

**SCHOOL DISTRICT NO. 17  
NOTICE OF MEETING**

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, November 7, 2016** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

Linda Poole  
Secretary

11-4-16

**THE DAILY RECORD  
OF OMAHA**

**LYNDA K. HENNINGSEN, Publisher  
PROOF OF PUBLICATION**

**UNITED STATES OF AMERICA,**  
**The State of Nebraska,**  
**District of Nebraska,**  
**County of Douglas,**  
**City of Omaha,**

} ss.

**J. BOYD**

being duly sworn, deposes and says that she is

**LEGAL EDITOR**

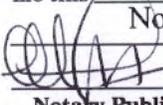
of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on  
November 4, 2016

**That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.**

 GENERAL NOTARY - State of Nebraska  
ELLEN FREEMAN  
My Comm. Exp. 16.10.2017

**Publisher's Fee** \$ \_\_\_\_\_  
**Additional Copies** \$ \_\_\_\_\_  
**Total** \$ 16.10

Subscribed in my presence and sworn to before  
me this 4th day of  
November 2016

  
Notary Public in and for Douglas County,  
State of Nebraska

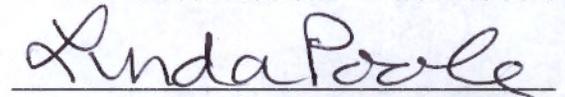
**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

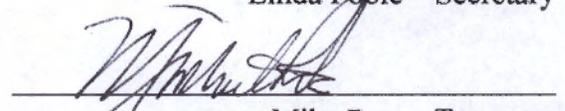
The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on November 7, 2016, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

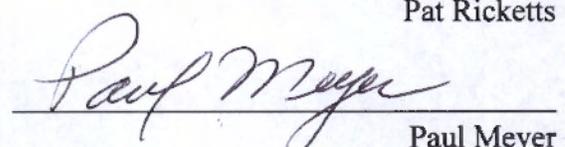
Dated this 7th day of November, 2016

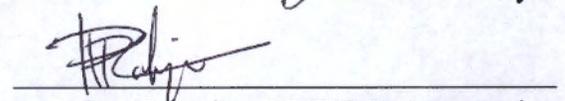
  
\_\_\_\_\_  
Mike Kennedy – President

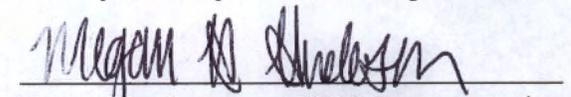
  
\_\_\_\_\_  
Dave Anderson – Vice President

  
\_\_\_\_\_  
Linda Poole – Secretary

  
\_\_\_\_\_  
Mike Pate – Treasurer

\_\_\_\_\_  
Pat Ricketts  
  
\_\_\_\_\_  
Paul Meyer

  
\_\_\_\_\_  
Priya Kukreja – MNHS Representative

  
\_\_\_\_\_  
Megan Henderson – MSHS Representative

\_\_\_\_\_  
Brooke Sanchez – MWHS Representative

**BOARD OF EDUCATION SIGN IN**

**November 7, 2016**

NAME:

REPRESENTING:

|                         |                  |
|-------------------------|------------------|
| Sara Bivens             | Reagan           |
| Paul Schutte            | MEA              |
| Alicia Elliott          | Sodexo           |
| Kelley Rosburg          | BVH Architecture |
| Jennifer Hellbusch      | Reagan           |
| Brooke Phillips         | West High School |
| Shannon Cooley - Lovett |                  |
| Charlene Schuchardt     | Rohwer           |
| Jessica Fntz            | Montclair        |
| Craig Fntz              |                  |
| Matt Geerts             | NAS              |
| Megan Geerts            | RWSSC            |
| Brooke Theis            | Reagan           |
| Mitch Newton            | MNHS             |
| Lance Ott               | MNHS             |
| Kate Solberg            | Cather Elem.     |
| Liz Smith               | Mont             |

# BOARD OF EDUCATION SIGN IN

November 7, 2016

NAME:

