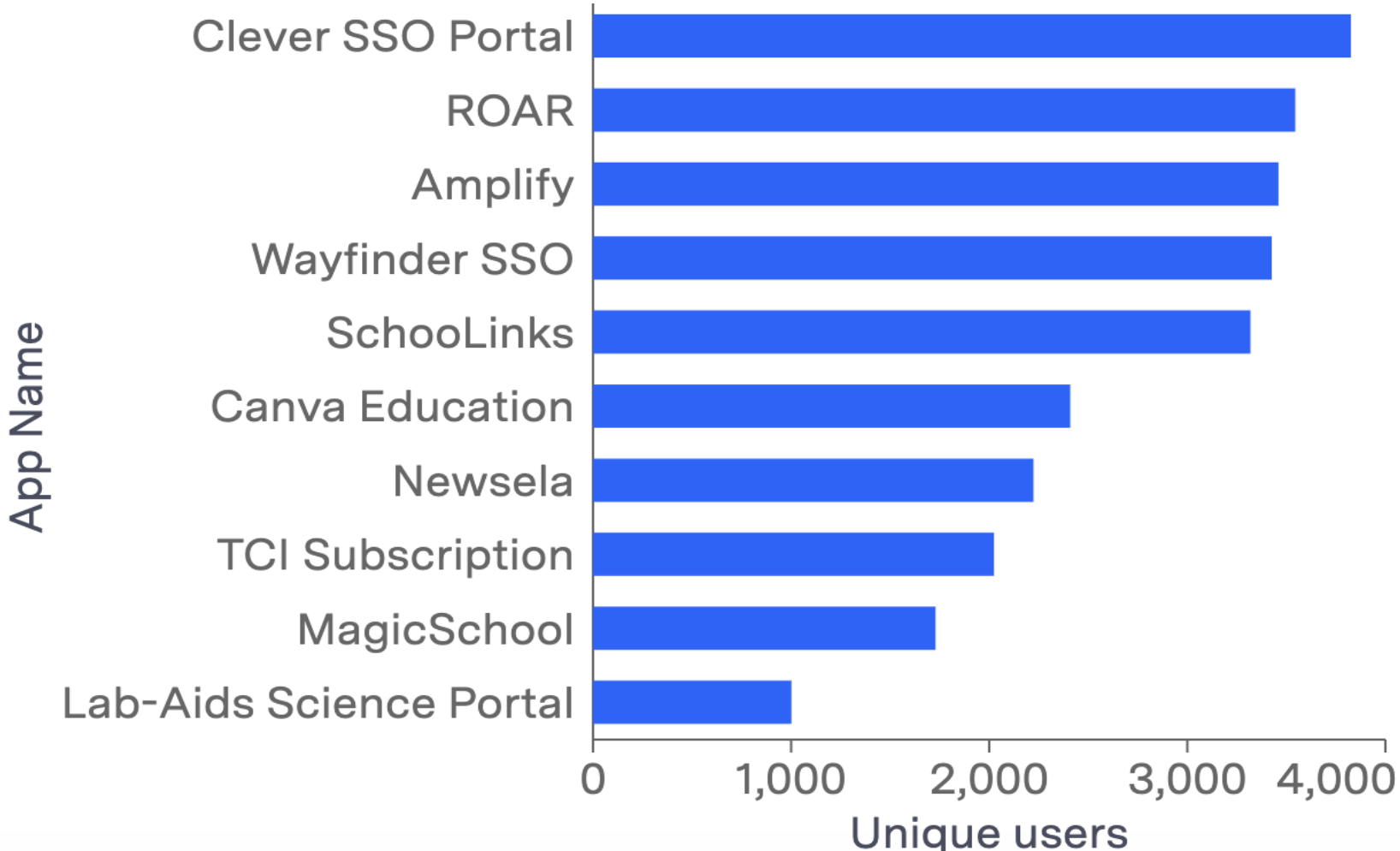
Grades K-2


Clever SSO Portal
DreamBox Math
Amplify
ROAR
Really Great Reading
Lexia Core5
Seesaw
IL Classroom
Newsela
Tynker Login
App Name
0
900
1,800
2,700
3,600
Unique users

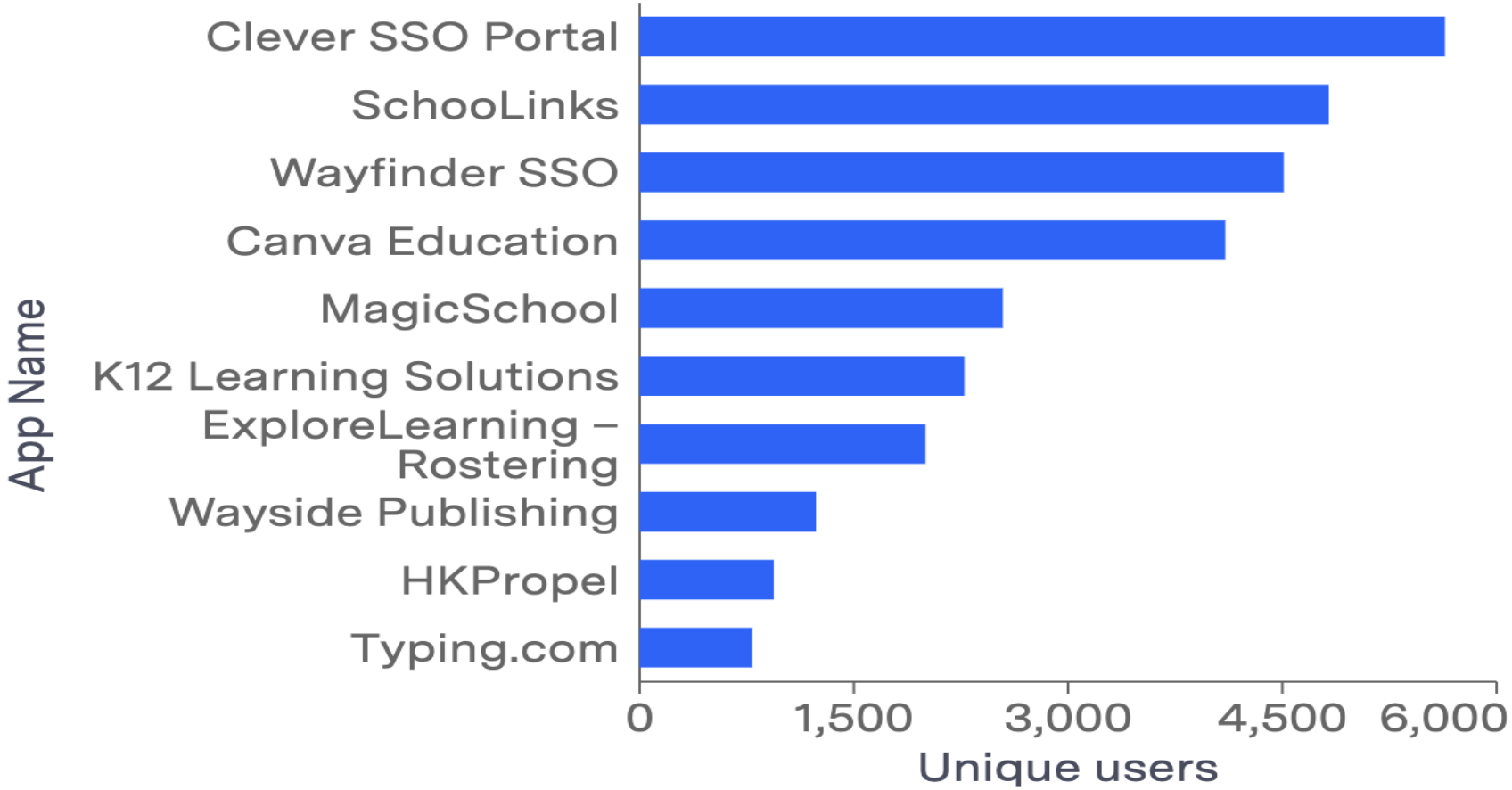
Grades 3rd- 5th



Grades 6-8

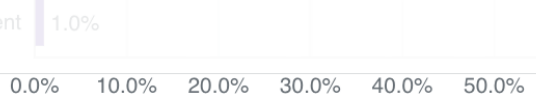

Clever SSO Portal
ROAR
Amplify
Wayfinder SSO
SchooLinks
Canva Education
Newsela
TCI Subscription
MagicSchool
Lab-Aids Science Portal
App Name
0
1,000
2,000
3,000
4,000
Unique users

Grades 9-12


Clever SSO Portal
SchooLinks
Wayfinder SSO
Canva Education
MagicSchool
K12 Learning Solutions
ExploreLearning – Rostering
Wayside Publishing
HKPropel
Typing.com
App Name
0
1,500
3,000
4,500
6,000
Unique users

Magic School Top Tools Used 25-26

Date: Previous 12 months or this month | School: 6 selections | Teacher Email | Room Name | Room Tool Type | Room Tool Category | Tool



Student Usage by Base Tool

#	Tool	Student Generations	% of Generations	Sessions	Teachers	Rooms	Customizations
1	Writing Feedback	18,109	33.1%	3,593	21	70	150
2	AI Learning Assistant	5,633	10.3%	1,048	19	28	25
3	Quiz Me!	4,194	7.7%	228	3	5	4
4	Study Bot	3,973	7.3%	341	6	6	5
5	Student Support Chatbot	3,952	7.2%	581	6	7	7
6	Custom Chatbot	3,776	6.9%	667	8	12	14
7	Student Chatbot Builder	3,520	6.4%	502	5	8	8
8	Character Chatbot	2,557	4.7%	598	4	9	19
9	Coding Assistant	2,254	4.1%	296	3	8	11
10	Text Rewriter	1,727	3.2%	243	4	5	4

Alignment

Focus

Consistency

Transparency

Questions

BEND LA PINE SCHOOLS

BEND LA PINE SCHOOLS

REPORT: Administrative Polices and Regulations for Review – September 8, 2026

PRESENTED BY: Dr. Steve Cook, Superintendent

EXECUTIVE SUMMARY:
Bend-La Pine Schools has a multi-part, policy and regulation review process. The district shares policies and regulations that are currently in review at regularly scheduled school board meetings and then following the meeting allows time for, and considers, public feedback related to the proposed changes. The district also has several student, staff, and community groups that review policies and provide feedback. The Oregon School Boards Association (OSBA) releases a Policy Update several times a year with changes to policies and regulations as a result of changes in legislation. The district reviews the required and recommended changes before adopting any changes. Public feedback is not solicited on these policies as the updates align with requirements set forth in laws and regulations.

Our two-year review of practices and systems related to fundraising and donations has revealed areas of necessary revision and updating across several district policies. Similarly, establishing a Board Policy on this topic for the first time helped to identify next steps and areas for improvement, adjustment, clarification, and alignment, all of which require policy and regulation updates to codify and establish those changes across the district.

The policies and regulations listed below and included in the packet were originally presented at the June 16, 2026, board meeting to show proposed updates based on community engagement work, Board Policy direction, and OSBA suggested language. Structural changes are also proposed in alignment with OSBA structures--i.e. reclassifying some current regulations as policies, or forms as regulations, and cross-coding the lettering systems for dual reference across policy types. The revised proposed updates, shown in green font, are based on additional community engagement work and Board Policy direction.

Policy / Regulation Title	Reason for Update
FKA/KMC-AR: Guidelines for Facility Improvement Projects	Updated and recoded to align with new fundraising policies.
IGDF/KMC-AP: Student Fundraising Activities	Updated and recoded to an administrative policy to align with new fundraising policies. ***Edits since draft originally presented are reflected in green font.***
IGDF/KMC-AR: Request for Student Fundraising Activity	New administrative regulation in alignment with the updated IGDF/KMC-AP. ***Edits since draft originally presented are reflected in green font.***
IGDG/KMC-AR: Student Body Funds	Updated and recoded to align with new fundraising policies. ***Edits since draft originally presented are reflected in green font.***
KH/KMC-AR(1): Gifts to the District	Updated and recoded to align with new fundraising policies. ***Edits since draft originally presented are reflected in green font.***
KH/KMC-AR(2): Gifts to the District	Updated and recoded to align with new fundraising policies. ***Edits since draft originally presented are reflected in green font.***
KMC-AP: Fundraising and Donations	New administrative policy developed after a two-year review of practices and systems related to fundraising and donations. ***Edits since draft originally presented are reflected in green font.***
KMC-AR: Request to Fundraise on Behalf of the District	New administrative regulation developed after a two-year review of practices and systems related to fundraising and donations.

These policies and regulations will all be open for community feedback until September 29, 2026. Responses to that feedback, as well as updated versions of these documents based on that feedback, will be shared with the board before final approval at an upcoming meeting. To provide comment on any of the policies in review, complete the comment form linked here. Comment form opens Wednesday, September 9, 2026.

ADMINISTRATIVE POLICY

CODE: FKA/KMC-AR

TITLE: GUIDELINES FOR ~~VOLUNTEER~~ FACILITY IMPROVEMENT PROJECTS

~~Many volunteer facility improvement projects have been undertaken in the past, and more may be contemplated for the future.~~ Any project that will affect District facilities or property, or that require the use of any District resources must be submitted in proposal form for approval prior to beginning the project.

The following guidelines should be used when submitting proposals for any ~~volunteer~~ facilities improvement projects and proposals should include, at a minimum, the following information:

- Project description - including site maps when appropriate
- Scope of project - including total estimated cost/value
- Impact on existing District facilities or property
- District resources required:
    - Initial resources (personnel and/or dollars)
    - Continuing needs after project completion
- Organization in charge of project:
    - Designated project coordinator (responsible party)
    - Designated District liaison (District employee)
- Action plan (how is the project going to be accomplished)
- Timeline
- Project budget:
    - Sources of revenue (in-kind, material and/or cash contribution)
    - Anticipated fund-raising projects
    - Estimated expenditures and/or value of donated services and materials
    - Accounting system for collection and disbursement of funds
- Assurances:
    - Project will meet all applicable rules and regulations, including, but not limited to, building permits and land use considerations
    - All participants agree to hold the District harmless of any liability resulting from and related to this project.

All proposals will be reviewed by the site administrator of where the proposed project is located. Once approved by the site administrator, the proposal will be submitted to the Superintendent or designee for review. All proposals will also be reviewed by the Maintenance Department. If there are concerns or questions regarding the proposed project, the Superintendent or designee may work with the requestor to clarify project details. The decision of the Superintendent shall be final.

All requests for a memorial on district property shall follow guidance set forth in FFA-AR: Memorials.

Work should proceed only **after** receiving written project approval. Please allow adequate lead-time for the approval process. The District may request additional information prior to approval.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 11/29/10, 5/10/22, 6/16/26, 9/8/26
APPROVED: 11/29/10, 6/21/22

draft 9.8.26

ADMINISTRATIVE POLICY

CODE: IGDF/KMC-APR

TITLE: STUDENT FUNDRAISING ACTIVITIES

PHILOSOPHY

The district would prefer to fund all school programs without the need for fundraising. Current funding does not allow for this option, and the district accepts the fact that fundraising is a means of maintaining program availability and program quality. It is the district's desire to manage school related fundraising in a manner, which provides for school control, sound accounting practices, and the maintenance of reasonable equity of opportunities for all students.

FUNDRAISING GUIDELINES

Students who will directly be involved with or benefit from the solicitation of funds shall be involved in the decision making regarding fundraising activities. Staff and/or students will not be coerced or compelled to participate in fundraising activities. Students may not barred or otherwise penalized because of a refusal to participate in fundraising activities conducted on behalf of the district. No school or school related student group is authorized to conduct any type of door-to-door promotion or solicitation for the school or school group. However, this policy shall not so restrict such activities conducted in the student's home or in the homes of relatives or close friends.

Prior to commencing any fundraising activity, the staff member representative shall submit to the building ~~school~~ principal or designee, a completed IGDF/KMC-AR: Request for Student Fundraising Activity for approval. ~~shall notify the superintendent or designee of the activity and of how and for what purpose the activity is being conducted. If the superintendent or designee concludes that the proposed activity is lawful, in good taste and conforms to this policy, the building principal or designee may proceed with the activity.~~

GUIDELINES

~~1. School Groups (which include parents/guardians who are assisting student groups to fundraise for school sponsored programs and/or activities).~~

~~a. All school groups must have the approval of the building school principal or designee and the district prior to the fundraising activity.~~

b. Each request for fundraising activities must be submitted individually using IGDF/KMC-AR: Request for Student Fundraising Activity.

c. The fundraising activity must be such that it is not likely to create a poor public relations image.

d. Fundraising efforts must not interfere with the educational program.

e. All fundraised dollars obtained by all school groups must be deposited in the student body accounts and conform to school and district accounting requirements.

f. No school group may use external bank accounts or digital applications (i.e., Venmo, GoFundMe, etc.).

~~2. Community Organizations/Groups~~

~~a. Community Organizations/Groups fundraising activities do not require principal approval; however, such groups are encouraged to meet with the school principal prior to any fundraising. Fundraising may not be done in the name of the school without written approval by the principal.~~

~~b. Fundraising activities conducted by outside groups must not involve the official student body organizations and must not utilize district materials, supplies, facilities, or staff unless prior permission is given and reimbursement is made.~~

~~c. Outside groups who wish to use school facilities for a fundraising activity must complete an Application for Use of School Buildings and Facilities and conduct the event outside of regular school hours.~~

~~d. Community Organizations/Groups who use fundraised dollars to provide a gift to a school must have the principal authorization to accept the gift. Please note that this criterion for accepting a gift is not limited to community groups. The guideline is or the acceptance of all gifts to the district or a school.~~

~~e. Community groups may establish their own external bank accounts using their own I.D. number or non-profit status.~~

Draft 9.8.26

END OF ADMINISTRATIVE POLICY ~~REGULATION~~

REVIEWED: 1/29/07, 6/16/26, 9/8/26
APPROVED: 1/29/07

draft 9.8.26

REQUEST FOR STUDENT FUNDRAISING ACTIVITY

This form must be completed and submitted to the building principal or designee at least 30 days prior to initiating the fundraising activity.

Name of individual, group, or activity:	
Teacher/Advisor Name:	
Vendor Name (if selling product):	
Purpose of fundraiser (how will the money be spent):	
Description of fundraiser (what is the product, when will it be sold, where will it be sold, who will it be sold to, etc.,):	
Describe the student involvement in the fundraising planning and decision making:	
Methods of collecting funds:	
Start Date of Fundraiser:	End Date of Fundraiser:
Estimated Revenue:	Estimated Expenses:
Signature of Fundraising Coordinator:	Date:

TO BE COMPLETED BY THE BUILDING PRINCIPAL/DESIGNEE	
☐ Request Approved	☐ Request Denied – Reason for denial:
Building Principal/Designee Signature:	Date:

Signed original shall be maintained by the building Principal or designee. A copy shall be provided to the Teacher/Advisor.

TO BE COMPLETED BY THE TEACHER/ADVISOR UPON COMPLETION OF ACTIVITY AND RETURNED TO THE BUILDING PRINCIPAL OR DESIGNEE.	
Total Revenue Collected:	Total Expenditures:
Amount and description of product not sold (i.e., product lost, given away, returned, etc.)	

END OF ADMINISTRATIVE REGULATION

REVIEWED: 6/16/26, 9/8/26
APPROVED:

draft 9.8.26

~~**STUDENT BODY FUNDS**~~

Each school or program of this district is authorized to have a student body fund. Student body funds are those funds raised or collected by and for district-approved student groups, excluding those funds budgeted in the general fund.

The building principal or designee will be responsible for administering student body funds.

All student body funds will be receipted and deposited according to district policy and acceptable accounting procedures. All student body accounts will be audited.

All expenditures from the general account of student body funds shall be expended to benefit the student body as a whole. All expenditures from a specific account of student body funds will include consultation with students in that student group. ~~related to other school-recognized student groups shall be expended to benefit the specific club or organization, and in so far as possible,~~ To the extent possible, funds should be used to benefit those students currently in school who have contributed to the accumulation of those funds.

All student body fund expenditures must be approved by the building principal or designee.

~~A student body fund is an accounting entity which exists for the purpose of:~~

~~1. Recording revenues generated at the school, by the school and/or by school approved student groups;~~
~~2. Recording expenditures for the school and/or for school approved student groups.~~

~~All accounting records and documentation for transactions shall be maintained in accordance with applicable state and federal laws. Student body funds may not be commingled with any other monies that may be available in the school building. Student body funds are agency funds of the district and shall be audited annually by the Board's designated auditor.~~

~~Each school principal is responsible for the administration of the school's student body fund. This responsibility may not be assigned to a non-school entity, such as a booster club or a parent/teacher/student organization. Student body funds shall be governed in accordance with the following guidelines:~~

~~1. Elementary Schools~~
~~a. Receipts shall be written for all monies entering the student body funds;~~
~~b. Monies shall be deposited regularly into the bank account(s). It is the Board's intent that large amounts of money collected for student body fund purposes be deposited in a timely manner. The superintendent shall develop procedures as necessary governing the collection and deposit of funds to safeguard the district's interests. The school principal shall determine the bank(s) to be used for deposits;~~
~~c. Student body funds may be invested, pursuant to Board policy;~~
~~d. Expenditures must be supported by invoices, statements, vouchers or other appropriate documentation. All such documents shall be co-signed by the school principal and his/her designee. All checks issued on the student body fund shall be so-signed. The principal's signature is required on all checks;~~
~~e. Each principal shall establish written rules at the school to carry out this policy and related procedure(s).~~
~~2. Secondary Schools~~
~~a. Revenues~~
~~i. The school principal's approval shall be required prior to any fundraising event of the student body or any school sanctioned, student group.~~
~~ii. The gross proceeds from each fundraising event shall be turned over to the principal or designee.~~
~~iii. Receipts shall be written for all monies entering the student body fund.~~

draft 9.8.26

iv. Monies shall be deposited regularly into the bank account(s). The school principal shall determine the bank(s) to be used for deposits.

v. Student body funds may be invested, pursuant to Board policy.

b. Expenditures

i. Prior written authorization for expenditure is required by the appropriate activity advisor and the school principal;

ii. Expenditures must be supported by invoices, statements, vouchers or other appropriate documents;

iii. All checks issued on the student body fund shall be co-signed. The principal's signature is required on all checks.

iv. The principal shall establish written rules at the school to carry out this policy and related procedure(s).

END OF ADMINISTRATIVE REGULATION

REVIEWED: 1/29/07, 6/16/26, 9/8/26
APPROVED: 1/29/07

draft 9.8.26

ADMINISTRATIVE POLICY

CODE: KH/KMC-AR(1)

TITLE: GIFTS TO THE DISTRICT

The district ~~under ORS 332.375~~ may receive gifts of money, property, supplies, or services, which may serve to enhance and extend the work of the schools and are consistent with the purpose and mission of the school district. If accepted, such gift(s) will be used for the purpose(s) specified by the donor under the local budget law or other applicable law. Final authorization regarding acceptance decisions is retained by the superintendent or designee.

All gifts of money, property or equipment shall be reported by completing KH/KMC-AR(2): Gifts to the District ~~to the Board~~. Gifts for field trips, etc., are to be considered as money. Gifts to the district shall be used or expended for the purpose for which they are intended.

Gifts of property and equipment shall be appropriately entered into district records for the purpose of insurance and inventory.

It shall be the general policy of the district to direct those who desire to make a contribution to consider equipment or services that are not likely to be acquired from public fund expenditures. Gifts to the district are subject to the following guidelines:

1. Equipment contributed to the schools become the property of the district and is subject to the same controls and regulations that govern the use of other school-owned property.
2. Contributions of equipment or services that may involve major costs for installation or maintenance or initial or continuing financial commitments from school funds shall be presented to the Superintendent's Office for approval.
3. ~~Individuals or organization desiring to contribute supplies or equipment will counsel with school officials regarding the acceptability of such contributions in advance of the solicitation of funds or the making of budgetary appropriations. Site administrators shall review questions of suitability with their immediate supervisors.~~
4. Funds shall not be obligated for the purchase, repair, or upgrading of any equipment, property, or program based on the promise of any gift prior to formal acceptance of the gift by the District.
5. A report shall be issued when any school or any other administrative unit receives a gift of money, material, or equipment meeting the required thresholds. The completed KH/KMC-AR(2): Gifts to the District ~~"Gifts to the District"~~ form shall be forwarded to the Superintendent's Office. ~~The forms are available through the District's Purchasing and Distribution Warehouse.~~
6. Schools or any other administrative unit receiving gifts valued at or above $2,000, or upon request by the donor, will provide written acknowledgement to the donor including description of the donation, value or estimated value of the donation, and district tax identification number. The acknowledgement letter shall include an opportunity for donors to contribute to a centralized fund, in alignment with KMC-AP: Fundraising and Donations and shall be signed by the building principal or site ~~other lead~~ administrator and the superintendent.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 9/17/01, 6/16/26, 9/8/26
APPROVED: 9/17/01

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GIFTS TO THE DISTRICT

In alignment with KH/KMC-AR: Gifts to the District, this form may be completed for a gift of any value and must be completed for gifts valuing over $2,000 ~~is to be submitted for each gift of material or monetary value as gifts are received~~.

Date:	School/Site:
Gift(s):	
Donor Name(s):	
Donor Address:	
Declared Value:	
Designated Use (if any):	
Special Conditions (if any):	
Donor requests a Tax ID Letter *(required if gift values over $2,000)*: ☐ Yes ☐ No	

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END OF ADMINISTRATIVE REGULATION

REVIEWED: 6/16/26, 9/8/26
APPROVED:

ADMINISTRATIVE POLICY

CODE: KMC-AP

TITLE: FUNDRAISING AND DONATIONS

Bend-La Pine Schools recognizes the importance of family and community engagement in supporting the district's schools and programs. When fundraising or accepting donations for any school or district program or activity, all employees, volunteers, and students are expected to uphold the district's values of responsible stewardship, transparency, accountability, sustainability, and equity. ~~by adhering to the following commitments:~~

DISTRICT PROCEDURES

1. The district will develop and maintain standard operating costs for each academic, co-curricular, and extra-curricular program or activity, which will ~~be used as the basis for~~ inform districts decisions ~~making~~ regarding ~~internal and external~~ resource allocation.
2. To ensure equity across district programs and schools, district reserves the right to distribute resources according to organizational values and regulatory obligations such as Title IX.
3. All internal and external fundraising and donation efforts and communications will include an opportunity for donors to contribute to a centralized fund for district priority and high-need programs and activities.
    a. These funds will be distributed according to the district's equity stance and will include community input in the distribution process.
    b. Academic programs will be prioritized for receipt of these funds, followed by ~~co-curricular and~~ extracurricular programs.
    c. The district will regularly report to the community regarding these centralized funds.
4. The acceptance of public gifts by employees will adhere to GBC-AP: Staff Ethics.
5. Fundraising for facilities or capital projects will align with guidance set out in FKA/KMC-AR: Guidelines for Facility Improvement Projects.
6. Where fundraising or donations are in exchange for advertising, KJ-AP: Commercial Advertising will also apply.

