ADEL SCHOOL DISTRICT

Regular Board Meeting

September 17, 2026 | 6:00 p.m. Adel School

Members Present

- Jason Jaeger
- Aja O'Keeffe
- Terry Cahill
- Peter Osborne

Staff Present

- Lane Stratton
- Stacey Martin
- Tonya Stratton
- Bill Cleland
- Robin Shine

Public

- Heidi Osborne
- Jim Reed
- Tory Jaeger
- Michele Cahill
- Tess Lane
- Carley Cahill
- Sharon Greg
- Sherry Schadler
- Patrick O'Keeffe
- Zak Morgan

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1. CALL TO ORDER

The Board Chair Jason Jaeger called the meeting to order @ 6:06 pm.

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2. APPROVAL OF AGENDA

The Board discussed two proposed amendments to the agenda.

Policies 8.6 and 8.7, which had been brought forward for first reading at the previous meeting, were removed from the agenda. Additional feedback had been received from the Oregon School Boards Association (OSBA) attorney, and further clarification was needed before the policies could appropriately be brought back for discussion.

Motion: Peter Osborne made a motion to remove items 8.6 and 8.7 from the agenda.

Second: Terry Cahill

Motion passed unanimously.

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3. APPROVAL OF AUGUST 2026 MINUTES

The Board reviewed the August 2026 meeting minutes.

Motion: Terry Cahill made a motion to approve the August 2026 minutes.

Second: Aja O'Keeffe

Motion passed unanimously.

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4. Principal's Message

The principal addressed the Board and members of the public regarding concerns raised in letters submitted by parents concerning school lunches/food policies, the preschool program, and student transportation.

The principal explained that the purpose of the presentation was to provide background and explain changes that had already been made or were being considered.

School Lunches and Beverages

The principal provided historical context regarding the school's previous water-only practice.

Several years ago, the school had a student with dietary restrictions. Staff and students agreed to model the dietary practices needed to support that student, and the practice continued after the student was no longer enrolled.

The principal emphasized that students are active, growing children who need adequate nutrition and fuel throughout a very busy school day. The school environment is active throughout the day, including during recess.

The principal also explained that the school does not have a full-time custodian during the school day and that staff members are responsible for cleaning spills. Water spills are generally easier for staff to clean than other beverages.

Changes to Lunch

Lunch has been moved to the community hall.

Microwaves, an air fryer, and a toaster have been moved to the community hall as well. The principal explained that the move is intended to provide students and teachers with a true break from the classroom/learning environment and allow for more flexibility concerning food and beverages.

Students will be permitted to have healthy drink alternatives during lunch in the community hall. The school will ask families to avoid high-sugar drinks, energy drinks, and soda.

The classrooms and primary school setting will continue to be water-only.

The principal stated that staff will work with professionals and use the district's adopted health curriculum to provide families with nutritious lunch ideas and guidelines through the new school website.

Staff will also work on ways to promote healthy eating habits without creating the negative or unintended outcomes raised in the parents' letters.

The student handbook will be reviewed and updated regarding lunch and beverage guidelines, with amended language expected to be presented to the board for approval at a future meeting.

Preschool Program

The principal apologized to parents and the board for not properly communicating the changes to the preschool program.

The principal explained that staff have discussed ways to improve the preschool program for several years. The current model was developed after consideration of staff discussions, student data from neighboring districts, and Adel's current student population.

The principal asked parents and the board to allow time to evaluate the new model and its effectiveness in preparing students for kindergarten.

Three-Year-Old Program

Under the new model, three-year-old students will participate in a home-based preschool program.

The program will include:

- Educational materials sent home approximately twice each month.
- A parent/child play night at the school approximately once each month.
- Participation and support from Adel and ESD staff.
- School-provided backpacks and educational supplies.
- Pencil boxes and supplies.
- Scholastic readers and children's books.
- Parenting and educational resources.
- Additional resources made available through the new school website.

The principal explained that the program is intended to allow younger three-year-olds to remain at home while receiving structured educational support and opportunities for social interaction.

The school is also considering increasing parent nights to twice per month after Christmas in order to increase opportunities for social interaction.

Four-Year-Old Program

The proposed program for four-year-olds will be an in-person program at the school approximately two to four days per week, with an emphasis on kindergarten readiness. The principal explained that the program is intended to provide a one-year kindergarten-readiness transition for students. The principal also discussed the importance of considering individual student readiness, including birthdays and developmental differences, rather than automatically assuming that a child should enter kindergarten based solely on age.