REPRESENTING:

|                       |                       |
|-----------------------|-----------------------|
| Pamela Hurley         | Food service          |
| Alexi Battaglia       | Food service          |
| Cham Howard           | Food Service          |
| Matt Auber            | Troop 430             |
| ANDREW LANG           | MORRISSEY ENGINEERING |
| Bobbi Hinrichs        | Leadership Academy    |
| Jen Pollock           | Leadership Academy    |
| Ashley Tomjack        | Leadership Academy    |
| Melissa Brendel       | Leadership Academy    |
| Becki Coleman         | Parent                |
| Tom Coleman           | Troop 405             |
| Sarah: Chad Zimmerman | Leadership Academy    |
| Edie Pearce           | Food Service          |
| Shirley Kitzler       | Montclair             |
| Jeannette Huetter     | Montclair             |
| Mantea Huetter        | Montclair             |

BOARD OF EDUCATION SIGN IN

November 7, 2016

NAME:

REPRESENTING:

Kim Trister  
Cassio Disney

Dayna Derichs  
Brittany Wunderlich Wheeler  
Upchurch

Greg Wunderlich  
Upchurch  
Kirsta Jameson  
BMS.

Rachel Pnu

Kodegard Montclair

Wendee Nelson  
Midland North H.S.

April Finig  
SSC

Trevor Wenger  
RMS

Julia Krebs  
RMS

James Grant  
BSA Troop 31



**BOARD OF EDUCATION  
MEETING**



**November 7, 2016**

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
6:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147 STREET  
November 7, 2016

AGENDA

A. Call to Order

**The Public Meeting Act is posted on the wall and available for public inspection.**

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items – This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.

E. Routine Matters

1. \*Approval of Board of Education Minutes, October 3, 2016
2. \*Approval of Bills
3. \*Receive the Treasurer's Report and Place on File
4. Summary of the Board Committee of the Whole Meeting – October 12, 2016

F. Information Items

1. Employees of the Month: Sarah Bivens – First Grade Teacher at Reagan Elementary and Pam Guillory – Kitchen Assistant at Montclair Elementary
2. Showcase: 2016 State Marching Band
3. Superintendent's Comments
4. Board Comments/Announcements
5. Report from Student Representatives

G. Unfinished Business

H. New Business

1. Approval of Rule 5110.1 – Student Services – K-12 Transfer of Students within the District
2. First Reading of Policy 6295 - Curriculum, Instruction, and Assessment – Taught Curriculum: Loan of Textbooks to Private School Students
3. Approval of Secondary Partnerships Agreement Metropolitan Community College and Millard Public Schools, 2016-2017
4. Approval of Learning Community Early Childhood/Bufett Institute Agreement
5. Approval of Within District Transfer Capacity Standards for 2017-2018
6. Approval of Option Enrollment Capacity Standards for 2017-2018
7. Appointment of Official Representative to NCLB/ESSA
8. Appointment of Official Representative to Educational Service Unit #3
9. Appointment of Facility Naming Committee
10. Approval of Lobbyist Professional Service Contract
11. Approval of District's 457 Retirement Plan Document
12. Award of Contract for Norris Elementary Roof Replacement Project
13. Award of Contract for Cody Elementary Roof Replacement Project
14. Award of Contract for Millard South High School Baseball Field Lighting Project
15. Approval of Personnel Actions: New Hires, Resignations, Voluntary Early Separations and Retirement Notification Incentive
16. Executive Session: Negotiations / Superintendent Evaluation

Board Meeting Agenda  
November 7, 2016  
Page 2

I. Reports

1. Enrollment Report
2. Community Achievement Plan Report
3. Personnel Report
4. Quarterly Maintenance and Operations Report
5. Quarterly Food Service Report

J. Future Agenda Items/Board Calendar

1. NASB State Education Conference on November 16-18, 2016 at the La Vista Conference Center/Embassy Suites
2. Board of Education Meeting on Monday, November 21, 2016 at 6:00 p.m. at the Don Stroh Administration Center
3. Thanksgiving Holiday – No School for Staff and Students November 24 & 25, 2016
4. Foundation Holiday Dinner on Thursday, December 1, 2016. Social - 6:00 p.m. Dinner - 7:00 p.m. at Shadow Ridge Country Club, 1501 S. 188<sup>th</sup> Plaza
5. Board of Education Meeting on Monday, December 5, 2016 at 6:00 p.m. at the Don Stroh Administration Center
6. Board of Education Holiday Party on Wednesday, December 14, 2016 at the United Republic Bank, 111 North 181 Street from 6:00-8:00 p.m.
7. Board of Education Meeting on Monday, December 19, 2016 at 6:00 p.m. at the Don Stroh Administration Center
8. Winter Break - No School Thursday, December 22, 2016 – January 4, 2017
9. School Resumes for Staff and Students on Thursday, January 5, 2017
10. Board of Education Meeting on Monday, January 9, 2017 at 6:00 p.m. at the Don Stroh Administration Center
11. No School for Students on January 16, 2017 for Martin Luther King Jr. Day – Staff Development Day
12. Committee of the Whole Meeting on Monday, January 16, 2017 at 6:00 p.m. at the Don Stroh Administration Center
13. Board of Education Meeting on Monday, January 23, 2017 at 6:00 p.m. at the Don Stroh Administration Center