STAFF/STUDENT-LED EFFORTS

All internal (employee or student) fundraising or donation efforts or campaigns will be pre-approved by the building principal/designee or department supervisor/designee.

1. Where students are involved in the fundraising activities, the guidance set out in IGDF/KMC-AR: Student Fundraising Activities will be reviewed by the supervising teacher or employee and approved by the building principal/designee.
    a. Transactions ~~Each transaction~~ from ~~a~~ student activity funds must include documentation of student involvement or approval.
2. Staff-only fundraising requests, including applications for grant funding, will be pre-approved in accordance with KMC-AR: Request to Fundraise on Behalf of the District.

~~COMMUNITY-LED EFFORTS~~

~~External groups including, but not limited to, Parent Teacher Organizations, Booster Clubs, non-profit organizations, and unincorporated associations must obtain district permission to:~~

1. ~~Solicit donations or funds on behalf of the district's schools or programs; and/or~~
2. ~~Use Bend-La Pine Schools' district or school name, logo, images, or other assets in a fundraising or donation campaign or effort.~~

~~Permission must be requested through KMC-AR: Request to Fundraise on Behalf of the District. Where a requestor believes the denial of their request was improperly decided, they can appeal by filing a formal complaint under KL-AR: Public Complaints.~~

~~Acceptance by any school or district program or activity of community-based funds or donations will be by documented approval only via KMC-AR: Request to Fundraise on Behalf of the District.~~

DRAFT 9.8.26

~~Resources raised by fundraising or donation efforts by or on behalf of the district's schools and programs shall be processed through school district accounts or reported to the district, in alignment with the district's Accounting Handbook and KH/KMC-AR: Gifts to the District.~~

1. ~~Payment and gifts to teachers, coaches, advisors, other employees, or volunteers is prohibited.~~
2. ~~Effective 2027-28 school year, community-raised funds shall not be used to pay for coaches or employee's compensation.~~
3. ~~Fundraising and/or donation efforts will adhere to IGDG/KMC-AR: Student Body Funds.~~

~~The external group's financial transactions that relate to the district's schools or programs shall be reported to the district upon request.~~

~~All programs or activities funded in whole or part by the efforts of individuals, groups, or organizations will remain under the direct control of the district.~~

FUND DISBURSEMENT

1. No disbursement of funds in a district account will be permitted by the district until the minimum amount necessary to fund the project or activity as approved has been deposited to the correct account. In the event a project or activity was approved for resourcing via fundraising or donations fails to raise the sufficient funds by the approved deadline ~~(a minimum of 30 calendar days prior to the starting date of the project or activity)~~, money donated may remain in the designated project or activity fund for one year. For capital projects, the approved deadline is a minimum of 30 calendar days prior to the starting date of the project or activity. In the event the project or activity remains reduced, suspended, or discontinued ~~at that the time~~, after one year the money may revert to the general fund.
2. Any unspent funds donated or raised on behalf of the district remaining in a district account at the conclusion of the project or activity will be retained by the district in the appropriate project or activity account or general fund.

COMMUNITY-LED EFFORTS

This section describes how the district's fundraising and donation requirements apply to external organizations. Nothing in this section is intended to limit the independence of an external organization. Rather, it clarifies for external organizations, district employees, and donors how the district recognizes community fundraising efforts and the conditions under which it may accept externally funded resources for the benefit of its schools and programs.

~~External groups including, but not limited to, Parent Teacher Organizations, Booster Clubs, non-profit organizations, and unincorporated associations must obtain district permission to:~~

The district and its schools and programs may accept donations and fundraised resources from external sources including, but not limited to, Parent Teacher Organizations, Booster Clubs, non-profit organizations, unincorporated associations, and individuals, provided the organization or individual has obtained prior district approval to:

1. Solicit donations or funds on behalf of the district's schools or programs; and/or
2. Use Bend-La Pine Schools' district or school name, logo, images, or other assets in a fundraising or donation campaign or effort.

Permission must be requested through KMC-AR: Request to Fundraise on Behalf of the District. Where a requestor believes the denial of their request was improperly decided, they can appeal by filing a formal complaint under KL-AR: Public Complaints.

~~Acceptance by any school or district program or activity of community-based funds or donations will be by documented approval only via KMC-AR: Request to Fundraise on Behalf of the District.~~

Resources raised by fundraising or donation efforts by or on behalf of the district's schools and programs shall be processed through school district accounts or reported to the district, in alignment with the district's Accounting Handbook and KH/KMC-AR: Gifts to the District.

Direct p~~P~~ayment ~~and gifts~~ by external organizations to teachers, coaches, advisors, other employees, or volunteers for their official duties is prohibited. Effective 2027-28 school year, community-raised funds shall not be used to pay for coaches or employee's compensation. This excludes reimbursement of reasonable district expenses associated with substitute coverage,

DRAFT 9.26

training fees, or indirect expenses related to the use of district operational services (e.g., transportation or custodial costs otherwise permissible under district policy).

~~Fundraising and/or donation efforts will adhere to~~ Where students are directly involved in the solicitation of funds, the guidance set out in IGDG/KMC-AR: Student Body Funds will be reviewed by the fundraising coordinator. Fundraising or donation arrangements involving advertising or sponsorship on school or district property shall comply with KJ-AP: Commercial Advertising.

The external group's financial transactions that relate to the district's schools or programs shall be reported to the district upon reasonable request for resolving accounting discrepancies.

All school or district programs or activities funded in whole or part by the efforts of individuals, groups, or organizations will remain under the direct control of the district.

END OF ADMINISTRATIVE POLICY

REVIEWED: 6/16/26, 9/8/26
APPROVED:

POLICY / REGULATION CROSS REFERENCE	LEGAL REFERENCE
FKA/KMC-AR GBC-AP IGDF/KMC-AR IGDG/KMC-AR KH/KMC-AR KJ-AP KMC-AR	

DRAFT 9.8.26

REQUEST TO FUNDRAISE ON BEHALF OF THE DISTRICT

This form must be submitted to the building principal or designee at least 30 days prior to initiating the fundraising activity. Fundraising may not begin until full approval has been granted.

To complete and submit this form digitally, click here (*hyperlink TBD*).

Association, Organization, or Group:
Coordinator Name and Contact Information:
As part of our fundraising campaign, we request permission to use the following district property or assets (select all that apply): ☐ The name of the district or of one of its schools or programs: _____ ☐ Logo ☐ Images ☐ Communication tools or methods ☐Facility/campus use (If your activity is approved, you must submit a Facility Use reservation)
Purpose of fundraiser (how the money solicited from the community will be used on behalf of the district/school/program listed above): Does this involve a capital improvement project (any structural change to district-owned property)? ☐ Yes* ☐ No *If yes, your request will be routed to Maintenance and Facilities for additional review prior to approval.
Description of fundraiser (describe the activities, what product will be sold, how the fundraiser will be promoted or communicated, etc):

Start Date of Fundraiser:	End Date of Fundraiser:	Estimated Revenue:
Method of delivering funds to intended school/program:		

☐ I have read and agree to abide by relevant district policies, including but not limited to KMC-AP: Fundraising and Donations, and AC-BP: Nondiscrimination. ☐ **Optional:** I plan to include the districtwide fundraising message in the promotions and communications for our fundraising campaign or activity.

Signature of Fundraising Coordinator:	Date:

TO BE COMPLETED BY THE BUILDING PRINCIPAL/DESIGNEE	
☐ Request Approved	☐ Request Denied – Reason for denial:
Building Principal/Designee Signature:	Date:

Signed original shall be maintained by the building Principal or designee. A copy shall be provided to the Coordinator.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 7/7/26, 9/8/26
APPROVED:

draft 9.8.26

6.16.26-8.4.26Policies In Review - Public Comment (Responses)

First and Last Name	JHAC-AC- Fundraising and Donations Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	JHA, JHAC-AR, Guidelines for Facility Improvement Projects Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Steven Epstein	Several provisions raise significant concerns for parent-community organizations like PTOs. District Procedures, Item 2: The policy states the district "reserves the right to distribute resources according to organizational values and regulatory obligations such as Title IX." This language gives the district unreviewable discretion to redirect community-raised funds. Equity is a legitimate value, but when invoked without defined criteria, a transparent decision-making process, or meaningful accountability, it functions as administrative prerogative rather than principled policy. The district should specify what evidence, process, and thresholds would trigger redistribution of community-raised funds, and what recourse exists if the community disagrees with a determination. On this same point: the district's own equity stance holds that equity should inform the district's "resource allocations." That commitment belongs in the district's budget process, not transferred onto parent volunteers as a redistribution obligation. Asking PTOs to bear the burden of solving district-wide equity gaps through fundraising redistribution neither advances equity nor asks the institution to do the hard work of equitable budgeting. District Procedures, Items 3 and 3a: Requiring all fundraising communications to include an opportunity for donors to give to a centralized fund conscripts PTO donor relationships into district fundraising campaigns. PTOs maintain their own donor relationships, often cultivated over years. Separately, "distributed according to the district's equity stance" with "community input in the distribution process" provides no specifics about what that input looks like, how it is weighted, or what recourse exists if the distribution does not reflect it. This needs to be defined before adoption. Community-Led Efforts section: Requiring PTOs to obtain district permission to use the school name, logo, or images would burden routine operations. PTO communications reference the school by name as a matter of course. The permission requirement, as written, has no stated timeframe for district response, no defined approval criteria, and appeal only through a formal public complaint process (KL-AR). This is disproportionate for ordinary community fundraising. Page 2, gifts and payments prohibition: The prohibition on "payment and gifts to teachers, coaches, advisors, other employees, or volunteers" would, as written, prohibit teacher appreciation gifts and volunteer recognition that PTOs routinely provide. The policy should clearly distinguish between compensatory payments (appropriately prohibited) and expressions of appreciation (long-standing community practice). Page 2, 2027-28 compensation prohibition: Prohibiting community-raised funds from paying coach or employee compensation will reduce program availability unless the district simultaneously commits to funding those positions through its own budget. Without that commitment, this provision eliminates programs under the guise of policy rather than asking the district to make a hard funding decision directly. Fund Disbursement, Item 2: Unspent community-raised funds "will be retained by the district in the appropriate project or activity account or general fund." This means donated dollars, given for a specific purpose, permanently become district property if not fully spent. This undermines donor trust and contradicts basic stewardship expectations. Donors should have clarity that unspent funds will remain within the intended program area, with reporting provided.	The deletion of "Volunteer" from the title and the removal of the opening sentence acknowledging past volunteer projects strips the policy of its collaborative framing. The oversight requirements described are reasonable for protecting district assets; but the revised language reframes all community-led facility efforts as applications for district permission rather than partnerships in shared spaces. The policy should restore language that acknowledges and values community investment while maintaining appropriate review. The distinction matters: it signals whether the district sees community members as partners or petitioners.
Galen Brodie on behalf of the High Lakes Elementary PTO	While the HLE PTO supports the district's goals of transparency, accountability, and equity, we are concerned that this policy does not clearly distinguish between fundraising conducted by or on behalf of the district and fundraising conducted by independent nonprofit organizations such as PTOs and booster clubs. High Lakes PTO is an independent Oregon nonprofit corporation with its own EIN, bank account, Board of Directors, bylaws, and fiduciary responsibilities. Several provisions appear to extend district oversight into the governance and financial operations of independent nonprofits, including requirements for fundraising approval, reporting of financial transactions, and district control over funds raised in support of schools. We respectfully request that the policy be revised to clearly recognize that independent nonprofit organizations retain ownership and control of funds and assets they raise until such funds are voluntarily donated or transferred to the district. Clarifying this distinction would allow the district to achieve its objectives while respecting the legal structure and fiduciary obligations of independent community organizations. The district has authority over district funds, district property, district programs, student body funds, and gifts accepted by the district. Independent nonprofit organizations retain ownership and control of their funds and assets until they voluntarily donate or transfer them to the district.	HLE PTO supports the district's need to review and approve facility improvement projects that affect district property, facilities, safety, maintenance, or long-term operational costs. However, we would encourage the district to provide greater transparency regarding approval criteria, expected review timelines, and the basis for project denials. Because volunteer-led improvement projects often require significant fundraising and planning, community organizations would benefit from a more predictable process and a clear understanding of how proposals will be evaluated. We also recommend including an appeal process or mechanism for reconsideration when a proposal is denied, particularly where substantial community resources have already been invested in project development.
Andrea Banta	All I can say is that the Bear Creek PTO works incredibly hard to fundraise. This school has never seen this kind of money. Our teachers have supplies, are able to go on field trips etc. They are getting what they deserve. It's not fair to take money away from this non-profit if it's not used, and then give it to the district. I understand that we want equity among schools- but the bigger issue is thinking that $10 per student/ per year is enough from the district. The district does not provide our schools with enough, therefore the community has had to step up and bridge the gap. Also- 30 kids to one teacher starting in third grade- that is unacceptable. Some kids will be ok, but many will be left behind.	
JOY C CHILDERS	How does this impact the Magnets? Fundraisings at Highland and Realms goes to support those specialized programs. How will they be able to continue?	
Amy Banton	Very firmly against this. As seen in Portland Public Schools, public sourcing of fundraising is not effective and jeopardizes how individual schools will continue to operate. I also believe that if you put this into effect, less people will donate because they know their money isn't going directly to the school their children attend. I will fight tooth and nail to ensure this policy does not come into effect.	
Jesaca Hatcher	Families, volunteers, and local supporters give time and money with the expectation that those funds directly benefit the students and programs they intended to support. I would oppose policies that centralize, redistribute, or create unnecessary barriers to accessing locally raised funds. I support protecting donor intent and keeping locally raised funds with the school or program that earned them.	I support community-driven facility improvements, but I oppose rules that create unnecessary barriers or reduce local decision-making over funds raised for those projects.

First and Last Name	KHC-AR: Fundraising and Donations Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	JHA, KHC-AR: Guidelines for Facility Improvement Projects Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Joy Childers	First, why have you not sent out a single email letting parents know about this? You posted this after the end of school and will end feedback at the beginning of August. This feels dishonest and like your are trying to rush through a proposal certain to be unpopular. I understand there is a dramatic wealth inequality in Bend Lapine Schools, but crippling PTOs and PTAs is not the answer. PTOs/PTAs are non-profit 501c3s and subject to yearly audits unlike the district. Our magnet schools depend on parent funds raised to operate their programs. REALMS, Highland, Westside Village, the DEI programs and more will all suffer as will our lower income demographic schools. When a similar policy was enacted in PPS, schools raised singnificantly less money and lower income schools received less. https://www.oregonlive.com/education/2025/09/portland-schools-equity-focused-fundraising-model-faces-growing-pains.html I think this policy is short sighted and hurts our school district that is already hurting for funds. While you have touted that no teachers lost their jobs due to budget cuts, we know that isn't true. That's symantics. Multiple one year contract teachers saw their positions eliminated. Our children have and do attend several BLPS magnets and neighborhood schools. We did not live on the westside our neighborhood is a former Title 1 school. I see no benefit to this change in fundraising. I know Miller, Pine Ridge, High Lakes, and other schools raise more. I'm aware Lapine Elementary doesn't even have a PTO, but don't compromise the good that is happening at our neighborhood middle class schools. As the saying goes, "The road to hell is paved with good intentions."	
Tessa Daniels	The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	
Jillian VanStaaveren	Can we have this modified so each school Can raise a certain amount of money a year individually. Then after a set amount then that be distributed to other schools?	
Michelle Hallinan	This policy will discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations.	
Jenny Richardson	As a Highland parent of two students, I oppose this new policy as written. Studies show that pooled funding discourages families from donating to their local school and decreases an integral source of funding. In highland's case, this pooled funding will likely diminish Storyline funding which will make it impossible for Highland to follow its Storyline methodology. While the goal of equity amongst funding in schools is important, it should come from district budget, not by redirecting community donations. Money raised for a specific school should stay within that school and budgets should be controlled by the school administration and PTO, not the district. Additionally, releasing this new policy during this summer doesn't allow for real public input . Please extend the feedback deadline into the school year.	
Steven Griffin	Action on this issue needs to be postponed until at least November. Proposing and acting on such a massive change in policy while school is out of session is underhanded and sleazy.	Action on this issue needs to be postponed until at least November. Proposing and acting on such a massive change in policy while school is out of session is underhanded and sleazy.
Jordan Grandlund	The money raised for a specific school should be used for that specific school. As a parent, I donate because it is going to the specific school.	The money raised for a specific school should be used for that specific school. As a parent, I donate because it is going to the specific school.
Brittney clark	I attended 4 of the listening sessions that Kinsley held and I can tell you with certainty that this policy does not reflect the voices who attended! We all want equity among our schools but this is not the way to do it. I am in opposition to this policy in its current form.	
Ashley Schneider	I am concerned about these changes, I want to be able to donate to my children's specific school. I don't want funds going to the district and I likely wont donate in the future if I don't know what the money will be used for. My children go to highland and what makes it special is the storyline method that is funded by the PTO.	
Amber K McCoy	Opposed to a general fund and taking money from community and parent raised donations to a general fund that the district control and signs off on. Let schools have independence and autonomy to put their dollars to work in their own school.	
Katherine McGee	Restricting the control of funds or ability to fundraise from the non-profit pto will devastate the already difficult fundraising efforts at my son's title 1 magnet school. Please reconsider this limiting proposal that requires the district to micromanage fundraising. In other cities where this was implemented the fundraising dropped by more than half. Our schools are already facing funding shortages, we should be allowed as a community the ability to raise funds for our schools to supplement staff work.	The district is already slow to respond or ignores the petitioning of schools for facility upgrades. If a school wants to come together as a community, and cleanup and improve the space, why limit these good actions to a district bureaucracy?

First and Last Name	JNMC-AC- Fundraising and Donations Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	JNA/JNMC-AC Guidelines for Facility Improvement Projects Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Hollis Bateson	I am writing as a Highland parent to strongly oppose the proposed policy governing independent PTO and PTA fundraising organizations. I urge you to reject this policy as written and extend the public comment period into the school year so families have a meaningful opportunity to participate. Highland's PTO is an independent nonprofit organization. Families donate because they know their contributions directly benefit Highland students, teachers, and programs. Those funds provide classroom supplies, field trips, teacher appreciation, Storyline teacher training, planning time, and many of the experiences that make Highland such a special school. The district contributes approximately $10 per student annually toward these types of enrichment. Our community fills the gap because we believe in investing in our children's education. The proposed policy fundamentally changes that relationship. It would allow the district to control funds raised by parents for their local school, require district approval for expenditures, prohibit support for certain educational programs and teacher planning time, and potentially redirect unspent funds into the district's general fund. That is not what families intended when they made those donations. If families cannot trust that money raised for Highland will remain at Highland and be managed by the independent nonprofit they chose to support, many will simply stop giving. This policy risks reducing—not increasing—the resources available to students across the district. I support the district's commitment to educational equity. However, equity should be achieved through the district's budgeting process and funding priorities—not by redirecting charitable donations that families made with the clear expectation that they would support their neighborhood school. I am also deeply concerned by the timing of this proposal. Releasing such a significant policy during summer break, with public comment closing while many families are traveling or disconnected from school communications, does not provide the transparent, inclusive public process our community deserves. I respectfully ask the Board to: Reject this policy in its current form. Extend the timeline until the school year begins to allow for meaningful community engagement. Preserve the independence of PTOs and PTAs and ensure that funds raised for a specific school remain with that school and under the stewardship of the independent nonprofit that raised them. Highland's success is built on a remarkable partnership between educators, families, and volunteers. This proposal undermines that partnership and risks discouraging the very community involvement that has helped our schools thrive.	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.
Luke Grandlund	I disagree with these policy objectives. I believe most community/family donations would decrease if the funds were pooled and redistributed to other schools/students. If there is a lack of funding as a district, we should propose new funding strategies that could increase the general fund 'district-wide'. I do not believe taking funds from each school and/or PTO/PTA board would be a beneficial approach.	
Julie Furnas	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.
Cole Helgerson	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Highland's Storyline program is funded in part by direct donations from Highland families and this policy will likely harm this program.	
Cam Glogau	I am very concerned that this action would not allow for all the amazing programs that we have at Bend La Pine to exist. Teachers and the community pour their heart and soul into these special programs that require extra funds. Without the ability to fundraise for a specific purpose, those programs will surely fail, causing more students to look to leave Bend La Pine Schools.	
Kathleen Glogau	I strongly oppose this policy because it will directly hurt students and staff at Highland. Our PTO provides essential support that makes a real difference in classrooms. For example, Highland's PTO helps fund Storyline. If that support is taken away, all Highland teachers lose three full days of Storyline planning time. That means less collaboration, less preparation, and a weaker learning experience for students. Money raised by Highland families and community members to support Highland should stay at Highland. District equity goals are important, but they should be funded through the district budget — not by redirecting donations meant for specific schools. This policy will discourage families from donating, reduce support for teachers, and take resources away from students. Independent PTOs should be able to support their own schools without unnecessary district control. Releasing this over summer break also limits meaningful public input. The timeline should be extended into the school year so families, staff, and communities can fully respond.	
Stefan Hermannsson	Donations to a particular school should go to that school - not swept into a general fund for the district.	

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Paul N Brown	We chose to enroll our son in public school only because he was selected to attend Highland. We donate money to keep the storyline curriculum funded. If our money were to no longer directly support the storyline curriculum, we would not donate and, if the program suffered because of lack of funds, we would heavily consider moving him to private school. Do not allow policy implementation to interfere with special programs within schools and their ability to raise money for these programs. The program is the reason you have my son (and soon, two sons) enrolled in public school in the first place.	
Brooke Mues	I strongly disagree with this new policy. As someone who donates to my child's school regularly, I would not longer donate to my child's school/PTO if I knew the district was overseeing those funds and/or couldn't guarantee that those funds would go—in full—to my child's school. I am not interested in donating to schools that my children do not attend, and I suspect that others feel the same way, which would result in reduced funding to many schools. The district prides itself on its autonomy, in yet, here they are attempting to control the schools and their fundraising efforts with an unsettling authoritarian approach. Please do not vote this policy through.	
Adam Roderick Cagle	Listen up you absolute thieves. Our state steals and steals from us, you morons spend the money you receive on your dei, gender, and equality nonsense while our kids grades sink every single year. We're not even two weeks into summer and you jackasses are stealing again. My child goes to highland, our school works really hard to generate funds for our schools so we can educate children instead of leaving them to the likes of you lot. Now you want to steal our money and give it to schools that don't work as hard as our parents do to ensure our child's education. The reason your budgets are tight is because your schools suck and less and less of us want to participate… just look at the test scores since this woke disease addled your already feeble minds. The scores don't lie… we raise this money to protect our school from the whims of your gaggle of no nothings at the district.. not to finance more of your dumb ideas. Hands off.. this is theft… and highland won't see another dime from most of us if it will end up in district pockets. You are thieves , liars, and failures… stop stealing and raise those kids test scores if you ever want to see another dime… if you want more cancel the endless woke programs you insist our kids participate in when they should be learning STEM and arts instead of delusions from idiots.	
Jennifer Casey	No - The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students.	
Heather Dumser	Restrictions on fundraising and donations was implemented for the Portland school area districts, and it resulted in significantly less money donated, negatively impacting students and staff. When money is raised for a specific school, it should stay with that school.	
Dustin Whitaker	I am writing to strongly oppose the district's proposal to share funds donated to a specific school's PTO/PTA across the district. Parent support directed towards their student's school for activities and functions does not deserve to be treated as a general fund. The local school organizations are accountable to their student bodies, and giving the school district control of these funds will not enrich other schools, rather it will reduce and curtail these funds. I find the timing of this policy proposal announcement dubious, as well, as it was released late on a Friday evening during summer vacation. I will be doing my all to spread the word and shine some sunlight on this attempted funding grab. Local school funds donated for specific schools have no right being managed by the district, and this misguided attempt to help uplift some schools will only drag other schools down. Sincerely, Dustin Whitaker	
Kristopher cox	I am submitting my formal opposition to the proposed policy that would allow the district to control parent-donated funds, redirect them into the general budget, and restrict independent PTO operations. I understand that the district faces complex budgetary challenges, but this specific proposal is counterproductive and undermines community trust. When parents contribute financially, they do so with the expectation that their donations will directly impact their children's immediate school environment. Centralizing these targeted funds will only disincentivize families from giving, ultimately shrinking a vital source of supplemental funding for our schools. Parents worry constantly about their children's educational opportunities and many of us work hard to support our schools as much as we can to help our children. I understand the desire to improve or achieving district-wide equity, but it is a goal that must be funded through the core district budget, not by redirecting hard working parents money or community donations. Additionally, forcing independent PTOs to clear district approval processes introduces unnecessary bureaucracy and overreach, stifling the very volunteers who work harder than many people realize to support our students and teachers. This is a major shift that affects families, families who just finished the school year and are tired of being vigilant about school news. Making this change during the summer break severely limits meaningful input from the people who it will affect most. If the board is genuinely seeking community feedback, this must be extended into the upcoming school year when families are engaged and active. Reject this policy and preserve parents trust and willingness to be engaged with school. Thank you.	
YITONG HUANG	I oppose any policy that allows donations intended for a specific school to be redirected or controlled by the district. Families donate because they want to support their own school community. Independent PTOs should be able to decide how these funds are used without requiring district approval.	
Hannah Helgerson	Money donated to a specific school should stay with that school. Other districts have tried this and seen very dramatic decreases to their total fundraising. History has shown this to hurt all schools across the district. In addition, not allowing the PTO to pay teachers for critical training and prep is going to make it nearly impossible for teachers (especially those at magnet schools) to serve their classrooms in the same manner. I believe this new policy is failing our teachers and in turn, failing our students. This district has one of the highest ranked elementary schools in the state. A part of the success is the support the PTO has been able to provide students and teachers. Taking that away and expecting the same results is unlikely and an unrealistic expectation. Finally, the decision to introduce this change at the time when PTO members are most likely to be away from email and out town feels intentional and I believe this should be extended to allow proper time for PTOs to respond.	