Transportation

The principal provided background regarding Adel's transportation situation. Approximately five years ago, Adel transported significantly fewer students from the north end of the district. The district currently transports 16 students from the northern boundary through the southern boundary. Staff have examined multiple transportation options, contacted other school districts, driven potential routes, and timed the routes. The principal stated that the current transportation plan was developed after considerable discussion and consideration of staffing, budget, route length, and available vehicles. The principal stated that the board would be asked to provide direction concerning potential changes to the current route.

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5. PUBLIC COMMENT

The Board Chair opened the meeting for public comment and stated that the board wanted to hear parents' concerns and work toward solutions.

The Chair reminded attendees that:

- Public comment may include objective criticism of district operations and programs.
- Matters concerning individual personnel should be handled privately through the appropriate process.
- Speakers should identify themselves because the meeting is recorded.
- Public comment may concern subjects that are not specifically listed on the published agenda.
- The Chair reserved the ability to limit public comment if discussion became nonconstructive or focused personally on district employees.
- Rather than strictly limiting each speaker to three minutes, the board initially proposed approximately 30 minutes for public comment, with flexibility depending upon the number of people wishing to speak.

Public Comment-Transportation

Tess Lane

Tess Lane stated that transportation was the primary concern and expressed significant concern about children being required to meet the bus at locations along the roadway. Tess stated that Adel currently has two buses, a Cadillac/SUV-type vehicle, and community members willing to drive. The parent questioned why the district could not use more than one vehicle to divide the northern and southern routes. Safety was emphasized, particularly because children would be required to wait near roads where vehicles travel at significant speeds. Concerns were also raised regarding the possibility of predators or unfamiliar people being near children at bus stops. Tess suggested using a bus for the north end and an SUV for the south end to reduce route times and improve safety.

Michelle Cahill

Michelle Cahill stated that she currently has one student riding the bus and lives at one of the southernmost pickups. Her primary concern was the amount of time her young student spends on the bus. She stated that her child is often not home until close to 5:00 p.m. She supported the possibility of using more than one vehicle to reduce transportation time and improve safety.

Carley Casey

Carley Casey stated that she has a kindergarten student and expressed concerns regarding students standing near roads. She specifically referenced O'Keeffe Lane and the speed of

vehicles traveling down the road. She explained that children can become distracted very quickly and that it only takes a moment for a child to be standing in an unsafe location. She also expressed concern about the amount of time families spend driving to bus stops. She suggested that another vehicle could pick up students in the southern area, which would reduce the amount of time students spend waiting and riding the bus.

Sharon Gregg

Sharon Gregg expressed concern about children being outside near roadways when it is dark, particularly during the morning. She stated that the concern would become greater as daylight hours decreased and winter weather arrived. She also questioned what would happen if the bus experienced a mechanical problem while children were waiting. Sharon stated that some families, particularly those with multiple young children, would have difficulty getting children bundled up and transporting them to a distant bus stop. She supported front-door pickup and stated that the existing route could potentially be adjusted to accommodate students without requiring children to walk significant distances along the roadway.

Patrick O'Keeffe

Patrick O'Keeffe stated that he agreed with the concerns raised by other parents regarding safety and route length. He supported the idea of using two vehicles and stated that having a second driver could reduce the amount of time children spend on the bus.

Sherry Schadler

Sherry Schadler stated that although her driveway is long, the portion of the driveway that takes the bus additional time is approximately seven-tenths of a mile. She explained that the time saved by not having to drive her daughter to a bus stop is significant because her daughter has livestock and other responsibilities at home. She questioned whether the district should take on additional safety concerns by requiring families to transport young children to bus stops along roadways. Sherry also expressed frustration that parents were not consulted before the bus route change was implemented. She stated that parents received notification shortly before leaving for the fair and felt they were not given sufficient time to prepare for the change. She emphasized that Adel is a small community in which many families have longstanding connections to the school. She stated that parents want to work together with the school and believed a community discussion could have produced workable solutions.

Zak Morgan

Zak Morgan stated that his girls were happy at Adel School. As a single working father, he explained that he does not have the same ability as some families to remain at home and respond if a child encounters a problem at a bus stop. He stated that under the previous system, the bus picked up his children at their home, which gave him confidence that they were safe. He expressed concerns about children waiting outside, particularly in darkness and cold weather. He referenced safety concerns involving people who have passed through the community and stated

that he did not believe children should be required to stand along the roadway when the district may have other transportation options. He supported returning to front-door pickup.

