Greater Albany Public School District 8J
718 Seventh Avenue SW
Albany, OR 97321

REGULAR MEETING

Agenda

Monday, September 14, 2026 6:00 PM

Andy Gardner, Superintendent

Greater Albany Public School Board meetings are audio recorded to ensure accuracy of meeting minutes.

Mission:
Building bridges to lifelong learning and brighter futures.

Values and Beliefs:
Build lifelong learners
Respect individuals and community
Instruct at the highest level, preparing students for life
Design systems that represent all voices
Grow social, emotional, and physical well being
Engage multiple perspectives
Strengthen relationships

A. CALL TO ORDER (6:00 p.m.)
B. PLEDGE OF ALLEGIANCE
C. APPROVAL OF AGENDA
D. BOARD BUSINESS
1. LRFAC Work Session and Listening Session Discussion
E. DISTRICT LEADERSHIP TEAM UPDATES
1. Superintendent Report - Andy Gardner *3*
a. Superintendent Goals - 2026-27
2. Business Financial Report - Jane Nofziger *14*
a. PERS Bond Information
F. BOARD REPORTS
1. Board Member Reports
2. Student Board Member Reports
a. South Albany High School - Emily Clark
b. West Albany High School - Zion Mollel
G. COMMITTEE, COMMUNITY AND SCHOOL PRESENTATIONS
1. School Resource Officer Report - Bruce Schmidt / Jon Wymore
H. CONSENT AGENDA
1. Personnel - Licensed *33*
2. Personnel - Classified *35*
3. Minutes - Regular Board Meeting - 8-17-26 *36*
I. OLD BUSINESS
1. Curriculum Adoption - K-5 Health - Bruce Schmidt / Stacey Lee *40*
J. REPORTS
1. Operations Report - Dave Bolin *48*
2. Restraint/Seclusion Report - Bruce Schmidt / Jeff Coleman *65*

3. Integrated Programs - 2025-26 Annual Presentation - Bruce Schmidt *78*

K. NEW BUSINESS

1. Board Policy

a. KNA - Immigration Enforcement on District Property - Bruce Schmidt *84*

L. OTHER BUSINESS (Information Only)

1. Administrative Regulations

a. KNA-AR - Interactions with Immigration Enforcement - Bruce Schmidt *88*

2. Summer School Report - Bruce Schmidt *92*

M. COMMENTS FROM THE PUBLIC

1. In-Person or Virtual Public Comment - Brad Wilson

2. Written Public Comments - Brad Wilson *120*

N. FUTURE AGENDA ITEMS

O. ADJOURN

DATES OF INTEREST TO THE SCHOOL BOARD
September 17 - PrePlanning @ District Office, 8:00 am (Chair Wilson and Vice Chair Taylor)
October 19 - Listening Session @ District Office, 5:30 pm (Chair Wilson and Vice Chair Taylor)
October 19 - Regular Board Meeting @ District Office, 7:00 pm
November 2 - All Stars @ Albany Performing Arts Center, 6:30 pm
November 16 - Regular Board Meeting @ District Office, 7:00 pm

*Executive Session and Pre-Planning meetings are not open to the public.

Meetings are open to the public either in person or virtually on the district's YouTube Channel.

ORS 192.640(1) The governing body of a public body shall provide for and give public notice, reasonably calculated to give actual notice to interested persons including news media which have requested notice, of the time and place for holding regular meetings. The notice shall also include a list of the principal subjects anticipated to be considered at the meeting, but this requirement shall not limit the ability of a governing body to consider additional subjects.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting to the Greater Albany Public School District, Chris Green (541) 967-4511.

Closed Captioning information is available at https://albany.k12.or.us/about/closed-captioning

GREATER ALBANY
PUBLIC SCHOOLS

Superintendent Updates

September 14, 2026

Superintendent Updates

- Public Comment Follow-Up
  - Classified Bargaining Video
- Back to School
- Superintendent Goals

Superintendent Goals: Signal vs. Noise

Three goals that I will focus on. Goals represent “signal”. These are things to move forward that are critical or that can demonstrably make a difference in how the District functions.

“Noise” is everything else. In education, most ideas are good ideas. We cannot focus on all of them, however.

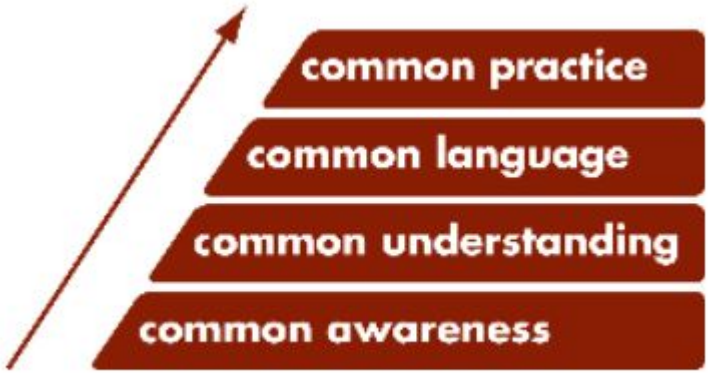


Superintendent Goals 2026-27

1. Enhance and broaden instructional practices and integrate the science of reading into the District's common instructional practices.
2. Complete the Long Range Facility Plan and gain voter approval for a construction bond proposal in May of 2027.
3. In conjunction with Linn County, LBL-ESD and other Linn County School Districts, build an integrated attendance support system that includes accountability for parents under ORS 163.577 which requires parents to supervise school-aged children.

Extend Staff Learning and Practice

Common Practice emerges in schools when teachers routinely collaborate, plan lessons together, and visit each other's classrooms to ensure practices are aligned and consistent.



In 2026-27, our work will focus on learning from each other, observing each other, using common language.

Learning Definition: A change in behavior. We will be adaptive, try new things together, and focus on the impact of our work.

Integrating Literacy with the CEL

How We TEACH: We want to continue to grow in High-Leverage Teaching Practices based in the CEL rubric.

What we teach: We want to create a broad knowledge of literacy across the district.
We want to INTEGRATE new knowledge with the current knowledge that we have.
Training one time versus continual learning. “I sat through this training last year”

Learning: Deepening practice over time

Sustain Common Practice and Knowledge

Integrate new learning into our common knowledge.

Learning for Deep understanding and Mastery:

Avoid being a district that has ten new things that we have trained on one time, then moved on.

Avoid being a district where staff says “I already had this training.”

Allow and assist all staff to integrate new learning with what they already know.

Goal #2: LRFAC, Then Bond Proposal

- October 19, 2026:
  - Board Receives Long Range Facility Master Plan for approval
  - Board Receives Possible Bond Proposal Recommendation
- December 1, 2026:
  - District Submits Long Range Facility Master Plan to ODE Facilities
- December 15, 2026:
  - District Submits OSCIM Application for Matching Bond Grant
- February 2027:
  - GAPS School Board Approves Final Bond Proposal and Ballot Title
- March 2027:
  - District Files with Linn and Benton County Elections for May Ballot
- May 2027:
  - Election Day Tuesday, May 18

Goal #3: Attendance

In conjunction with Linn County, LBL-ESD and other Linn County School Districts, build an integrated attendance support system that includes accountability for parents under ORS 163.577 which requires parents to supervise school-aged children.

- Focus will be on working with and supporting families with hardships.
- Current work with Linn County Districts to inventory services available and current process in each district.
- LBLESD is proposed to be the focal point for coordination.
- Linn County is in attendance at meetings.

The philosophy is to build on systems of support, not create a disciplinary process.

Attendance Law Clarifications

Laws related to school attendance:

339.010:
Except as provided in ORS 339.030 (Exemptions from compulsory school attendance), all children between the ages of 6 and 18 years who have not completed the 12th grade are required to regularly attend a public full-time school during the entire school term.

339.020:
Except as provided in ORS 339.030 (Exemptions from compulsory school attendance), every person having control of a child between the ages of 6 and 18 years who has not completed the 12th grade is required to send the child to, and maintain the child in, regular attendance at a public full-time school during the entire school term.

339.090:

The attendance supervisor shall determine whether the parent or other person given written notice of attendance requirements has complied with the notice. If the attendance supervisor determines that the parent or other person has failed to comply, the attendance supervisor, within three days after having knowledge of such failure or after being notified thereof, shall notify the district superintendent. [Amended by 1965 c.100 §283; 1993 c.413

163.577 “Failure to Supervise”

A person commits the offense of failing to supervise a child if the person is the parent, lawful guardian or other person lawfully charged with the care or custody of a child under 15 years of age and the child:

(a) Commits an act that brings the child within the jurisdiction of the juvenile court under ORS 419C.005 (Jurisdiction);
(b) Violates a curfew law of a county or any other political subdivision; **or**
(c) Fails to attend school as required under ORS 339.010 (School attendance required).

- None of the laws related to school attendance ban the ability to levy fines.
- ORS 163.577 (Failure to supervise) is currently being used in Malheur, Union and Umatilla Counties.

GREATER ALBANY
PUBLIC SCHOOLS

Business Financial Report

September 14, 2026

Current Fiscal and Operational Priorities

- **Budget Oversight:** Monitor ongoing expenditures and track revenue projections against the approved budget.
- **Financial Forecasting:** Present a 2026–2027 financial projection at the October Board Meeting.
- **Attendance Tracking:** Monitor enrollment and attendance trends (currently showing the decline slope is slightly improved) and provide an ADMr report at the October Board Meeting.
- **Audit Preparation:** Prepare for the upcoming 2025-2026 financial audit.
- **PERS Debt Management:** Guide the Board through the preparatory process to bond the PERS debt if market conditions prove favorable.

PIPER | SANDLER



Pension Obligation Bonds: Presentation to Greater Albany Public SD

September 14, 2026

POBs: How do they work?

- Concept is to borrow to reduce unfunded pension liabilities.
- Bond proceeds are deposited into Side Accounts (SAs) and invested with PERS fund; if returns exceed borrowing rate, jurisdictions generally save.
- POBs must be sold on taxable basis, so borrowing rates are higher than on capital borrowings.
- SAs are drawn down and provide 'rate credit' against overall PERS rates over ~20 years.
- From 1996-2022, over 150 Oregon jurisdictions issued POBs for over $8 billion.
- Generally positive PERS returns since borrowings means most, but not all, have realized savings.

PERS Historic Investment Performance

OIC manages PERS' investments.