First and Last Name	KNBC-AC: Fundraising and Donations Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	DNA, KNBC-AR: Guidelines for Facility Improvement Projects Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Lindsey Loughry	To the Bend-La Pine School Board, I am writing to express my opposition to the proposed policy that would give the district authority over the use and distribution of funds raised by individual Parent Teacher Organizations (PTOs). Our PTOs are independent, volunteer-led organizations made up of parents and community members who dedicate countless hours to raising funds specifically to support their local schools. Families donate because they want to directly benefit the students, teachers, and programs at the school they care about. If donors no longer have confidence that their contributions will remain at their chosen school, many will simply choose not to give. This policy risks reducing an important source of supplemental funding that benefits students across the district. Money raised for a specific school should remain with that school. Donors should be able to trust that when they contribute to a fundraiser for their neighborhood school, those dollars will be used to support the students and staff they intended to help. I also believe the district's equity initiatives are an important responsibility of the district itself. If additional resources are needed to address inequities between schools, those efforts should be funded through the district's budgeting process—not by redirecting or controlling charitable donations that were voluntarily raised by individual school communities for a specific purpose. Additionally, independent PTOs should be able to operate without requiring district approval for how they support their schools. These organizations have long partnered with principals, teachers, and families to respond quickly to local needs. Adding another layer of district oversight risks creating unnecessary bureaucracy, reducing flexibility, and discouraging volunteer involvement. Finally, I am concerned about the timing of this proposal. Releasing a policy with significant implications during summer break, when many families are disengaged from school communications, does not allow for meaningful public participation. I respectfully request that the Board extend the timeline into the school year to allow parents, volunteers, PTO leaders, and community members the opportunity to review the proposal, ask questions, and provide thoughtful feedback before any decision is made. I appreciate the Board's commitment to serving all students and respectfully ask that you preserve the independence of our PTOs, keep locally raised funds at the schools where they were intended to be used, and allow for a more transparent and inclusive public discussion before moving forward. Thank you for your consideration. Sincerely, Lindsey Loughry	
Mauri Brown		

First and Last Name	JHAC-AC- Fundraising and Donations Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	JHA, JHAC-AR- Guidelines for Facility Improvement Projects Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Annelise Cappy	On donor intent and local control: - I donated to Highland's PTO specifically to support Highland students. Redirecting those funds to district-controlled accounts breaks faith with the families who gave that money for a specific purpose. - Our PTO is an independent 501(c)(3) nonprofit. The district should not have authority over funds raised, managed, and allocated by a separate legal entity. On the impact to Highland programs: - The district contributes $10 per student per year. PTO funding fills the gap — covering classroom supplies, field trips, teacher appreciation, and Storyline, the project-based learning program that defines Highland's educational model. This policy puts all of that at risk. - Requiring district sign-off on PTO spending and barring support for teacher planning days would directly undermine the programs families chose Highland for. On the "equity" framing: - Equity is a worthy goal, but it should be funded through the district's own budget — not by taking donations families gave to their children's school. Redistributing voluntary parent contributions is not an equity strategy; it's a disincentive to donate. - If this policy discourages giving across the district, every school loses. The net effect isn't equity — it's less total funding for students. On the process: - Releasing this policy on a Friday evening in late June, with a comment deadline before the 4th of July and a board vote in August, does not constitute meaningful public engagement. Families deserve the opportunity to review and respond during the school year when they're paying attention. - I urge the board to extend the comment period into fall and hold a properly noticed public forum before any vote. On the sweep provision: - The provision allowing unspent PTO funds to be swept into the district's general fund is especially concerning. Families donated that money for Highland. If it isn't spent in one year, it should roll forward for Highland — not disappear into a general pool.	
Kallissa Miller	This proposal is moving our school district in the WRONG direction. I understand that you are worried about low enrollment but confiscating donations that are meant for individual schools is not the answer. They tried this in Portland and it was a disaster. Please learn from our sister school district and let's go back to the drawing board to find a solution that increases revenue without changing the existing guidelines. I'm also skeptical about the reasoning for pushing this onto the agenda when school is not in session. Thus, insuring less community input. You are obligated to act in the best interest of the community and pushing through new policies during summer break makes you look ill-intentioned and some would even say shady.	
Brian Cappy	All well-meaning initiatives have unintended, unforeseen consequences. The net-net of this policy intended to create more equitable funding across schools will be that everyone loses. The PTOs that independently fundraise, independently function and independently disburse funds will raise far less money since those contributing largely do so in order to benefit their children via their children's school - not the district at large. This policy punishes those schools who work tirelessly to fundraise an a misguided effort to help those that don't. Many other organizations do fantastic work fundraising through plenty of interesting and fun options...have any of these options been explored? I've lived in Bend my entire life and never once have I heard about district-wide fundraising efforts. The district needs to do a better independent job of fundraising before passing this responsibility along to families. BLSD is already worried about declining enrollment - redistributing funds across the district will be yet another straw that pushes those families that can to educate outside of public schools. I highly encourage the board not to approve this misguided proposal.	
Kosh Wallis		
Mike Jarvinen	We have been heavily involved in donations and volunteering at our local school, we will stop donating if the funds don't go to the local school.	
Christina Crossley	The money raised for my child's school should stay with that school. Knowing that the money raised from fundraising and donations doesn't all go to a specific school they like to support will discourage people from donating. The timeline for this needs to be extended. Releasing this over summer break does not allow for real public input.	
Michael Hicks	What is the timeline for the district to develop standard operating costs for each program? This seems like a massive undertaking. Who is responsible for doing this and maintaining this? What are some examples of "Academic programs" that would received prioritized fundraising dollars over co and extra-curricular? In 27-28 are the volunteer coaches stipends going away completely, or being funded differently?	

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J.J. Howard	Each school needs to be allowed to make its own decisions about how to direct funds that PTOs raise. Every school has its own unique needs and priorities. PTOs are independent organizations that partner with schools. The district should support their work rather than trying to control their funds and how the funds are used. The homogenization of Bend- La Pine schools is likely one of the factors that is causing a declining enrollment across the district. Making every school the same is causing families to go elsewhere. Historically, Bend- La Pine offered many diverse programs for students and families. Giving families choices was a priority. Elementary experiences are now being limited to following curriculum programs with slideshows and workbooks that do not encourage creativity or excitement about learning. If there are concerns about how a PTO is handling funds, concerns should be communicated to the PTO rather than creating a sweeping policy that will harm student learning.	
Rachel Larkin	I believe this policy will discourage families from donating to their local schools, which means schools could lose an important source of funding that directly benefits students. If a community raises money for its own school, those funds should stay at that school. Families donate because they want to support their children's teachers, classrooms, and programs. The district's equity initiatives are important, but they should be funded through the district's budget—not by redirecting donations that families and community members intended for a specific school. Independent PTOs should be able to support their schools, teachers, and students without needing district approval to operate. Finally, releasing a proposal like this during summer break doesn't give families a fair opportunity to review it, ask questions, or provide meaningful feedback. The timeline should be extended into the school year so the community can be fully informed and involved before any decisions are made.	
Sara Sawicki	As a parent with 2 children in the Bend/La Pine district, I strongly opposed the proposed changes to fundraising and donations.	
Emily Wommack	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. I am donating to a PTO for programs that my kids participate in. I would find another way to support my school of funding is being moved from school .	
Jennifer Treber	This is a short sighted policy that will result in decreased donations across the district. Money raised for a specific school should stay in that school. I donate every year as both a parent and a business owner. Without a guarantee that the funds I donate would be used to enhance my local school, that my children go to, I would not donate at all. I am not alone in this feeling. I also feel that releasing this over the summer and closing comments before the summer ends is an attempt to push this through when families are not as engaged with their school community.	
Megan Truelson	Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students.	
Jonathan Samples	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding.	
Misoo Abele	Request for delay - The timing of this proposal, on short notice, during summer break does not allow for consideration and input from the community	Request for delay - The timing of this proposal, on short notice, during summer break does not allow for consideration and input from the community
Sierra shore	The funds raised at a particular school should stay at that school. Parents donate to their children. Out taxes pay more than enough to all the schools. Releasing this over summer break is cowardly. Extend the date and publicize this more.	The funds raised at a particular school should stay at that school. Parents donate to their children. Out taxes pay more than enough to all the schools. Releasing this over summer break is cowardly. Extend the date and publicize this more.
Darcy Balcer	I am highly opposed to this policy. What it will almost certainly do is discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. When I give money specifically to my kids' school, it is to help support their PTO which provides experiences and value directly to them. If that money gets diverted to a different school, it negates the purpose of my donation. I believe money raised for a specific school should stay with that school. I make a large donation to the PTO annually, but I am very unlikely do so again if the money could end up redirected. The district's equity goals, while important, should be funded through the district budget, not by redirecting community donations. Additionally, independent PTOs should be able to freely operate to support our teachers and students without district approval or intervention. Releasing this new proposed policy over summer break is a sneaky move that doesn't allow for thoughtful discussion and community input.	
Joseph Churchman	Money raised for a school should stay at that school.	Money raised for a school should stay at that school.
Jessica Baker	Money raised for a specific school should stay with that school. Equity goals should be funded through the district budget - not by redirecting community donations.	
Ned Lutz	When families donate to a school's PTO, they're making a specific choice about where their money goes. This policy as written would allow the district to redirect those gifts away from their intended purpose. That breaks donor trust and will discourage future giving, not just at Highland, but across the district. Gifts to a school should stay with that school.	
Kristin Smith	I worry with implementation of this policy change, families will no longer donate to their assigned school as they don't have control over where the money is going. These donations are key in funding the school and children. The way in which each school fundraises money should go directly to their own school, as each may have varying needs. Highland storyline will be greatly disrupted by your proposal and it will negatively impact the education of our children. This is a BIG change and should be discussed more amongst leaders, schools and the community.	
Joslyn Gibson	This policy risks undermining an important source of supplemental funding by discouraging families from donating to their local schools. Money raised by a school community should stay with that school — redirecting those contributions to serve district-wide equity goals is not the appropriate mechanism; those goals belong in the district budget. Independent PTOs serve our teachers and students and should not require district approval to do so. Finally, releasing this policy over summer break effectively shuts out meaningful public input. We urge the district to extend the comment period into the school year so families have a real opportunity to engage.	This policy risks undermining an important source of supplemental funding by discouraging families from donating to their local schools. Money raised by a school community should stay with that school — redirecting those contributions to serve district-wide equity goals is not the appropriate mechanism; those goals belong in the district budget. Independent PTOs serve our teachers and students and should not require district approval to do so. Finally, releasing this policy over summer break effectively shuts out meaningful public input. We urge the district to extend the comment period into the school year so families have a real opportunity to engage.

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Meredith Brandt	I appreciate Bend-La Pine Schools' commitment to equity and responsible stewardship of community resources. I support the goal of ensuring that every student has access to a high-quality educational experience. However, I respectfully oppose this policy as currently written because I believe it centralizes too much control over community-raised funds and could discourage families from donating to their neighborhood schools. One of the strengths of our district is the partnership between schools and their communities. At Highland, our PTO is an independent nonprofit that raises funds to support programs, classroom resources, field trips, teacher support, and the Storyline model that makes our school unique. Families donate because they know their contributions will directly benefit their school community. The proposed policy would require community fundraising efforts to receive district approval, process funds through district accounts, and place programs funded by community donations under district control. While I understand the desire for accountability, these changes reduce the independence of PTOs that have successfully supported schools for many years. Additionally, the policy states that unspent funds may revert to the district's general fund or be retained by the district once a project concludes. Families who donate to a specific project or school reasonably expect that any remaining funds will continue to benefit that school unless they choose otherwise. Preserving donor intent is important for maintaining trust and encouraging future philanthropy. I appreciate that the policy includes an option for donors to contribute to a centralized district equity fund. Providing families with that choice is appropriate. However, I do not believe local donations intended for individual schools should become subject to broad district control in ways that could diminish local decision-making or donor confidence. I respectfully ask the Board to continue working with PTOs, booster clubs, and community organizations to develop a policy that balances accountability and equity while preserving the autonomy of independent parent organizations and honoring the intent of community donations. I am also concerned about the timing of this policy. Introducing a significant change during the summer, with limited opportunity for families to review and provide meaningful feedback, does not allow for the level of community engagement this issue deserves. I respectfully ask the Board to extend the public comment period into the school year and work collaboratively with PTOs across the district to develop a policy that protects both equity and the independence of parent organizations. Thank you for considering my feedback.	
Ali Balyeat	This policy will discourage families from donating to their local schools which limits important supplemental funding. These are voluntary donations and should not be regulated by the district, nor should the independent PTO's efforts to support teachers and classrooms. The district's equity goals should be funded through the district budget, not by redirecting community donations. Lastly, this being released over summer break is poor timing for real consideration of the community and should, at the very least, be extended to the school year.	This policy will discourage families from donating to their local schools which limits important supplemental funding. These are voluntary donations and should not be regulated by the district, nor should the independent PTO's efforts to support teachers and classrooms. The district's equity goals should be funded through the district budget, not by redirecting community donations. Lastly, this being released over summer break is poor timing for real consideration of the community and should, at the very least, be extended to the school year.
Guilyn maros	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	
Brett	I'm very angry about your proposal taking the donations from each school and giving it to the district to disseminate. First, I don't get a say on how my taxes are spent and now I don't have a say on how my donations are spent or even what school they are allocated to?!?!? That is preposterous! And if that's not the intent of the proposal then you have incompetent person writing the policy. It needs to be rewritten, clarified and then voted on in November after the parents and community members have time to read/digest/respond.	
John Printz	I respectfully oppose this policy as currently written. Families donate to our PTO with the expectation that their contributions will directly benefit their child's school and the programs they choose to support. Allowing the district to control or redirect those funds undermines donor intent, discourages volunteerism and fundraising, and ultimately risks reducing the resources available to students. I support the district's commitment to educational equity, but that responsibility should be met through the district's budgeting process—not by taking control of privately raised charitable donations. Independent PTOs have long partnered with schools to enhance educational opportunities beyond what district funding provides. This policy would weaken that partnership and could jeopardize the unique programs that make individual schools successful. I encourage the board to reject this proposal in its current form and instead work collaboratively with PTOs to develop a policy that promotes equity while preserving local fundraising, donor intent, and community engagement.	
Jennifer McCaffrey	I disagree with the proposal to pull money raised by PTO organizations into district controlled accounts. This policy will keep folks from donating to their local neighborhood schools and districts. I believe that funds raised by and for a specific school or school programming should stay with that school. Equity should be funded by the district budget, not by siphoning community donations.	

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Sean Cavanagh	With the understanding that the new proposed regulations will allow for funds collected for a specific school to be managed at the district level and distributed across all schools, I share the same concerns as those express by our school's leadership. Funds gathered by a school should be kept at that particular school and not mixed with other schools. This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding.	
Maryellen Parker	Community donations raised for a specific school should remain with that school and be used for the purpose donors intended. District-wide equity initiatives should be funded through the district's budget process, not by reallocating funds donated to individual school communities.	
Kirst	I feel like this would take away from what needed for the school	I think they do a great job as is
Emma Ulrich	I oppose the proposed revisions fundraising and donations policies. I believe that funds raised for a specific school should stay with that school. My children attend Highland, and the storyline model that makes this school unique is entirely supported by the fundraising efforts of our PTO. Although I understand the need for equitable allocation of resources, I think that this shift in fundraising policy will discourage donations from families, and will also undermine schools with more academic success, rather than lifting up schools that need more support. Equity measures need to take place with district funds, not with funds raised for individual schools.	
Katherine Blodgett	I'm not seeing any issues with a centralized fund, but I'm hearing grumbling from the public saying that it won't go to the "poorer" schools somehow. Where are they getting that from?	No notes
David Bennett	This policy will discourage families such as ours from donating to our local school. I believe that money raised for a specific school should stay with that school. I will not donate to my school if I cannot be confident that my donations will stay with the school where my child is a student. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow for meaningful public input — please at least consider extending the timeline into the school year.	n/a
Erin O'Donnell	I appreciate the district's desire for stronger financial oversight and equitable access to resources. However, I am concerned that Sections 2 and 3 grant broad authority to redistribute donated funds without adequately protecting donor intent. The policy references distribution according to the district's "equity stance" and district priorities, but these terms are not defined, nor does the policy explain whether donations designated for a specific school or program may be redirected elsewhere. I respectfully request that the policy explicitly state that designated donations remain with the school or program selected by the donor unless the donor provides written consent for another use. I also recommend publishing an annual report detailing funds raised by each school, any redistribution of funds, and the rationale for those decisions.	This regulation appears reasonable. My only recommendation is to establish expected review timelines so community organizations understand when approval decisions can reasonably be expected.
Rachel Strickland	As a parent, I fully support the district's goal of making sure every student has access to great opportunities, regardless of which school they attend. I believe equity is important. At the same time, I'm concerned about how this proposed policy could affect our PTAs and PTOs. Parents spend countless hours volunteering, organizing events, and raising money because they know those efforts will directly benefit their children's school. That local connection is what motivates people to give their time and money. If parents believe the funds they raise may be redirected elsewhere, I worry that many families will simply stop donating or volunteering. That could ultimately leave all schools with fewer resources. I'm also confused about how this policy would apply to PTAs and PTOs. These organizations are independent nonprofits, not school district accounts. They have their own elected boards, budgets, and legal responsibilities. If parents donate directly to a PTA with the expectation that the money will support that specific school, how can those funds be redirected? Has the district received legal guidance on how this works with independent nonprofit organizations and donor intent? I would appreciate more clarity before this policy moves forward. Is it intended to apply only to district-managed fundraising, or to independent PTAs as well? If it includes PTAs, what authority would the district have over funds that do not belong to the district? I believe there are ways to promote equity without taking away local control or discouraging families from investing in their own school communities. I hope the Board will carefully consider the unintended consequences of this policy and work with parents and PTAs to find a solution that supports all students while respecting the organizations that have spent years building trust within their schools.	
Hannah Hess	While I appreciate the districts desire for equity, those goals should be funded through the district budget, not by redirecting donations intended for a specific school.	

First and Last Name	JMAC-AC- Fundraising and Donations Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	JMA, JMAC-AR, Guidelines for Facility Improvement Projects Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
BREANNE GALE	This policy is likely to have unintended and potentially furthering inequity - especially applying it as a blanket policy for all schools including choice options schools. Choice option schools provide a critical opportunity for students of all backgrounds and incomes, no matter where they live in the district. They provide an opportunity, for students to participate regardless if they can afford to live in the school's walkshed. I for one cannot afford to live in the walkshed of Highland but was fortunate to be able to participate in the unique Storyline program that it offers through lottery selection. Donations make this program possible and parents that cannot afford to donate, don't have to in order for their kids to benefit from the program. It allows parents that can and want to donate to make the program possible, do so, essentially subsidizing other students ability to benefit from the Storyline program. Overall, this policy will discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. It has potential to reduce funding for all schools and bring all schools down to the lowest common denominator, which sure, you could argue is more equitable but is that really they type of equity we are trying to achieve? I recognize the school district is underfunded and the future enrollment decline will further impact the funding situation, but this policy has likely potential to just exacerbate the problem. The district has already struggled to get bonds past and this action will only diminish public support for the District. I hate to say this but, take what you can get on this one. People want to give their schools money and if you do this, they won't. If equity is the goal, I believe there are policies that could better achieve that outcome, including through the districts' own funds to balance and equalize individual schools' funding, changes to the choice options lottery, and policies allowing for attendance outside of your home location district. Additionally, I'm extremely disappointed to see this being released over summer break - it shows a lack of transparency with little intent to involve the public in the decision making.	
Lynn Baker	Our school's PTO operates as a separate non profit, raising money to support our magnet school program, supplies, and school community activities. The district's approach to approving budgets and funds for all activities and uses of PTO funds creates a barrier for the PTO (who are parent volunteers) to be able to support their school. Additionally, the PTO organizes so many activities, it simply doesn't make sense for the district to attempt to review and approve the funds of all schools PTO's, particularly when the district budget is such an issue. Additional staff will need to be hired simply to review and approve PTO requests to use money that they raised.	
Joanne Plana-Anderson	The proposed centralized funding model fundamentally changes the purpose and stewardship of PTO fundraising. Families, community members, and local businesses contribute to their school's PTO with the expectation that their donations will directly benefit the students, teachers, and programs at that specific school. These funds are raised through the dedicated efforts of each individual school community and have traditionally been managed by the respective PTO to address the unique needs and priorities of that school. Requiring locally raised funds to be deposited into a centralized district fund removes local decision-making, diminishes donor intent, and risks discouraging future community support. While the district is responsible for managing district resources, independently raised PTO funds should remain under the stewardship of the school communities that generated them and be used for the direct benefit of those schools.	The proposed requirement that every school improvement project receive district approval before moving forward raises significant concerns about efficiency and local decision-making. While appropriate oversight for major capital projects or initiatives affecting district infrastructure is reasonable, the policy, as written, provides no clear thresholds for when approval is required. It does not distinguish between a minor project such as a flower garden funded entirely by a school's PTO and a large-scale construction project, nor does it establish timelines for review or approval. Without defined parameters, every improvement project—regardless of size, cost, or complexity—could be subject to an open-ended approval process. This would create unnecessary administrative delays and make it difficult for PTOs to respond to the immediate needs of their schools. Volunteers who dedicate countless hours to raising funds and organizing projects should not face indefinite delays when using locally raised funds to directly benefit their own students. If the district believes additional oversight is necessary, the policy should include clear approval thresholds based on project cost, scope, or impact; defined review timelines; and objective criteria for approval. These safeguards would provide appropriate accountability without creating unnecessary barriers to community-supported improvements.
Sevda Day	I am writing in strong opposition to the new policy that is being proposed regarding PTO funds. Our children attend Bear Creek and we are big supporters of our school and PTO. Our PTO has an amazing pulse on the needs of our students and school. Please do not implement this new policy it will add more hoops to jump through to spend our hard earned PTO funds. Furthermore taking any unused funds and putting them in a general fund seems criminal. Please do not approve this new proposal it harms our school and students.	
Janelle M Stroup	Fundraising at specific schools should stay at the school in which they are donate. That is the persons' intention who is donating unless otherwise specified by the giving party.	
Stephanie Wilhite	I'm dismayed to hear that there is a proposed change to district policy regarding fundraising and donations. I don't think the district should be allowed to control gifts meant for individual schools, and sweep unspent funds into the district's general fund. I believe the district's equity goals should be funded through the district's own budget — not redirecting what individual families have donated to their child's school. As a former board member of the Highland Elementary School PTO and specifically the Giving Campaign coordinator for 3 years, I know how necessary the funds our PTO raises are for the specific storyline-based program implemented at Highland. I am also acutely aware that if district policy changes and families' donations become part of a larger district fund, it will drastically reduce the participation of our families. As it is now, we are able to assure them that 100% of their donations become part of our Highland PTO budget that will directly fund our storyline, support our teachers and go towards materials utilized directly by Highland students. I do not think this should change. I also disagree with the timing of this action. Proposing a major fundraising guideline during the summer when most of the public who has a stake in these policies is distracted by summer vacations and caring for their children who are home for the summer feels sneaky and not in the best interest of our community as a whole. Thank you for taking my comments into consideration.	
Jamie Herring	I strongly disagree with the district controlling all fundraising for schools. If parents and the PTO want to donate to their own children's school, they should be allowed to do that directly. If the school or classroom has a special project and parents want to help support it, that should not be controlled by the district in the name of equity. I'm all for equal opportunity but there's also a reason why parents work hard to provide for their children and they should be able to impact their own kids classroom directly.	

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Travis Ulrich	I am happy to support my PTA, knowing the PTA has control of my donations for activities I choose to support. I would be far less inclined to donate to my PTA if the money goes to the district, where its use has to be approved by the district rather than the PTA, and can be sequestered by the district for its own priorities. If I wanted to donate to the district, I would. By taking control over PTA donations, and spreading them out for equity aims, you will be reducing donations, as well as reducing the impact of them by wasting time and money with an added layer of bureaucracy. We all understand PTA donations work better in some schools than others. This policy will negatively impact the organizations that are functioning well, with very little impact to those that need it. This policy will upset and disengage the most involved parents, rather than get more parents involved. It's just a terrible idea. Fix equity aims with district money, not money donated to non-profits. Leave our PTA donations with our PTA's.	
Matt D	Please keep PTO funds raised within the schools where the time and effort were invested to collect them. These funds should remain under the control of each school's PTO and be used in the manner the PTO determines is best for its students and school community. Please do not place these PTO funds under district control. The families, volunteers, and community members who worked hard to raise this money did so with the expectation that it would directly benefit their local school. Thank you for your time and consideration. Sincerely, A Very Concerned Parent and Resident	Please keep PTO funds raised within the schools where the time and effort were invested to collect them. These funds should remain under the control of each school's PTO and be used in the manner the PTO determines is best for its students and school community. Please do not place these PTO funds under district control. The families, volunteers, and community members who worked hard to raise this money did so with the expectation that it would directly benefit their local school. Thank you for your time and consideration. Sincerely, A Very Concerned Parent and Resident
Brian Gartland	This is only going to discourage people from donating since they no longer have any say where their money goes. There is no reason the district needs to interfere with individual PTO efforts that are not associated with the district to begin with. If more money is needed for schools, the district should move other funds around.	
Bradford Henson	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding.	Money raised for a specific school should stay with that school.
Porter Friedman	Greetings, As with many of the respondents you will hear from, I fully support efforts to increase equity across the Bend-La Pine School District. Every student deserves access to an excellent education, regardless of which school they attend. However, redirecting funds donated for specific schools is not the right way to achieve that goal. When families donate to a school's PTO, they do so with the understanding that their contributions will directly benefit that school and its students. If I wanted my donation to support district-wide initiatives or be distributed across multiple schools, I would choose to donate to the district itself. Those are two different charitable decisions, and donors should be allowed to make that choice. In my family's case, our child attends Highland School, where the Storyline program is a defining part of the school's educational model. It is my understanding that this program is funded largely through PTO fundraising and community donations. Redirecting those funds elsewhere would inevitably weaken the very program that drew many families, including ours, to Highland in the first place. Please do not undermine a successful program and community partnership through a policy that weakens donor confidence. Beyond my own example, redirecting funds intended for a specific school is inconsistent with donor intent at best, and a betrayal of donor trust at worst. Families give because they believe their donations will support a particular school, a particular program, or a particular need. If that confidence is lost, many families will simply choose not to donate at all. Rather than increasing resources available to students, this policy risks reducing them district-wide. School-specific fundraising exists because families, community members, and local businesses are willing to invest in the schools they know and care about. If donors can no longer trust that their contributions will remain at the school they intended to support, it is reasonable to expect fundraising efforts across the district to decline. That outcome would leave all schools with fewer supplemental resources, not more equitable ones. I fully support reasonable district oversight to ensure donated funds are managed responsibly, transparently, and in accordance with applicable laws and policies. However, oversight should not extend to changing the purpose for which charitable donations were made or requiring district control over independently raised PTO funds. Finally, I do not believe the district should rely on private, school-specific charitable donations to accomplish its equity goals. Addressing inequities between schools is a fundamental responsibility of the district and should be achieved through your budgeting process, funding priorities, and allocation of public resources—not by redirecting donations that families intentionally made to support another school. I respectfully ask the Board to reject this proposal as written and pursue solutions that advance equity while preserving donor intent, community trust, and the strong partnerships that independent PTOs have built with their schools.	
Kylie Jager	Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.