Jim Reed

Jim Reed expressed concerns about the safety of children waiting at the end of long driveways. He stated that his daughter would need to leave the house earlier in order to be at the bus stop on time and that this would require her to wait approximately ten minutes before the bus arrives. He also discussed concerns about people who have previously lived in or passed through the community and the potential risks to children. Jim stated that his family's driveway has existed in essentially the same condition for decades and that the number of students using the road has changed over time. He supported consideration of safety and transportation time when evaluating the route.

Tory Jaeger

Tory Jaeger stated that the community had historically operated differently and that parents were disappointed that no community discussion occurred before the transportation change. She stated that the situation made some families feel disconnected from the school.

Heidi Osborne

Heidi Osborne expressed concern about her daughter having to cross or wait near the roadway. She stated that she personally drives the road and has encountered situations where vehicles approach quickly and visibility is limited. She questioned why the district would purchase a four-wheel-drive bus if the bus would not be used for difficult driveways. She supported using another driver and vehicle to divide the routes.

Public Comment-Preschool

Parents and community members then discussed concerns regarding the preschool program.

Tess Lane

Tess Lane stated that preschool was one of the primary reasons she became concerned and began discussing the issue with other community members. She stated that her three-year-old child was excited about attending school and that another child in the family had benefited from attending preschool for multiple years. She questioned whether the district should discontinue the three-year-old program at a time when the community has a relatively large number of young children. She also noted that the preschool program previously had special education support and that preschool teachers also served transportation roles, which could provide additional employee hours.

Michelle Cahill

Michelle Cahill stated that her daughter would be four in November and expressed concern that she would miss an opportunity for in-person preschool.

She emphasized benefits including:

- Socialization.
- Learning to follow a schedule.
- Developing classroom routines.
- Becoming comfortable in a school environment.
- Preparing for kindergarten.

She acknowledged that the proposed new model may have benefits but stated that she believed in-person preschool provided important experiences.

Carley Casey

Carley expressed concern about older preschool children being placed with substantially younger children. She suggested that even if the full preschool program could not be reinstated, the district could consider opportunities for older preschool students to spend time at the school one day per week. She emphasized the importance of socialization, structure, and exposure to the school environment.

Sharon Gregg

Sharon stated that children with older siblings often develop skills earlier because they are exposed to older children's learning.

Patrick O’Keeffe

Patrick O’Keeffe stated that all of his children had attended Adel preschool and that he had personally attended preschool at Adel. He expressed support for the parents who were disappointed by the change.

Sherry Schadler

Sherry Schadler stated that although her own children are older, she has significant experience in early childhood education and had operated an in-home daycare. She explained that preschool should provide more than childcare. It should provide structured learning, socialization, projects, fine-motor skills, following directions, and preparation for kindergarten.

She expressed concern that children who do not receive this foundation may enter kindergarten without the skills expected of them. She stated that if the district could not provide preschool, families should have been informed early enough to explore alternatives and potentially create a community preschool cohort.

Zac Morgan

Another speaker described working with young children during the summer and stated that some children expressed a desire for the structure and social interaction of school. Zac stated that preschool provides an important foundation for a child's education and suggested that even one or two days per week could be beneficial.

Jim Reed

Jim Reed discussed the long-term impact of young families leaving a small community for preschool and early education. He stated that when families begin sending young children to other communities, it can become easier for them to remain connected to those communities rather than returning to Adel. He expressed concern about losing students from the beginning of their educational experience and the possible long-term effect on enrollment, and the future of the school.

Tory Jaeger

Tory Jaeger stated that several preschools in Lakeview accept children beginning at age three. She expressed concern that Adel children could begin attending preschool outside the community and eventually remain in those schools. She stated that young children, particularly active four-year-olds, need opportunities to learn structure, socialization, and classroom routines.

Heidi Osborne

Heidi Osborne stated that her daughter had attended preschool for multiple years and had been happy to continue attending preschool. She expressed concern that the new model could remove an opportunity for children who are ready for kindergarten earlier than expected. She stated that preschool provides structure and that children can benefit from additional years of preschool without necessarily being harmed by repeating a preschool experience.

Public Comment-Food and Lunch

Several parents stated that they supported the move of lunch to the community hall and agreed that students should have healthy options. Parents generally supported water being available in classrooms but expressed interest in allowing additional healthy beverages during lunch.