K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

L. Adjournment:

All items indicated by an asterisk (\*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
6:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147 STREET  
November 7, 2016

ADMINISTRATIVE MEMORANDUM

A. Call to Order

**The Public Meeting Act is posted on the wall and available for public inspection**

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is completed and given to the Board President prior to the meeting.

- \*E.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Board of Education Minutes, October 3, 2016 (See enclosure.)
- \*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See enclosure.)
- \*E.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to receive the Treasurer's Report and Place on File (See enclosure.)
- E.4. Summary of the Board Committee of the Whole Meeting – October 12, 2016
- F.1. Employees of the Month: Sarah Bivens – First Grade Teacher at Reagan Elementary and Pam Guillory – Kitchen Assistant at Montclair Elementary
- F.2. Showcase: 2016 State Marching Band
- F.3. Superintendent's Comments
- F.4. Board Comments/Announcements
- F.5. Report from Student Representatives
- G.1. No Unfinished Business
- H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5110.1 – Student Services – K-12 Transfer of Students within the District (See enclosure)
- H.2. First Reading of Policy 6295 – Curriculum, Instruction, and Assessment – Taught Curriculum: Loan of Textbooks to Private School Students (See enclosure)
- H.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the 2016-2017 Agreement for Dual Enrollment with Metropolitan Community College for Developmental Math Courses be approved and that the Associate Superintendent for Educational Services be authorized and directed to execute any and all documents related to this program. (See enclosure)
- H.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board approve the Learning Community Early Childhood/Bufett Institute Agreement and the Associate Superintendent for Educational Services be authorized and directed to execute all documents related to this program. (See enclosure)

Board Meeting Agenda  
November 7, 2016  
Page 2

- H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Within District Transfer Capacity Standards for 2017-2018 (See enclosure)
- H.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Option Enrollment Capacity Standards for 2017-2018 (See enclosure)
- H.7. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to appoint Dr. Jim Sutfin as the No Child Left Behind/ESSA Grant Representative (See enclosure)
- H.8. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to appoint Dr. Jim Sutfin as the official representative to Educational Service Unit #3. (See enclosure)
- H.9. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to appoint Mike Kennedy, Linda Poole, and Mike Pate as members of the Facility Naming Committee and Nolan Beyer, Chairperson (a non-voting *ex officio* member of the committee) (See enclosure)
- H.10. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Lobbyist Professional Service Contract with Mueller/Robak LLC (See enclosure)
- H.11. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the form of the amended 457 Plan and Trust effective January 1, 2016, presented at this meeting is hereby approved and adopted and that the Superintendent or Superintendent's designee is hereby authorized and directed to execute and deliver to the Administrator of the Plan on or more counterparts of the Plan. (See enclosure)
- H.12. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the contract for the Norris Elementary Roof Replacement Project be awarded to Toney's Enterprises in the amount of \$215,000 and that the Associate Superintendent for General Administration be authorized to execute any and all document related to such project. (See enclosure)
- H.13. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the low bidder be permitted to withdraw its bid as requested; that the second lowest bidder not be awarded the project since it was already awarded a similar project for the same time period; that the contract for the Cody Elementary Roof Replacement Project be awarded to McKinnis Roofing in the amount of \$305,097; and, that the Associate Superintendent for General Administration be authorized to execute any and all document related to such project. (See enclosure)
- H.14. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the contract for the MSHS Baseball Field Lighting Project be awarded to Pro Tech Electric in the amount of \$209,380 and that the Associate Superintendent for General Administration be authorized to execute any and all document related to such project. (See enclosure)
- H.15. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Actions: New Hires, Resignations, Voluntary Early Separations and Retirement Notification Incentive (See enclosure)
- H.16. Executive Session: Negotiations / Superintendent Evaluation

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K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is completed and given to the Board President before the meeting begins.