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Scott Breon	Guarantee that donor-designated gifts stay with the school or program they were raised for and never revert to the general fund (Fund Disbursement #1, #2; District Procedures #2). Commit that district funding for a program will not be cut because the community raised money for it (District Procedures #1). Make the central-fund pitch optional for independent groups; forcing PTOs and boosters to carry the district's message in their own letters is compelled speech (District Procedures #3). Add objective standards and a prompt appeal to the permission-to-solicit process, and define "on behalf of" (Community-Led Efforts). Define "gifts" and drop the ban on community-funded staff positions and supplements, which hurts underpaid teachers and coaches (Resources #1, #2). State the legal authority for demanding independent nonprofits' financial records, and the cost to administer this policy (Resources; District Procedures #1, #3c).	Add an appeal path and objective standards; right now "the decision of the Superintendent shall be final" with no appeal. Confirm a group's established financial track record will be accepted instead of re-reviewing every project. State the staff time and cost this proposal-and-review process adds.
Vanessa Vu	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	
Sara Jennermann	I am very active in my school's PTO and strongly oppose the district trying to micromanage what the PTO does. We are able to accomplish a lot and this is going to hurt our ability to raise funds and use those funds in ways that benefit our school. In particular, I am concerned about the following: "Resources raised by fundraising or donation efforts by or on behalf of the district's schools and programs shall be processed through school district accounts"- How will this impact our ability to access our funds? How do you intend to keep things managed on your end so that we can guarantee all funds raised go to the right school? Will this slow down our ability to access those funds by creating unnecessary hoops we must jump through? "Payment and gifts to teachers, coaches, advisors, other employees, or volunteers is prohibited." Does this mean we can no longer give classroom gifts from the parents? This suggests we can't give gifts out of fundraising funds, but what about things like learnature or books for the classroom? Can I email the parents in my kid's class and give them the option of pitching in via Venmo for a teacher's birthday gift or is that now "fundraising"? "All programs or activities funded in whole or part by the efforts of individuals, groups, or organizations will remain under the direct control of the district." Does this suggest that if PTO funds are used to pay for a school picnic, the district is now in control of that picnic? I would appreciate clarity here.	
Abby Roberts	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. I think that money raised for a specific school should stay with in that school. Independent PTO's should not need district approval to operate or support our teachers and students. This could really hinder how our school is run and funded!	
Carol Gilbert	This is trash, do not implement.	This is trash, do not implement.
Megan Beck	I am not in favor of passing this new policy so quickly. It has a major impact on families and schools, and doing this in the summer without a lot of visible discussion of the impacts is really a disservice to the community. Our family enjoys donating and getting involved through our school's PTO and we highly value the ability to see where those donations actually go, into the school where we are involved. Equity is a great goal but it's not appropriate for you to take away people's ability to have basic insight into where their donations go. Not to mention, our kids go to a very socioeconomically diverse school, one that pulls from high income neighborhoods and well as lower income neighborhoods and the homeless shelter. It is one of the things I like about our school as do other parents and part of why we get involved and raise money for the elementary—for all the families that attend there. Please slow down and get more public comment before you pass this.	
Whitney Griffin	All donations made to the PTA should stay with the PTA.	All donations made to the PTA should stay with the PTA
Madeline Huffman	By taking fundraiser donations from the fundraiser and putting it wherever you see fit takes the entire point of the fundraiser away. You are taking away all insensitive to fundraise, and by doing so, taking money away from schools in the long run. I also see no system in place to dictate where the money goes that is open to public discussion. If the board is to take hard earned money from school operated fundraisers, I at least want to know exactly what it will be spent on. As a student I know this will make quality of education even worse for the state of Oregon, almost as much as standardized grading.	

First and Last Name	_KMC-3C- Fundraising and Donations Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	_DNA, KMC-3A- Guidelines for Facility Improvement Projects Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Kari Betts	I have two children in elementary school and would like to express my concern regarding the possibility that funds raised or donated for individual schools could be reallocated for use at other schools or for general educational purposes within the district. Many families, grandparents, local businesses, and community members choose to donate because they appreciate knowing exactly where their contributions are going and how they will directly benefit their neighborhood school. When people give to support a particular school community, they often do so with specific programs, experiences, and needs in mind. The idea that those funds could later be redirected elsewhere at the discretion of the district may discourage future donations and erode the trust that has been built between schools and their communities. If additional funding is needed for district-wide initiatives or essential educational services, those needs should be addressed through the district budgeting process rather than through gifts and donations intended for individual schools. Donations should supplement and enrich the educational experience, not replace core funding responsibilities. Over many years, school communities have built meaningful programs and opportunities through local fundraising efforts and donations. These funds support field trips, extracurricular activities, classroom enrichment, special projects, and experiences that might not otherwise be possible. Redirecting those funds risks undermining the community-driven efforts that have made these opportunities available to students. Donations are also one of the ways families and community members express appreciation for their schools and teachers. Supporting a classroom project, funding a field trip, or contributing to a school program allows people to invest directly in the students and educators they know and care about. It seems unfair to make it more difficult for parents and community members to improve and support their local schools in ways that are meaningful to them. Given the potential impact of this proposal on school communities and future fundraising efforts, I believe additional discussion and community input are needed before moving forward. This decision could have significant unintended consequences for the partnerships and traditions that individual schools have built over time. Thank you for considering these concerns and for engaging the community in this important conversation	
Griffin Brungraber	Opposed to all changes. The school district should concern itself with providing equal opportunity for all students. It is every parent right to tilt the outcome as strongly as possible in favor of their own offspring. The district should not make it their business to stand in the way of that right.	Opposed to all changes. The school district should concern itself with providing equal opportunity for all students. It is every parent right to tilt the outcome as strongly as possible in favor of their own offspring. The district should not make it their business to stand in the way of that right.
Ami Formica	Highland should keep the money it fundraises for storyline- it's a magnet school and should not be give those funds to the district pool because of its specialized nature. Why is this policy proposal happening over the summer when families are gone and won't be able to provide input? That does not include parent voices at all!! This decision should be given time during the school year for parent input. The district has a budget for equity etc and should not pull from donations that parents make to storyline - this will definitely discourage families from donating … it's a huge part of our community at highland and this policy change would compromise the fundamental way our school operates.	
Molly España	1. In my experience the Bend LaPine school district is not transparent with how they spend their money to parents. It is practically impossible for a parent to gain access to what an individual school budget looks like and where the money goes. If we can't have that information to begin with, than I don't trust your leadership on how decisions on how the additional resources will be allocated. 3. Regarding academic programming - Bend LaPine is not an open district. If you are not allowing parents to choose the school that best fits their educational goals for their children than we should be able to decide our extracurriculars with our school PTO. Furthermore, our academic rankings nationally are fairly low. That is based on the academic programming you choose for our schools. Maybe allowing parents and teachers through PTO's the opportunities to diversify our additional programing is a good thing. Community Led-efforts - it is ridiculous that parents, teachers and students should have to ask permission to get donations for their schools from the district. who is going to field all of these requests? Why don't you pay your teachers more rather than adding more work for something like this? You are making it harder for PTO's to do the work that they are volunteering to do. You are going to end up hurting schools and PTOs will generate less for their schools because of this. Funds disbursement-You are going to have people spending frivolously so as to not have to hand extra money over to the district.	It literally took the district 8 months to approve a 9-square game for our students after the district took away ALL of our turf. You clearly don't have the means to keep up with these types of requests and deal with them in a timely manner.
Paige Willard	This is outrageous. The PTO at High Lakes and Pacific Creat are independent organizations that require zero oversight from the district. I am appalled by the attempt to control them. This is over stepping at its worst.	
Arielle Raasch	The district should not take PTA funds and use them as it wishes. Parents and businesses contribute to specific schools, and the school my children go to is one of the least wealthy in town. We work hard to raise our funds and reward our teachers at Buckingham. We are not donating for other schools or teachers.	These changes look fine

First and Last Name	EXHC-AR- Fundraising and Donations Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	EXHA/KBC-AR- Guidelines for Facility Improvement Projects Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Jen Pfeffer	I am strongly opposed to just about all of these proposed changes for the following reasons. These changes would be punitive to teachers, staff, and coaches that are already underpaid. Funds or stipends to supplement teachers, staff, and coaches are banned and our school, Juniper, thrives at offering these to our teachers and staff throughout the year. This will decrease FTEs in schools and programs Funds donated to a school or program are no longer guaranteed to go to that school or program which is unacceptable. If they raise more than they budgeted, the excess goes to the general fund, where is should remain with the school and reappropriated towards other needs within that school. If they don't raise as much as they need, the money goes to the general fund, where it should stay until the fundraising goal is met. This allows for Admin discretion to move any money or donation to another school or program. This is not fair. Funds raised by our a juniper families should stay at juniper and allocated by our local amazing PTO. This allows for Admin discretion to move a baseline budget to a different program intentionally offsetting donations example: $100 donation to a program would decrease district spending on the program by $100 Fundraising cannot be done through Venmo, GoFundMe, or other digital means - cash or check only Greatly decreases the ability to raise funds by cutting off core technology to solicit donations Removes ability of teachers to fundraise for the classrooms on platforms like DonorsChoose Oregon in general but also BLS has a proven track record of bad budgeting and mismanaging monies and I don't trust any of them with our schools money, fundraising efforts, budgeting and allocating etc. I strongly urge you to reconsider all of this and stay out of It. Leave all of this to the school families and PTO's. Thank you.	I am strongly opposed to just about all of these proposed changes for the following reasons. These changes would be punitive to teachers, staff, and coaches that are already underpaid. Funds or stipends to supplement teachers, staff, and coaches are banned and our school, Juniper, thrives at offering these to our teachers and staff throughout the year. This will decrease FTEs in schools and programs Funds donated to a school or program are no longer guaranteed to go to that school or program which is unacceptable. If they raise more than they budgeted, the excess goes to the general fund, where is should remain with the school and reappropriated towards other needs within that school. If they don't raise as much as they need, the money goes to the general fund, where it should stay until the fundraising goal is met. This allows for Admin discretion to move any money or donation to another school or program. This is not fair. Funds raised by our a juniper families should stay at juniper and allocated by our local amazing PTO. This allows for Admin discretion to move a baseline budget to a different program intentionally offsetting donations example: $100 donation to a program would decrease district spending on the program by $100 Fundraising cannot be done through Venmo, GoFundMe, or other digital means - cash or check only Greatly decreases the ability to raise funds by cutting off core technology to solicit donations Removes ability of teachers to fundraise for the classrooms on platforms like DonorsChoose Oregon in general but also BLS has a proven track record of bad budgeting and mismanaging monies and I don't trust any of them with our schools money, fundraising efforts, budgeting and allocating etc. I strongly urge you to reconsider all of this and stay out of It. Leave all of this to the school families and PTO's. Thank you.
John Lerch	Guarantee that donor-designated gifts stay with the school or program they were raised for and never revert to the general fund (Fund Disbursement #1, #2; District Procedures #2). Commit that district funding for a program will not be cut because the community raised money for it (District Procedures #1). Make the central-fund pitch optional for independent groups; forcing PTOs and boosters to carry the district's message in their own letters is compelled speech (District Procedures #3). Add objective standards and a prompt appeal to the permission-to-solicit process, and define "on behalf of" (Community-Led Efforts). Define "gifts" and drop the ban on community-funded staff positions and supplements, which hurts underpaid teachers and coaches (Resources #1, #2). State the legal authority for demanding independent nonprofits' financial records, and the cost to administer this policy (Resources; District Procedures #1, #3c).	Add an appeal path and objective standards; right now "the decision of the Superintendent shall be final" with no appeal. Confirm a group's established financial track record will be accepted instead of re-reviewing every project. State the staff time and cost this proposal-and-review process adds.
Shelby Olufson	I strongly oppose the proposed change to fundraising and gift policy where raised funds can be redistributed to other schools away from the original school raising funds. As a parent of multiple Highland students, I donate to Highland to provide funds that directly benefit my children and their educational opportunities. The proposed changes discourage families from donating as their money may not go to benefit the students they are donating towards and will decrease the learning opportunities for all children. Please do not move forward with this policy. Thank you.	
Ruby Taschner	I would like to raise concerns over the proposed fundraising policy updates for Bend La Pine Schools. As it is written, I feel that there is too much ambiguity and confusion within the wording of the policy. Therefore, as a parent of two children in the Bend La Pine School District, I would like to request that you consult more closely with the schools in the district and work on an edit to this policy which both serves the schools and addresses the concerns of the School District. Please consider tabling the acceptance of any new policies regarding school fundraising until the confusion and vague wording can be cleared up.	
Bailey Rodgers	Funds raised should go to teachers and students of the school intended upon donation. This policy is detrimental to schools and many parents oppose this.	Stop putting obstacles in front of the limited resources schools already have
Karissa Hester	This proposal is fundamentally wrong. The district should NOT have control over funds raised independently from each school. PTA/PTO's are separate non-profits and should not have the district deciding how much of their own fundraising is going to their school. I have spoken to many parents already about this topic, and I can guarantee they will not be donating as much money as prior years if this policy is implemented, and I will be joining in their sentiment. Why would families want to continue helping raise money for their schools, when all the money won't actually be going to their kids' school? You already have a budget issue, don't make this an ever worse deficit for schools.	
Cara Duncan	Families donating to their local schools and districts is an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students.	
Lyndsay rae wolf	District procedures #3 I support providing donors with the option to contribute to districtwide priorities. However, this language should clearly protect donor intent by ensuring that families who choose to support their neighborhood school can be confident their contributions remain dedicated to that school's programs. Local giving is strongest when donors have a direct connection to the students and teachers they are supporting, and preserving that trust ultimately benefits the entire district.	"Any project that will affect District facilities or property… must be submitted in proposal form for approval prior to beginning the project." I support requiring district approval for facility improvement projects to ensure safety, consistency, and long-term planning. At the same time, I encourage the district to preserve the flexibility of independent PTOs to identify, fund, and lead these projects in partnership with schools. A collaborative approval process maintains accountability without diminishing the community's ability to respond quickly to school-specific needs.
Alison Pierie	I feel as though this policy will discourage families from donating, as their donations will not be given directly to the student they are looking to support. Our PTOs work diligently to fundraise for our schools and those funds should be available to only the school associated with the PTO. Each school has unique needs and unless these needs are guaranteed to be funded, this policy will not improve equality in schools.	
Victoria Fallon	If PTO money won't stay at R. E.Jewell Elementary like intended and going to the district then i will no longer be part of PTO and will not donate. Our school PTO works hard to raise money to better our school and programs and to be taken away by the district and for them to use as they see fit is unacceptable. PTO and the district should be two separate things. This will probably end PTO in all schools.	

First and Last Name	KMC-AC: Fundraising and Donations Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	DNA, KMC-AR: Guidelines for Facility Improvement Projects Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Marcelle Howard	I feel like I'm reading this wrong. You're telling me that if Highland Elementary school raises $5000 you will take the money and only let us use it on stuff you think is appropriate and other schools could use it also I think if other schools don't have enough funding you should teach them possibly implement Highlands way of fundraising instead of stealing it from our students. This will discourage parents from contributing.	I'm assuming you already have her budget every household has a budget if you can't work within your budget maybe people are making too much money… let the money trickle down to where it needs to go. This is ridiculous. If you're wanting to take School's money to pay for this, why would we want to even help contribute?
Eric Parnell	I think funds raised by the school, for the school, should stay in their discretion without district involvement.	I think funds raised by the school, for the school, should stay in their discretion without district involvement.
Shari Ballard	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.
Laura Breit	My main concern is that, in trying to create more fairness between schools, the district may unintentionally reduce support for students overall. Portland should be treated as a warning. They moved toward a system where more fundraising was handled at the district level. The goal may have been good, but the result appears to have been a major drop in giving. That is not a good outcome for anyone. If families and businesses no longer feel connected to the specific school, classroom, team, or program they are supporting, many will simply stop giving. Bend-La Pine should not limit local fundraising that is already working. Schools, PTOs, PTAs, booster clubs, classrooms, clubs, teams, and programs should still be able to raise money for their own needs. At the same time, the district can and should do more to help schools that have fewer fundraising resources. There are better ways to do this. The district should slow down and consider creative, practical ways to bring more support to the schools that need it most. Specific ideas the district should consider: -Create a separate district fund for people and businesses who want to support schools with fewer resources. This should be new money, not a replacement for local PTO, booster, classroom, club, team, or program fundraising. -Allow larger school fundraisers to voluntarily give 5 to 10% to that district fund. This should be encouraged, not required. -Create matching funds for schools with fewer fundraising resources. For example, if a school raises $5,000, the district fund or community partners could match it with another $5,000 or $10,000. -Publish a clear list of specific needs by school so donors can support real needs, such as field trips, playground equipment, music, athletics, classroom supplies, activity fees, student clothing, food support, or technology. -Work with Rotary Clubs, Deschutes Children's Foundation, local businesses, foundations, nonprofits, PTOs, booster clubs, and other community partners to connect resources to schools that need more help. -Help schools that do not already have strong fundraising support by providing sample grant language, sponsorship letters, online donation tools, translation support, and help starting or rebuilding PTOs. -Create shared sponsorship opportunities so businesses can support schools with fewer resources without each school needing its own parent-led fundraising system. -Track whether the policy increases or decreases total donations, volunteer participation, and resources reaching students. If someone gives money for a specific school, classroom, team, club, or program, that money should stay with that purpose unless the donor agrees otherwise. Schools should not be penalized for having an engaged community. Local fundraising should add to regular district funding, not replace it. I also do not think it is appropriate to move this forward during the summer, when many families, PTOs, booster clubs, staff, and community partners are not paying close attention to district policy updates. These changes could have a major impact on how schools are supported. The district should slow this down, extend the comment period into the school year, and make sure the people most affected understand what is being proposed before anything is finalized. A policy may sound fair on paper, but if it results in fewer donations, fewer volunteers, and less community involvement, it has not helped students. The goal should be more resources for more students, not fewer resources spread across everyone.	Please see my comments under KMC-AP. Facility improvements are often possible because a specific school community, donor, PTO, or booster group steps up. The district should keep reasonable oversight, but not make the process so difficult or centralized that people stop trying to help.
Bekki Tucker	Programs co-curricular and otherwise are not fully funded, some not funded at all, and this policy makes getting funding harder than it already is and gives district power to take money earned by students. Maybe more transparency on funding specific numbers rather than blanket policies.	
Andre Morris		

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Nelia Geelan	(1) Can the policy define what constitutes fundraising "on behalf of the district" versus fundraising conducted by an independent nonprofit organization? (2) Please clarify that independent nonprofits retain authority over their own governance, fundraising activities, bank accounts, financial records, and fiduciary responsibilities until funds are voluntarily donated to and accepted by the district. (3) Can the policy clarify that district oversight begins when funds or assets are accepted by the district, not while they remain assets of an independent nonprofit? (4) Does this restriction apply only to district employees, or is it intended to prohibit PTAs from hiring independent contractors, such as part-time enrichment teachers? (5) Incorporate the any clarifications from the FAQ and other discussions with the community (7/2 meeting with PTO coalition, 7/7 school board meeting, etc) directly into the policy so future boards and administrators have one authoritative document.	(1) How does the district determine whether something is handled under the Gifts policy versus the Facility Improvement policy? (2) Is there an expected review timeline? (3) Will there be different approval requirements depending on the size or complexity of the project?
Rebekah Guiney	I have read and reviewed this policy and I am an incomplete disagreement. Northstar elementary PTO nonprofit organization stands apart from other local public schools in the way they do community outreach with certain activities such as trunk or treat, stem night, navigator night, book fairs, and many more local events. It is because of the dedication and the commitment to the PTO members, as well as the Northstar community parents that these functions are so successful and why they are able to stand apart from other schools. I am in complete objection as a parent of a student of Northstar community for the district to intervene in such future fundraising and community activities. The PTO programs of each school should be able to act independently dependent on community participation, community, donations, and outreach opportunities.	Once again, I do not feel that the district needs to intervene in any such booster clubs, PTO nonprofit organizations and such of each local school. As a parent, I feel like they should act independently unless there is some sort of ethical or a legal issue that arises.
Sarah Garthe	This new policy seems to be unclear in many areas. Under the category of gifts or funds to teachers, coaches, etc, I believe "gift" should be defined. If this is referring to a monetary gift, that should be specified. I believe strongly that students/parents should still be able to gift physical gifts or giftcards to teachers, coaches, etc as a showing of thanks. This is a common tradition and shows kids how to be grateful for teachers and other mentors in their lives. Obviously as they grow up, it will become apparent that not all thanks need to be given as physical gifts, but this starts showing a precedent for gratefulness. As a parent, I love being able to give a personal gift to teachers that have stood out in my child's education. My second concern in this policy is that a funding goal must be met first prior to any funds being provided for the need. This is not always practical. From a PTO perspective, often deposits are required while funding is on going. This can be mitigating by being able to hold funds from year to year, which leads me to my third concern about the policy and that excess funds need to be relinquished to the district. It is common for the PTO to hold extra funds from the previous year to start helping fund projects for the next year and be able to pay deposits while fund raising is ongoing. I understand the goal of equity in the district, but I think that can be achieved in other ways. As a parent, if I am donating money to the PTO or other activities, it is for the benefit of my kids at their school. It's for a specific project. I do not want to see those funds then transferred out of our school.	I have no comments on this document.
Justin Chiotti	I feel like the language in these updates will decrease overall donations to schools. By-in-large parents love to donate to PTOs knowing that it will go toward their child's school/activities/growth/supplies for their teachers. What parents are hesitant to do is to donate to a PTO if they believe it will go toward a "general fund." We all believe in school funding, but broad-stroke funding already has a vehicle—voter based initiatives. Please, not through individual donations to individual PTOs (schools).	
bianca agudelo	We believe this is a poorly written policy that is open to many unintended consequences. We are extremely concerned that FOA will no longer be able to execute most of our efforts if this policy is adopted. Friends of Amity has joined a coalition of 12 Bend-La Pine PTOs and PTAs formally opposing this policy as it is currently written. The School Board will vote in August, and your voice matters.	We believe this is a poorly written policy that is open to many unintended consequences. We are extremely concerned that FOA will no longer be able to execute most of our efforts if this policy is adopted. Friends of Amity has joined a coalition of 12 Bend-La Pine PTOs and PTAs formally opposing this policy as it is currently written. The School Board will vote in August, and your voice matters.
Jennifer Price	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	
Kristina F Mylne	• PTOs should be able to support their teachers and students without unnecessary barriers. • This policy was released over summer break without adequate time for real community input, extend the timeline into the school year.	
Kathryn Mahoney	I am requesting that fundraising and donations continue to be school based for these reasons: • Equity across schools should be funded through the district budget — not by redirecting donations families made for their own students. • PTOs should be able to support their teachers and students without unnecessary barriers. • This policy was released over summer break without adequate time for real community input — extend the timeline into the school year. I love my children's school and feel this decision will severely impact their school experience.	
Ali Cammelletti	Equity across schools should be funded through the district budget, not by redirecting donations families made for their own students.	PTOs should be able to support their teachers and students without unnecessary barriers.

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Eli Conlee	I would first ask that the comment and review period be extended into the school year on this policy. Releasing it mid-summer with a small window before proceeding does not allow enough time for adequate review and collaboration with all the affected groups to which these policies apply. It honestly feels shady and political, which is not the typical or ideal Bend LaPine schools district practice. I agree that such revisions are worthy of review and equity across the district is critical to ensure that all students receive quality education, experience, and community. I have particular concern with the details affecting community led efforts, as it appears that the district has not fully considered the ramifications of the letter of the policy and it will both unnecessarily interfere with the student enrichment experience that PTOs help provide, but it also takes community led funding and puts it under authoritative - not collaborative- control by the district. Please consider the following actions: 1. Extend the deadline of all comment and decision making timelines well into the school year (suggesting the fall break in October as the earliest deadline) 2. Collaborate with all PTOs in the district to rewrite the policy to create more clarity and remove the potential issues with control of funding. Allow more freedom of use for PTOs to fund areas that the district does not fund well (I.e. field trips, music and art, etc). 3. Trust that all of us parents believe in both quality education for our own kids and all of our Bend neighbors. 4. Seek realistic funding equity via better funding from the wealth of the entire Bend community, not just the parents and school community. County commissioners and the school board have a critical responsibility to fund education - we and our children trust you to do so. Thank you for the opportunity to comment, albeit a very short window to do so.	
Peter Holter	The district's equity goals should be funded through the district budget, not by redirecting community donations	
Lindsay Borkowski	This policy is coming out of left field in the summer when you are giving the community no time to prepare for a response. Please don't take away my ability to support my child's own school. If fundraising is inequitable across the district then use district funds to support but done dilute the efforts of each individual school and the parents that take so much pride in their efforts to support the programs of that school. You will raise far less money if our money is not going where we want it which is to the school our children attend.	
Melissa Chee	Money raised for a specific school should be freely allowed to stay with that school. Independent PTOs shouldn't need the extra bureaucracy of district approval to operate or to support our teachers and students. The ability to raise funds would be severely impeded as well as the ability to fund quality programming for our children.	Money raised for a specific school should be freely allowed to stay with that school. Independent PTOs shouldn't need the extra bureaucracy of district approval to operate or to support our teachers and students. The ability to raise funds would be severely impeded as well as the ability to fund quality programming for our children.
Valerie Ells	I am incredibly disappointed in the Districts approach to this policy and the disregard for previous feedback provided. Previous 'listening' sessions during the school year felt very unsuccessful and unproductive to the community, and these feelings were confirmed in this new phase of the policy process. While I firmly support equity, this policy feels like a broad overreach by the District and an inappropriate way of addressing equity issues. While I have ample concerns over the policy, I will condense them to just a few. First, our schools, students, and staff are underserved by existing budgets provided by the district; PTO/PTSO fundraising provides an important supplementary source of funds to ensure our community is set up for success and this policy is extremely likely to have a negative impact on that fundraising. As someone who has led fundraising efforts for multiple years for a PTO in the district, I would not do so again if this policy is implemented as written. Second, funds raised by a schools PTO/PTSO should stay with that school, full stop. If the district wishes to support an equity program, the district should fund it, not another schools independent, non-profit PTO. Third, independent, non-profit PTO/PTSOs should not need the districts approval to operate. I have zero legal background, but this feels inappropriate and an overstep. Finally, the release of this incredibly impactful policy over summer when families are travelling and less engaged, combined with a very short comment period, seems to lack integrity and transparency. I urge you to pause this process, revisit the policy language, meaningfully engage with our communities PTO/PTSOs, and handle this in a more professional and appropriate manner.	
Allison Lutz	• Equity across schools should be funded through the district budget — not by redirecting donations families made for their own students. • PTOs should be able to support their teachers and students without unnecessary barriers. • This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.	