Carly Casey

Carly stated that an occasional cookie, candy, or other treat should not necessarily be considered harmful, particularly given the amount of activity and physical movement students experience during the school day.

Sherry Schadler

Sherry stated that the concern was not primarily the water-only policy but rather how food choices were discussed with children. She explained that families have different financial circumstances and that parents may send whatever food is available or affordable that day. She emphasized that school staff should be careful about labeling foods as "good," "bad," "real food," or "unhealthy" in ways that could cause children to feel embarrassed or ashamed about what their families provide. Examples of children being told they could not have certain foods or beverages and stated that such comments can affect children emotionally. The parent also noted that some students may live a significant distance from town and that families may not always have ideal food choices available at home.

Zac Morgan

Zac Morgan stated that his children's lunches often consist of leftovers from home and that families should be able to provide food they believe is appropriate for their children. Zac also stated that a small amount of sugar may be helpful for active children, particularly children involved in sports and other activities. The parent strongly supported moving lunch to the community hall and allowing students to have a true break from the classroom environment.

Jim Reed

Jim Reed stated that his child had returned home feeling that she had been criticized or shamed about certain foods in her lunch. He explained that although staff may not intend to make children feel badly, children can interpret comments differently. He encouraged staff to be aware of how food-related comments are perceived by children.

Tory Jaeger

Tori Yeager stated that she had researched Oregon requirements concerning food brought from home. She stated that her understanding was that school wellness requirements regulate what schools sell or provide but do not give schools authority to dictate everything a parent sends in a child's lunch. She also stated that the school should consider the difference between teaching nutrition and making children feel that their food choices are unacceptable. She questioned why some treats are allowed during school-provided meals or as rewards while similar items may be discouraged when brought from home.

Heidi Osborne

Heidi Osborne stated that her daughter had returned home upset because she believed she would get in trouble for eating certain items in her lunch. She emphasized that parents were not asking to send children to school with unhealthy lunches every day. She supported the distinction between water-only classrooms and allowing reasonable beverage and food choices during lunch in the community hall.

BUS ROUTE DISCUSSION MOVED TO ACTION ITEM

The Board discussed whether the transportation discussion should remain informational or be moved to an action item.

Motion: Peter Osborne made a motion to move the bus route decision to an action item.

Second: Aja O'Keeffe

Motion passed unanimously.

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6. CORRESPONDENCE

None

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7. REPORTS

7.1 TEACHER REPORT

The teacher reported that the school year had started well and that the school had a positive beginning with energetic students.

Upcoming activities and events were discussed, including:

- Dental screenings scheduled for September 21.
- Vision screening scheduled for September 23.
- School pictures being rescheduled due to student absences.
- A planned educational field trip for grades 4–8 concerning the events of September 11 and the impact on a small community in northern Canada that received diverted airline passengers.
- A fall field trip for younger students.
- Receipt of newly adopted social studies textbooks.
- Additional science materials being purchased using remaining funds from an ecology grant.

The teacher also discussed the preschool activities that had occurred and expressed appreciation for the opportunity to work with young children.

Current School Enrollment and Instructional Structure

The school currently has approximately 16 students.

The instructional structure includes:

- Five students in kindergarten through second grade.
- Eleven students in grades 4–8.
- No third-grade students enrolled.

The teacher explained the current instructional groupings and how staff are supporting multiple grade levels.

The staff are using blended instructional approaches, including mathematics, English language arts, social studies, phonics, science, and project-based activities.

The teacher discussed the use of Google Classroom tools that allow teachers to associate assignments with specific standards and skills.

This will assist with tracking student progress under the school's standards-based reporting system.

The teacher stated that the goal is to better determine what students actually know rather than relying solely on grades.

The teacher also discussed collaboration with ESD staff and professional development.

Science instruction and whole-school activities were discussed, with an emphasis on maintaining a unified school environment despite the multi-grade instructional model.

7.2 MAINTENANCE REPORT

The Board discussed concerns regarding electrical surge protection for district equipment. Staff had contacted a service provider regarding surge protection for the school's HVAC units.

Estimated costs discussed included:

- Approximately $550 for a lower-cost option for the applicable units.
- Approximately $1,770 for a more extensive option.
- Potential costs of approximately $2,500–$3,000 if larger HVAC control boards were damaged.