Average Rates of Return (1970-2024):

Regular account earnings:	9.93%
Tier One Crediting:	9.21%
Tier Two Crediting:	9.03%
Variable Crediting:	10.84%
Avg. SA return 2007-2024:	7.60%

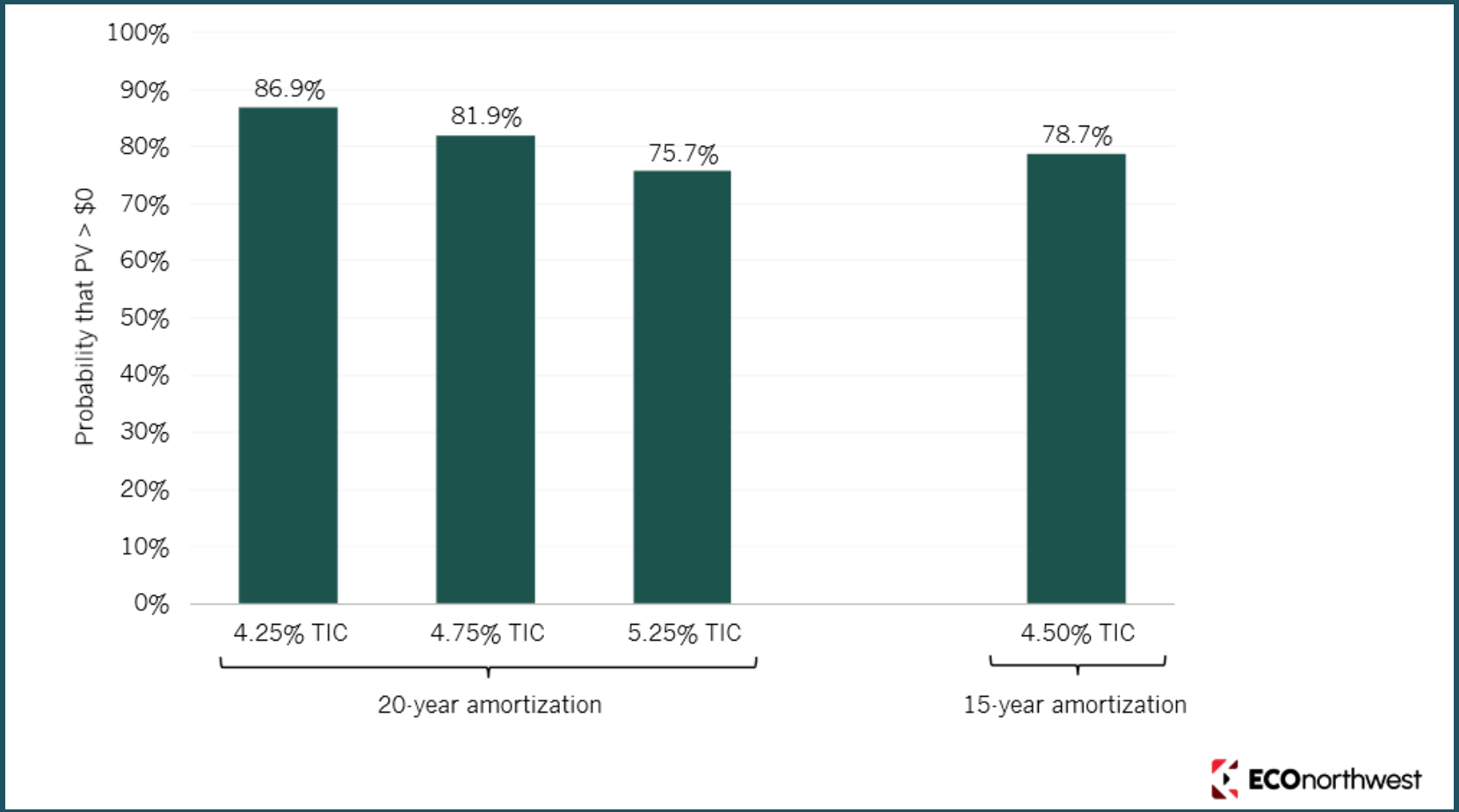
1 Year earnings thru 7/31/2026: 8.74%

Source: PERS by the Numbers; December 2025. OPERF monthly returns and asset allocation report; June 2026.

“Expected value of POB strategy is positive”

ECONW Assessment - June 2026

Probability that NPV is more than $0



Current estimated borrowing rate: 5.50%-5.75%

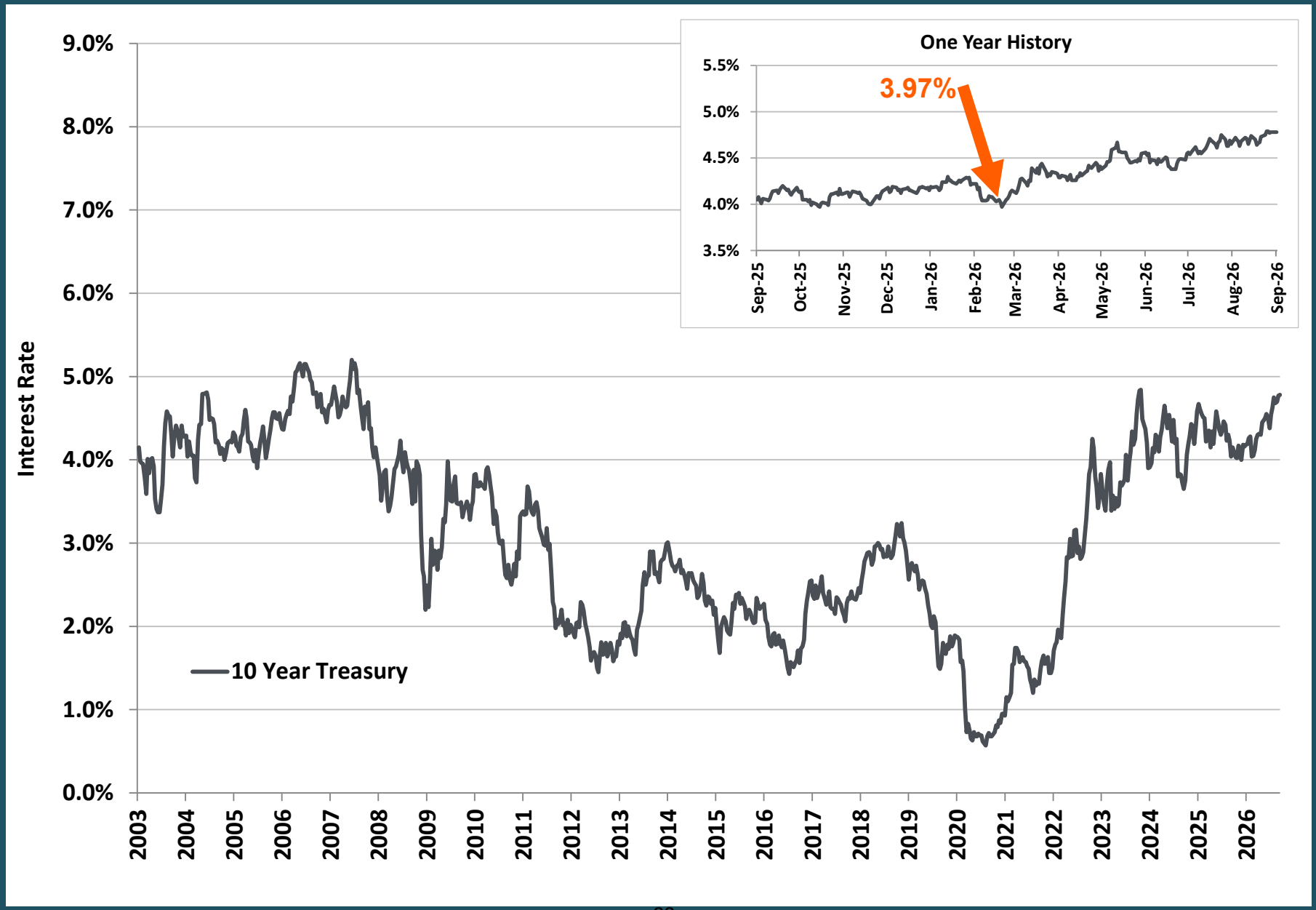
Poor rate of return is not the only risk

- Timing of earnings matter; early negative returns are hard to overcome.
- Rate credits will not be consistent:
  - ✓ SAs cause ‘doubling down’ of investment performance.
  - ✓ Earnings variability causes volatility, even if overall earnings rate exceeds bond rate.
  - ✓ Payroll growth will be different from assumption, leading to rate credit variability.
  - ✓ Changes in OPERF assumed rate of return changes UALs and rate credits, at least temporarily.
- Debt service is fixed but rate credit is variable: some years may have savings, others may not.
- **Holding reserves is crucial!**

Existing Pension Bond and Side Account

- Borrowed $45.9 million in 2004.
- All in interest rate of 5.49%.
- Bonds mature June 2028.
- SA is projected to expire Summer of 2027.
- District projected to save $12.7 million net of debt service.

Borrowing Rates



Investment Scenarios Considered

All cases: Bonds mature June 2045; SAs expire December 2045

- **Base Case:**
  - ✓ 18-year fixed rate at 4.75% TIC
  - ✓ 6.90% reinvestment rate
- **2002 Issuer:**
  - ✓ 18-year fixed rate at 4.75% TIC
  - ✓ Reinvestment returns experienced by 2002 borrowers
- **2007 Issuer:**
  - ✓ 18-year fixed rate at 4.75% TIC
  - ✓ Reinvestment returns experienced by 2007 borrowers
- **Modified 2007 Issuer:**
  - ✓ 18-year fixed rate at 5.25% TIC
  - ✓ Reinvestment returns experienced by 2007 borrowers except Year 1 loss set to achieve breakeven.

Sensitivity Analysis Summary

UAL projected to be $105 million at payoff.

Scenario:	1 Assume 6.90% earnings for all years	2 Assume actual earnings from 2003-2021	3 Assume actual earnings from 2008-2025, then 6.90% for final year	4 Assume modified earnings from 2008-2025, then 6.90% for final year
Years where Net Rate Credit is negative	0	0	12	12
Years where Net Rate Credit is positive	20	20	8	8
Investment Earnings Crediting, First Full Year	6.90%	22.00%	-27.32%	-23.00%
UAL Payoff Cash Flow Savings (in millions)	$26.8	$68.6	$3.6	$6.1
NPV Savings (in millions)	$15.6	$40.2	($0.3)	$0.5
NPV Savings % of Projected Payoff	14.87%	38.29%	-0.25%	0.50%

Assumes bonds sold at TIC of 4.75% (Scenario 1-3) and 5.25% (Scenario 4).

Notes: "Average" Rate Credit may include years of both positives and negatives and does not take the time value of money into account. "Net Savings" is effective payroll rate credit after payment of debt. Assumes Employer payroll grows at 3.40% annually. To the extent higher or lower payroll growth is experienced, results will differ.

New Side Account Comparison

Scenario:	Status Quo			Base Case		
	Fiscal Years 2026 - 2027	Fiscal Year 2028	Fiscal Year 2029	March 2027 - June 2027	Fiscal Year 2028	Fiscal Year 2029
2004 Side account rate relief	6.20%	1.35%	0.00%	6.20%	1.35%	0.00%
2027 Side account rate relief	0.00%	0.00%	0.00%	9.33%	9.33%	9.33%
Side Account Rate Credit	**6.20%**	**1.35%**	**0.00%**	**15.53%**	**10.68%**	**9.33%**
Employer Contribution Rate, Tier 1/Tier 2	**21.82%**	**29.34%**	**29.34%**	**12.49%**	**20.01%**	**20.01%**
Employer Contribution Rate, OPSRP	**18.64%**	**26.63%**	**26.63%**	**9.31%**	**17.30%**	**17.30%**
Existing Pension Bond Debt Service	7.29%	3.66%	0.00%	7.29%	3.66%	0.00%
New Pension Bond Debt Service	0.00%	0.00%	0.00%	8.35%	8.35%	8.35%
Pension Bond Debt Service	**7.29%**	**3.66%**	**0.00%**	**15.64%**	**12.01%**	**8.35%**
Net Employer Contribution Rate, Tier 1/Tier 2	**29.11%**	**33.00%**	**29.34%**	**28.13%**	**32.01%**	**28.36%**
Net Employer Contribution Rate, OPSRP	**25.93%**	**30.29%**	**26.63%**	**24.95%**	**29.30%**	**25.65%**

SA rate relief shown in FY 2028 for 2004 SA is annualized calculation of projected remaining SA balance. Actual credit will be applied in lump sum during summer of 2027.

1) Base Case Scenario assumed borrowing rate of 4.75% for New Pension Bond Debt Service.
2) Assumes Employer payroll grows at 3.40% annually. To the extent higher or lower growth is experienced, results will differ.
3) Net Employer Contribution Rates are effective payroll rate after payment of debt.
4) Employer Contribution Rates are effective payroll rate after affect of Senate Bill 849.