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Kelsey Boyd	I do not believe that funds raised for a specific school community should be placed into a general bucket, especially with no oversight from those outside the district office. Referencing the section in community fundraising. Will PTO groups need to request approval from the district each time they reach out to our school community, or only if communication is sent through the school. This process is already slow and seems that the policy will slow it down more. What happens if community led groups use their own email lists and don't go through district lines of communication? How will district oversight on private nonprofits work? This policy references a process for requesting approval to fundraise from the district but the document is not linked here. Please provide access to this document. Will staff appreciation events still be allowed? When you say everything has to be approved by the district does that mean someone downtown or will the building principal be able to approve as has been done before? This policy was inappropriately sprung on community led groups during the summer months with what now feels like intentionally misleading information given in May. The district has not done their work in providing ample communication to all interested parties and has not allowed sufficient time for discussion. I feel that this policy as written will end up hurting our schools during a time of budget constraints where extra community support should be welcomed. This policy seems to lead to more questions than answers.	
Beth Gladis	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	
Lauren Bale	I appreciate the district's commitment to equity and ensuring that all students have access to meaningful opportunities. However, I have concerns that increased district oversight of PTA/PTO fundraising and donations could unintentionally reduce community support and ultimately result in fewer resources for students. One of the strengths of local school communities is that families, grandparents, alumni, neighbors, and local businesses often choose to give because they feel a personal connection to a specific school, classroom, program, or teacher. Knowing exactly where their time, money, or donated items will have an impact motivates many people to contribute. If donors feel that their contributions may no longer directly benefit the school or program they intended to support, they may choose not to give at all. It's also important to recognize that financial donations are only one form of community support. Volunteers contribute thousands of hours organizing events, recruiting sponsors, coordinating enrichment programs, maintaining school gardens, supporting classrooms, and building relationships that strengthen the school community. These volunteer efforts represent a tremendous investment of time and expertise that cannot easily be measured, centralized, or redistributed. A policy focused only on monetary donations overlooks the significant value of this work. School communities also differ in their needs, priorities, and traditions. Local PTA/PTO leaders are often in the best position to understand what will most benefit their students and respond quickly to emerging needs. Additional administrative oversight may create barriers, slow decision-making, and discourage volunteers from taking on leadership roles. If the district's goal is to promote equity across schools, I encourage exploring solutions that support under-resourced schools without discouraging the generosity of school communities that are already highly engaged. Equity should not come at the expense of community involvement. Ideally, policies should encourage more participation and giving across the district rather than creating obstacles that may reduce it. Finally, I was disappointed that the feedback form regarding this proposal was distributed only in English. If this policy is intended to promote equity and inclusion, families who speak languages other than English should have equal access to understand the proposal and provide meaningful feedback. Offering translated materials and multilingual opportunities for input would better reflect the district's stated commitment to equitable engagement. I encourage the district to continue working collaboratively with PTA/PTO leaders, families, and school communities to develop a solution that advances equity while preserving the local relationships, volunteerism, and generosity that have long benefited our students.	
Jessica Liner	Equity across schools should be funded through the district budget — not by redirecting donations families made for their own students.	

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Sara Foerster	As a member of Friends of Amity, an independent nonprofit and serving as the PTO for Amity Creek Magnet School, I am deeply concerned about the language in this policy, mostly due to it being unclear as to how it may change our current fundraising practices and how we invest funds back into our school's programming. The policy says that our organization would need to gain district approval for all fundraising, but you did not provide a draft of policy KMC-AR, which I presume would have the details on that process. Our organization raises money to close the funding gaps that are such a reality in Oregon public schools, and as written this policy seems to create unnecessary barriers to those efforts, without clear rationale or purpose. Of more concern, due to how unclear the policy is, it's distressing to think that we cannot even anticipate how this will effect us going forward, as according to this policy it seems that the district could enforce removing our ability to manage our own funds and blocking/denying approval to fundraise according to the strategic goals of the district. Please rescind this draft of the policy and work with the various PTOs and other fundraising organizations to write a policy that is clear and meets the equity goals you have said are your priority.	
Sara Evans	I would love to be more thorough in my responses, but I am on the road overseas and don't have enough time/wifi access to give this the time it deserves. As a community member I just want to say I appreciate everyone working on this. I hope you find a solution that makes the most sense which continues to allow fundraising that is common sensical with minimum imbalances or occurrences that lack a sense of fairness. Thank you for your hard work. I wish I could give a more informed response. But since I am in the dark and don't have enough time to get caught up by the end of today, i will cheerlead your efforts to find the best solution. Good luck to you all!	
Mandy Olson	• Equity across schools should be funded through the district budget — not by redirecting donations families made for their own students. • PTOs should be able to support their teachers and students without unnecessary barriers. • This policy was released over summer break without adequate time for real community input — extend the timeline into the school year. • Amity Creek has to provide their own music and art programs; other larger schools have it built into the budget and they automatically get art and music, such as at Miller.	
Lucas Marciniak	I strongly oppose this proposed policy. My family chose Highland Elementary because of its Storyline program, and we proudly donate to the Highland PTO because we understand that immersive, project-based learning requires additional teacher training, planning time, and resources. We donate with the expectation that our contributions directly benefit Highland students. Highland's PTO is an independent nonprofit organization. Families and community members donate based on the understanding that these funds will be used for the purposes communicated by the PTO. If the district assumes control of or redirects these donations, it raises serious concerns regarding donor intent and nonprofit governance. I believe this policy is likely to face legal challenges that could become costly for the district and ultimately waste taxpayer dollars. Beyond the legal concerns, this proposal will discourage charitable giving. If parents lose confidence that donations designated for their neighborhood school will remain there, many families will simply stop donating. I support the district's commitment to educational equity, but equity should be funded through the district's budget—not by redirecting private donations intended for specific schools. Please reject this policy in its current form and work with PTOs to develop a solution that respects donor intent, preserves community trust, and avoids unnecessary legal and financial risk.	
Kendall Bartholomew	The equity goals driving the proposed policy are valid and highly important, but the proposal as written will not support equity as intended. It is instead likely to be detrimental to all students by reducing fundraising across the district, and this comes at a time when the district is already being forced to make drastic budget cuts. I don't believe it is written very clearly, but PTOs across the district are interpreting this to mean that funds raised by independent nonprofits, such as PTOs, in support of specific district schools or programs will be forced into district controlled accounts requiring additional administrative oversight and potentially redirecting unspent funds to the district general fund instead of reserving those funds for future years' usage. This type of management is likely to both waste district administrative resources and discourage families from donating to their schools for fear that their money will be redirected elsewhere. This is particularly concerning for Choice Options schools. My understanding is that the unique educational methods and specialized programs that make Choice Options schools desirable are funded almost entirely through community-led fundraising, such as PTOs, tied to those schools. If PTOs cannot successfully fundraise for their schools' unique program needs, Choice Options schools are likely to fail entirely. I am also specifically concerned about proposed restrictions on the use of raised funds: 1. "Payment and gifts to teachers, coaches, advisors, other employees, or volunteers is prohibited."--Will this mean we can no longer donate staff room snacks or other traditional recognitions of our teachers' and staff's hard work? 2. "Effective 2027-28 school year, community-raised funds shall not be used to pay for coaches or employee's compensation."--Planning and training time is critical to the success of the Storyline method used at Highland Magnet and I can only assume the same is true of other Choice Options programs. PTO fundraising allows for this critical work to happen by providing for substitute coverage. This kind of one-size-fits-all blanket policy will be detrimental to students who benefit from specialized programs. Funding for education is under threat across the state and country. The district should be focused on doing as much as possible with the little it has. Rather than creating new restrictions on fundraising, the district should do everything it can to encourage and welcome fundraising on its behalf. Asking community fundraisers to include links to a centralized fund that allows those who can give more to support districtwide equity priorities in addition to school level priorities is reasonable, but micromanaging how community fundraisers operate in support of individual schools is not. The very last things we need at this time are restrictions that will curb community involvement in our schools and further reduce funding.	

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James Bartholomew	I support the district's overall goals in promoting equity. However, I do not believe that the proposed policy would be an appropriate or effective vehicle to achieve those goals. In fact, I believe that this policy as written would likely have an overall detrimental effect on outcomes by discouraging families from donating to their local PTOs. The district's equity goals, while important, should be funded through the district budget or from district-wide foundations, rather than from the budgets of local independent organizations: money raised for an independent organization with a mission to support a specific school should stay within the control of that independent organization; if under district policy those independent organizations no longer have such control families will be much less likely to donate at all. Independent PTOs should not need to seek out district approval to act, to speak, and to support teachers and staff. Moreover, if the implementation of this policy puts the school district in the position of restricting how PTOs, independent organizations, may and may not act, may and may not speak, and may and may not disburse funds I have concerns that this policy may run afoul of free speech guarantees under the 1st and 14th amendments to the U.S. Constitution. I am opposed to the proposed policy and respectfully request that you refrain from adopting it as written and instead consider alternative approaches to achieving the district's equity goals.	
Heylen Thienes	Our PTO puts a lot of time and effort into fundraising for our school so that our storyline can be executed. The money the district assigns the school is not enough to cover expenses. If the school then has to share these funds, it will not have enough to execute its missions successfully. Many parents choose magnet schools based their specialty, distributing the money raised by parents and PTO defeats the whole purpose. Additionally, releasing this over summer break doesn't allow real public input, it feels sneaky and adds a layer of mistrust in the school district. Perhaps find ways for parents and businesses to get involved and donate other schools if necessary, but nothing is accomplished by forcing people to give their money to things they didn't sign up for.	
Kirsten Larwin	I am disappointed not to see any difference in types of donations. In the meetings, a lot was said about community partners such as local businesses, and the idea was raised that these businesses might want to support more than one school, and that they may not realize the gap that exists between schools. Fair point! There is nothing here that I saw to differentiate between those type of donors and students' family members contributing smaller donations. This is a huge oversight. Aunts, Uncles, and Grandparents want to support their family! They are not really a community partner in the same way... This policy has not been thought through enough on several accounts. We cannot accept this in its current form. The way school boundaries are drawn is what causes inequity. Perhaps the district should properly fund our programs (or designate more district fund to school who need them!) and stop expecting the community to solve the inequity problems. The way our boundaries are drawn causes us to have one of the wealthiest, least diverse high schools anywhere in the state. Doesn't the district have a responsibility to do something to address that before henpecking at PTOs and the like? This feels like a move to have the appearance of equity rather than to address the real problems of children going to school depending on the quality of their zip code. We should care about this work! But this draft should not be passed as is. This will drive away program leaders, coaches, and all the other dedicated people who create the "extras" that help students find their passions and thrive.	
Ray Hartwell	I understand that Bend-La Pine Schools may be considering a policy change in the way PTSO donations are allow to be spent within the district. Specifically, that PTSO donations to any specific school-based PTSO will (may) be required to be aggregated at the district level and allocated according to the priorities of the district rather than the specific PTSO that raised the funds. Under this approach, a donation I might have made to my child's school's PTSO (for use at my child's school) would be socialized and distributed according to some other criteria, potentially to other schools. This policy is ill-advised and should not move forward. Besides being an unwelcome (illegal?) intrusion on the affairs of independent non-profit PTSOs with their own governance, it will have the effect of discouraging donations to and engagement with the PTSO. Parents are understandably interested in contributing to the education of their children, and there are major spillover benefits to this civic engagement. Efforts to capture and redirect this independent activity, even if well-intentioned, risks destroying this value. Parents have many opportunities to support their children's education and development. If you make the PTSO an unattractive way to do so, they will reallocate resources elsewhere. I personally have coached more than 100 soccer games over the course of the past 8 years as a volunteer. This benefitted my children, as well as the other children on the teams. If Parks and Rec instituted a policy where I was allowed to volunteer but could not do so in a way that provided co-benefits my children, I would not have coached. It's not that complicated.	

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Jill Johnson	As a PE teacher my concern is that funding only comes from my PTO. ($200 a year) If I lost the ability to purchase needed equipment such as extra balls for a unit without going through an approval process from the district which could possibly get denied, my students won't have the ability to learn effectively. Equipment tends to wear down, break, pop over the years and the money is spent on replacing broken equipment. It also sounds like grants are only with approval as well. How long does the approval process take? Most grants have deadlines and with schedules a lot of teachers are hurrying to apply for them in time. There is also an understanding of the difference between equity and uniformity that needs to be discussed in approval processes. Ability to fundraise through platforms such as donorschoose may be taken away from teachers as well unless approval occurs is this correct? Are there limits say for example under $200 does not need district approval for purchases. This is just a reminder that the majority of the teachers in BLP are looking for money as necessities not to be inequitable.	
Sarah Benrath	This policy will fundamentally change how schools operate. This is not a small change—it is monumental. District equity goals should be funded by the district—not individual schools. Who will monitor this policy? Given the number of schools impacted, BLP will likely need to fund another position to monitor requests, manage accts, etc. PTOs/PTAs are experienced independent organizations, and this policy removes all autonomy from schools. We want more clarity on the goals of this policy, the language, and how it will be implemented. And we do not want it pushed through in the summer months when it feels like no one is paying attention.	
Matt Cook	As a Bend-La Pine Schools parent, I am writing to express my sharp opposition to the proposed PTO funding policy. This proposal is nothing short of a bureaucratic takeover of independent nonprofit organizations and a direct violation of donor trust. When families donate to a school's PTO, they are choosing to fund the unique, project-based curriculum and immediate classroom needs that the district's standard $10-per-student budget simply cannot cover. Forcing an independent nonprofit to seek district sign-off, barring parents from supporting teacher planning days, and allowing the district to sweep unspent community-raised money into a general fund is entirely unacceptable. If the district pushes this through, the result will not be equity—it will be a collapse in community giving. Families will likely refuse to donate if they know their money will be seized or micromanaged by central administration. The district's equity goals are vital, but they must be funded transparently through the district's own budget, not by raiding grassroots funds raised by local parents for local schools. Finally, releasing this sweeping policy on a Friday night before summer break avoids real public accountability. I urge the board to reject this policy or immediately extend the timeline into the school year so more families and stakeholders can participate in a genuine debate. Sincerely, Matt Cook Highland Elementary School Parent	
Simon Axten	I'm a parent of a rising first grader and rising fourth grader at Amity Creek. I am opposed to the language in the draft policy and even more strongly opposed to the way in which it has been proposed, during the summer when many families are rightly focused on other things. I can't help but think that the district is trying to pass a policy it knows does not have the support of the public at a time when it thinks the public is least likely to be paying attention. I understand you've tried to quell people's concerns through FAQs and other "crisis communications," but the only thing that matters is the actual language of the policy, and as written, that language would drastically, and I believe negatively, impact the way our kids' school operates, putting in jeopardy resources and experiences that students and families have come to expect, and that we feel are vital to a well-rounded elementary school education. The district's attempt to force through a seismic change in the middle of summer is, to me, unconscionable, and on the eve of the country's 250th anniversary, as a former high school civics teacher, I am reminded of those indelible words from the Declaration of Independence that governments should "derive their just powers from the consent of the governed." It seems clear to me that at this point in time for this specific policy change, that consent does not exist. I implore you to pause this process until at least the start of the school year and to work more collaboratively with the community to create a policy that works toward the laudable goal of equity, but does not so suddenly and violently disrupt the systems and processes that schools have relied on for years. I will be attending every district meeting on this issue I can and urging every parent I know to do the same. Our community deserves better from its school district and its leaders.	
Casey Hatfield-Chiotti	As a native Oregonian and parent to two Highland students, I am deeply concerned about the new restrictions proposed by these draft policies. I strongly oppose Mandatory Approval for Creation of Community Organizations. Requiring district approval before parents can establish community organizations such as PTOs or Booster Clubs creates an unnecessary hurdle. Bend-La Pine Schools should foster and welcome community-led organizations rather than require approval, which may discourage parent involvement and volunteer leadership. I am opposed to other positions in the proposed policy, including: Prohibition on Funding Employee Compensation, Blanket Prohibition on Teacher Gifts, Mandatory Submission of Financial Records, Ambiguous Policy Cross-Referencing, Compelled Advertising for Centralized Funds. Money raised for a specific school should remain with that school. Donors have a reasonable expectation that their funds will go to the programs they intend. District equity goals should be funded through the district budget, not by redirecting donations families make to their own schools. Independent PTOs should not need district approval to operate or to support teachers and students. And releasing this policy over summer break doesn't allow for real public input—it should be extended into the school year so families actually have a chance to engage.	While I support appropriate oversight of volunteer projects, this policy creates unnecessary barriers for parents and community members who want to improve our schools. Requiring every project—regardless of its size—to go through multiple levels of approval and extensive documentation may discourage volunteerism. Small projects such as landscaping, beautification, or campus enhancements should not undergo the same approval process as major construction projects. Policies should make it easier, not harder, for families to contribute to their school communities. I encourage the district to adopt a tiered approval process. Significant projects should receive district-level review, while smaller, low-impact volunteer projects should be approved at the school level through a simpler process.

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Jessica Grillo	All funds raised by external groups including, but not limited to, Parent Teacher Organizations, Booster Clubs, non-profit organizations, and unincorporated associations, for a particular school, should be managed by and designated solely to that school. Management through a centralized system will create unnecessary delays in program activities. If this policy were to change, overall donations would plummet. Given the choice, many parents who can afford it may opt for private school if they feel they are unable to help their child's own school create and sustain a high level of programming in a timely manner. Having had my child at both North Star and Highland, I can say without a doubt, that the story-line focus at highland and small school size fundamentally impacted my child's ability to grow and learn to her full potential. Prior to moving to Highland, she was bored and doing much work on her own because she was unchallenged and under-stimulated. It was not the right environment for her, while the slower pace at North Star was a better environment for other students (according to parents I spoke with). Equity does not mean "the same". It means giving each child what they need in order to achieve THEIR highest potential. Highland and other magnet schools give parents the opportunity to find the right fit for their child - and help fund the programming that they find most beneficial to their individual learning. These schools are open to all families, equally, at no cost.	
Erika Sommer	As a parent, I strongly oppose this proposed policy because it undermines the trust and partnership that families have built with our schools. If parents can no longer be confident that the money they raise for their child's school will stay at that school, many will simply stop donating. That doesn't create equity—it reduces support for all students. Funds raised by a specific school community should remain with that school and be used for the students, teachers, and programs the donors intended to support. If the district believes additional funding is needed to advance its equity goals, that responsibility belongs in the district budget—not by redirecting private donations from families and community members. This proposal also unnecessarily limits the independence of PTOs, which have a long history of stepping in where school budgets fall short. These volunteer organizations should not need district approval to raise funds or provide resources for their own schools. Finally, the timing of this proposal is unacceptable. Releasing a policy with such significant consequences during summer break effectively shuts many families out of the conversation. If the district truly values transparency and community engagement, it should pause this process and extend the public comment period into the school year, when parents, teachers, and community members have a genuine opportunity to participate. A decision that affects every school community deserves thoughtful public input and not a rushed process when many families are away.	
Ashley Hill	I strongly oppose these proposed policies because they fundamentally change the role of PTOs from independent, volunteer-led organizations into entities governed by the district. PTOs are separate nonprofit organizations that exist to support their individual school communities. The funds they raise are not district funds—they are private donations from families, local businesses, and community members who choose to support a specific school because they want to see those dollars directly benefit the students and staff in that building. Requiring district approval for fundraising efforts, requiring fundraising campaigns to promote a centralized district fund, and increasing district control over PTO-raised funds creates unnecessary bureaucracy and undermines the trust donors place in their local PTO. Families who donate to Miller Elementary expect their contributions to stay at Miller Elementary. If they wanted to contribute to a district-wide initiative, they should have that option—but it should be their choice, not a requirement attached to every PTO fundraiser. Donor intent matters, and policies that blur that distinction risk discouraging the very generosity our schools rely on. I am especially concerned by the proposal allowing the district to retain unspent funds. PTOs often carry over money intentionally to fund annual events, playground improvements, classroom support, and other projects that span school years. Those funds were raised by volunteers for a specific school and should remain with that school's PTO until they are used for their intended purpose. The district should not have the authority to absorb privately donated funds simply because they have not yet been spent. I also oppose the prohibition on gifts to teachers. Teacher appreciation is one of the core ways PTOs support educators who dedicate themselves to their students every day. Whether it's providing meals during conferences, recognizing Teacher Appreciation Week, or giving a modest holiday or end-of-year gift, these gestures are voluntary expressions of gratitude from families—not employee compensation. Restricting communities from thanking teachers in this way is unnecessary and sends the wrong message about the value of educators. Our PTOs already work closely with school principals and administrators to ensure fundraising and spending align with the needs of each school. These additional restrictions do not improve accountability—they simply create more barriers for volunteers, reduce local decision-making, and make it harder for families to support the schools they care about most. As a teacher in this district, I urge the district to preserve the independence of PTOs and continue treating them as valued community partners rather than organizations that require district oversight.	
Ari Brown	Centralizing PTO donations will almost certainly result in much lower total donations. Goals of equity are important but should be achieved directly by the district, not through PTO/fundraising. Additional central controls over these donated funds are likely to increase overhead, decrease the ability to prepare for future events, and lower incentives from both PTO and donors to give in the first place.	

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Valerie Sizemore	As a parent of two children in Bend-La Pine Schools, I am deeply disappointed by this proposed fundraising policy. One of the reasons our family chose to leave Portland was because we became increasingly frustrated with policies that centralized local resources while distancing parents and communities from the schools they were trying to support. We experienced firsthand what happened when donors no longer felt confident that their contributions would directly benefit their children's school. Fundraising declined dramatically because families were no longer willing to give generously when they couldn't trust where their money would ultimately end up. Parents are already contributing significantly through state and local taxes. When we choose to donate additional time or money, it is because we want to invest directly in our children's classrooms, teachers, programs, and school community. This policy removes that connection. If families believe their donations will be pooled, redistributed, or redirected away from the school they intended to support, many will simply stop giving. That doesn't create equity. It reduces the total amount of community support available for everyone. Equity is an important goal, but it should not come at the expense of community engagement. Schools thrive when parents feel ownership and partnership with their local school. PTOs, booster clubs, and volunteers have historically stepped up to fill gaps because they care deeply about their own school community. Policies that add layers of district approval and centralize fundraising risk discouraging exactly the people who are most willing to help. We moved to Bend because we believed it valued strong neighborhood schools, local involvement, and common sense. I sincerely hope Bend-La Pine Schools does not follow the same path we watched unfold in Portland. Once families lose confidence that their generosity will directly benefit their children's school, that trust is incredibly difficult to rebuild. I urge the district to reconsider this policy and preserve the ability of local school communities to support the schools they know and love.	We have seen this model before. At our previous school in Portland, similar policies slowly eroded parent engagement. Families became less willing to donate because they no longer believed their contributions would directly benefit their own school. The result was not greater equity. It was less fundraising, fewer volunteers, and a weaker partnership between families and schools. We chose Bend in part because we believed it valued strong local communities. I hope Bend-La Pine Schools will preserve that spirit rather than adopting policies that discourage the very people who are most willing to invest their time and resources.
Julie Evert	The money that is raised by the school should stay at the school	
Sean Evert	We will continue to donate what Buckingham needs to be successful for our students. If the district attempts to redistribute funds donated by us to other schools or other district programs, they will be forced to answer to legal council as to where our intended donation has gone. The district's equity goals should be funded through the district budget, not by redirecting community donations designated for a specific school. If the district attempts to control independent PTOs servicing of specific schools funding to help students or teachers, the district will be forcing PTOs to come up with creative ways to avoid the district altogether. We need to be building a community at our own schools and not worrying that funds donated for a specific school will be redirected somewhere else. Bend La Pine school district is getting quite the reputation around Bend that they will do whatever they want to better serve the school administrators and not the school district attendees. Administrators continually make decisions behind closed doors and then shove their self benefiting decisions down the throats of school members instead of living out in the open and giving district members a voice to make sure their schools represent the students that actually go there. The fact that these proposed changes to the Bend La Pine school districts policies on handling and distributing funds was released on a Friday afternoon during the summer time shows just what the district actually thinks about the proposed changes. It is highly suggested that the district gives a wide birth to individual schools to keep their own funds donated by parents for specific schools. Please leave this decision open until after the school year starts and you can receive actual feedback from district members.	
Kinh O'Brien	The title IX policies, as currently written, are unclear and require revision, and clarification that the district does not control independent PTOs. Our concerns are as follows: - Families may be less likely to donate if they are uncertain how their contributions will ultimately be used or who controls those funds. - Increased approval processes, reporting requirements, and administrative oversight may place additional burdens on volunteer-run PTOs. - The policy's broad language regarding district control of community-funded programs raises questions about how much autonomy local schools and PTOs will retain. - Restrictions on teacher appreciation and the use of community-raised funds could limit long-standing traditions and programs that help support staff and enrich the student experience. - Redirecting or retaining funds raised for a specific purpose may conflict with donor intent and reduce community confidence in future fundraising efforts.	
Brad Evert	Hello! Money that parents contribute to funding at particular schools should be used at that school. the purpose of family fundraising is to assist the students at a particular school- not the district as a whole. Also- the use of the donated funds should be at the discretion of the parents association at said school. Please concentrate your (district) efforts at making the district as a whole better, and leave the individual schools a very small bit of latitude to bolster the education 0f their students. Thank You!!	

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Ryan LaPoma	As a concerned parent of children in BLPS, I request the following: -Guarantee that donor-designated gifts stay with the school or program they were raised for and never revert to the general fund (Fund Disbursement #1, #2; District Procedures #2). -Commit that district funding for a program will not be cut because the community raised money for it (District Procedures #1). -Make the central-fund pitch optional for independent groups; forcing PTOs and boosters to carry the district's message in their own letters is compelled speech (District Procedures #3). -Add objective standards and a prompt appeal to the permission-to-solicit process, and define "on behalf of" (Community-Led Efforts). -Define "gifts" and drop the ban on community-funded staff positions and supplements, which hurts underpaid teachers and coaches (Resources #1, #2). -State the legal authority for demanding independent nonprofits' financial records, and the cost to administer this policy (Resources; District Procedures #1, #3c).	As a concerned parent of children in BLPS, I request the following: -Add an appeal path and objective standards; right now "the decision of the Superintendent shall be final" with no appeal. -Confirm a group's established financial track record will be accepted instead of re-reviewing every project. -State the staff time and cost this proposal-and-review process adds.
Claire Farr	I am an advocate of equity across schools and have experience working with and fundraising for underserved students in Portland (Not PPS). I believe that prioritizing teachers needs and elevating opportunities for underserved students is a cause worthy of our time and dollars. After reading through the drafts, I see this as a "spread the leftovers" approach. Wouldn't we be more effective partnering with fundraising groups already in place to solution ways to support for specific groups? For example, the BLP foundation or the PTAs targeting fundraisers specifically to support underserved students and teacher needs at Title 1 schools. Please look at the West Linn Wilsonville school district foundation's reinvigoration as a success story in a district with notable declining enrollment. As written, this feels like a heavy administrative burden for everyone. For example, does a student fundraiser collecting cans for the softball team or a teacher asking for a grant to pay for books really need to be reviewed by several parties? Can we add a fundraising minimum cap? Can we remove the 30 day minimum? This is a lot of detail for kids (and adults) to remember. I see why the information is being asked for but I don't think its going to go as planned.	
Ian Nimmo	Here are my thoughts/concerns - Guarantee that donor-designated gifts stay with the school or program they were raised for and never revert to the general fund (Fund Disbursement #1, #2; District Procedures #2). - Commit that district funding for a program will not be cut because the community raised money for it (District Procedures #1). - Make the central-fund pitch optional for independent groups; forcing PTOs and boosters to carry the district's message in their own letters is compelled speech (District Procedures #3). - Add objective standards and a prompt appeal to the permission-to-solicit process, and define "on behalf of" (Community-Led Efforts). - Define "gifts" and drop the ban on community-funded staff positions and supplements, which hurts underpaid teachers and coaches (Resources #1, #2). - State the legal authority for demanding independent nonprofits' financial records, and the cost to administer this policy (Resources; District Procedures #1, #3c).	My thoughts... - Add an appeal path and objective standards; right now "the decision of the Superintendent shall be final" with no appeal. - Confirm a group's established financial track record will be accepted instead of re-reviewing every project. - State the staff time and cost this proposal-and-review process adds.
Eric Turner	I want to express my strong opposition to the proposed changes to how donations are handled within the district. At its core, this proposal undermines one of the biggest reasons families donate in the first place. Parents give because they want to support their school, their teachers, and their students. If families know that money donated to their local school will instead be redistributed elsewhere, many will simply stop giving. That doesn't create more resources for students. It risks reducing an important source of supplemental funding across the entire district. Money raised for a specific school should stay with that school. Families volunteer countless hours organizing auctions, fun runs, and fundraising events because they care deeply about improving the experience for their own children and their local school community. Redirecting those donations fundamentally changes the agreement between donors and the schools they are trying to support. I understand and support the goal of providing every student with a quality education. But equity initiatives should be funded through the district's budgeting process, where those priorities belong. They should not be financed by redirecting private donations that families intended for a specific school. Those are two separate issues and combining them only discourages community engagement and local investment. I'm also concerned about the proposal's impact on independent PTOs. These organizations exist because parents choose to volunteer their time and resources to support their schools. They should not need district approval to operate or to decide how to support their teachers and students. The more bureaucracy that is added, the harder it becomes for volunteers to make a meaningful impact. Finally, I find the timing of this proposal disappointing. Releasing a significant policy change during summer break, when many families are traveling and school communities are disconnected, does not provide a meaningful opportunity for public input. A decision with this level of impact deserves discussion when parents, teachers, and school communities can fully participate. I urge the district to extend the timeline into the school year, hold public meetings that are accessible to families, and genuinely consider the feedback from the communities that will be most affected. Policies that reshape how schools are supported should be developed with parents, not presented while many of them are away. I hope you'll reconsider this proposal and preserve the ability of local communities to invest directly in their neighborhood schools.	