Because the district's policy requires Board approval for purchases of $5,000 or more, the Board discussed obtaining additional information before making a decision.

Staff will investigate the cost of a whole-school surge protection system and provide the Board with a comparison of:

1. Individual surge protection options.
2. More extensive protection for the HVAC units.

3. A whole-school surge protection system.
4. Potential costs associated with equipment damage without protection.

The information is expected to be presented at the next board meeting.

7.3 PRINCIPAL REPORT

None

7.4 CLERK REPORT

Website

The district has entered into a contract for a new school website.

The current website was described as difficult to navigate and difficult for staff to update.

The new website is expected to provide improved access to:

- Board meeting information.
- Policies.
- School information.
- Communication.
- A school app.

STEM Days

The Board discussed the possibility of another district/community school participating in STEM days. The Board indicated that the matter should be placed on a future agenda for discussion.

AED

The Clerk and staff discussed the battery needed for the school's AED and confirmed that information had been exchanged.

Budget and Other Administrative Matters

The Clerk noted that budget amendments may be necessary as a result of decisions regarding transportation and preschool.

7.5 BOARD REPORT

None

7.6 FINANCIAL REPORT

The Board reviewed the financial information provided in the meeting packet.

No additional questions were raised.

8.1 BUS ROUTE DISCUSSION

The Superintendent provided additional transportation information.

The transportation issue had been discussed publicly at several previous meetings, including:

- April 9.
- June 25.
- August 24.

The Clerk report previously provided estimated route times. A blacktop pickup route was estimated to take approximately 15 minutes. A single front-door pickup route was estimated at approximately 1 hour and 27 minutes, although staff believed the actual time would be closer to 1 hour and 45 minutes when all stops and circumstances were considered. The Superintendent explained that volunteers who drive district vehicles must meet district employment and insurance requirements. Bus drivers must have the appropriate CDL and passenger endorsement and complete required Oregon Department of Education training. The district also discussed the difficulty of finding employees willing to work limited morning and afternoon hours.

The district currently has approximately $50,000 in the bus account. The district purchased the Expedition a few years ago for the purpose of transporting students in to town for high school.

The district also has a donated Cadillac vehicle that has been used for transportation of preschool students and is a reliable vehicle around Adel. The vehicle can accommodate a limited number of students and would need appropriate car seats/booster seats for younger students. The district has two buses, both of which require appropriately licensed CDL drivers. The district discussed maintenance, depreciation, and the difficulty of transporting buses to Lakeview for repairs.

The district receives approximately 90% reimbursement for eligible transportation and maintenance expenses, with the district responsible for approximately 10%. The district uses a depreciation schedule for transportation vehicles that is available for ten years.

The district stated that the base substitute driver rate is approximately $25 per hour, with increases based on experience. A separate rate of approximately $19 per hour was discussed for drivers using the district vehicle rather than a bus. Staff discussed the difficulty of finding employees willing to work a short morning and afternoon route for limited hours. The district also noted that losing a trained driver creates additional costs because of the time and expense involved in training and certification. The district discussed the possibility of using parent mileage reimbursement or other transportation arrangements if necessary.

8.2 Integrated Grants Annual Report for the 25/26 SY

Integrated Grants Annual Report Narrative

Question 1: Reflection on Progress Markers and Outcomes

As you review your progress markers and overall reflection responses reflected in the plan information, how do you see your progress contributing to the outcomes and strategies in your plan?

Response: Overall performance across the district was strong, with the 15 performance markers implemented at a high level.

Key strengths of the Adel School District include:

- **Community Connection & Partnerships:** As a small school, our close tie to the community, educational partners, and active use of data remain primary strengths.
- **Data-Driven Instruction:** The district utilizes data from multiple sources to evaluate progress. We continually strive to deliver high-quality instruction and instructional techniques, including the integration of modern educational technology.
- **Regional Collaboration:** We actively partner with our regional REN (Regional Educator Network) and ESD (Education Service District) for ongoing support in literacy and mathematics instruction.
- **Assessment Tools:** The district maintains a robust inventory of assessment tools and utilizes them extensively to track student growth.
- **Staff Dedication:** Staff commitment and pride in our school and students are evident across all aspects of the district, contributing directly to a welcoming and optimal learning environment.

Strongest Area of Improvement: Our overall literacy program represents our most significant improvement. This has been a primary focal point for the past four years, and the district has dedicated substantial resources toward its success. Additionally, the recent purchase of the STEM lab and our cross-curricular instructional approaches continue to provide a rich learning environment for our students.