L. Adjournment

All items indicated by an asterisk (\*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

MILLARD PUBLIC SCHOOLS  
SCHOOL DISTRICT NO. 17

A meeting of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska was convened in open and public session at 6:00 p.m., Monday, October 3, 2016, at the Don Stroh Administration Center, 5606 South 147th Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, September 30, 2016; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

President Mike Kennedy announced that the open meeting laws are posted and available for public inspection. Mr. Kennedy asked everyone to join in the Pledge of Allegiance.

Roll call was taken. Mr. Pate, Mr. Ricketts, Mr. Kennedy, Mr. Anderson, and Mr. Meyer were present.

Motion by Patrick Ricketts, seconded by Dave Anderson to excuse Linda Poole from the Board meeting. Voting in favor of said motion was: Mr. Anderson, Mr. Meyer, Mr. Pate, Mr. Ricketts, and Mr. Kennedy. Voting against were: None. Motion carried.

Mr. Kennedy announced the proper time for public questions and comments on agenda items only. There were no requests to speak on agenda items.

Motion was made by Patrick Ricketts, seconded by Mike Pate, to approve the Board of Education Minutes from September 19, 2016, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Ricketts, Mr. Kennedy, Mr. Anderson, Mr. Meyer, and Mr. Pate. Voting against were: None. Motion carried.

Awards were presented to Employees of the Month - Jan Dahlgaard – District Curriculum & Instructional MEP Facilitator and Angela Swaney – Twelve Month Secretary from Andersen Middle School.

**Superintendent's Comments:**

- Raymond Thai, a 2016 Millard North High School graduate was selected as 1 of 2 AP Scholars for the state of Nebraska. Raymond is one of 108 students nation-wide to receive this recognition. We are very proud of Raymond and what he accomplished during his time at Millard North.
- The developers of the land around MNHS met with us all afternoon to discuss their plans. They are donating 1.58 acres of land to the MPS Foundation and the Foundation will then deed it to MPS. The donation of this land will be used by the athletic and activities program at MNHS. The developers will also be providing an extra entrance to the school, a boulevard along the side of the school that will be landscaped, and two utility plumbs will be installed should MPS have an opportunity to expand someday.

**Board Comments:**

Mike Kennedy:

- Mr. Kennedy will be meeting with Governor Ricketts in the next couple of weeks on matters dealing with school finance and school accountability. Mr. Kennedy said he is not going as the president of the Millard Board and has told the Board members that he will be happy to take their questions or concerns to the Governor. Mr. Kennedy will also be talking to Dr. Sutfin before the visit.

**Student Representatives:**

Brooke Sanchez, student representative from Millard West High School, Megan Henderson, student representative from Millard South High School, and Priya Kukreja, student representative from Millard North High School, reported on the academic and athletic happenings at their respective schools.

**Unfinished Business:**

There was no unfinished business.

**New Business:**

Motion by Dave Anderson, seconded by Paul Meyer, to approve Rule 2100.50, Administrator Job Description – Principal – PK-12. *Mr. Pate asked if we used these job descriptions as part of the administrator evaluation. Kevin Chick said these rules were last reviewed in 2008. The changes being made are lined up with our leadership framework. Dr. Kim Saum-Mills shared that they also took the Nebraska Principal Framework and aligned the job description. This aligns to how they are evaluated.* Voting in favor of said motion was: Mr. Anderson, Mr. Meyer, Mr. Pate, Mr. Ricketts, and Mr. Kennedy. Voting against were: None. Motion carried.

Motion by Mike Pate, seconded by Dave Anderson, to approve Rule 2100.51, Administrator Job Description – Assistant Principal – PK-12. Voting in favor of said motion was: Mr. Pate, Mr. Ricketts, Mr. Kennedy, Mr. Anderson, and Mr. Meyer. Voting against were: None. Motion carried.