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Melissa Chelf	I support Miller PTO and the coalition of PTOs/PTAs requesting that Bend-La Pine Schools substantially revise the proposed fundraising and donation policies before adoption. I appreciate the district's goals around equity and transparency, but I am concerned the current policy language could unintentionally reduce local fundraising, weaken donor trust, and create unnecessary burdens for volunteer-run PTOs. Families donate to Miller PTO because they know their contributions directly support Miller students, teachers, and our school community through classroom grants, field trips, transportation, family events, teacher appreciation, and enrichment programs. The proposed policies raise concerns about district control over community-funded programs, donor intent, PTO reserves, teacher appreciation, and whether funds raised for a specific school or purpose could be redirected or retained. If the district wants to encourage broader giving, perhaps donors could be offered a choice rather than requiring centralized fund language in every fundraising effort. Similar to how organizers of teacher or staff gifts often allow donors to decide how much goes to an individual teacher versus staff as a whole, school fundraisers could allow families to decide how much they want to contribute directly to Miller and whether they would also like to add an amount to a general district fund. It's a pretty generous crowd - I'm guessing the district would raise more funds this way. I was encouraged to hear district leadership clarify on July 2 that independent PTOs are not controlled by the district and can continue funding teacher appreciation, field trips, and transportation. However, those clarifications need to be clearly reflected in the written policy. Please continue working with PTOs, PTAs, school leaders, and families before adopting any final policy. Any revisions should support equity while preserving PTO independence, donor trust, and the strong community engagement that benefits our schools.	
Anne Crossman	This feels like stealing. Our parents have worked hard to raise money for our schools. It is also a perverse incentive--if money raised no longer goes to our child's school, we will not give it; equally, if other schools receive money they did not earn, they will not be incentivized to raise their own funds. Taxes already give schools an equal base to work from given student attendance numbers. That this is guised in equality is the district taking control of something that does not belong to them; this hurts our schools. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget — not by redirecting what families donated for their own kids. Independent PTSOs shouldn't need district approval to support our teachers and students. This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.	This feels like stealing. Our parents have worked hard to raise money for our schools. It is also a perverse incentive--if money raised no longer goes to our child's school, we will not give it; equally, if other schools receive money they did not earn, they will not be incentivized to raise their own funds. Taxes already give schools an equal base to work from given student attendance numbers. That this is guised in equality is the district taking control of something that does not belong to them; this hurts our schools. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget — not by redirecting what families donated for their own kids. Independent PTSOs shouldn't need district approval to support our teachers and students. This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.
Molly King	I would be far less likely to donate money to the pto if funds are not used for my children at their school. I would imagine parents will look for back door channels to ensure their contribution is used at their own school. These are not "tax dollars" where equity is important and ensured. These are parents contributing their own money to THEIR children's school. I can guarantee you there will be far less funding generated by all ptos if this policy is instituted. This will impact a "positive" experience at bend lapine schools and create tremendous dissatisfaction.	I would be far less likely to donate money to the pto if funds are not used for my children at their school. I would imagine parents will look for back door channels to ensure their contribution is used at their own school. These are not "tax dollars" where equity is important and ensured. These are parents contributing their own money to THEIR children's school. I can guarantee you there will be far less funding generated by all ptos if this policy is instituted. This will impact a "positive" experience at bend lapine schools and create tremendous dissatisfaction.
Gabe Pagano	I think this is much improved and provides the clarity, direction, and much need oversight between school district and community.	I don't know how this goes into the policy, but I have noticed that sites and facility projects are taking between 12-16 months, and sometimes even longer. With the changing and rising costs of labors and materials, it seems some projects are barely being completed or sometime fall short. It is almost like we want to tell the projects, you are expected to raise 110% so we don't fall short and the project flops. I think we would add more language around or under the timeline bullet. These projects are creating so much work for sites and facilities, outside services, IT, I want people to know that if they are embarking on a project, it won't be done in a month.
Gene Hubbard	I want money raised by a specific school to stay with that school. I also think it was a bit sneaky to bring this very important topic up during the summer, I understand equity but if the school board feels so strongly about it then fund it! don't try to rob money raised by volunteers.	
Steven Griffin	My comment concerns section (2) of the policy, under the heading District Procedures. The policy provides, "To ensure equity across district programs and schools, district reserves the right to distribute resources according to organizational values and regulatory obligations such as Title IX." This provision of the policy will deter many families, including mine, from making any donations to any school programs. If I, as a donor, cannot be reasonably certain my donations will be used to support the specific program I have earmarked my donation for, then I will not donate. As a community, we understand the occasional need to reallocate certain windfalls due to legal requirements. No one is opposed to that. However, a policy that allows the district writ large to redistribute earmarked donations according to vague "organizational values" is enough to prevent me from donating at all.	
Alison Kurth	Restricting the ability for PTO organizations to fundraise on behalf of schools will likely chill giving district-wide and ultimately reduce available funds for our students. If there is a specific problem with how fundraising or PTO organizations have operated in the past, the problem should first be broadly communicated and the solution should be narrowly tailored to the problem. Otherwise there is no transparency as to what problems this new policy is trying to solve. The new restrictions appear to be very broad and aim to control and micro-manage all donations. My children's previous school district in Iowa had similar restrictions, and parents hardly ever donated to schools or PTO organizations because they were afraid that their donation would not even benefit their children's school. Please consider whether Bend-LaPine's previous policies actually had any issues or problems, and I would also request that the District please clearly communicate what those issues were, before imposing burdensome regulations on giving that are likely to result in vastly reduced giving.	

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Hilary Redden	Hi, I have a lot of concerns with this: All internal and external fundraising and donation efforts and communications will include an opportunity for donors to contribute to a centralized fund for district priority and high-need programs and activities. a. These funds will be distributed according to the district's equity stance and will include community input in the distribution process. b. Academic programs will be prioritized for receipt of these funds, followed by co-curricular and extracurricular programs. While it sounds good in theory, I believe it will significantly impact giving, as families prefer to give and fundraise when they know where the money is going. This sounds like it is creating a general fund and so I know I'll be less likely to donate my time or money if I'm not sure where the money is going. I want to put my time and money into the school that my children attend, to better support the teachers and students there. I believe in equity but that should come from the federal and state money distribution, not what the PTA/PTO are doing for fundraising, that should remain with each school.	I am worried about this: Any project that will affect District facilities or property, or that require the use of any District resources must be submitted in proposal form for approval prior to beginning the project. This I think will limit what volunteers can do and presents significant administrative burden for people and I think less projects will happen.
Beth Thomas	The section of Payments and Gifts to teachers is prohibited could be made more clear with wording on payments to contractors being allowed. Example: Per a conversation I had with Kinsey in June it is my understanding that a payment to a contracted instructor for a workshop for students is allowed. The language should reflect that.	

6.16.26-8.4.26Policies In Review - Public Comment (Responses)

First and Last Name	KMC-AP: Student Fundraising Activities Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	KMC-AR: Request for Student Fundraising Activity Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Steven Epstein	The proposed deletion of the entire Community Organizations/Groups section (Item 2, sub-items a through e) is concerning when read alongside the new requirements in KMC-AP. These provisions provided explicit clarity about PTOs' operational rights. Most significantly, the deletion of Item 2e ("Community groups may establish their own external bank accounts using their own I.D. number or non-profit status") removes the only explicit acknowledgment that PTOs have the right to maintain independent financial structures. Read alongside KMC-AP's requirement that community-raised funds flow through district accounts, this deletion may signal that PTOs should no longer maintain independent accounts. If that is the district's intent, it represents a fundamental restructuring of PTO independence that warrants explicit, transparent public discussion, not removal by omission. The district should state its intent clearly.	
Galen Brodie on behalf of the High Lakes Elementary PTO	We appreciate that this policy clearly distinguishes between school-sponsored fundraising activities and fundraising conducted by independent community organizations. In particular, Section 2 appropriately recognizes that community organizations may maintain their own bank accounts and conduct fundraising activities independently of school-sponsored student groups. We encourage the district to ensure that this distinction remains consistent across all fundraising-related policies and regulations. Specifically, any requirements regarding fundraising approval, financial reporting, or control of funds should clearly differentiate between district-managed fundraising activities and fundraising conducted by independent nonprofit organizations such as PTOs and booster clubs. Clarifying this distinction would help avoid confusion and ensure consistency between this policy and other proposed fundraising and donation policies.	This form appears appropriate for student groups and school-sponsored fundraising activities. However, if it is intended to apply to independent nonprofit organizations such as PTOs and booster clubs, we recommend creating a separate process. Independent nonprofit organizations have their own governing boards, bank accounts, accounting systems, and fiduciary responsibilities. Requiring disclosure of estimated revenues, expenses, fundraising methods, and post-event financial results may be appropriate for district-managed student activities but is not appropriate for independent organizations conducting fundraising using their own resources and accounts. The district's review should be limited to issues related to use of school property, scheduling, safety, insurance, and operational impacts, rather than oversight of the nonprofit organization's finances.
Andrea Banta		
JOY C CHILDERS		
Amy Banton	See above. Also I am confused why you want to limit how people donate. Shouldn't we want people to be able to donate on all platforms?	See above.
Jesaca Hatcher	I oppose restrictions that make it harder for students to raise money for their own programs.	I support a straightforward approval process and would oppose overly burdensome requirements that discourage student-led fundraising.
Joy Childers		
Tessa Daniels		
Jillian VanStaaveren		
Michelle Hallinan		
Jenny Richardson		
Steven Griffin	Action on this issue needs to be postponed until at least November. Proposing and acting on such a massive change in policy while school is out of session is underhanded and sleazy.	Action on this issue needs to be postponed until at least November. Proposing and acting on such a massive change in policy while school is out of session is underhanded and sleazy.
Jordan Grandlund	The money raised for a specific school should be used for that specific school. As a parent, I donate because it is going to the specific school.	The money raised for a specific school should be used for that specific school. As a parent, I donate because it is going to the specific school.
Brittney clark		
Ashley Schneider		
Amber K McCoy		
Katherine McGee	Students love their schools, they want to support their schools. Their fundraising should not be restricted and redistributed to other schools while they wait for a district approval for their projects. Teachers and principals know their communities, why remove their ability to have a say.	As before, the students can be monitored by teachers, principals and pto and do not need to have an additional district red tape for their efforts.
Hollis Bateson	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.
Luke Grandlund		
Julie Furnas	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.
Cole Helgerson		
Cam Glogau		

First and Last Name	- IGDC-IGDC-AR- Student Fundraising Activities Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	- IGDF-IGDF-AR- Request for Student Fundraising Activity Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Kathleen Glogau		
Stefan Hermannsson		
Paul N Brown		
Brooke Mues		
Adam Roderick Cagle		
Jennifer Casey		
Heather Dumser		
Dustin Whitaker		
Kristopher cox		
YITONG HUANG	I am concerned about the removal of language stating that community organizations do not require prior approval to conduct fundraising. Independent PTOs and nonprofit organizations have successfully supported our schools for many years. The policy should continue to recognize their independence while encouraging collaboration with school administrators, rather than requiring district permission for routine fundraising activities.	
Hannah Helgerson		
Lindsey Loughry		
Mauri Brown		
Annelise Cappy		
Kallissa Miller		
Brian Cappy		
Kosh Wallis		
Mike Jarvinen		
Christina Crossley		
Michael Hicks	Does the restriction on apps (e.g. Venmo & GoFundMe) include platforms that are currently used often such as SnapRaise?	30 days should be changed to 20 or 15. No one is going to hit the 30-day mark.
J.J. Howard		
Rachel Larkin		
Sara Sawicki		
Emily Wommack		
Jennifer Treber		
Megan Truelson		
Jonathan Samples		
Misoo Abele	Request for delay - The timing of this proposal, on short notice, during summer break does not allow for consideration and input from the community	Request for delay - The timing of this proposal, on short notice, during summer break does not allow for consideration and input from the community
Sierra shore	The funds raised at a particular school should stay at that school. Parents donate to their children. Out taxes pay more than enough to all the schools. Releasing this over summer break is cowardly. Extend the date and publicize this more.	The funds raised at a particular school should stay at that school. Parents donate to their children. Out taxes pay more than enough to all the schools. Releasing this over summer break is cowardly. Extend the date and publicize this more.
Darcy Balcer		
Joseph Churchman	Money raised for a school should stay at that school.	Money raised for a school should stay at that school.
Jessica Baker		
Ned Lutz		
Kristin Smith		

First and Last Name	J-7600 KMC-R- Student Fundraising Activities Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	J-7600 KMC-AR Request for Student Fundraising Activity Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Joslyn Gibson	This policy risks undermining an important source of supplemental funding by discouraging families from donating to their local schools. Money raised by a school community should stay with that school — redirecting those contributions to serve district-wide equity goals is not the appropriate mechanism; those goals belong in the district budget. Independent PTOs serve our teachers and students and should not require district approval to do so. Finally, releasing this policy over summer break effectively shuts out meaningful public input. We urge the district to extend the comment period into the school year so families have a real opportunity to engage.	This policy risks undermining an important source of supplemental funding by discouraging families from donating to their local schools. Money raised by a school community should stay with that school — redirecting those contributions to serve district-wide equity goals is not the appropriate mechanism; those goals belong in the district budget. Independent PTOs serve our teachers and students and should not require district approval to do so. Finally, releasing this policy over summer break effectively shuts out meaningful public input. We urge the district to extend the comment period into the school year so families have a real opportunity to engage.
Meredith Brandt		
Ali Balyeat	This policy will discourage families from donating to their local schools which limits important supplemental funding. These are voluntary donations and should not be regulated by the district, nor should the independent PTO's efforts to support teachers and classrooms. The district's equity goals should be funded through the district budget, not by redirecting community donations. Lastly, this being released over summer break is poor timing for real consideration of the community and should, at the very least, be extended to the school year.	This policy will discourage families from donating to their local schools which limits important supplemental funding. These are voluntary donations and should not be regulated by the district, nor should the independent PTO's efforts to support teachers and classrooms. The district's equity goals should be funded through the district budget, not by redirecting community donations. Lastly, this being released over summer break is poor timing for real consideration of the community and should, at the very least, be extended to the school year.
Guilyn maros	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.
Brett		
John Printz		
Jennifer McCaffrey	I disagree with the proposal to pull money raised by PTO organizations into district controlled accounts. This policy will keep folks from donating to their local neighborhood schools and districts. I believe that funds raised by and for a specific school or school programming should stay with that school. Equity should be funded by the district budget, not by siphoning community donations.	I disagree with the proposal to pull money raised by PTO organizations into district controlled accounts. This policy will keep folks from donating to their local neighborhood schools and districts. I believe that funds raised by and for a specific school or school programming should stay with that school. Equity should be funded by the district budget, not by siphoning community donations.
Sean Cavanagh		
Maryellen Parker		
Kirst		
Emma Ulrich		
Katherine Blodgett	Happy to see this line: Staff and/or students will not be coerced or compelled to participate in fundraising activities. Students may not barred or otherwise penalized because of a refusal to participate in fundraising activities conducted on behalf of the district.	No notes
David Bennett		
Erin O'Donnell	I support maintaining appropriate oversight of student fundraising activities. However, requiring district approval while simultaneously limiting the autonomy of parent organizations may unintentionally discourage community involvement. Please clarify whether independent PTAs and booster organizations remain free to conduct fundraising under their own nonprofit status when they are not fundraising on behalf of the district. If not, the policy should clearly explain why this longstanding practice is being changed.	This form is straightforward. I recommend adding a section indicating whether proceeds are intended for a specific school, program, or activity so donor intent is documented from the beginning.
Rachel Strickland		
Hannah Hess		
BREANNE GALE		
Lynn Baker		
Joanne Plana-Anderson	N/A	N/A
Sevda Day		
Janelle M Stroup		Sending this out in the summer seems disingenuous
Stephanie Wilhite		
Jamie Herring		Students should be able to fundraise directly for their own school or classroom
Travis Ulrich		

First and Last Name	↓ IGDC-IGDC-AR- Student Fundraising Activities Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	↓ GBP-KHC-AR Request for Student Fundraising Activity Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Matt D	Please keep PTO funds raised within the schools where the time and effort were invested to collect them. These funds should remain under the control of each school's PTO and be used in the manner the PTO determines is best for its students and school community. Please do not place these PTO funds under district control. The families, volunteers, and community members who worked hard to raise this money did so with the expectation that it would directly benefit their local school. Thank you for your time and consideration. Sincerely, A Very Concerned Parent and Resident	Please keep PTO funds raised within the schools where the time and effort were invested to collect them. These funds should remain under the control of each school's PTO and be used in the manner the PTO determines is best for its students and school community. Please do not place these PTO funds under district control. The families, volunteers, and community members who worked hard to raise this money did so with the expectation that it would directly benefit their local school. Thank you for your time and consideration. Sincerely, A Very Concerned Parent and Resident
Brian Gartland		
Bradford Henson	The district's equity goals should be funded through the district budget, not by redirecting community donations.	Independent PTOs shouldn't need district approval to operate or to support our teachers and students.
Porter Friedman		
Kylie Jager	Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.
Scott Breon	Confirm whether teachers may use DonorsChoose and similar platforms; as written, school groups cannot use digital apps like Venmo or GoFundMe (Section 1f). Provide a district-supported online payment option so fundraising is not limited to cash and check. Define "school group" versus "community organization"; the label decides who controls a group's money, yet neither is defined (1e, 1f, 2e). Reconsider limiting door-to-door solicitation to a student's own relatives and close friends.	Replace the 30-day, per-fundraiser approval with an annual blanket approval for routine recurring fundraisers. Publish the standards and timeline for approving or denying a request so it is not arbitrary.
Vanessa Vu		
Sara Jennermann	I am concerned by “No school group may use external bank accounts or digital applications (i.e., Venmo, GoFundMe, etc.).” This is 2026, exactly how are parents supposed to contribute if not by Venmo? We use Venmo to receive payments for several fundraising events. This seems to make things needlessly complicated. Are we supposed to request people write us checks?	What about routine, regular fundraisers? Annual fundraisers? Will this need to be filled out again and again for events that take place with regularity? What if more money is raised than is needed? Will the district be taking those funds (which they should not be allowed to do) or will those stay with the school they were given to?
Abby Roberts		
Carol Gilbert	This is trash, do not implement.	This is trash, do not implement.
Megan Beck		
Whitney Griffin	All donations made to the PTA should stay with the PTA	
Madeline Huffman		
Kari Betts		
Griffin Brungraber	Opposed to all changes. The school district should concern itself with providing equal opportunity for all students. It is every parent right to tilt the outcome as strongly as possible in favor of their own offspring. The district should not make it their business to stand in the way of that right.	Opposed to all changes. The school district should concern itself with providing equal opportunity for all students. It is every parent right to tilt the outcome as strongly as possible in favor of their own offspring. The district should not make it their business to stand in the way of that right.
Ami Formica		
Molly España	Fundraising Guidelines - your are deliberately hurting the lower income schools here. west side schools ask for a flat out monetary donation. Poorer Title 1 schools work hard by these door to door fundraisers selling pies, popcorn, wreaths etc. A lot of $$ is raised for PTO's this way and we support Oregon businesses. You should know where the money comes from and how hard we work for it before you say no to how we raise money. Not only that, people with lower incomes like to get something for their "donation"/purchase. Many people are less likely to just hand over money than they are to buy a wreath.	
Paige Willard		
Arielle Raasch	No feedback	No feedback

First and Last Name	JHGC-KMC-AP: Student Fundraising Activities Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	JHGC-KMC-AR: Request for Student Fundraising Activity Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Jen Pfeffer	I am strongly opposed to just about all of these proposed changes for the following reasons. These changes would be punitive to teachers, staff, and coaches that are already underpaid. Funds or stipends to supplement teachers, staff, and coaches are banned and our school, Juniper, thrives at offering these to our teachers and staff throughout the year. This will decrease FTEs in schools and programs Funds donated to a school or program are no longer guaranteed to go to that school or program which is unacceptable. If they raise more than they budgeted, the excess goes to the general fund, where is should remain with the school and reappropriated towards other needs within that school. If they don't raise as much as they need, the money goes to the general fund, where it should stay until the fundraising goal is met. This allows for Admin discretion to move any money or donation to another school or program. This is not fair. Funds raised by our a juniper families should stay at juniper and allocated by our local amazing PTO. This allows for Admin discretion to move a baseline budget to a different program intentionally offsetting donations example: $100 donation to a program would decrease district spending on the program by $100 Fundraising cannot be done through Venmo, GoFundMe, or other digital means - cash or check only Greatly decreases the ability to raise funds by cutting off core technology to solicit donations Removes ability of teachers to fundraise for the classrooms on platforms like DonorsChoose Oregon in general but also BLS has a proven track record of bad budgeting and mismanaging monies and I don't trust any of them with our schools money, fundraising efforts, budgeting and allocating etc. I strongly urge you to reconsider all of this and stay out of It. Leave all of this to the school families and PTO's. Thank you.	I am strongly opposed to just about all of these proposed changes for the following reasons. These changes would be punitive to teachers, staff, and coaches that are already underpaid. Funds or stipends to supplement teachers, staff, and coaches are banned and our school, Juniper, thrives at offering these to our teachers and staff throughout the year. This will decrease FTEs in schools and programs Funds donated to a school or program are no longer guaranteed to go to that school or program which is unacceptable. If they raise more than they budgeted, the excess goes to the general fund, where is should remain with the school and reappropriated towards other needs within that school. If they don't raise as much as they need, the money goes to the general fund, where it should stay until the fundraising goal is met. This allows for Admin discretion to move any money or donation to another school or program. This is not fair. Funds raised by our a juniper families should stay at juniper and allocated by our local amazing PTO. This allows for Admin discretion to move a baseline budget to a different program intentionally offsetting donations example: $100 donation to a program would decrease district spending on the program by $100 Fundraising cannot be done through Venmo, GoFundMe, or other digital means - cash or check only Greatly decreases the ability to raise funds by cutting off core technology to solicit donations Removes ability of teachers to fundraise for the classrooms on platforms like DonorsChoose Oregon in general but also BLS has a proven track record of bad budgeting and mismanaging monies and I don't trust any of them with our schools money, fundraising efforts, budgeting and allocating etc. I strongly urge you to reconsider all of this and stay out of It. Leave all of this to the school families and PTO's. Thank you.
John Lerch	Confirm whether teachers may use DonorsChoose and similar platforms; as written, school groups cannot use digital apps like Venmo or GoFundMe (Section 1f). Provide a district-supported online payment option so fundraising is not limited to cash and check. Define "school group" versus "community organization"; the label decides who controls a group's money, yet neither is defined (1e, 1f, 2e). Reconsider limiting door-to-door solicitation to a student's own relatives and close friends.	Replace the 30-day, per-fundraiser approval with an annual blanket approval for routine recurring fundraisers. Publish the standards and timeline for approving or denying a request so it is not arbitrary.
Shelby Olufson		
Ruby Taschner		
Bailey Rodgers	Stop putting obstacles in front of the limited resources schools already have	Stop putting obstacles in front of the limited resources schools already have
Karissa Hester		The district doesn't need to be involved in every single fundraising initiative. The district is trying to have way too much power and oversight that is absolutely unnecessary. If there are fundraising issues with specific schools, then those should be addressed with the specific schools, not make a mandatory policy that every single fundraiser needs to go through the district. The district is trying to involve itself in things that it should NOT have anything to do with. This is absolute overreach.
Cara Duncan		
Lyndsay rae wolf	On the deleted Community Organizations/Groups section I am concerned that removing the section recognizing community organizations diminishes the important role PTOs have historically played in supporting our schools. Independent PTOs are community-led organizations that build volunteer engagement, raise supplemental funds, and respond quickly to the unique needs of their schools. I encourage the district to retain language that recognizes PTOs as valued partners rather than eliminating their role from the policy. On the Philosophy section "The district accepts the fact that fundraising is a means of maintaining program availability and program quality." I appreciate the acknowledgment that fundraising helps maintain program quality. Because community fundraising is intended to supplement—not replace—district funding, I encourage the district to continue allowing PTOs the flexibility to determine how locally raised funds best support their individual school communities.	
Alison Pierie		
Victoria Fallon		
Marcelle Howard	Money raised for each school should stay at that school. If you wanna do a Deschutes County fundraiser, do one, include everyone, but if a school wants to do a fundraiser, that school should keep the money and use it on the projects. They were intending to use it on not have five other people decide if this is a good idea.	
Eric Parnell	I think funds raised by the school, for the school, should stay in their discretion without district involvement.	I think funds raised by the school, for the school, should stay in their discretion without district involvement.
Shari Ballard	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.
Laura Breit	Please see my comments under KMC-AP. Student fundraising should stay connected to the specific activity, team, club, trip, or program students are raising money for. If the process is too restrictive or unclear, it will reduce student opportunities.	Please see my comments under KMC-AP. The approval process needs to be clear, consistent, and timely. If families, coaches, advisors, and staff cannot easily understand the process, fundraising will decrease.