Question 2: Barriers, Challenges, and Impediments to Progress

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 implementation faced challenges.

Response: Student attendance remains our primary barrier and operational challenge.

Factors contributing to attendance challenges include:

- **Geographical Isolation & Rural Lifestyle:** Due to our remote location and small school size, families must travel long distances for essential services—including grocery shopping, healthcare, and extracurricular activities. Attendance is also impacted by regional events tied to local occupations, lifestyle, and culture.
- **Close-Knit Community Health Dynamics:** Because of our small student body and tight-knit community, illness spreads quickly. When a single family or student becomes ill, it frequently impacts a significant portion of the school population.

Attendance Data & Metrics: During the past school year, the average student absence rate was approximately 13 days per student, with individual totals ranging from a low of 5 days to a high of over 30 days.

Next Steps & Goal Alignment:

- **Parent Collaboration:** A primary goal moving forward is strengthening partnerships with parents to communicate and emphasize the critical importance of regular school attendance.
- **Local Metric Focus:** Larger school districts are held to a state-mandated 95% attendance target subject to direct Oregon Department of Education (ODE) and ESD oversight. We will establish attendance as our primary local metric to drive continuous improvement internally.

8.3 KNA-Immigration Enforcement on District Property

Overview & Legal Requirement

- **Background:** In compliance with House Bill 479, the district must formally adopt Policy KNA and its associated Administrative Regulations (ARs).
- **Website & Handbook Integration:** This policy must be published on the district website (in culturally appropriate languages) and included in the updated student handbook.

Core Policy Requirements

1. **Access Restrictions & Document Verification:**

    - Absent a judicially authorized subpoena, warrant, or court order, district staff must not grant federal immigration authorities access to district records or non-public facilities for immigration enforcement purposes.
    - District staff must verify the validity of any subpoena, warrant, or court order presented to ensure it is judicially authorized (referencing examples provided in the Oregon Attorney General's model policy).
2. **Superintendent Authorization & Staff Training:**
    - The Superintendent (or designee) must review and approve all responses to requests involving immigration enforcement.
    - The district will provide ongoing, annual training to designated staff using the **KNA-AR** framework (rather than adopting the full 16-page Attorney General model policy).

Designated Contacts & Roles

- **Primary Immigration Liaison:** Superintendent / Principal
- **Alternate Point of Contact:** Head Teacher (to act in the absence or unavailability of the primary liaison)

Community & Provider Notification

- **Property Notification:** Requirements must be maintained for notifying students, parents, staff, and the broader community when federal immigration officers are confirmed to be on district property for enforcement purposes.
- **Service Providers:** Community-based service providers may request to receive notification of confirmed immigration enforcement activity by contacting the district directly.

8.4 KNA-AR1 Interactions with Immigration Enforcement

KNA-AR1 — Immigration Enforcement Administrative Regulation & Training Framework

- **Status:** Proposed for formal adoption.
- **Purpose:** Serves as the official district training regulation and operational guide regarding interactions with federal immigration authorities.

Key Provisions & Adopted Elements:

1. **Designated Liaisons:**
    - **Primary Immigration Liaison:** Superintendent / Principal
    - **Alternate Immigration Liaison:** Head Teacher (serves in the primary liaison's absence or unavailability)

    - **Training Mandate:** Both designated liaisons must complete annual required training.
2. **Policy Compliance & Coverage:**
    - All district staff, substitutes, contractors, and volunteers must strictly adhere to district policy when interacting with federal immigration authorities.
    - Specific coverage extends to district events, school functions (e.g., school programs, Christmas play), transportation, and volunteer-led activities.
3. **Required Notice Standard (Section 1.A):**
    - Modified bracketed language to specify that notification of confirmed immigration enforcement activity on school property will be provided to students in **grades K–8 and above** (all enrolled grades).
4. **Method of Notification (Section 3.C):**
    - Adopted option to utilize **existing district methods for providing electronic notifications** (e.g., school communication apps) to parents and community members.
5. **Record Confidentiality & Maintenance:**
    - Adopted the full proposed section regarding the protection and confidentiality of student records under district policy.
    - Mandated that staff training guidelines and policy notifications be updated and maintained at least once every two years.