POBs take a while to complete…

Many additional steps to issue POBs vs. Capital Bonds:

- **Extra education of all stakeholders to discuss risks. IN PROCESS**
- ✓ **Statistical assessment required. DONE**
- **Legal documentation, including:**
  - **Borrowing Resolutions.**
  - **Intercept and Trust Agreements for pools.**
  - **Disclosure document.**
- **Request to Milliman to calculate payoff amounts. Base cost is $1,000, plus $250 for each payoff date selected.**
- **Bond Rating.**
- **If market cooperates, sale and closing.**
- **Send funds to PERS. Payroll rates generally reduced immediately.**



Can take 9-12 months from start to finish.

What about fees?

- Most fees do not take effect until and unless bonds are sold.
- Fees that could be incurred regardless include:
  - ✓ ECONorthwest Assessment Fee (~$2,500) DONE
  - Milliman calculation fee (~$2,500)
  - Rating fee. Fee is incurred once rating is assigned, but there is grace period. Amount TBD based on bond size (and number of participants in a pool).
- Overall fees vary by amount of issue, number of participants, general market conditions. We are estimating ~1.50% for underwriting, legal, trustee, rating and miscellaneous fees.

Potential Timeline – SD and CC Bond Pools

September

- ✓ By September 13: Districts notify Piper/Hawkins if want resolution, max TIC. DONE
- September 23: Zoom meeting to review next steps
- By September 30: Hawkins provides resolutions.

October

- 2025 Valuation released

November

- By November 15: Districts adopt resolutions, publish assessment.
- November 16: Market Update Zoom - proceed or pause decision
- After November 16: If conditions are favorable, Districts send payoff requests to Milliman.

Potential Timeline – SD and CC Bond Pools

December 2026

- Finalize documentation: disclosure, trust, intercept agreements.
- Rating and due diligence process.

January 2027

- Receive payoff letters from Milliman
- Final Opt-in forms to Piper
- Week of January 18 - Bond sale for CCs
- Week of January 25 - Bond sale for SDs

February 2027

- Week of Feb 8th - Bond closing for CCs
- Week of Feb 15th – Bond closing for SDs
- Funds sent to PERS no later than Feb 25
- March 1, 2027 – Payroll rates reduced

Concluding Thoughts

- SAs and POBs introduce more volatility for borrowers.
- Volatility can cause cash flow issues, even when savings are positive.
- Assessment results suggest achieving success with POB is potentially within reach.
- Current interest rates are higher than assessed levels, but may decline should national and international events stabilize.
- Given long lead time on a POB issue, it may make sense to get ready and wait for market conditions to improve.

Questions



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Licensed Personnel Recommendations

September 14, 2026

New Hires - 2026/2027 School Year

First Name	Last Name	Location	Position	FTE
Isham	H (Heather)	Special Programs	School Psychologist	1.00
Zimmerman	Tracy	Waverly	Instructional Coach/Dean of Students	1.00
Heern Rojas	Yuliana	WAHS	High School Career Education	0.67
Teune	Megan	OG	4/5 Blend Teacher	1.00
Blevens	Alexis	SAHS	HS Lang Arts	0.50
Stanton	Tracy	Fairmount	School Support Specialist	1.00

* Internal hire

Leave of Absence

Last Name	First Name	Location	Leave Status	26/27 FTE
			FULL LOA	0.00

Administrative Personnel Recommendations

September 14, 2026

New Hires - 2026/2027

Last Name	First Name	Location	Position	FTE
Moffat	David	Facilitites/Physical Plant	Assistant Facilities Director	1.00

Classified Personnel Recommendations

September 14, 2026

New Hires - 2026/2027

Last Name	First Name	Location	Position	Hours
Cervantes	Sadie	South Shore Elem	Special Ed Asst - Gen Ed	6.50
Gerig	Shawn	Transportation	Relief Driver	6.00
Leffler *	Charles	Transportation	Bus Driver	5.50
Livingstone *	Maegan	Community Transition Program	Personal Care Assistant	7.50
Majchrzak	Kristie	Tangent Elem	Special Ed Asst - Gen Ed	6.75
McCall	Kimberly	Central Elem	Special Ed Asst - Gen Ed	4.50
Mote *	Clarissa	Takena Elem	Behavior Resource Asst	7.25
Salinas	Christen	West Albany HS	Food Service Assistant - Base	5.75
Wilson	Cherita	South Albany HS	Food Service Assistant - Base	5.50
Wolff Coker	Joshua	Oak Grove Elem	Personal Care Assistant	7.50
Zacarias *	Salvador	Transportation	Spec Needs Driver	6.00

* In District Move

** Temporary Employee

Leaves of Absence

None to Report

Retirements / Working Back

None to Report

Regular Board Meeting

Greater Albany Public School District 8J
718 SW 7th AVE
Albany, OR 97321

DRAFT - Minutes

Monday, August 17, 2026 6:00 PM

Andy Gardner, Superintendent

A. CALL TO ORDER (6:00 p.m.)
Chair Wilson called the Regular Board Meeting of the School Board to order at 6:00 pm.

Brad Wilson	Chair
Sean Taylor	Vice Chair
Stephanie Lunceford	Director
Kris McLaughlin	Director
Dave Reece	Director
Andy Gardner	Superintendent
Bruce Schmidt	Assistant Superintendent
Dave Bolin	Executive Director of Operations
Kelsey Costales-Marshall	Executive Director of EDI
Jane Nofziger	Executive Director of Business
Susie Orsborn	Executive Director of HR
Chris Green	Board Secretary

B. PLEDGE OF ALLEGIANCE

C. APPROVAL OF AGENDA

D. BOARD BUSINESS

1. Board Member Oath of Office
Chair Wilson swore in new board member Dave Reece by reciting the oath of office.

2. Board Governance Calendar - Approve
Chair Wilson stated the Board Governance Calendar is reviewed and approved each year by the Board. The calendar is the base plan for the agenda each month. Agenda topics are added or moved as needed.

Action:
Move to approve Board Governance Calendar as presented. This motion, made by Sean Taylor and seconded by Stephanie Lunceford, Carried.

Stephanie Lunceford:	Yea
Kris McLaughlin:	Yea
Dave Reece:	Yea
Sean Taylor:	Yea
Brad Wilson:	Yea

Yea: 5, Nay: 0

3. Public Comment Discussion

Chair Wilson shared ideas of changes to public comment including extending time to 30 minutes and ability to submit written public comment up to 24 hours after the meeting.

Action:

Move to extend public comment to 30 minutes and submit written public comment up to 24 hours after the meeting. This motion, made by Stephanie Lunceford and seconded by Kris McLaughlin, Carried.

Stephanie Lunceford:	Yea
Kris McLaughlin:	Yea
Dave Reece:	Yea
Sean Taylor:	Yea
Brad Wilson:	Yea

Yea: 5, Nay: 0

E. DISTRICT LEADERSHIP TEAM UPDATES

1. Superintendent Report

Superintendent Gardner shared his report that included Back to School rally, Class Size Report, Long Range, Enrollment Update, Bargaining Updates and Attendance Exploration, Literacy training, Behavior training in Special Programs (June 2026), and School Attendance (county ordinance).

2. Business Financial Report

Jane Nofziger shared a PERS presentation that included PERS Update, 2004 PERS Bond Legacy, Projected PERS Cost Changes, Do We Borrow Again?, and Next Steps (month by month). Superintendent Gardner stated the big challenge is it's a 20 year comittment. Discussion ensued regarding bond borrowing.

3. Human Resource Report

Susie Orsborn shared details of the MOU and the updated calendar. There will be no school for K-5 students on October 22, January and February 15. Chair Wilson shared his support of the calendar change to provide the training.

F. BOARD REPORTS

1. Board Member Reports

Director Lunceford looking forward to the school year. Director McLaughlin went to see a play Guys & Dolls and stated those participating are a product of public schools. She stated that schools are about more than facilities and budgets. While those are necessary, schools are important for students to become part of the community. Vice Chair Taylor looking forward to LRFAC meeting and the next steps with process. He is also looking forward to officiating at football games. Chair Wilson welcomed Director Reece, shared his experience in participating in bargaining and his excitement for school starting. Director Reece stated he resonated with Director McLaughlin comments and was excited to join the Board.

G. COMMITTEE, COMMUNITY AND SCHOOL PRESENTATIONS

1. WAHS - Building a Culture of Belonging

Principal Rich Engel shared information about his report that included reasons for the presentation due to students who experienced harm last year. The presentation included Committing to a Culture where every student belongs, 4 Strategic Priorities for 2026-27 including Training & Development, Community and Student Engagement, Accountability & Bias Protocols, Key Pillars and Culture. Discussion ensued regarding student athlete training.

H. CONSENT AGENDA

1. Personnel - Licensed
2. Personnel - Classified
3. Minutes - Regular Board Meeting - 6-15-26
4. MOU - GAEA - Article 28 - Professional Development

Action:
Move to approve Consent Agenda as presented. This motion, made by Stephanie Lunceford and seconded by Sean Taylor, Carried.

Stephanie Lunceford:	Yea
Kris McLaughlin:	Yea
Dave Reece:	Yea
Sean Taylor:	Yea
Brad Wilson:	Yea

Yea: 5, Nay: 0

I. OLD BUSINESS

1. 2026-27 School Calendar - Update

Susie Orsborn reviewed changes to the 2026-27 School Calendar due to literacy training in the Human Resources Update earlier in the agenda. Changes made to the calendar have been highlighted.

Action:
Move to approve the 2026-27 School Calendar - Update as presented. This motion, made by Kris McLaughlin and seconded by Dave Reece, Carried.

Stephanie Lunceford:	Yea
Kris McLaughlin:	Yea
Dave Reece:	Yea
Sean Taylor:	Yea
Brad Wilson:	Yea

Yea: 5, Nay: 0

J. REPORTS

1. Accountability Report - Math/Reading

Bruce Schmidt shared the Education Accountability report that included legislative requirements of the report, Big Picture Goals, What's Changing, Statewide Performance Growth Targets, 7 Common Metrics for PGT's, Choosing One Local Metric, Academic Growth, iReady Reading for 2025-26 (K-8), and Ready Math for 2025-26 (Math). Discussion ensued regarding state support for districts and state testing opt out.

K. NEW BUSINESS

1. Curriculum Adoption - K-5 Health

Bruce Schmidt shared information about the K-5 Health adoption including Instructional Materials (readopting the current Health curriculum), Adoption Procedure, The Great Body Shop, Committee Feedback, Public Review & Comment Plans and Controversial Topics information. Approval of curriculum will be requested at the next board meeting.

L. OTHER BUSINESS (Information Only)

1. English Learners Report

Bruce Schmidt shared that the report is from the state about Oregon English Language Learners.

M. COMMENTS FROM THE PUBLIC

1. In-Person or Virtual Public Comment

The following provided an in person public comment. There were no virtual public comments.

- Jennifer Willis
- Janene Tope-Lein
- Angela Sally
- Dana Lovejoy

2. Written Public Comments

There were no written public comments submitted for this board meeting.

N. FUTURE AGENDA ITEMS

None

O. **ADJOURN**

Action:

Move to adjourn the meeting. This motion, made by Sean Taylor, Seconded Dave Reece

Meeting adjourned at 7:52 PM.

Board meeting minutes submitted by Chris Green, Board Secretary

Approved at board meeting:

GREATER ALBANY
PUBLIC SCHOOLS

Elementary (K-5) Health Curriculum Adoption

September 14, 2026

Instructional Materials

We are seeking approval to adopt *The Great Body Shop* as our K-5 Health instructional materials.