First and Last Name	- IGDF/KMC-AP, Student Fundraising Activities Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	- IGDF/KMC-AR, Request for Student Fundraising Activity Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Bekki Tucker		
Andre Morris		
Nelia Geelan	(1) Can the policy include definitions for "Student Organization," "School Group," and "Community Organization" so it's clear which provisions apply to independent nonprofits? (2) Can the policy expressly state that the prohibition on external payment platforms applies only to student organizations and school-sponsored fundraising, not to independent nonprofit organizations? (3) Can the policy clarify what constitutes fundraising "in the name of the school" versus fundraising by an independent nonprofit that supports the school? (4) How does IGDF/KMC-AP interact with KMC-AP? If the two policies overlap, which policy governs? (5) Consider language such as "Nothing in this administrative regulation is intended to alter the legal independence, governance, banking, or fiduciary responsibilities of independent nonprofit organizations such as PTOs and booster clubs."	Can the district explicitly state on this form that it applies only to school-sponsored student organizations and not to independent nonprofit organizations?
Rebekah Guiney	Each local Bend La Pine school should be able to participate in fundraising activities according to what is appropriate for each school. Unless there is an ethical or legal issue that arises, I do not feel that the district needs to intervene nor should schools needs certain permissions by the district to run such community activities.	
Sarah Garthe	Overall this policy looks fine to me. My only comment has to do with using digital applications. Venmo is commonly used by PTOs as a PTO Venmo account to be able to handle transactions. The venmo account is then managed in a way that complies with other accounting policies. This makes donations much easier for family and close friends in the modern world we are living in. It also makes access to school events that require a tickets much more efficient and gets kids inside and having fun. Unless the district is going to supply and support another format to make these donations east, I think Venmo and/or other like platforms should be allowed. I think a better use of time would be to write a policy on how Venmo and like applications can be used and how they are must be managed. For example a policy that outlines that the venmo account cannot be an individuals personal account, but must be associated with the PTO or similar. The policy could detail how that money is tracked and how quickly it must be transferred out of the venmo account into the study body approved accounts.	I have no comments on this document.
Justin Chiotti		
bianca agudelo	We believe this is a poorly written policy that is open to many unintended consequences. We are extremely concerned that FOA will no longer be able to execute most of our efforts if this policy is adopted. Friends of Amity has joined a coalition of 12 Bend-La Pine PTOs and PTAs formally opposing this policy as it is currently written. The School Board will vote in August, and your voice matters.	We believe this is a poorly written policy that is open to many unintended consequences. We are extremely concerned that FOA will no longer be able to execute most of our efforts if this policy is adopted. Friends of Amity has joined a coalition of 12 Bend-La Pine PTOs and PTAs formally opposing this policy as it is currently written. The School Board will vote in August, and your voice matters.
Jennifer Price		
Kristina F Mylne		
Kathryn Mahoney	I am requesting that fundraising and donations continue to be school based for these reasons: • Equity across schools should be funded through the district budget — not by redirecting donations families made for their own students. • PTOs should be able to support their teachers and students without unnecessary barriers. • This policy was released over summer break without adequate time for real community input — extend the timeline into the school year. I love my children's school and feel this decision will severely impact their school experience.	I am requesting that fundraising and donations continue to be school based for these reasons: • Equity across schools should be funded through the district budget — not by redirecting donations families made for their own students. • PTOs should be able to support their teachers and students without unnecessary barriers. • This policy was released over summer break without adequate time for real community input — extend the timeline into the school year. I love my children's school and feel this decision will severely impact their school experience.
Ali Cammelletti	This policy was released over summer break without adequate time for real community input, please extend the timeline into the school year.	This policy was released over summer break without adequate time for real community input, please extend the timeline into the school year.
Eli Conlee		
Peter Holter		
Lindsay Borkowski		
Melissa Chee	Money raised for a specific school should be freely allowed to stay with that school. Independent PTOs shouldn't need the extra bureaucracy of district approval to operate or to support our teachers and students. The ability to raise funds would be severely impeded as well as the ability to fund quality programming for our children.	Money raised for a specific school should be freely allowed to stay with that school. Independent PTOs shouldn't need the extra bureaucracy of district approval to operate or to support our teachers and students. The ability to raise funds would be severely impeded as well as the ability to fund quality programming for our children.
Valerie Ells		
Allison Lutz	• Equity across schools should be funded through the district budget — not by redirecting donations families made for their own students. • PTOs should be able to support their teachers and students without unnecessary barriers. • This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.	• Equity across schools should be funded through the district budget — not by redirecting donations families made for their own students. • PTOs should be able to support their teachers and students without unnecessary barriers. • This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.
Kelsey Boyd		
Beth Gladis		
Lauren Bale		
Jessica Liner	• This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.	• PTOs should be able to support their teachers and students without unnecessary barriers.

First and Last Name	- IGDC-IGBC-AR- Student Fundraising Activities Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	- IGBC-IGBC-AR- Request for Student Fundraising Activity Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Sara Foerster		
Sara Evans		
Mandy Olson		
Lucas Marciniak		
Kendall Bartholomew		
James Bartholomew		
Heylen Thienes		
Kirsten Larwin		
Ray Hartwell		
Jill Johnson	Not allowing students to be able to fundraise throughout their neighborhood will greatly change the amount of money coming into schools. I think families and neighbors want to support their local schools and if they know it isn't going directly to their neighborhood school they could pull financial support.	
Sarah Benrath		
Matt Cook		
Simon Axten		
Casey Hatfield-Chiotti	The district acknowledges it can not fund school programs without fundraising despite a desire to do so. Highland PTO is an independent nonprofit, not part of the district. Every dollar we raise stays at Highland and directly benefits our students. Last year, those funds paid for classroom supplies, field trips, teacher appreciation, and Storyline—the project-based learning model that makes Highland unique, including the teacher training and planning time needed to make it successful. While the district provides only about $10 per student each year for these types of needs, our PTO fills the gap and helps make Highland what it is. The proposed policy would change that. It would give the district control over donations intended for Highland, require district approval for how we spend the money we raise, limit our ability to fund programs like Storyline and teacher planning time, and allow unspent PTO funds to be moved into the district's general fund. While the policy is being presented as an equity measure, I believe equity should be funded through the district's budget—not by redirecting donations that Highland families raised specifically for Highland students.	
Jessica Grillo		
Erika Sommer	This should be up to an individual school and PTSA to determine what is both needed and appropriate for the school.	
Ashley Hill		
Ari Brown		
Valerie Sizemore	I recognize and support the district's desire for accountability and transparency. Those are worthwhile goals. But these policy revisions represent more than improved accounting. Taken together, they fundamentally change the relationship between parents and their neighborhood schools. They replace local ownership with centralized control. Our family has lived through this before. At our previous school in Portland, we watched policies like these slowly discourage parent involvement. Families became less willing to donate because they could no longer trust that their time and financial contributions would directly benefit their children's school. Fundraising declined, volunteerism declined, and the partnership between parents and schools weakened. We did not move to Bend hoping to see those same policies repeated here.	
Julie Evert	Money raised by the school should stay at the school	
Sean Evert		
Kinh O'Brien		
Brad Evert		
Ryan LaPoma	As a concerned parent of children in BLPS, I request the following: -Confirm whether teachers may use DonorsChoose and similar platforms; as written, school groups cannot use digital apps like Venmo or GoFundMe (Section 1f). -Provide a district-supported online payment option so fundraising is not limited to cash and check. -Define "school group" versus "community organization"; the label decides who controls a group's money, yet neither is defined (1e, 1f, 2e). -Reconsider limiting door-to-door solicitation to a student's own relatives and close friends.	As a concerned parent of children in BLPS, I request the following: -Replace the 30-day, per-fundraiser approval with an annual blanket approval for routine recurring fundraisers. -Publish the standards and timeline for approving or denying a request so it is not arbitrary.
Claire Farr		Guidelines F: I understand why digital apps like Venmo are being restricted but its going to impact the fundraising and discourage students. Have you run a lemonade stand in the last couple years? More than half the people don't have cash. Could a teacher run it?

First and Last Name	- IGDC-IGDC-AR- Student Fundraising Activities Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	- IGDC-IGDC-AR Request for Student Fundraising Activity Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Ian Nimmo	- Confirm whether teachers may use DonorsChoose and similar platforms; as written, school groups cannot use digital apps like Venmo or GoFundMe (Section 1f). - Provide a district-supported online payment option so fundraising is not limited to cash and check. - Define "school group" versus "community organization"; the label decides who controls a group's money, yet neither is defined (1e, 1f, 2e). - Reconsider limiting door-to-door solicitation to a student's own relatives and close friends.	- Replace the 30-day, per-fundraiser approval with an annual blanket approval for routine recurring fundraisers. - Publish the standards and timeline for approving or denying a request so it is not arbitrary.
Eric Turner		
Melissa Chelf		
Anne Crossman	This feels like stealing. Our parents have worked hard to raise money for our schools. It is also a perverse incentive--if money raised no longer goes to our child's school, we will not give it; equally, if other schools receive money they did not earn, they will not be incentivized to raise their own funds. Taxes already give schools an equal base to work from given student attendance numbers. That this is guised in equality is the district taking control of something that does not belong to them; this hurts our schools. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget — not by redirecting what families donated for their own kids. Independent PTSOs shouldn't need district approval to support our teachers and students. This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.	This feels like stealing. Our parents have worked hard to raise money for our schools. It is also a perverse incentive--if money raised no longer goes to our child's school, we will not give it; equally, if other schools receive money they did not earn, they will not be incentivized to raise their own funds. Taxes already give schools an equal base to work from given student attendance numbers. That this is guised in equality is the district taking control of something that does not belong to them; this hurts our schools. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget — not by redirecting what families donated for their own kids. Independent PTSOs shouldn't need district approval to support our teachers and students. This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.
Molly King	I would be far less likely to donate money to the pto if funds are not used for my children at their school. I would imagine parents will look for back door channels to ensure their contribution is used at their own school. These are not "tax dollars" where equity is important and ensured. These are parents contributing their own money to THEIR children's school. I can guarantee you there will be far less funding generated by all ptos if this policy is instituted. This will impact a "positive" experience at bend lapine schools and create tremendous dissatisfaction.	I would be far less likely to donate money to the pto if funds are not used for my children at their school. I would imagine parents will look for back door channels to ensure their contribution is used at their own school. These are not "tax dollars" where equity is important and ensured. These are parents contributing their own money to THEIR children's school. I can guarantee you there will be far less funding generated by all ptos if this policy is instituted. This will impact a "positive" experience at bend lapine schools and create tremendous dissatisfaction.
Gabe Pagano	I have no clue where this goes or how we say it, but I've seen fundraising start before the season even starts for a sport. I think this creates a very slippery slope for programs that are cutting or need to make cuts because of large turn out numbers. Again, probably a larger conversation, but I am sure there have been students cut or "not cut" based on how much they have fundraised prior to tryouts.	Love this. Wonder if we could get it into a Smart Sheet so we can monitor at a snap shot across all our schools. Easier transparency and oversight for all of us. I'd be happy to take this form to SmartSheet building in 2026 if there are tasks that need to be delegated out.
Gene Hubbard		
Steven Griffin	This comment relates to the provision of the policy that provides, "Staff and/or students will not be coerced or compelled to participate in fundraising activities. Students may not barred or otherwise penalized because of a refusal to participate in fundraising activities conducted on behalf of the district." First, whether, and to what extent, staff is required to participate in "fundraising activities" is a matter that should be addressed in the collective bargaining process. Second, and more important, there is nothing nefarious in requiring students who participate in certain activities that the district has elected to under resource to fundraise. Indeed, for certain activities, the fundraising is an important component of the educational benefits of the activities (i.e. selling ads for the yearbook, raising money for a student supported group, etc.). And finally, the terms "compelled" and "coerced" need to be defined. Is a coach saying to the team, "Okay, guys, we're going to be selling t-shirts this year and it's really important for the team for everyone to pitch in" coercive?	
Alison Kurth		
Hilary Redden	This feels like a big administrative burden and a significant hurdle for volunteers to overcome in order to help with student fundraising efforts and I worry will lead to much less student fundraising activities occurring.	
Beth Thomas		

6.16.26-8.4.26Policies In Review - Public Comment (Responses)

First and Last Name	[redacted] Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	[redacted] Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Steven Epstein		Item 3 (struck through): Deleting the provision requiring donors to consult with school officials "in advance of the solicitation of funds" removes a collaborative pre-engagement step that protects both donors and the district. Without it, donors may invest significant effort soliciting funds for contributions the district will ultimately decline. The removal increases the risk of donor frustration and wasted community effort, not less administrative burden. Item 6 (new language): Requiring acknowledgment letters to include an invitation to contribute to a centralized fund converts a donor thank-you into a district solicitation. Donors who gave specifically to a school or program may find this inappropriate. If the district believes in the centralized fund, it should promote it through its own communications, not append it to school-level gift acknowledgments.
Galen Brodie on behalf of the High Lakes Elementary PTO	We support the district's authority and responsibility to oversee student body funds, school-sponsored student organizations, and district-managed accounts. To avoid confusion, we recommend adding language that expressly distinguishes student body funds from funds raised and held by independent nonprofit organizations such as PTOs and booster clubs. The policy currently states that administration of student body funds may not be assigned to a non-school entity, which is appropriate; however, it would be helpful to clarify that independently governed nonprofit organizations maintain separate accounts, governance structures, and fiduciary responsibilities for funds they raise and hold outside of district-managed student body accounts. This clarification would help ensure consistency across the district's fundraising and donation policies and avoid unintended application of student body fund requirements to independent nonprofit organizations.	We support the district's authority to review, accept, and manage gifts that are donated to the district and become district property. However, we recommend clarifying that this regulation applies only after a gift has been formally offered to and accepted by the district. Independent nonprofit organizations such as PTOs and booster clubs often raise and hold funds, equipment, or other assets before determining how and when those resources will be donated. Until such a donation is made and accepted, those assets remain under the ownership and fiduciary control of the independent organization. Clarifying this distinction would help ensure that the regulation appropriately governs gifts to the district without creating confusion regarding assets that are still owned and managed by independent nonprofit organizations.
Andrea Banta		
JOY C CHILDERS		
Amy Banton	See above.	See above.
Jesaca Hatcher	I believe student body funds should remain under the control of the students or organization that raised them	I support honoring the purpose of gifts made to the district and ensuring they are used as donors intended.
Joy Childers		
Tessa Daniels		
Jillian VanStaaveren		
Michelle Hallinan		
Jenny Richardson		
Steven Griffin	Action on this issue needs to be postponed until at least November. Proposing and acting on such a massive change in policy while school is out of session is underhanded and sleazy.	Action on this issue needs to be postponed until at least November. Proposing and acting on such a massive change in policy while school is out of session is underhanded and sleazy.
Jordan Grandlund	The money raised for a specific school should be used for that specific school. As a parent, I donate because it is going to the specific school.	The money raised for a specific school should be used for that specific school. As a parent, I donate because it is going to the specific school.
Brittney clark	the district has its own nonprofit - the education foundation - use those funds! Not funds raised by families of the students at the school to cover the difference between the $10 the district provides for students and what it actually costs to educate kids!!	I attended 4 of the listening sessions that Kinsley held and I can tell you with certainty that this policy does not reflect the voices who attended! We all want equity among our schools but this is not the way to do it. I am in opposition to this policy in its current form.
Ashley Schneider		I am concerned about these changes, I want to be able to donate to my children's specific school. I don't want funds going to the district and I likely wont donate in the future if I don't know what the money will be used for. My children go to highland and what makes it special is the storyline method that is funded by the PTO.
Amber K McCoy		
Katherine McGee	Student body funds are something the students have worked hard on raising. District does not need to take these funds and remove them from the schools where these campaigns were. Equity is important, but it is supposed to bring up all schools, not paternalize fundraising. The end result is less overall fundraising and higher administrative district costs.	The idea that parents and students cannot give teachers gifts is preposterous. The district claims to offer enough supplies to schools while children do not have enough tissues in school to blow their noses. Teachers should be allowed to communicate with families and schools should be allowed to boost the classroom materials with gifts from the community. And those families that want to celebrate their amazing teachers with a gift to recognize their hard work should be allowed to do so without the district being a pass through.
Hollis Bateson	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.
Luke Grandlund		
Julie Furnas	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.

First and Last Name	- (KHA) KMC-AR: Student Body Funds Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	- KH/KMC-AR: Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Cole Helgerson		
Cam Glogau		
Kathleen Glogau		
Stefan Hermannsson	Funds raised for a school should go to that school - not swept into a general fund for the district - unless designated.	Donations to a particular school should go to that school - not swept into a general fund for the district.
Paul N Brown		
Brooke Mues		
Adam Roderick Cagle		
Jennifer Casey		
Heather Dumser		
Dustin Whitaker		
Kristopher cox		
YITONG HUANG		I oppose the proposed changes to policy KH/KMC-AR. Money raised by local school families and independent PTOs should stay with that specific school to support its unique programs.
Hannah Helgerson		
Lindsey Loughry		
Mauri Brown		
Annelise Cappy		
Kallissa Miller		
Brian Cappy		
Kosh Wallis		Gifts to my child's school should go to the child's school. Not the district. I oppose these changes.
Mike Jarvinen		
Christina Crossley		
Michael Hicks		
J.J. Howard		
Rachel Larkin		
Sara Sawicki		
Emily Wommack		
Jennifer Treber		
Megan Truelson		
Jonathan Samples		
Misoo Abele	Request for delay - The timing of this proposal, on short notice, during summer break does not allow for consideration and input from the community	Request for delay - The timing of this proposal, on short notice, during summer break does not allow for consideration and input from the community
Sierra shore	The funds raised at a particular school should stay at that school. Parents donate to their children. Out taxes pay more than enough to all the schools. Releasing this over summer break is cowardly. Extend the date and publicize this more.	The funds raised at a particular school should stay at that school. Parents donate to their children. Out taxes pay more than enough to all the schools. Releasing this over summer break is cowardly. Extend the date and publicize this more.
Darcy Balcer		
Joseph Churchman	Money raised for a school should stay at that school.	Money raised for a school should stay at that school.
Jessica Baker		
Ned Lutz		
Kristin Smith		

First and Last Name	↓ 7440.01/KMC-AR, Student Body Funds Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	↓ KKHMC-AR, Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Joslyn Gibson	This policy risks undermining an important source of supplemental funding by discouraging families from donating to their local schools. Money raised by a school community should stay with that school — redirecting those contributions to serve district-wide equity goals is not the appropriate mechanism; those goals belong in the district budget. Independent PTOs serve our teachers and students and should not require district approval to do so. Finally, releasing this policy over summer break effectively shuts out meaningful public input. We urge the district to extend the comment period into the school year so families have a real opportunity to engage.	This policy risks undermining an important source of supplemental funding by discouraging families from donating to their local schools. Money raised by a school community should stay with that school — redirecting those contributions to serve district-wide equity goals is not the appropriate mechanism; those goals belong in the district budget. Independent PTOs serve our teachers and students and should not require district approval to do so. Finally, releasing this policy over summer break effectively shuts out meaningful public input. We urge the district to extend the comment period into the school year so families have a real opportunity to engage.
Meredith Brandt		
Ali Balyeat	This policy will discourage families from donating to their local schools which limits important supplemental funding. These are voluntary donations and should not be regulated by the district, nor should the independent PTO's efforts to support teachers and classrooms. The district's equity goals should be funded through the district budget, not by redirecting community donations. Lastly, this being released over summer break is poor timing for real consideration of the community and should, at the very least, be extended to the school year.	This policy will discourage families from donating to their local schools which limits important supplemental funding. These are voluntary donations and should not be regulated by the district, nor should the independent PTO's efforts to support teachers and classrooms. The district's equity goals should be funded through the district budget, not by redirecting community donations. Lastly, this being released over summer break is poor timing for real consideration of the community and should, at the very least, be extended to the school year.
Guilyn maros	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.
Brett		
John Printz		
Jennifer McCaffrey	I disagree with the proposal to pull money raised by PTO organizations into district controlled accounts. This policy will keep folks from donating to their local neighborhood schools and districts. I believe that funds raised by and for a specific school or school programming should stay with that school. Equity should be funded by the district budget, not by siphoning community donations.	I disagree with the proposal to pull money raised by PTO organizations into district controlled accounts. This policy will keep folks from donating to their local neighborhood schools and districts. I believe that funds raised by and for a specific school or school programming should stay with that school. Equity should be funded by the district budget, not by siphoning community donations.
Sean Cavanagh		
Maryellen Parker		
Kirst		
Emma Ulrich		
Katherine Blodgett	No notes	No notes
David Bennett		
Erin O'Donnell	Please clarify the distinction between district-controlled student body funds and funds maintained by independent nonprofit organizations such as PTAs and booster clubs. This distinction is important for transparency and public understanding.	I support informing donors about districtwide needs. However, donors should not feel pressured to redirect gifts intended for a specific school or program. The policy should clearly distinguish between optional contributions to a centralized fund and gifts designated by donors for specific schools or activities.
Rachel Strickland	I	
Hannah Hess		
BREANNE GALE		
Lynn Baker		

First and Last Name	- 5000s/KMC-AR- Student Body Funds Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	- KKHMC-AR- Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Joanne Plana-Anderson	N/A	The policy fails to clarify whether classroom donations are included or exempt, making it difficult for families and staff to know how to comply. It creates confusion regarding monetary gifts made directly to support teachers and their classrooms. Parents and community members frequently choose to donate funds to a teacher to purchase classroom supplies, educational materials, or other resources that directly enhance student learning. If the district intends to regulate certain types of monetary gifts, the policy should clearly define which gifts are subject to review, identify any exceptions for classroom support or teacher-directed donations, and ensure that the process does not inadvertently impede community generosity or the timely acquisition of resources that directly benefit students. The policy should clearly define its scope so that families, teachers, and school organizations understand which types of gifts are subject to district oversight and which are not. As written, the proposed policy appears to significantly expand district oversight of activities that have traditionally been organized at the school level. It is unclear where the line is drawn between major donations or improvement projects and the everyday acts of generosity that help build a positive school community. For example, would a parent-funded teacher appreciation lunch, homemade cookies for the staff lounge, or a small collection to celebrate a teacher's birthday or recognize a milestone require district approval? If not, the policy should clearly state what is exempt. If so, the administrative burden would be disproportionate to the activity and could discourage the very community involvement the district seeks to foster. School communities thrive because parents, teachers, and volunteers are empowered to respond quickly and thoughtfully to the needs of their local schools. Policies should provide accountability without creating unnecessary barriers to the simple acts of generosity and volunteerism that strengthen relationships and support educators every day.
Sevda Day		
Janelle M Stroup		
Stephanie Wilhite		
Jamie Herring		Parents and kids should be able to give gifts directly to their own teachers
Travis Ulrich		
Matt D	Please keep PTO funds raised within the schools where the time and effort were invested to collect them. These funds should remain under the control of each school's PTO and be used in the manner the PTO determines is best for its students and school community. Please do not place these PTO funds under district control. The families, volunteers, and community members who worked hard to raise this money did so with the expectation that it would directly benefit their local school. Thank you for your time and consideration. Sincerely, A Very Concerned Parent and Resident	Please keep PTO funds raised within the schools where the time and effort were invested to collect them. These funds should remain under the control of each school's PTO and be used in the manner the PTO determines is best for its students and school community. Please do not place these PTO funds under district control. The families, volunteers, and community members who worked hard to raise this money did so with the expectation that it would directly benefit their local school. Thank you for your time and consideration. Sincerely, A Very Concerned Parent and Resident
Brian Gartland		
Bradford Henson	Money raised by individual school kids and parents should remain with that school - that's where the money was raised from and should be deployed to.	This should remain with the school it's intended for.
Porter Friedman		
Kylie Jager	Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.
Scott Breon	Identify exactly which groups lose the ability to hold their own funds; the rule bars assigning fund administration to "a booster club or a parent/teacher/student organization." Confirm designated funds will keep benefiting the specific group and the students who raised them, as the regulation already requires.	Preserve and strengthen the promise that a gift is "used for the purpose(s) specified by the donor," and make it override KMC-AP's reversion clauses. Make the central-fund pitch in donor thank-you letters opt-in, not required (guideline 6).
Vanessa Vu		
Sara Jennermann		There is not nearly enough clarity here. What about gifts to teachers for birthdays, teacher appreciation week, etc.? Do these need to be formally recorded and acknowledged? Last year I bought snacks at Costco for my daughter's teacher because her snack supply (for kids who forget/can't bring snacks) was running low. Was that a gift? Would it need to be documented? I am firmly against anything that is going to make supporting our teachers harder- they are at the heart of this district and our most important resource.
Abby Roberts		
Carol Gilbert	This is trash, do not implement.	This is trash, do not implement.
Megan Beck		
Whitney Griffin	All donations made to the PTA should stay with the PTA	All donations made to the PTA should stay with the PTA

First and Last Name	[JDDG] KMC-AR, Student Body Funds Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	[JEHMC-AR, Gifts to the District] Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Madeline Huffman		
Kari Betts		
Griffin Brungraber	Opposed to all changes. The school district should concern itself with providing equal opportunity for all students. It is every parent right to tilt the outcome as strongly as possible in favor of their own offspring. The district should not make it their business to stand in the way of that right.	Opposed to all changes. The school district should concern itself with providing equal opportunity for all students. It is every parent right to tilt the outcome as strongly as possible in favor of their own offspring. The district should not make it their business to stand in the way of that right.
Ami Formica		Highland should keep the money it fundraises for storyline- it's a magnet school and should not be give those funds to the district pool because of its specialized nature. Why is this policy proposal happening over the summer when families are gone and won't be able to provide input? That does not include parent voices at all!! This decision should be given time during the school year for parent input. The district has a budget for equity etc and should not pull from donations that parents make to storyline - this will definitely discourage families from donating … it's a huge part of our community at highland and this policy change would compromise the fundamental way our school operates.
Molly España		
Paige Willard		
Arielle Raasch	No feedback	No feedback
Jen Pfeffer	I am strongly opposed to just about all of these proposed changes for the following reasons. These changes would be punitive to teachers, staff, and coaches that are already underpaid. Funds or stipends to supplement teachers, staff, and coaches are banned and our school, Juniper, thrives at offering these to our teachers and staff throughout the year. This will decrease FTEs in schools and programs Funds donated to a school or program are no longer guaranteed to go to that school or program which is unacceptable. If they raise more than they budgeted, the excess goes to the general fund, where is should remain with the school and reappropriated towards other needs within that school. If they don't raise as much as they need, the money goes to the general fund, where it should stay until the fundraising goal is met. This allows for Admin discretion to move any money or donation to another school or program. This is not fair. Funds raised by our a juniper families should stay at juniper and allocated by our local amazing PTO. This allows for Admin discretion to move a baseline budget to a different program intentionally offsetting donations example: $100 donation to a program would decrease district spending on the program by $100 Fundraising cannot be done through Venmo, GoFundMe, or other digital means - cash or check only Greatly decreases the ability to raise funds by cutting off core technology to solicit donations Removes ability of teachers to fundraise for the classrooms on platforms like DonorsChoose Oregon in general but also BLS has a proven track record of bad budgeting and mismanaging monies and I don't trust any of them with our schools money, fundraising efforts, budgeting and allocating etc. I strongly urge you to reconsider all of this and stay out of It. Leave all of this to the school families and PTO's. Thank you.	I am strongly opposed to just about all of these proposed changes for the following reasons. These changes would be punitive to teachers, staff, and coaches that are already underpaid. Funds or stipends to supplement teachers, staff, and coaches are banned and our school, Juniper, thrives at offering these to our teachers and staff throughout the year. This will decrease FTEs in schools and programs Funds donated to a school or program are no longer guaranteed to go to that school or program which is unacceptable. If they raise more than they budgeted, the excess goes to the general fund, where is should remain with the school and reappropriated towards other needs within that school. If they don't raise as much as they need, the money goes to the general fund, where it should stay until the fundraising goal is met. This allows for Admin discretion to move any money or donation to another school or program. This is not fair. Funds raised by our a juniper families should stay at juniper and allocated by our local amazing PTO. This allows for Admin discretion to move a baseline budget to a different program intentionally offsetting donations example: $100 donation to a program would decrease district spending on the program by $100 Fundraising cannot be done through Venmo, GoFundMe, or other digital means - cash or check only Greatly decreases the ability to raise funds by cutting off core technology to solicit donations Removes ability of teachers to fundraise for the classrooms on platforms like DonorsChoose Oregon in general but also BLS has a proven track record of bad budgeting and mismanaging monies and I don't trust any of them with our schools money, fundraising efforts, budgeting and allocating etc. I strongly urge you to reconsider all of this and stay out of It. Leave all of this to the school families and PTO's. Thank you.
John Lerch	Identify exactly which groups lose the ability to hold their own funds; the rule bars assigning fund administration to "a booster club or a parent/teacher/student organization." Confirm designated funds will keep benefiting the specific group and the students who raised them, as the regulation already requires.	Preserve and strengthen the promise that a gift is "used for the purpose(s) specified by the donor," and make it override KMC-AP's reversion clauses. Make the central-fund pitch in donor thank-you letters opt-in, not required (guideline 6).
Shelby Olufson		
Ruby Taschner		
Bailey Rodgers	Stop putting obstacles in front of the limited resources schools already have	Stop putting obstacles in front of the limited resources schools already have
Karissa Hester		
Cara Duncan		
Lyndsay rae wolf	"The building principal or designee will be responsible for administering student body funds." This administrative structure is appropriate for student body funds. However, I encourage the district to clarify that independent PTO funds remain under the governance of their own nonprofit organizations while continuing to collaborate closely with school administrators. A clear distinction will strengthen accountability while preserving effective community partnerships.	"…such gift(s) will be used for the purpose(s) specified by the donor…" I appreciate the policy's commitment to honoring donor intent. I encourage the district to ensure this principle remains central throughout all fundraising and donation policies so that community members can give with confidence that their contributions will directly support the school or program they intended.
Alison Pierie		
Victoria Fallon		
Marcelle Howard		If you guys are needing gifts for the district, let us know, don't change everybody's policies just so you can get a $25 gift card to Starbucks.
Eric Parnell	I think funds raised by the school, for the school, should stay in their discretion without district involvement.	I think funds raised by the school, for the school, should stay in their discretion without district involvement.