Motion by Mike Pate, seconded by Dave Anderson, to approve deletion of Administrator Job Descriptions – Rules 2100.52 – Assistant Principal – Curriculum & Instruction, 2100.53 – Assistant Principal – Student Services, 2100.54 – Assistant Principal - Activities, 2100.55 – Assistant Principal Middle School, 2100.56 – Principal of Alternative Programs, 2100.57 – Assistant Principal - Elementary, and 2100.58 – Assistant Principal for Horizon High School. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Ricketts, Mr. Kennedy, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Patrick Ricketts, that the Board appoint Duncan Young, Mitch Mollring and Chad Meisgeier for the District's negotiations team for collective bargaining related to the FYE18 employment contract for Nurses; and that the Board appoint Chad Meisgeier as the lead negotiator for the team. Voting in favor of said motion was: Mr. Ricketts, Mr. Kennedy, Mr. Anderson, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

Motion by Mike Pate, seconded by Patrick Ricketts, that the Board appoint Ken Fossen, Duncan Young, Kevin Chick and Chad Meisgeier for the District's negotiations team for collective bargaining related to the FYE18 employment contract for teachers; and that the Board appoint Chad Meisgeier as the lead negotiator for the team. Voting in favor of said motion was: Mr. Anderson, Mr. Meyer, Mr. Pate, Mr. Ricketts, and Mr. Kennedy. Voting against was: None. Motion carried.

Motion by Patrick Ricketts seconded by Paul Meyer, to approve Personnel Actions: Resignations: Christopher Burke and Donna R. Perkey; Amended Contract: Kristen McKenney. Voting in favor of said motion was: Mr. Pate, Mr. Ricketts, Mr. Kennedy, Mr. Anderson and Mr. Meyer. Voting against was: None. Motion carried

**Reports:**

Enrollment Report:

Dr. Kelberlau said that even though we are in October, the numbers in this report are still not the official numbers for the 2016-2017 school year. The official numbers will be the pull from September 30 and will be included in the next

enrollment report. Current enrollment for MPS is 23,306 which is 9 less than last month, 100 more than a year ago and 300 more from two years ago, K-12.

Advanced Placement Program Report:

Both Dr. Weers and Dr. Phipps contributed to this report. Dr. Weers thanked Barb Waller for her work in preparation of this report. He stated that MPS accounts for approximately 8% of the enrollment in the state of Nebraska and despite this number, we account for about 30% of the AP tests taken in the state. Dr. Weers said if we compare these numbers over the last three years, the number of AP tests taken continues to increase due to a variety of factors. Some of these factors include increased Foundation support, continuing to build upon an AP culture and the hard work of teachers and administrators supporting our students.

Dr. Phipps pointed out that moving into this school year, a change is being made. In an attempt to conserve money, if a course is not offered or if a student is not enrolled in a course, then MPS will not pay for those exams. Dr. Sutfin pointed out that we are allotted a certain amount of money from the Foundation to cover the cost of these tests. If we go over this amount, then it is up to the district to cover the remaining expense.

Dual Enrollment Program Report:

Dr. Weers again thanked Barb Waller for her work in preparing this report. He stated that the Dual Enrollment Program began in 2003 with a partnership with the University of Nebraska Omaha. Since then, it has grown into a program that includes opportunities through the Millard Academies, Metro Community College, as well as UNO. He said that last year, Millard students saved \$288,000 in UNO tuition and \$435,000 in MCC tuition and their credits are transferable to several other colleges.

Dr. Sutfin added that due to the rigorous approval process our teachers have to go through to teach these classes, we are not looking to partner with other colleges at this time.

Mr. Kennedy reminded the Board of future agenda items and said this is the proper time for public questions and comments.

Mr. Kennedy received one request to speak on a non-agenda item. Melinda Oliver of 5413 S. 114<sup>th</sup> Street, was called to the podium to speak. Ms. Oliver addressed the Board regarding planting trees on school grounds. Ms. Oliver was assured that someone would respond to her request soon via a letter.