- There was only one option on the state approved list for **K-5 Health (2025-2032)**: ***The Great Body Shop*.**
- **This is a readoption.** We are currently using these state-approved instructional materials.
  - We have the most up to-date physical copies of the teacher materials (2024).
  - We have been renewing our student subscriptions and teacher online licenses every year.

The Great Body Shop

Video Overview: https://www.thegreatbodyshop.net/curriculum/k-six/video

10 Monthly Student Issues

- annually reviewed and updated
- sent home for families
- thematic organization
- based on state & national standards



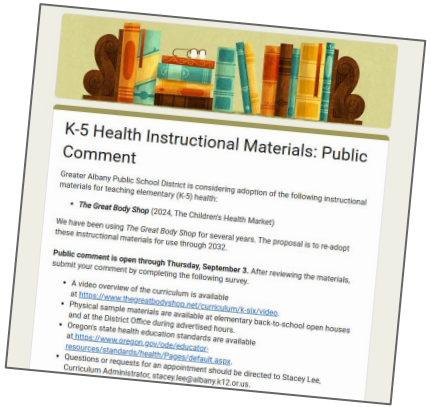
Teacher's Guide with additional activities and optional assessments

Statewide Annual Renewal Rate until 2032: **$9.03/student** ($37,023 for 2026-27)

- We already have the most recent edition of the Teacher's Guide sets.

Public Review & Comment Plans

- Elementary schools displayed teacher and student materials at their back-to-school open house events (week of 8/31).
- We conducted additional sessions at the District Office and provided contact information for appointment requests/questions.
- We collected responses via a short survey.



K-5 Health Instructional Materials: Public Comment

Greater Albany Public School District is considering adoption of the following instructional materials for teaching elementary (K-5) health:

- ***The Great Body Shop*** (2024, The Children's Health Market)

We have been using *The Great Body Shop* for several years. The proposal is to re-adopt these instructional materials for use through 2032.

Public comment is open through Thursday, September 3. After reviewing the materials, submit your comment by completing the following survey.

- A video overview of the curriculum is available at https://www.thegreatbodyshop.net/curriculum/k-six/video.
- Physical sample materials are available at elementary back-to-school open houses and at the District Office during advertised hours.
- Oregon's state health education standards are available at https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx.
- Questions or requests for an appointment should be directed to Stacey Lee, Curriculum Administrator, stacey.lee@albany.k12.or.us.

Public Comments

- We received 8 public comments:
  - 6 parents or guardians of current students
  - 3 employees
  - 1 former student
  - 1 substitute teacher
- 7 of the 8 reviewed the physical materials
- 5 of the 8 had conversations with students who had used the materials

Ratings

We asked respondents to rate several aspects of the instructional materials.

Overall, 7 of the 8 responders gave positive responses.

A majority of respondents marked “excellent” or “satisfactory” for all areas.

- Several areas received an “excellent” rating from the majority of respondents: age-appropriate learning activities, sensitivity to bias, alignment with state content standards, and clear focus and objectives for each unit.
- One of the respondents marked “inadequate and/or concerning” or “unable to determining and/or not reviewed” for all prompts.
- The areas with the lowest ratings (each with a total of 2 respondents marking “inadequate and/or concerning”) were resources for engaging families, all dimensions of health, and assessments aligned to learning activities.

Open-ended questions

We asked, **“What is your overall impression of *The Great Body Shop?”*** and included a separate, optional textbox for “Any other comments.”

- **Overall Positive Reception:** Several respondents expressed satisfaction with the curriculum, describing it as "great," "easy to teach," and "visually engaging," with specific appreciation for being inclusive.

  “I’ve had 6 kids use this curriculum and it is very informative and presented well.”

- Some respondents, who each gave several “excellent” ratings, included an area of concern in their comments: too many objectives, messaging that labels foods as good/bad, or wordy assessments.

- The one respondent who did not rate any area as satisfactory, expressed concern about accuracy and age-appropriateness of explanations related to body safety and stated that their children report completing the activities without learning from them.

Recommendation

- A representative committee of K-2 and 3-5 teachers met in May 2026.
  - 20 teachers from 12 of our schools
- **They recommended (re)adoption of *The Great Body Shop*.**
  - They gave it overall positive feedback for being engaging, comprehensive, and easy to use.
- Based on their recommendation and in consideration of the public comment we received, **we are seeking approval to adopt *The Great Body Shop* as our K-5 Health instructional materials.**

GREATER ALBANY
PUBLIC SCHOOLS

Operations Board Report

Supporting Students, Teachers and Administrators to have greater success!

“A Relentless Passion to Support”

September 2026

GREATER ALBANY
PUBLIC SCHOOLS

Operations Support Services Guidelines and Driving Purposes

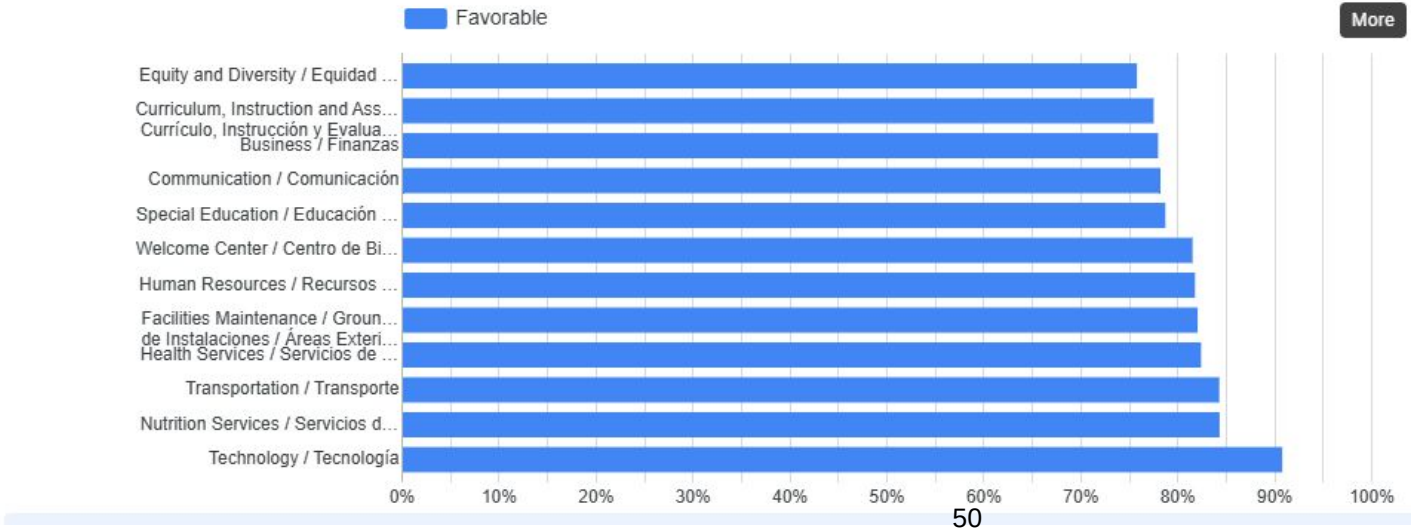
Motto: "A Relentless Passion to Support"

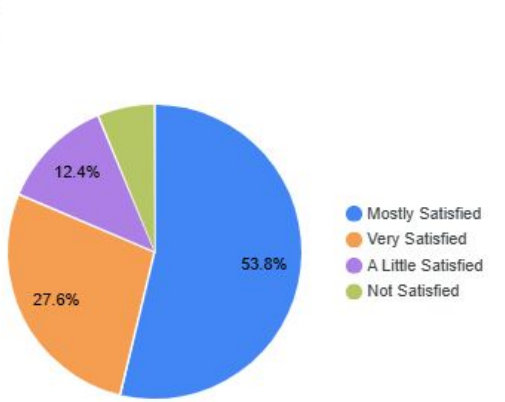
Operations supports students, teachers and administrators having greater success by.....			
Transportation Department	**Technology**	**Facilities**	**Food Service**
Building Relationships by being reliable, Friendly and fair	Providing reliable technology devices	Provide positive high quality communications	Provide high quality food so students can focus on learning
Communication - Talking to students, reporting to teachers and staff on behavior - positive and negative in a professionsal manner	Providing high quality, cusotmer service-oriented and timely tech support	Provide safe, healthy learning environments for all	Ensure lines are short so students can maximize eating time
Drive safely - easy braking, no hard turns, etc..	Providing a robust, safe and secure network	Maintain grounds in safe conditions to support high quality experiences	Provide a friendly and welcoming environment so students enter class ready to learn
Treat students and staff with respect	Support high quality teacher instruction through technology and software support	Respond effectively in emergency situations	Timely and consistent communications with Student and Parents
The bus is a safe enviroment for students and staff	Provide high quality physcial security and surveillance services to provide safe environments	Provide and maintain safe playgrounds that promote fun play	Hire and train highly qualified kitchen staff to provide the best food service
	Be effective and efficient in solving problems and providing workable solutions	Be visible and present, Show Initiative, Initiate Communications	Constanly raise the bar of food quality and customer service
	Provide positive high quality communications and uphold a positive work environment for all		

Department Customer Service Ratings

Staff satisfaction ratings for district service departments

Responses	Average Satisfaction	Satisfaction Rate
314	3.0	81.36%





Staff Survey Review

What is going well in the district?

Supportive Services

The FACT program and the Welcome Center are frequently praised for providing essential, high-quality support to students and families.

Technology & Facilities

The technology department is consistently highlighted for its rapid response and effective support, while custodial and groundskeeping staff are commended for their diligent and improved building maintenance.

Food Service

Significant improvements in meal quality, including the introduction of fresh, from-scratch options, have been well-received by students and staff.

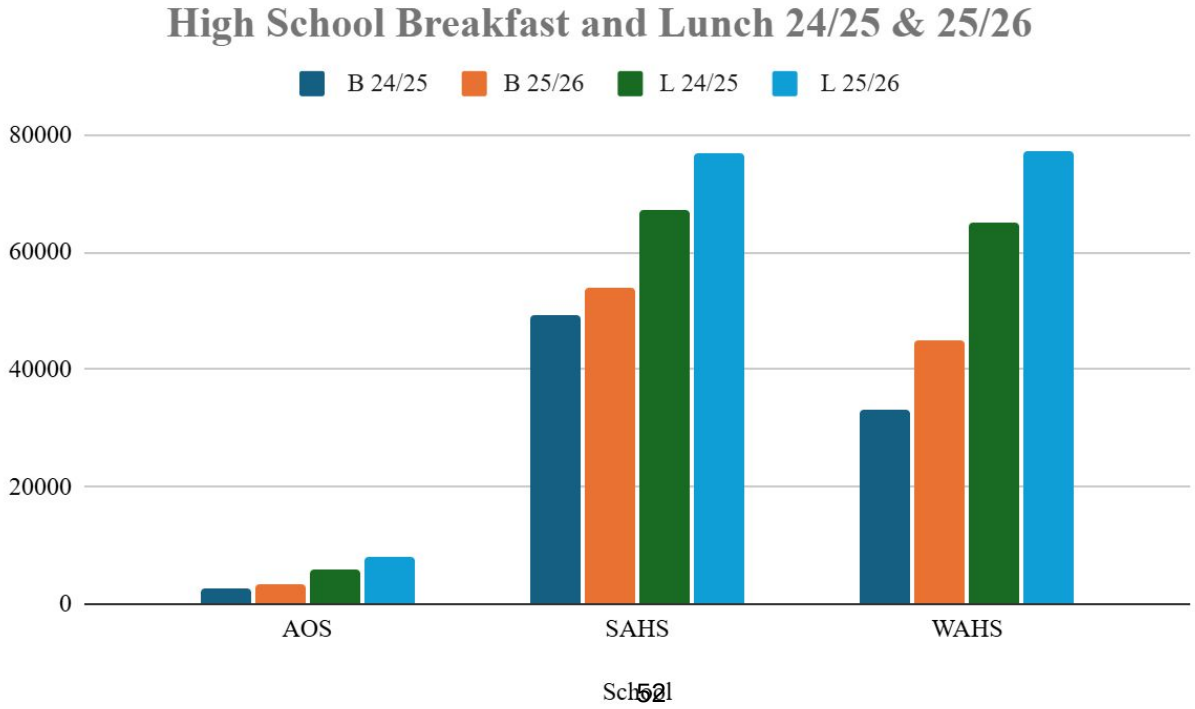
Instructional & Personnel

Teachers and staff value the increased collaborative opportunities, new math curriculum implementations (iReady), and a shift toward more flexible, site-based instructional planning.