First and Last Name	- 7350-KMC-AR- Student Body Funds Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	- KKHMC-AR- Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Shari Ballard	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.
Laura Breit	Please see my comments under KMC-AP. Student body funds should be handled transparently, but funds raised for a specific student purpose should remain connected to that purpose.	Please see my comments under KMC-AP. If someone gives a gift for a specific school, classroom, team, club, program, or improvement, that gift should not be redirected unless the donor clearly agrees.
Bekki Tucker		
Andre Morris		
Nelia Geelan	Could the policy explicitly state that "Student Body Funds" refers only to district-controlled student activity accounts and does not include funds held by independent nonprofit organizations?	(1) Can the policy clearly state that it applies only after a gift has been voluntarily donated to and accepted by the district, and not while funds remain assets of an independent nonprofit? (2) Can the policy clarify when consultation with school officials is expected - before fundraising, before purchasing an item, or before the district formally accepts the gift?
Rebekah Guiney	Each local Bend Lapine school should be able to organize their funds the way it is appropriate and applicable for each community school. I do not feel that there needs to be any sort of district intervention unless there is illegal or unethical activities.	No district intervention. Each school should be able to work autonomously.
Sarah Garthe	I have no comments on this document.	As stated above. I think "Gifts" and in this case "property" needs to be better defined for clarity. It's not clear if this is just monetary gifts. What about fun christmas and end of year gifts for teachers, does that classified as "property". Property should be defined for clarity that individual gifts are allowed, but property gifts (maybe TVs and other equipment above a certain $ amount).
Justin Chiotti		
bianca agudelo	We believe this is a poorly written policy that is open to many unintended consequences. We are extremely concerned that FOA will no longer be able to execute most of our efforts if this policy is adopted. Friends of Amity has joined a coalition of 12 Bend-La Pine PTOs and PTAs formally opposing this policy as it is currently written. The School Board will vote in August, and your voice matters.	We believe this is a poorly written policy that is open to many unintended consequences. We are extremely concerned that FOA will no longer be able to execute most of our efforts if this policy is adopted. Friends of Amity has joined a coalition of 12 Bend-La Pine PTOs and PTAs formally opposing this policy as it is currently written. The School Board will vote in August, and your voice matters.
Jennifer Price		
Kristina F Mylne	Equity across schools should be funded through the district budget, not by redirecting donations families made for their own students.	
Kathryn Mahoney		
Ali Cammelletti	This policy was released over summer break without adequate time for real community input, please extend the timeline into the school year.	This policy was released over summer break without adequate time for real community input, please extend the timeline into the school year.
Eli Conlee		
Peter Holter		
Lindsay Borkowski		
Melissa Chee	Money raised for a specific school should be freely allowed to stay with that school. Independent PTOs shouldn't need the extra bureaucracy of district approval to operate or to support our teachers and students. The ability to raise funds would be severely impeded as well as the ability to fund quality programming for our children.	Money raised for a specific school should be freely allowed to stay with that school. Independent PTOs shouldn't need the extra bureaucracy of district approval to operate or to support our teachers and students. The ability to raise funds would be severely impeded as well as the ability to fund quality programming for our children.
Valerie Ells		
Allison Lutz	• Equity across schools should be funded through the district budget — not by redirecting donations families made for their own students. • PTOs should be able to support their teachers and students without unnecessary barriers. • This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.	• Equity across schools should be funded through the district budget — not by redirecting donations families made for their own students. • PTOs should be able to support their teachers and students without unnecessary barriers. • This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.
Kelsey Boyd		
Beth Gladis		
Lauren Bale		
Jessica Liner		
Sara Foerster		
Sara Evans		
Mandy Olson		
Lucas Marciniak		

First and Last Name	7.120(2) KMC-AR, Student Body Funds Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	7.KKHMC-AR, Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Kendall Bartholomew		
James Bartholomew		
Heylen Thienes		
Kirsten Larwin		
Ray Hartwell		
Jill Johnson	Is PTO (elementary) able to govern their own funds as a board anymore? I worry that chances to support the school will go down immensely if there is a drawn out process to access funding to support staff and the school community.	
Sarah Benrath		
Matt Cook		
Simon Axten		
Casey Hatfield-Chiotti	The policy says funds should benefit: “those students currently in school who have contributed to the accumulation of those funds” That creates a potential issue. Many PTOs/booster clubs rely on community-wide fundraising, not only current students. Families often contribute expecting benefits to continue beyond a single cohort. This could limit long-term or program-building investments (like multi-year curriculum support or staff training).	I support accountability for donations to schools, but this policy centralizes too much control over how gifts are accepted and used, which may discourage community giving. Requiring superintendent approval for all gifts and adding extensive reporting and documentation can slow down or complicate even small, routine donations. It also reduces school-level flexibility and may unintentionally steer donations away from the schools or programs donors intended to support. I encourage the district to keep transparency and reporting requirements but allow more school-level authority to accept smaller or routine gifts, reserving district review for larger or higher-impact donations.
Jessica Grillo		
Erika Sommer		This appears to be a legal bribe and that the school district won’t make decisions that are best for the needs of a school or the district. Again, why put this under vote while we are all away for 4th of July. Seems shady.
Ashley Hill		
Ari Brown		
Valerie Sizemore		
Julie Evert	Money raised by the school should stay at the school	
Sean Evert	We will continue to donate what Buckingham needs to be successful for our students. If the district attempts to redistribute funds donated by us to other schools or other district programs, they will be forced to answer to legal council as to where our intended donation has gone. The district's equity goals should be funded through the district budget, not by redirecting community donations designated for a specific school. If the district attempts to control independent PTOs servicing of specific schools funding to help students or teachers, the district will be forcing PTOs to come up with creative ways to avoid the district altogether. We need to be building a community at our own schools and not worrying that funds donated for a specific school will be redirected somewhere else. Bend La Pine school district is getting quite the reputation around Bend that they will do whatever they want to better serve the school administrators and not the school district attendees. Administrators continually make decisions behind closed doors and then shove their self benefiting decisions down the throats of school members instead of living out in the open and giving district members a voice to make sure their schools represent the students that actually go there. The fact that these proposed changes to the Bend La Pine school districts policies on handling and distributing funds was released on a Friday afternoon during the summer time shows just what the district actually thinks about the proposed changes. It is highly suggested that the district gives a wide birth to individual schools to keep their own funds donated by parents for specific schools. Please leave this decision open until after the school year starts and you can receive actual feedback from district members.	We will continue to donate what Buckingham needs to be successful for our students. If the district attempts to redistribute funds donated by us to other schools or other district programs, they will be forced to answer to legal council as to where our intended donation has gone. The district's equity goals should be funded through the district budget, not by redirecting community donations designated for a specific school. If the district attempts to control independent PTOs servicing of specific schools funding to help students or teachers, the district will be forcing PTOs to come up with creative ways to avoid the district altogether. We need to be building a community at our own schools and not worrying that funds donated for a specific school will be redirected somewhere else. Bend La Pine school district is getting quite the reputation around Bend that they will do whatever they want to better serve the school administrators and not the school district attendees. Administrators continually make decisions behind closed doors and then shove their self benefiting decisions down the throats of school members instead of living out in the open and giving district members a voice to make sure their schools represent the students that actually go there. The fact that these proposed changes to the Bend La Pine school districts policies on handling and distributing funds was released on a Friday afternoon during the summer time shows just what the district actually thinks about the proposed changes. It is highly suggested that the district gives a wide birth to individual schools to keep their own funds donated by parents for specific schools. Please leave this decision open until after the school year starts and you can receive actual feedback from district members.
Kinh O’Brien		
Brad Evert		
Ryan LaPoma	As a concerned parent of children in BLPS, I request the following: -Identify exactly which groups lose the ability to hold their own funds; the rule bars assigning fund administration to "a booster club or a parent/teacher/student organization." -Confirm designated funds will keep benefiting the specific group and the students who raised them, as the regulation already requires.	As a concerned parent of children in BLPS, I request the following: -Preserve and strengthen the promise that a gift is "used for the purpose(s) specified by the donor," and make it override KMC-AP's reversion clauses. -Make the central-fund pitch in donor thank-you letters opt-in, not required (guideline 6).
Claire Farr		

First and Last Name	- 7250 KMC-AR, Student Body Funds Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	- KKHMC-AR, Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Ian Nimmo	- Identify exactly which groups lose the ability to hold their own funds; the rule bars assigning fund administration to "a booster club or a parent/teacher/student organization." - Confirm designated funds will keep benefiting the specific group and the students who raised them, as the regulation already requires.	- Preserve and strengthen the promise that a gift is "used for the purpose(s) specified by the donor," and make it override KMC-AP's reversion clauses. - Make the central-fund pitch in donor thank-you letters opt-in, not required (guideline 6).
Eric Turner		
Melissa Chelf		
Anne Crossman	This feels like stealing. Our parents have worked hard to raise money for our schools. It is also a perverse incentive--if money raised no longer goes to our child's school, we will not give it; equally, if other schools receive money they did not earn, they will not be incentivized to raise their own funds. Taxes already give schools an equal base to work from given student attendance numbers. That this is guised in equality is the district taking control of something that does not belong to them; this hurts our schools. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget — not by redirecting what families donated for their own kids. Independent PTSOs shouldn't need district approval to support our teachers and students. This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.	This feels like stealing. Our parents have worked hard to raise money for our schools. It is also a perverse incentive--if money raised no longer goes to our child's school, we will not give it; equally, if other schools receive money they did not earn, they will not be incentivized to raise their own funds. Taxes already give schools an equal base to work from given student attendance numbers. That this is guised in equality is the district taking control of something that does not belong to them; this hurts our schools. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget — not by redirecting what families donated for their own kids. Independent PTSOs shouldn't need district approval to support our teachers and students. This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.
Molly King	I would be far less likely to donate money to the pto if funds are not used for my children at their school. I would imagine parents will look for back door channels to ensure their contribution is used at their own school. These are not "tax dollars" where equity is important and ensured. These are parents contributing their own money to THEIR children's school. I can guarantee you there will be far less funding generated by all ptos if this policy is instituted. This will impact a "positive" experience at bend lapine schools and create tremendous dissatisfaction.	I would be far less likely to donate money to the pto if funds are not used for my children at their school. I would imagine parents will look for back door channels to ensure their contribution is used at their own school. These are not "tax dollars" where equity is important and ensured. These are parents contributing their own money to THEIR children's school. I can guarantee you there will be far less funding generated by all ptos if this policy is instituted. This will impact a "positive" experience at bend lapine schools and create tremendous dissatisfaction.
Gabe Pagano	No comments	Looks fine
Gene Hubbard		
Steven Griffin		
Alison Kurth		
Hilary Redden		To report everything feels like a big change and administrative requirement.
Beth Thomas		Our group would like to see a monetary threshold explicitly listed in this policy where the Gifts to the District form would not need to be filled out. Example: anything less than $500 or items of immaterial donation are not required to submit this form. (this makes those small classroom donations easier for schools and families without creating a monstrous paper trail for party donations, classroom supply donation, etc.)

6.16.26-8.4.26Policies In Review - Public Comment (Responses)

First and Last Name	EHA/EHB/EHAA, Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	EHC-AR, Request Fundraising on Behalf of the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Steven Epstein		
Galen Brodie on behalf of the High Lakes Elementary PTO	This form appears appropriate for documenting gifts that have been formally donated to and accepted by the district. To avoid confusion, we recommend clarifying that this form applies only to gifts that are being transferred to district ownership. Funds, equipment, or other assets that are raised, purchased, or held by independent nonprofit organizations such as PTOs and booster clubs should not be considered district gifts until the organization has elected to donate them and the district has accepted the donation. This clarification would help maintain a clear distinction between district assets and assets owned by independent nonprofit organizations.	
Andrea Banta		
JOY C CHILDERS		
Amy Banton	See above.	
Jesaca Hatcher	I have the same concern here: gifts should be used according to donor intent and not redirected without clear prior consent.	
Joy Childers		
Tessa Daniels		
Jillian VanStaaveren		
Michelle Hallinan		
Jenny Richardson		
Steven Griffin	Action on this issue needs to be postponed until at least November. Proposing and acting on such a massive change in policy while school is out of session is underhanded and sleazy.	
Jordan Grandlund	The money raised for a specific school should be used for that specific school. As a parent, I donate because it is going to the specific school.	
Brittney clark		
Ashley Schneider		
Amber K McCoy		
Katherine McGee	To sum, this policy takes fundraising ability away from the community and creates red tape that lowers the whole district. While cutting art/pe/music/aides from schools and then removing the ability of communities from fundraising to return these important programs to our schools, the school board is strangling already struggling schools.	
Hollis Bateson	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	
Luke Grandlund		
Julie Furnas	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	
Cole Helgerson		
Cam Glogau		
Kathleen Glogau		
Stefan Hermannsson		
Paul N Brown		
Brooke Mues		
Adam Roderick Cagle		

First and Last Name	JKA/JKAC/JKAJ, Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	JLKC-AR, Request Fundraise on Behalf of the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Jennifer Casey		
Heather Dumser		
Dustin Whitaker		
Kristopher cox		
YITONG HUANG		
Hannah Helgerson		
Lindsey Loughry		
Mauri Brown	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	
Annelise Cappy		
Kallissa Miller		
Brian Cappy		
Kosh Wallis	My school's PTO should not need to go through the district to support our school.	
Mike Jarvinen		
Christina Crossley		
Michael Hicks	The AR says the principal must sign, but there is no designated place to sign on the form.	
J.J. Howard		
Rachel Larkin		
Sara Sawicki		
Emily Wommack		
Jennifer Treber		
Megan Truelson		
Jonathan Samples		
Misoo Abele	Request for delay - The timing of this proposal, on short notice, during summer break does not allow for consideration and input from the community	
Sierra shore	The funds raised at a particular school should stay at that school. Parents donate to their children. Out taxes pay more than enough to all the schools. Releasing this over summer break is cowardly. Extend the date and publicize this more.	
Darcy Balcer		
Joseph Churchman	Money raised for a school should stay at that school.	
Jessica Baker		
Ned Lutz		
Kristin Smith		
Joslyn Gibson	This policy risks undermining an important source of supplemental funding by discouraging families from donating to their local schools. Money raised by a school community should stay with that school — redirecting those contributions to serve district-wide equity goals is not the appropriate mechanism; those goals belong in the district budget. Independent PTOs serve our teachers and students and should not require district approval to do so. Finally, releasing this policy over summer break effectively shuts out meaningful public input. We urge the district to extend the comment period into the school year so families have a real opportunity to engage.	

First and Last Name	EHAA/EHAC/EHAD, Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	KHD/KHE, Request Fundraising on Behalf of the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Meredith Brandt		
Ali Balyeat	This policy will discourage families from donating to their local schools which limits important supplemental funding. These are voluntary donations and should not be regulated by the district, nor should the independent PTO's efforts to support teachers and classrooms. The district's equity goals should be funded through the district budget, not by redirecting community donations. Lastly, this being released over summer break is poor timing for real consideration of the community and should, at the very least, be extended to the school year.	
Guilyn maros	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	
Brett		
John Printz		
Jennifer McCaffrey	I disagree with the proposal to pull money raised by PTO organizations into district controlled accounts. This policy will keep folks from donating to their local neighborhood schools and districts. I believe that funds raised by and for a specific school or school programming should stay with that school. Equity should be funded by the district budget, not by siphoning community donations.	
Sean Cavanagh		
Maryellen Parker		
Kirst		
Emma Ulrich		
Katherine Blodgett	No notes	
David Bennett		
Erin O'Donnell	Here again, the form is straightforward. I still recommend adding a checkbox indicating whether the donor intends the gift to remain with a specific school or whether it may be used districtwide.	
Rachel Strickland		
Hannah Hess		
BREANNE GALE		
Lynn Baker		
Joanne Plana-Anderson	N/A	
Sevda Day		
Janelle M Stroup		
Stephanie Wilhite		
Jamie Herring		
Travis Ulrich		
Matt D	Please keep PTO funds raised within the schools where the time and effort were invested to collect them. These funds should remain under the control of each school's PTO and be used in the manner the PTO determines is best for its students and school community. Please do not place these PTO funds under district control. The families, volunteers, and community members who worked hard to raise this money did so with the expectation that it would directly benefit their local school. Thank you for your time and consideration. Sincerely, A Very Concerned Parent and Resident	
Brian Gartland		

First and Last Name	EBCA/EBCA-AR(1) Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	KHC-AR, Request Fundraising on Behalf of the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Bradford Henson	District money raised should be deployed within the district.	
Porter Friedman		
Kylie Jager	Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	
Scott Breon	State on the form that any gift with a completed "Designated Use" or "Special Conditions" will be honored for that purpose and excluded from reversion to the general fund.	
Vanessa Vu		
Sara Jennermann		
Abby Roberts		
Carol Gilbert	This is trash, do not implement.	
Megan Beck		
Whitney Griffin	All donations made to the PTA should stay with the PTA	
Madeline Huffman		
Kari Betts		
Griffin Brungraber	Opposed to all changes. The school district should concern itself with providing equal opportunity for all students. It is every parent right to tilt the outcome as strongly as possible in favor of their own offspring. The district should not make it their business to stand in the way of that right.	
Ami Formica		
Molly España		
Paige Willard		
Arielle Raasch	No feedback	
Jen Pfeffer	I am strongly opposed to just about all of these proposed changes for the following reasons. These changes would be punitive to teachers, staff, and coaches that are already underpaid. Funds or stipends to supplement teachers, staff, and coaches are banned and our school, Juniper, thrives at offering these to our teachers and staff throughout the year. This will decrease FTEs in schools and programs Funds donated to a school or program are no longer guaranteed to go to that school or program which is unacceptable. If they raise more than they budgeted, the excess goes to the general fund, where is should remain with the school and reappropriated towards other needs within that school. If they don't raise as much as they need, the money goes to the general fund, where it should stay until the fundraising goal is met. This allows for Admin discretion to move any money or donation to another school or program. This is not fair. Funds raised by our a juniper families should stay at juniper and allocated by our local amazing PTO. This allows for Admin discretion to move a baseline budget to a different program intentionally offsetting donations example: $100 donation to a program would decrease district spending on the program by $100 Fundraising cannot be done through Venmo, GoFundMe, or other digital means - cash or check only Greatly decreases the ability to raise funds by cutting off core technology to solicit donations Removes ability of teachers to fundraise for the classrooms on platforms like DonorsChoose Oregon in general but also BLS has a proven track record of bad budgeting and mismanaging monies and I don't trust any of them with our schools money, fundraising efforts, budgeting and allocating etc. I strongly urge you to reconsider all of this and stay out of It. Leave all of this to the school families and PTO's. Thank you.	
John Lerch	State on the form that any gift with a completed "Designated Use" or "Special Conditions" will be honored for that purpose and excluded from reversion to the general fund.	
Shelby Olufson		
Ruby Taschner		
Bailey Rodgers	Stop putting obstacles in front of the limited resources schools already have	
Karissa Hester		
Cara Duncan		
Lyndsay rae wolf		
Alison Pierie		

First and Last Name	KMA/KMB/KMC/KMD - Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	KMC-AR, Request Fundraising on Behalf of the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Victoria Fallon		
Marcelle Howard		
Eric Parnell	I think funds raised by the school, for the school, should stay in their discretion without district involvement.	
Shari Ballard	This policy is likely to discourage families from donating to their local schools and districts, reducing an important source of supplemental funding. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget, not by redirecting community donations. Independent PTOs shouldn't need district approval to operate or to support our teachers and students. Releasing this over summer break doesn't allow real public input — extend the timeline into the school year.	
Laura Breit	Please see my comments under KMC-AP. The district should protect transparency and fairness without discouraging local giving or making donors feel like their support may not go where they intended.	
Bekki Tucker		
Andre Morris		
Nelia Geelan	Since our non-profit organization raises funds over time before making a donation or purchasing items for the school, language clarifying that this form is completed only after the organization has decided to donate funds or property to the district (not while those funds remain in the organization's possession and under the Board's governance), would be appreciated.	
Rebekah Guiney		
Sarah Garthe	definition of what classifies a "gift" should be included on this form.	
Justin Chiotti		
bianca agudelo	We believe this is a poorly written policy that is open to many unintended consequences. We are extremely concerned that FOA will no longer be able to execute most of our efforts if this policy is adopted. Friends of Amity has joined a coalition of 12 Bend-La Pine PTOs and PTAs formally opposing this policy as it is currently written. The School Board will vote in August, and your voice matters.	
Jennifer Price		
Kristina F Mylne		
Kathryn Mahoney		
Ali Cammelletti	This policy was released over summer break without adequate time for real community input, please extend the timeline into the school year.	
Eli Conlee		
Peter Holter		
Lindsay Borkowski		
Melissa Chee	Money raised for a specific school should be freely allowed to stay with that school. Independent PTOs shouldn't need the extra bureaucracy of district approval to operate or to support our teachers and students. The ability to raise funds would be severely impeded as well as the ability to fund quality programming for our children.	
Valerie Ells		
Allison Lutz	• Equity across schools should be funded through the district budget — not by redirecting donations families made for their own students. • PTOs should be able to support their teachers and students without unnecessary barriers. • This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.	
Kelsey Boyd		
Beth Gladis		
Lauren Bale		
Jessica Liner		
Sara Foerster		
Sara Evans		
Mandy Olson		

First and Last Name	EAA/EAAC/EACA, Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	JHD/JHE, Request Fundraising on Behalf of the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Lucas Marciniak		
Kendall Bartholomew		
James Bartholomew		
Heylen Thienes		
Kirsten Larwin		
Ray Hartwell		
Jill Johnson		
Sarah Benrath		
Matt Cook		
Simon Axten		
Casey Hatfield-Chiotti		
Jessica Grillo		
Erika Sommer		
Ashley Hill		
Ari Brown		
Valerie Sizemore		
Julie Evert		
Sean Evert		
Kinh O'Brien		
Brad Evert		
Ryan LaPoma	As a concerned parent of children in BLPS, I request the following: -State on the form that any gift with a completed "Designated Use" or "Special Conditions" will be honored for that purpose and excluded from reversion to the general fund.	
Claire Farr		
Ian Nimmo	State on the form that any gift with a completed "Designated Use" or "Special Conditions" will be honored for that purpose and excluded from reversion to the general fund.	
Eric Turner		
Melissa Chelf		
Anne Crossman	This feels like stealing. Our parents have worked hard to raise money for our schools. It is also a perverse incentive--if money raised no longer goes to our child's school, we will not give it; equally, if other schools receive money they did not earn, they will not be incentivized to raise their own funds. Taxes already give schools an equal base to work from given student attendance numbers. That this is guised in equality is the district taking control of something that does not belong to them; this hurts our schools. Money raised for a specific school should stay with that school. The district's equity goals should be funded through the district budget — not by redirecting what families donated for their own kids. Independent PTSOs shouldn't need district approval to support our teachers and students. This policy was released over summer break without adequate time for real community input — extend the timeline into the school year.	
Molly King	I would be far less likely to donate money to the pto if funds are not used for my children at their school. I would imagine parents will look for back door channels to ensure their contribution is used at their own school. These are not "tax dollars" where equity is important and ensured. These are parents contributing their own money to THEIR children's school. I can guarantee you there will be far less funding generated by all ptos if this policy is instituted. This will impact a "positive" experience at bend lapine schools and create tremendous dissatisfaction.	
Gabe Pagano	Form looks good	As a principal, I used to lose site of what I signed. Again, similar to sites and facilities or bias incidents or concers, I wonder if it would be better to have a comprehensive list for principals to see and monitor through a Smart Sheet.
Gene Hubbard		

First and Last Name	KH, KMC, AR(1). Gifts to the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.	KMC-AR. Request Fundraising on Behalf of the District Please provide any comments or feedback below, referencing specific lines or paragraphs in the policy if applicable.
Steven Griffin		
Alison Kurth		
Hilary Redden		
Beth Thomas	See answer for KH/KMC-AR	