8.5 KNA-AR2 Federal Immigration Enforcement Request Log

Incident Reporting and Documentation Tracking

- **Status:** Recommended for adoption as presented.
- **Purpose:** Provides the administrative logging, tracking, and documentation mechanism used by the Primary and Alternate Immigration Liaisons to officially record any visits, requests, or actions by federal immigration authorities on district property.

Key Provisions & Revisions:

1. **Reporting Protocol:** Fully adopts the standardized tracking form and administrative protocol for recording enforcement interactions.
2. **Revisions/Omissions:** Strike and delete references to Resource/SRO Officers (Section B/C), as the district does not maintain an on-site resource officer position.

8.8 26-27 MOU

Principal Stratton went over the 26-27 MOU and explained what services Adel would be getting this year. They are very similar to last years services.

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9. ACTION ITEMS

9.1 Approve August Bills

Motion: Aja O'Keeffe made a motion to approve August 2026 bills.

Second: Terry Cahill

Motion passed unanimously.

9.2 Siding Bid

The board looked over the two bids that were submitted for the siding project. Staff reported that additional contractors had been contacted but did not provide bids. The Board discussed the possibility that unforeseen conditions could result in additional costs, as had occurred with previous district projects.

Motion: Aja O'Keeffe made a motion to approve the siding bid using Adam Young Construction.

Second: Terry Cahill

Motion passed unanimously.

9.3 26-27 MOU

Motion: Peter Osborne made a motion to approve the 26-27 MOU.

Second: Aja O'Keeffe

Motion passed unanimously.

9.4 KNA-Immigration Enforcement on District Property

Motion: Terry Cahill made a motion to adopt KNA as presented.

Second: Aja O'Keeffe

Motion passed. Jason Jaeger Opposed.

9.5 KNA-AR1 Interactions with Immigration Enforcement

Motion: Aja O'Keeffe made a motion to adopt KNA-AR1 as presented.

Second: Peter Osborne

Motion passed. Jason Jaeger Opposed.

9.6 KNA-AR2 Federal Immigration Enforcement Request Log

Motion: Peter Osborne made a motion to adopt KNA-AR2 as presented.

Second: Terry Cahill

Motion passed unanimously.

9.9 Bus Route

After discussion regarding route length, safety, available vehicles, driver availability, and parent concerns, the Board considered operating two transportation routes.

Motion: Peter Osborne made a motion to operate two bus routes, consisting of a north route and a south route.

Second: Terry Cahill

Motion passed unanimously.

The Board next considered whether the two-route system should provide front-door pickup/service.

Motion: Aja O'Keeffe made a motion to provide front-door transportation service/pickup under the two-route system.

Second: Terry Cahill

Motion passed unanimously.

Following the vote, the Board discussed the time required to recruit, train, and certify an additional driver. Because a second driver would not necessarily be immediately available, the Board discussed an interim route plan. Particular concerns were raised regarding students living along O'Keeffe Road and Gippo Road, where parents expressed concern about roadway safety and the difficulty of getting children safely to a designated bus stop. The Board discussed temporarily modifying the existing single route while the district works to recruit and train a second driver.

Staff discussed the possibility of:

- Adjusting the route to pick up students along O'Keeffe Road.
- Adjusting the route to pick up students along Gippo Road.
- Having the current driver make a modified route until a second driver is available.
- Recruiting and training a substitute driver.
- Using qualified community members as potential drivers.
- Considering temporary transportation arrangements if a district vehicle becomes unavailable.

The Board agreed that staff should work as quickly as possible to establish the two-route system and recruit an additional driver. Staff were directed to work on the interim route and implement changes as soon as practical.

The Board discussed holding an additional meeting or community discussion regarding the concerns raised during public comment.

Staff will research the appropriate format and legal requirements for involving parents/community members in future discussions.

The Board indicated that the preschool discussion should occur as early as practical, potentially in connection with a preschool engagement night in early October.

The Board and parents agreed on the importance of improved communication between the district and families.

Parents expressed that their comments were intended to improve the school and preserve the positive relationship between the community and Adel School.

Parents stated that they appreciate the teachers, Board, and staff and value the unique educational opportunities provided by Adel School.

The Board acknowledged the concerns raised and expressed an intention to address issues where changes could be made.

The Board and staff agreed that some matters would require additional research and discussion rather than immediate resolution.

10. ADJOURNEMENT

Motion: Peter Osborne made a motion to adjourn the meeting at 9:15 pm.

Second: Terry Cahill

Motion passed unanimously.