Professional Culture

Many respondents express appreciation for the dedicated educators and supportive building-level leadership, noting a perceived trend toward better transparency and communication from the district.

High School Participation



Transportation Department Highlights

Key focus areas:

Providing safe and reliable transportation for students

- **All routes filled but one**
- **5 relief drivers on staff**
- **In depth training on defensive driving, student management, reference points, pre-trip and public relations**
- **10 drivers participated in the State School Bus Safety Exercise in June 2026**
- **14 summer school routes**

Employees excited to for the new school year

- **A back to school staff meeting dedicated to having a great launch to the school year and excellent staff communication**

Transportation Department Highlights

District and Community Engagement

- **FACT event table to offer students and families routing information and answer questions. Buses do make good moving vans.**
- **Using existing technology through our My Ride K-12 App to focus our communication to the families affected by bus changes or delays**







Facilities Department Highlights

- Large Projects:
  - SAHS Tennis Courts Recoating
  - SAHS Track Resurfacing
  - SAHS Turf
  - WAHS Turf
  - Calapooia MS Walk-in Freezer / Cooler
  - Timber Ridge Roof
  - Concrete Grinding and Replacements
- Facility Projects:
  - Custodial Deep Cleaning
  - Grounds / Playgrounds
  - Plumbing and Drinking Fountains
  - North Albany Cafeteria/Gym Floor
  - Shades and Blinds
  - Exhaust Fan Replacements
  - Liberty Controls Programming

Turf and Track





SAHS Tennis and Timber Roof





New Walk-ins Calapooia Middle





Technology Department Highlights

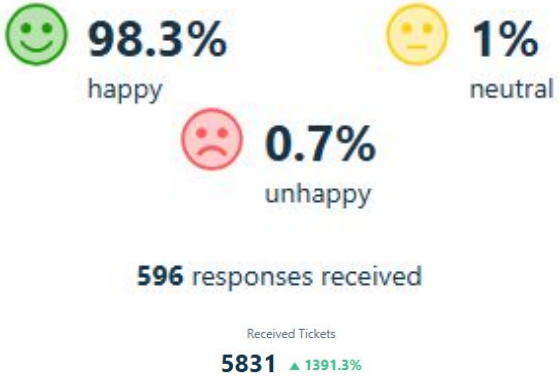
- **Projects:**
  - **White Whale: Full Network port and wifi inventory**
  - **100% General Ed Elementary Classrooms have Newlines**
  - **Wrapping up finishing touches on a variety of projects**
  - **3rd Year of Summer Student Workers**

GREATER ALBANY PUBLIC SCHOOLS

Technology Department Highlights
Summer 2026 - Finish Strong. Move Forward.

Priority	Project	Lead	Team	Notes	Discussion	Scheduled	WIP	Completed	On Hold
1	Port Inventory	Vaughn	Summer Crew		☑	☑	☑	☑	☐
1	Chromebooks Enrollment and Prep	Kathi	School Techs		☑	☑	☑	☐	☑
1	CB Shuffle, Repair & Inventory	Kathi	School Techs		☑	☑	☑	☑	☐
1	NOC Core Stack	Vaughn	James	Replacing stacks	☑	☑	☑	☑	☐
1	NOC VM Farm Stack	Vaughn	James	Replacing stacks	☑	☑	☑	☐	☑
1	Open share mgmt	Jamin		Hold until some time during school year	☐	☐	☐	☐	☑
1	Bus Garage X drive > Depot	Jeff		Create webpage and use Access DB to populate. Remove X drive and old MS Access system	☑	☑	☑	☐	☑
1	Android Tablets / HVUE	Kathi	Jeff, Jamin	getting enrolled	☑	☑	☑	☑	☐
1	finsh ddr	Kathi	School Techs	PCs fully replaced and removed. No more win10	☑	☑	☑	☑	☐
1	Clean Classroom cabling & Polevault	Kathi	School Techs		☑	☑	☑	☑	☐
1	T58W phone firmware	Juan		Juan will update instructions to 58s	☑	☑	☑	☐	☑
1	T44 phone firmware	Juan	Juan	done with 44s	☑	☑	☑	☑	☐
1	DC Replacement	Nathan	Nathan, Vaughn	finding all the pathways	☑	☑	☑	☐	☐
2	WiFi Heat Map	Vaughn	Summer Crew, Nathan	New heat maps for all sites- then Vaughn to study results late Sept	☑	☑	☑	☑	☐
2	Google Audit remediation	Jamin		Including removing Pop for Gmail	☑	☑	☑	☐	☐
3	IDF and Switch WebPortal	Jeff	Jeff, Vaughn	...Maybe hook into the SIEM	☑	☑	☑	☐	☐
3	NewLine Mgmt	Kathi	School Techs	Getting Newline Interactve TVs on wifi Use OAES as test site Use GPPP as test site for new SSID. Vaughn to create new SSID. Work with Jason and Travis to test mgmt system	☑	☑	☑	☐	☐
3	LBCT & FGES L3 Switch	Vaughn	Vaughn	Replace core switches, roll to SAHS/WAHS, roll those to LBCT/FGES	☑	☐	☐	☐	☐

Technology Department Service Goals 2026-27



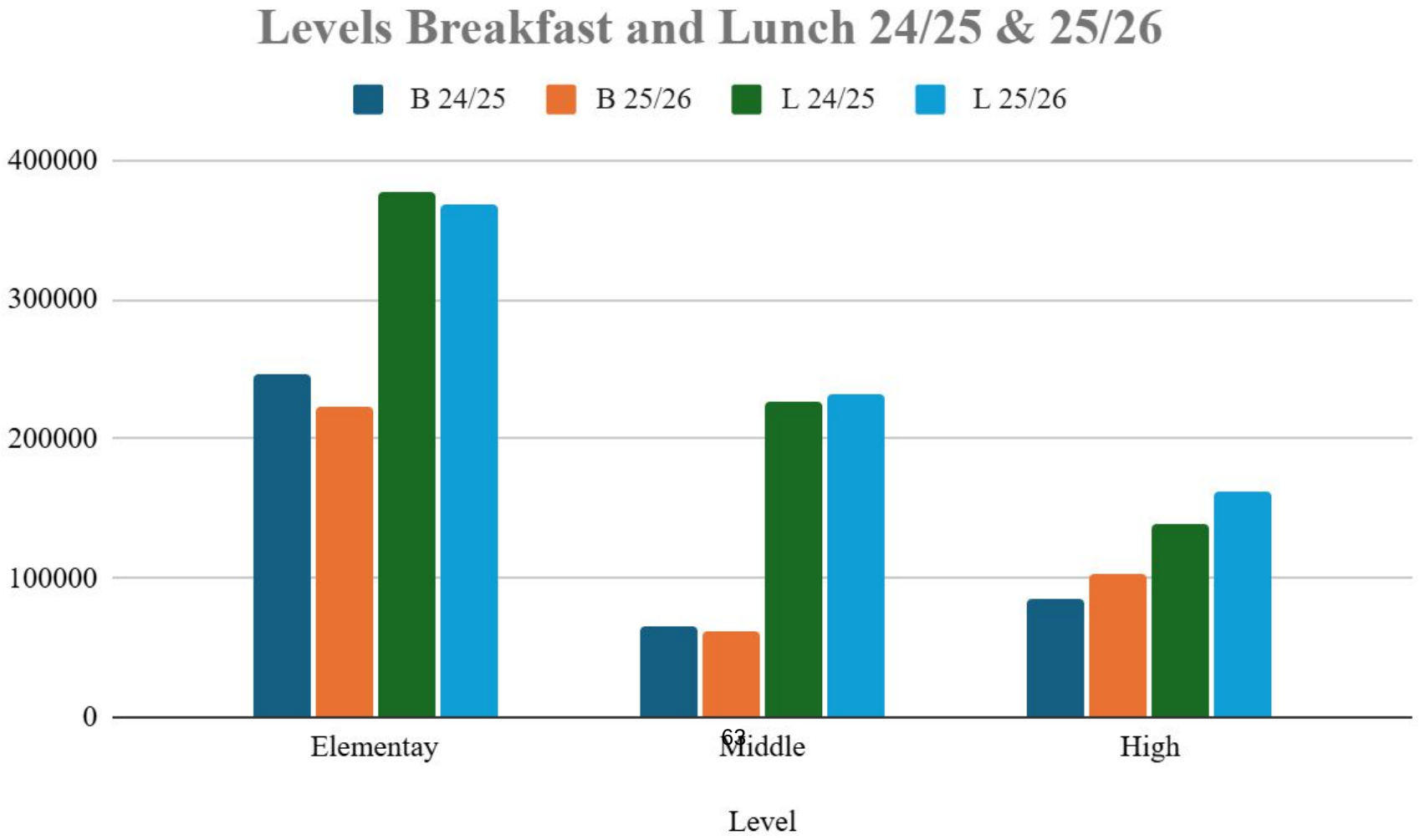
- Maintain positive service ratings
- Identify Efficiencies & Integrations
- Data Accessible
- Planning for the future



Food Service Program Updates

- Summer Food Program - A busy Summer for the GAPS staff with -
  - 9,729 breakfast
  - 19,824 lunches
  - At 10 locations From June 16th to August 21st

- Goals for 2026-27
  1. Increase satisfaction and participation among students, parents and staff
  2. Increase culinary awareness through more scratch cooking, kitchen trainings and weekly regional meetings
  3. Increased visitation to schools by ship out leads and leadership team


Levels Breakfast and Lunch 24/25 & 25/26
B 24/25
B 25/26
L 24/25
L 25/26
400000
300000
200000
100000
0
Elementay
Middle
High
Level

Increased Participation 2025-26

High Schools

- Breakfast: 16,947 or 99 daily
- Lunch: 23,858 or 140 daily

Middle Schools

- Lunch: 5018 more lunches or 29 students per day

Elementary:

- Decreased enrollment and Breakfast in the Classroom impacted numbers

GREATER ALBANY
PUBLIC SCHOOLS

Restraint and Seclusion Report

September 14, 2026

Building bridges to lifelong learning and brighter futures

GREATER ALBANY
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Mandt Training in GAPS

Our district adopted intervention system

Healthy Relationships





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Maslow's Hierarchy of Needs

Relax and Fun

I Did It!

Experience Healthy Relationships
Feel Safe: Physically, Psychologically and Emotionally.

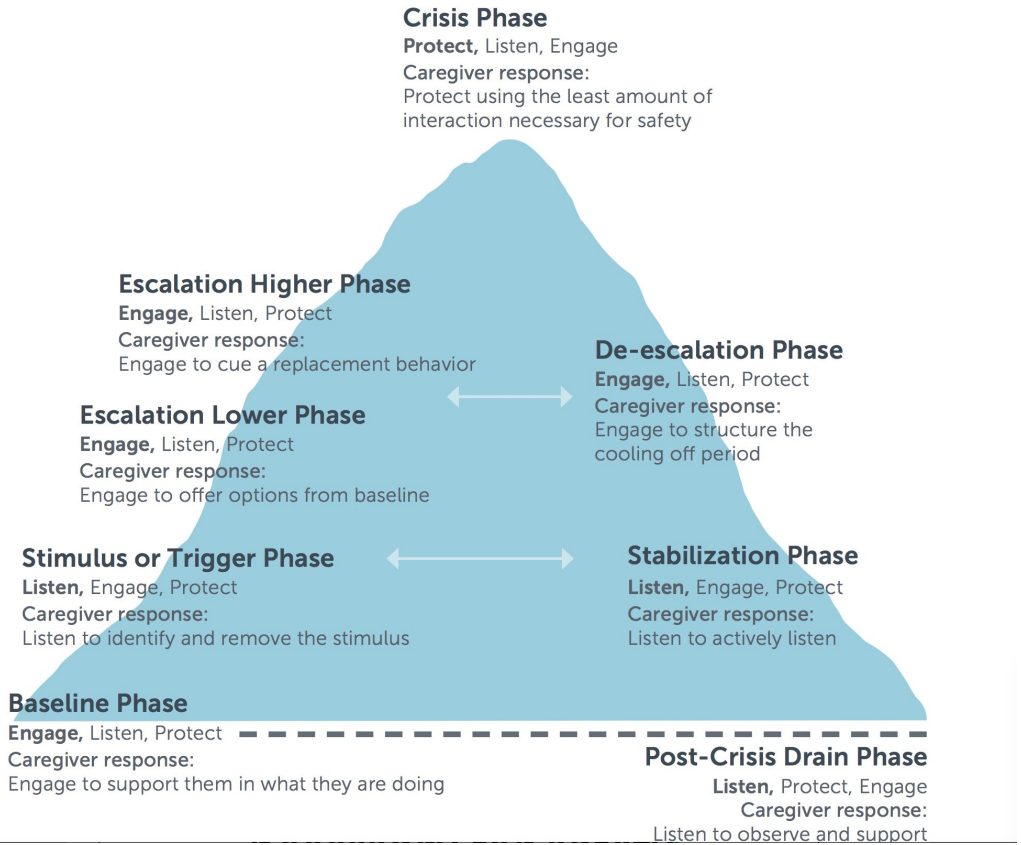
Consistency, Predictability

First Needs to be Met



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The Crisis Cycle



GAPS Mandt Team

- Initial Training
- Annual Recertifications
- Shield and Pad Training
- Debrief with Teams
- Skills Refresher
- Professional Development

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GAPS continues to implement the Mandt System as our approved de-escalation and restraint training program

- The Mandt System has not only been well received as a training opportunity across GAPS staff but proves to be a model that embraces and emphasizes proactive and preventative practices such as building healthy relationships, looking behind behaviors to determine student needs, understanding how students respond to stress and trauma, identification and removal of behavior triggers, and problem solving strategies.
- **Staff are trained to use seclusion and restraint as the very last option** to maintain the safety of all individuals. When restraint and seclusion are used, the Mandt team monitors reporting then consults with school teams to help explore other options for future prevention and intervention.
- The Mandt team offers regular practice for our Mandt trained staff and is now training some teams on advanced techniques using shields and pads to further help reduce restraint.
- The District Behavior Team runs Professional Development for staff with an emphasis on trauma informed services.
- With these systems in place, our district's goal is to reduce restraints and seclusions by 50% each year.

Preventative Strategies

- MTSS for behavior–multi tiered interventions
- De-escalation spaces in schools
- Calming corners in classrooms
- Social-Emotional Learning (SEL) intervention groups from DESSA data
- Dedicated SEL and community building in some classrooms
- Restorative practices at middle school level/restorative circles
- CHAMPS training for all teachers
- Trauma informed practices trainings
- August training for behavior coaches and deans
- Building behavior team meetings
- District Behavior Team (DBT) assigned to buildings/respond to requests
- Assigned DBT for prolonged onsite coaching for intensive support needs
- Functional Behavioral Assessments (FBAs) and 5 point plans/safety plans

Mandt Trainings in 25-26

- Trained 286 staff during the 2025-2026 School Year
- 14 Shield and Pad trainings
- Ongoing coaching/support across all schools
- At least 30 refreshers

25-26 Restraint and Seclusion Data

581-021-0559 Reporting Requirements for the Use of Physical Restraint and Seclusion

Each entity that has jurisdiction over a public education program must prepare an annual report …including:

A. The total number of incidents involving physical restraint; **37**
B. The total number of incidents involving seclusion; **0**
C. The total number of seclusions in a locked room; **0**
D. The total number of students placed in physical restraint; **28**
E. The total number of students placed in seclusion; **0**
F. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion; **1 student injury/10 staff injuries**

G. The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of physical restraint and seclusion for each student; **0**

H. The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained; **5**

Incidents by Race

% of Students Restraint/Seclusion	% District Demographic
White: 78.5% (22)	White: 64%
Multi-Racial: 0	Multi-Racial: 7%
American Indian/Native Hawaiian: 3.5% (1)	American Indian/Native Hawaiian: .55%
Black: 0	Black: .84%
Asian: 0	Asian: 1.0%
Hispanic: 17.8% (5)	Hispanic: 25%

Incidents by Gender and IEP Status

% of Students Restraint/Seclusion	% District Demographic
Gender:	**Gender:**
• Male: 51.3% (19)	• Male: 51.5%
• Female: 29.6% (8)	• Female: 48.2%
• Non Binary: 0	• Non Binary: .3%
Disability Status:	**Disability Status:**
• IEP: 88.8% (24)	• IEP: 17%

GREATER ALBANY
PUBLIC SCHOOLS

2025-26 Integrated Programs Annual Presentation

September 14, 2026

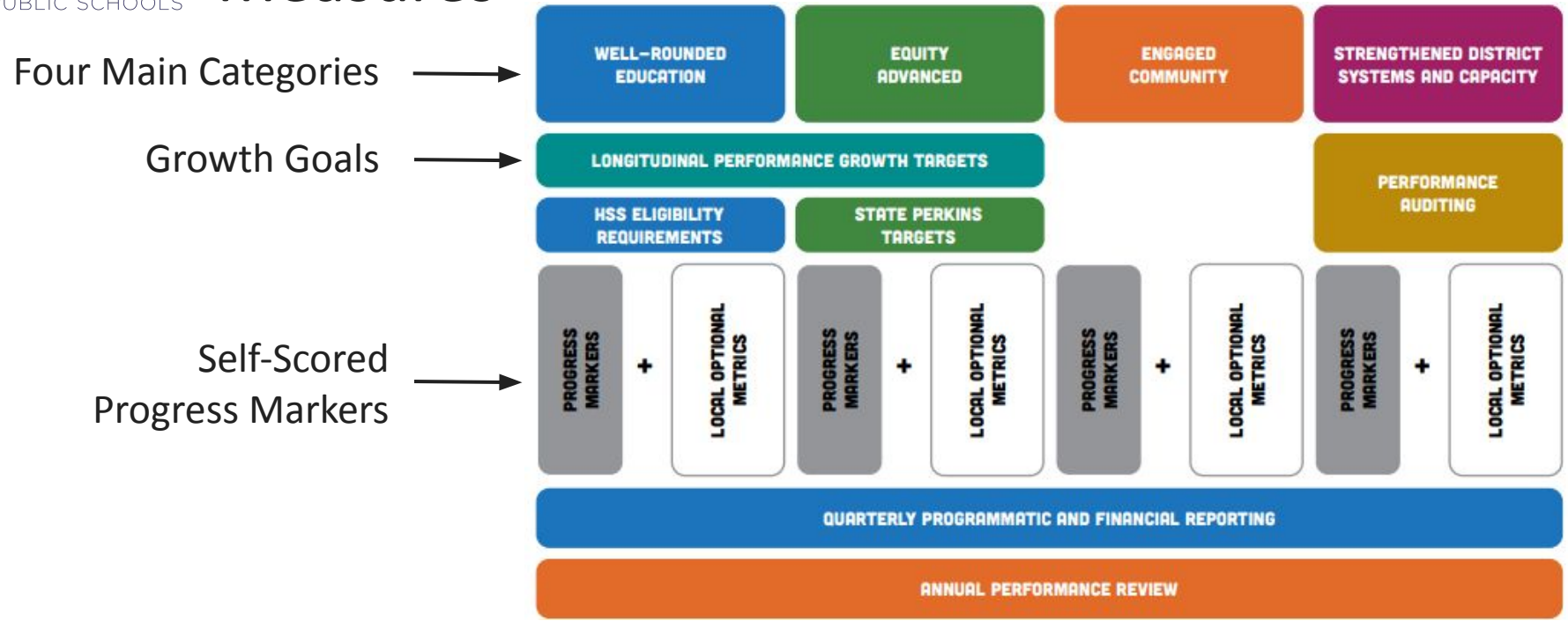
Building bridges to lifelong learning and brighter futures

Annual Reporting Requirements

- ODE's annual report consists of two narrative questions

- Throughout the year, grant recipients have been asked to report expenditures and report on progress markers which will help inform overall progress on the annual report.

Summary of Integrated Programs Performance Measures



SIA Annual Report Requirements

- SIA recipients are required by statute to:
  - review their own progress on an annual basis through an annual progress report and financial audit
  - present their annual report to their governing board at an open meeting with opportunity for public comment,
  - and post the report to the district website.
- If grantee set LPGTs:
  - In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement.

Annual Report Narrative One

Core Instruction & Reading Growth

Focus on enhancing core instruction via the CEL 5D evaluation system and WestEd K-8 literacy partnership to build administrator and staff capacity.

42% ▲ Up from 39%

OSAS 3rd Grade Reading proficiency rate.

15 of 17 Schools

Posted over 100% annual iReady reading growth to close gaps,.

3 of 17 Schools

Posted over 200% growth

Regular Attendance Growth

Long-term attendance improvements enhanced by key staff including deans and instructional coaches, utilizing systems implemented over three years.

18 of 21 Schools

Posted net increases in regular attender rates.

+19%

Highest single school increase in regular attender rate for the 25-26 school year.

Annual Report Narrative Two

Engagement Challenges

We continue to struggle with expanding systems for parent and stakeholder involvement from a district perspective.

School-Level Success: Many of our schools host parent outreach programs that have proven highly successful.

District-Level Transition: When shifting these events to a central office or district-hosted format, we have not seen much success.

Strategic Next Steps

Actively implementing targeted strategies to bridge gaps and build stronger family partnerships.

Equity Committee Focus (26-27): Partnering with our District Equity Committee to implement strategies for engaging more families.

IG Plan Expansion (27-29:) Striving to systematically expand stakeholder input as we build the IG plan for the next biennium.

Greater Albany School District 8J

Code: KNA
Adopted:

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 regulation KNA-AR(1) – Interactions with Immigration Enforcement and district form 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.[1] 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[2].

Designation of Primary Point of Contact

The Superintendent is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district ("immigration liaison"). The Assistant Superintendent 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 – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

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

[2] 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. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

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 6 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
    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 the immigration liaison or designee at the district office.

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:

    a. Personally identifiable information;
    b. Other information that may not be legally disclosed; or
    c. 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[3] 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 – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – 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.

[3] Citizenship or immigration status or country of birth information is any information concerning:
1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

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.

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.

Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.

END OF POLICY

Legal Reference(s):

ORS 180.810
ORS 180.805
ORS 181.826
OAR 581-021-0371

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).

NEW

Greater Albany School District 8J

Code: KNA-AR
Revised/Reviewed:

Interactions with Immigration Enforcement

The Superintendent 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:

        (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
        (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
        (3) Allow access to non-public areas of the district's facilities or property;
        (4) Sign documents presented by federal immigration authorities; or
        (5) 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:

        (1) The name, badge number, and agency of the law enforcement officer making the request;
        (2) The number of officers present;

(3) Time, date, and location of the request;
(4) The nature of the request;
(5) The source of authority for the request, including whether the request is administratively or judicially authorized;
(6) Whether the request requires an immediate response;
(7) The identification of witnesses present; and
(8) How the encounter concluded.

h. The immediate 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.

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:

(1) 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);
(2) 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
(3) 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

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

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.

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.

NEW

GREATER ALBANY
PUBLIC SCHOOLS

GAPS SUMMER PROGRAMS

Summary Report 2026

Building bridges to lifelong learning and brighter futures

Summer 2026

- Surf's Up Summer
  - Fully funded through Oregon State Summer Learning Grant
  - State Summer Learning Grant Funding March 1, 2026 - Sept. 30, 2028
  - Surf's Up Summer Literacy: Incoming 1st -3rd grade students : June 22nd -July 17th from 8:00 AM -2:00 PM)

- English Language Learner Summer Connection
  - Title III
  - Monday - Friday, August 3rd - 14th

- High School Summer School

Elementary Program Level Data

Surf's Up Summer Learning
Monday-Thursday, July 7th-July 31st
Student Contact Time: 8:00 - 2:00 PM

Program Title	Total # Students Registered	# Student Registered & attended 1 day or less	Average Daily Attendance	# of Days Program Offered	# of Hours Offered Per Day	# Regular Attenders 95%
Surf's Up Summer Literacy 2025	166	35	79%	16	6	115
2026	176	5	85%	18	6	90

Elementary Program Level Data

Surf's Up Summer Learning

Average Daily Attendance

- Increased from **65% (2024)** to **79% (2025)**
- Increased from 79% (2025) to 85% (2026)

Key Program Adjustments Driving Improvement

- **Student Incentives**
- **Earlier Communication to parents regarding registration and bus routes**
- **Staff contact to families for reminders and absences**

Surf's Up
Summer Learning Incoming 1st - 3rd

Students Served by Grade Level

GRADE	# Students	Average Class Size
1st - 4 Classroom Rooms	55	13.75
2nd - 5 Rooms	65	13
3rd - 4 Rooms	51	12.75
TOTAL	131	14.55

Due to staffing, Surf's Up was not able to offer a bilingual experience for students.

Surf's Up Summer Learning Staffing

Licensed Staff		Classified Staff	
Instructional Coach	1	Office Staff	2
Literacy Team Support	1	SEAs	9
Extended School Year SpEd	1	Bilingual SEAs	4
1st Grade Teacher	4	Behavior Resources EA	2
2nd Grade Teacher	5	Garden SEA	1
3rd Grade Teacher	4	Nutrition Services Assistant	2
		Custodial Staff	2

GREATER ALBANY PUBLIC SCHOOLS

Surf's Up Summer Learning Daily Schedule

Time	1st	2nd	3rd
7:40-8:00	Breakfast		
8:00-8:30	Morning Routine / SEL		
8:30-9:00	Intervention	Writing	Core ELA Heggerty/ ECRI
9:00-9:20	Recess	Intervention	
9:20-9:30	Core ELA Heggerty/ ECRI		
9:30-9:50		Recess	Intervention
9:50-10:00		Core ELA Heggerty/ ECRI	
10:00-10:20			Recess
10:20-10:50	Community Partners		Writing

Time	1st	2nd	3rd
10:50-11:20	Lunch & Recess	Community Partners	Science Literacy
11:20-11:50	Writing	Lunch & Recess	Community Partners
11:50-12:20	Intervention	Science Literacy	Lunch & Recess
12:20-12:50	Science Literacy	Intervention	Garden Literacy
12:50-1:20	Literacy Enrichment	Garden Literacy	Intervention
1:20-1:50	Garden Literacy	Literacy Enrichment	Literacy Enrichment
1:50-2:00	Closing Routine		
2:00-3:30	PLC Team Time		

GREATER ALBANY PUBLIC SCHOOLS

Social-Emotional Learning Sequence

**Each grade has a grade level specific scope and sequence

1st SEL Scope and Sequence

	June 22	June 23	June 24	June 25	June 26
SEL Comp	Get to Know You, Classrooms Expectations & Procedures	Self-Management Class/Circle Exp	Self-Management Class/Circle Exp	Self-Awareness Recognize and Level Emotions	Self-Awareness Social & Classroom Behavior
SURF Expect	Teach Overview of SURF's Expectations	Be Safe	Be Safe	Be Responsible	Be Respectful
Lesson Link		SEL Lesson #1	SEL Lesson #2	SEL Lesson #3	SEL Lesson #4
	June 29	**June 30**	**July 1**	**July 2**	**NO SCHOOL**
SEL Comp	Self-Management Impulse Control	Self-Awareness Personal and Academic Goals	Self Management Personal and Academic Goals	Self-Awareness /Self-Management	
SURF Expect	Be Responsible	Be Responsible	Be Respectful	Be Responsible	
Lesson Link	SEL Lesson #5	SEL Lesson #5	SEL Lesson #7	SEL Lesson #8	
	July 6	**July 7**	**July 8**	**July 9**	**July 10**
SEL Comp	Self-awareness Personal & Academic Goals	Self-Management Personal & Academic Goals	Self-Management Personal & Academic Goals	Self-Manager/Self/Awareness	Self-Management
SURF Expect	Be Responsible	Be Responsible	Be Respectful	Be Kind	Be Kind
Lesson Link	SEL Lesson #9	SEL Lesson #10	SEL Lesson #11	SEL Lesson #12	SEL Lesson #13
	July 13	**July 14**	**July 15**	**July 16**	**NO SCHOOL**
SEL Comp	Self-Awareness Willingness to try	Self-Awareness Making Mistakes	Self Management Resources	**Use time on reflection, gratitude, or celebrating growth. Teacher Choice! Ideas: Compliment Circle, SEL Memory Book page in journal, Gratitude Circle.	
SURF Expect	Be Kind	Be Kind	Be Kind		
Lesson Link	SEL Lesson #14	SEL Lesson #15	SEL Lesson #16		

LITERACY INSTRUCTIONAL FOCUS

- Foundational Skills grades 1-3
  - Heggerty - supplemental phonemic awareness lessons for early literacy instruction
  - ECRI - Enhanced Core Reading Instruction for explicit supplemental foundational literacy skills

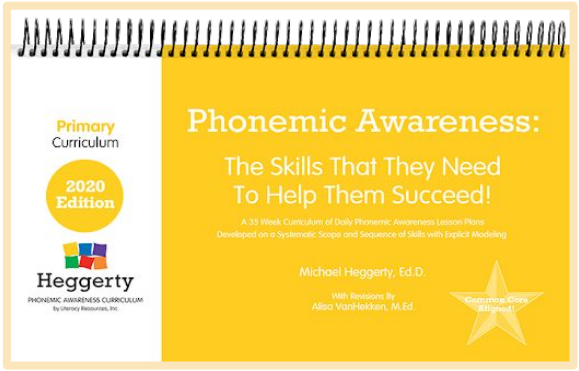
Heggerty

What is Phonemic Awareness?

- Phonemic awareness is an understanding that spoken words are made up of individual sounds called phonemes.

A child who has phoneme proficiency is able to:

- Isolate sounds
- Blend sounds
- Segment a word into sounds
- Manipulate sounds in words



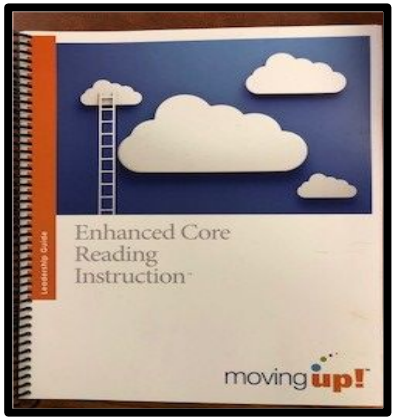
ECRI - Enhanced Core Reading Instruction

What is ECRI?

- A Tier 1 & Tier 2 reading program that strengthens the school's core reading curriculum
- Provides **explicit, systematic instructional routines** to support all students, especially those at risk of reading difficulties, in mastering foundational reading skills

ECRI Core Components

1. Irregular Word Reading
2. Phoneme Blending (K & early 1st grade)
3. Sound Spelling Cards
4. Sound Spelling Practice
5. Affix/Contraction Practice (1st & 2nd grade)
6. Blending Practice
7. Regular Word Reading
8. Decodable Text Fluency (small groups optional)
9. Dictation



GREATER ALBANY PUBLIC SCHOOLS

Surf's Up Grade Level Standards

1st Grade	Reading Informational	K.RI.3 With Prompting and Support, describe the connection between two individuals, events, ideas, or pieces of informaton in a text. KRi.7 With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or informaiotn in a text.
	Writing	K.w.7 With guidance and support, particpate in shared reserach and writing projects . **Focus on Project T12, T13
	Speaking and Listening	1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	Science	K-LS1-1 Use observations to describe patterns of what plants and animals (including what humans need to survive)
2nd Grade	Informational	1.RI.8 Identify the reasons an author gives to support points in a text.
	Writing	1W.1 Write an opinion piece in which they introduce the topic, state an opinion, supply a reason, and provide some sense of closure.
	Speaking and Listeninng	1.SL.2 Ask and answer questions about key deails in a text read aloud or information presented orally or through othe media.
	Science	1.LS3.1 Make observations to construct an evidenced based account that young plants and animals are like, but not exactly like, their parents.
3rd Grade	Informational	2. RL.2 Recount stories to determine central message, lesson, or moral.
	Literature	2RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
	Writing	2.W.1 Introduce an opinion and supply reasons
	Speaking and Listenting	2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	Science	2.LS1.1 Plan and Conduct an Investigation to detmine if plants needs sunlight ans water to grow.

Surf's Up Literacy Intervention Focus



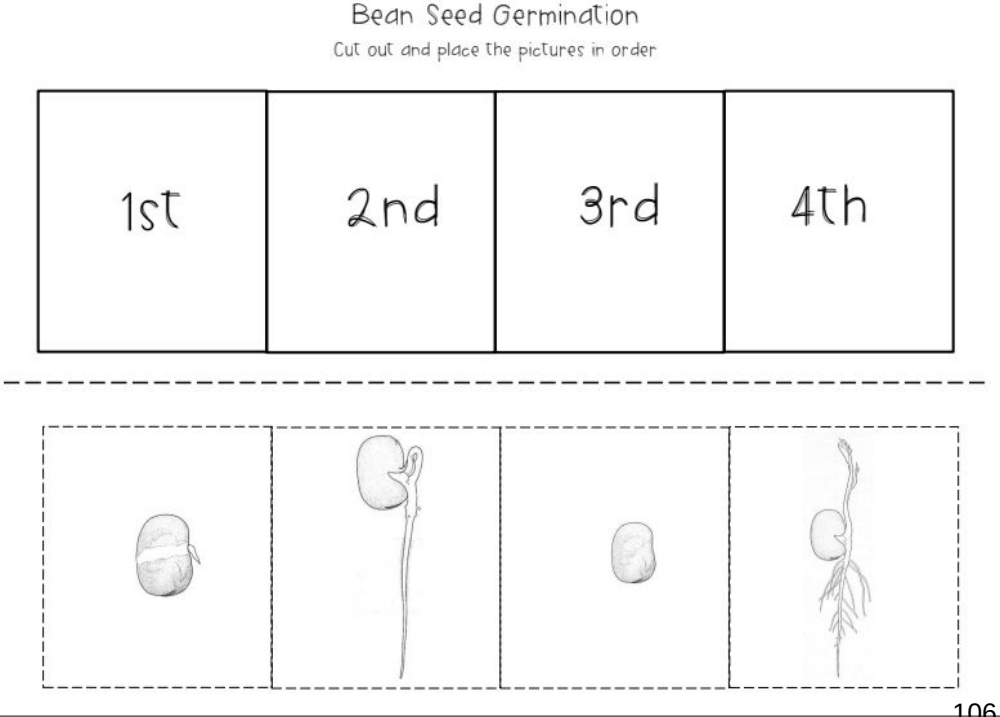
- Researched based, systematic phonics program aligned with the Science of Reading
- Builds phonemic awareness, decoding, fluency, and word recognition systematically
- Includes aligned decodable texts, practice activities, and school-to-home connection activities

Surf's Up Curriculum Focus: Science

SCIENCE 1st Grade Scope and Sequence

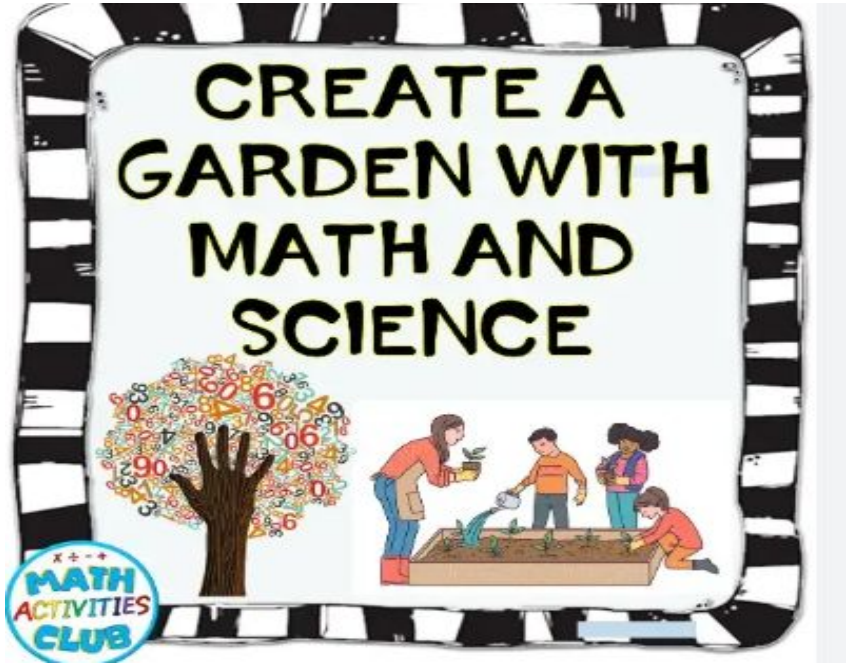
First Grade	June 22	June 23	June 24	June 25	June 26
SCIENCE	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Allocated TIME	MINUTES 40-60	MINUTES 35-50	MINUTES 50-60	MINUTES 30-40	MINUTES 30-40
RESOURCES	Bean Seed Predicting Planting Investigation Image	Bean Seed Observations Chart	Been Seed Germination	Label the Plant Part WKS Label Plant Parts Slides	Flower & Colored Water Experiment Recording Sheet
	June 29	**June 30**	**July 1**	**July 2**	**NO SCHOOL**
SCIENCE	LESSON 6	LESSON 7	LESSON 8	Lesson 9	
Alllocated TIME	MINUTES 45	MINUTES 45-50	MINUTES 45	MINUTES 45	
RESOURCES	Flower & Colored Water Experiment Recording Sheet	SLIDES of Roots and Stems Notebook File My Plant Journal	LEAVES & FLOWERS SLIDES Plant Journal From Previous Lesson	SEEDS PIC What will This Seed Be Book	

Surf's Up Summer Science!

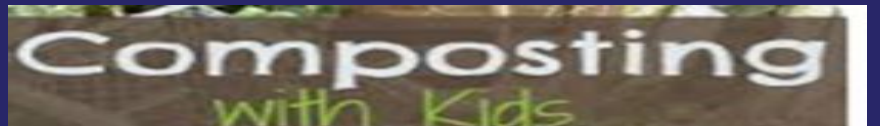




Math & Science in the Garden







GREATER ALBANY
PUBLIC SCHOOLS

Albany Parks & Recreation
WE'RE HOW YOU play.

Albany Parks and Recreation expanded student activities to two days a week on Monday and Tuesdays from 10:00 AM - 12:00 PM.



GREATER ALBANY
PUBLIC SCHOOLS

Albany Public Library

When?
Thursdays from 12:30 -2:00 PM



Surf's Up Literacy Outcomes

1st Grade SOR Goal:

Students entering 1st grade will demonstrate a rate of improvement of 1-2 letter sounds per week.

1st Grade Goal Outcome:

45 out of 51 students assessed (88% of students) made growth of 1 or more CLS per week OR At/Maintained Benchmark

Surf's Up Literacy Outcomes

2nd and 3rd Grade SOR Goal:

Students entering 2nd & 3rd grade will demonstrate a rate of improvement of 0.5-1.5 correct letter sounds per week on Nonsense Word Fluency and 1-2 correct per minute (WCPM) on Passage Reading Fluency over a four-week period.

2nd Grade Goal Outcome:

54 out of 61 students assessed (89% of students) made growth of 1 or more words/CLS per week OR At/Maintained Benchmark

3rd Grade Goal Outcome:

37 out of 47 students assessed (79% of students) made growth of 1 or more words/CLS per week OR At/Maintained Benchmark

English Language Learner Summer Connection

Who?

- Incoming students who are English Language Learners (ELLs), Grades 5–9

When?

- August 3–14, 8:00 AM – 12:00 PM

# of Students Served

- 35 students total



ELL Program Goals

1. **Student Support**
    - Provide targeted summer instruction to accelerate English language acquisition.
    - Equip EL/ML students with skills for a confident and successful academic year.
2. **Professional Development**
    - ELL TOSA will lead training on high-leverage instructional strategies.
    - Educators gain research-based techniques to strengthen speaking, listening, reading, and writing outcomes for multilingual learners.

ELL Summer Connection Attendance

Grade Level	#Students	Attendance Rate
5th	6	88%
6th	12	89%
7th	3	77%
8th	5	96%
9th	9	86%

GREATER ALBANY
PUBLIC SCHOOLS

ELL Summer Programs Curriculum

English Language Proficiency Standards for Reading, Writing, Speaking, and Listening integrated with science based lessons on simple machines.



What students said!



“ I learned that practicing helps you lose your fear of speaking in class.”

“The staff help me a lot.”

“I liked it all. I liked the activities.”

“Simple machines are everywhere.”

High School Credits By Program

PROGRAM	CREDITS EARNED
South Albany High School	73.25
West Albany High School	45

High School Credits by Grade Level

Grade Level	Credits Earned
Ninth	34.75
Tenth	68
Eleventh	61.5

Total Number of Credits Earned by Subject

CONTENT AREA	# of Credits Earned	Content AREA	# of Credits Earned
English Language Arts	19	Career Foundations	1.5
Mathematics	38.5	Art	2.0
Science	19.5	CTE	2
Social Studies	21	General Elective	5.75
Health	1.5		
Physical Education	1.5	**TOTAL CREDITS EARNED**	**118.25**

Public Comment - School Provided Food

9/14/2026

Krista Enos

Affirm: Reside within the district
Affiliation: Parent

As a parent of two students in the district, I am very thankful that the school district is able to provide meals to children at school. Recently, there have been a number of food recalls and certain foods/brands tied to adverse health effects or quality control concerns. With the school providing meals to children in the district, how will the district and food vendor ensure that safe and quality-controlled foods are selected as part of the menus? Can the food vendor or meal provider for the district provide a presentation on ingredient selection and supply chain safety in a future board meeting so that parents and students can feel confident in the safeguards in place to ensure safety of the school provided meals? Thank you!

Public Comment - Chromebooks

9/14/2026

Christopher Van Drimmelen

Affirm: Reside within the district
Affiliation: Parent

To the members of the board-

I'm writing to escalate my concern over the use of Chromebooks at Memorial Middle School specifically, and within GAPS more broadly, specifically over individual Chromebooks being issued to middle school students. I attempted to raise this issue with the Superintendent's office last Fall. After using the district contact form, Bruce Schmidt, Assistant Superintendent reached out to me as a point of contact, but after I shared my concerns, I received no further response, positive or negative.

The crux of the matter is that I would like to protest, in the strongest possible terms, the practice of issuing individual Chromebooks to 7th and 8th graders, and would like to request a broader reconsideration of the use of Chromebooks in GAPS writ large. This is now the second year in a row that the administrators at MMS have told me that they attempted to make changes to how Chromebooks are handled at the school to eliminate the practice of individual checkout in favor of Chromebook carts for when the devices are actually needed for specific coursework, with, of course, provisions being made for individual checkout where families may lack adequate at-home technology resources. I have discussed the matter at length with Mr. Gilbert, and he and his team have tried to put together a thoughtful, effective alternative to individual checkout based on their extensive educational expertise and direct experience with the student body. Instead, the Superintendent's office has seen fit to ignore the recommendation of educators doing the work and impose a top-down "one size fits all" solution that isn't working at MMS - a mandate that all students MUST have a Chromebook.

I was excited to hear from the team at MMS that they were going to try again to eliminate individual checkout for my son's 8th grade year, only to have the district leadership let us down again.

Public Comment - Chromebooks

9/14/2026

My concerns have not changed - I have observed my son and his friends treat the Chromebooks as more of a toy and a status symbol than the tool that it is intended to be. We have also had issues with him sneaking time on the Chromebook to watch YouTube (which the district fails to restrict, despite a plethora of problematic content) to the point where I had to insist that the school keep my son's Chromebook in the office for him to check out on days that it was required in class at the end of last academic year. I do not approve of devices that I cannot administer on my home network, and this is exactly why. We have addressed the behavioral aspect of this with my son, however while access to the device remains, the temptation is still there. Most middle schoolers are not going to resist this temptation on their own, and cell phones and similar devices have been banned during school hours statewide for very similar reasons.

For the record, I see that the district has added the Qustodio app so that parents can monitor and set some restrictions on school devices this year, which I have set up, however this is yet one more app that parents must keep track of and is more of a band-aid than an actual solution.

I will also repeat my feedback from last year as an educator myself that I do not feel that Chromebooks offer significant educational benefits. They are merely the cheapest alternative to actual personal computers, which students will someday be expected to use to do their jobs. I teach introductory engineering courses at LBCC, and I continue to see a year-over-year decline in basic technological literacy in my students, even in a discipline that has traditionally attracted those who are more technically savvy. While it would be unfair to blame Chromebooks in schools for this problem entirely, I do feel that their widespread use deprives students of opportunities to meaningfully engage with technology. All a Chromebook is is a web browser front end to access Google Apps, and such a device cannot teach students fundamental skills like how a real operating system file-system works.

We are in the fortunate position of having a family computer on which our children can complete any homework required. Computing resources should be made available for student checkout where this is not the case, and in school when specifically needed, not "just because." Please reconsider both the individual checkout policy, and the use of Chromebooks more broadly. I have four more children

Submitted: 9/14/2026 9:15:27

Public Comment - Chromebooks

9/14/2026

who will go through Memorial Middle School, and I would like them to have a better experience with technology than my oldest has had.

Please feel free to reach out if you have any questions or if there are other meaningful way for me to engage on this topic.

Thank you.

Chris Van Drimmelen

Submitted: 9/14/2026 9:15:27