**Future Agenda Items/Board Calendar:**

1. Committee of the Whole Meeting on Monday, October 10, 2016 at 6:00 p.m. at the Don Stroh Administration Center
2. Conferences – No School for Students – October 12-14, 2016
3. NASB Area Membership Meeting on October 12, 2016 at 4:30 p.m. at Omaha Embassy Suites – Downtown Old Market
4. Millard Public Schools Foundation's 30<sup>th</sup> Anniversary Open House on November 3, 2016 from 4:00-7:00 p.m. at 5225 S. 159<sup>th</sup> Ave.
5. Board of Education Meeting on Monday, November 7, 2016 at 6:00 p.m. at the Don Stroh Administration Center
6. NASB 98<sup>th</sup> Annual State Education Conference on November 16-18, 2016 at the La Vista Conference Center/Embassy Suites
7. Board of Education Meeting on Monday, November 21, 2016 at 6:00 p.m. at the Don Stroh Administration Center

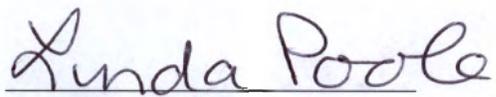
Board of Education Minutes

October 3, 2016

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8. Thanksgiving Holiday – No School for Staff and Students November 24 & 25, 2016
9. Board of Education Meeting on Monday, December 5, 2016 at 6:00 p.m. at the Don Stroh Administration Center
10. Board of Education Meeting on Monday, December 19, 2016 at 6:00 p.m. at the Don Stroh Administration Center

Mr. Kennedy adjourned the meeting at 6:55 p.m.



Secretary, Linda Poole

# **Millard Public Schools**

**November 7, 2016**

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                     | Transaction Amount |
|------|--------------|------------|---------------|---------------------------------|--------------------|
| 01   | 436238       | 09/29/2016 | 011651        | AMERICAN EXPRESS                | \$644.16           |
|      | 436239       | 09/29/2016 | 100966        | GREATER OMAHA LEAGUE OF DEBATE  | \$120.00           |
|      | 436240       | 09/29/2016 | 102451        | INTERNATIONAL BACCALAUREATE     | \$739.00           |
|      | 436241       | 09/29/2016 | 108325        | NEBRASKA STATE BANDMASTERS ASSN | \$56.00            |
|      | 436243       | 09/29/2016 | 134296        | PETTY CASH/ALDRICH              | \$100.00           |
|      | 436244       | 09/29/2016 | 134050        | PETTY CASH/ROHWER ELEMENTARY    | \$100.00           |
|      | 436245       | 09/29/2016 | 132115        | PETTY CASH/YAP                  | \$75.00            |
|      | 436247       | 09/29/2016 | 132590        | SILVERSTONE GROUP INC           | \$5,023.00         |
|      | 436249       | 09/29/2016 | 133224        | JEFF WARNOCK                    | \$60.00            |
|      | 436253       | 10/06/2016 | 139936        | MARRIOTT HOTEL SERVICES INC     | \$441.40           |
|      | 436254       | 10/06/2016 | 100630        | NEBRASKA HIGH SCHOOL PRESS ASSN | \$515.00           |
|      | 436255       | 10/06/2016 | 108325        | NEBRASKA STATE BANDMASTERS ASSN | \$64.00            |
|      | 436256       | 10/06/2016 | 132292        | NEBRASKA STATE THESPIAN SOCIETY | \$570.00           |
|      | 436257       | 10/06/2016 | 081630        | SAMS CLUB DIRECT                | \$173.36           |
|      | 436268       | 10/17/2016 | 138255        | NICOLE M BEINS                  | \$202.16           |
|      | 436269       | 10/17/2016 | 019111        | BISHOP BUSINESS EQUIPMENT       | \$38,513.56        |
|      | 436270       | 10/17/2016 | 132271        | ERIK P CHAUSSEE                 | \$59.65            |
|      | 436272       | 10/17/2016 | 108436        | COX COMMUNICATIONS INC          | \$41.16            |
|      | 436273       | 10/17/2016 | 106893        | WICHITA WATER CONDITIONING INC  | \$61.33            |
|      | 436274       | 10/17/2016 | 136517        | WILLIAM R DAUGHTRIDGE           | \$248.59           |
|      | 436275       | 10/17/2016 | 106319        | DES MOINES STAMP MANUFACTURING  | \$20.50            |
|      | 436277       | 10/17/2016 | 131710        | PATRICK T GEARY                 | \$50.00            |
|      | 436278       | 10/17/2016 | 141539        | KELLI R HASENJAGER              | \$190.82           |
|      | 436279       | 10/17/2016 | 132489        | CHARLES E HAYES III             | \$33.10            |
|      | 436280       | 10/17/2016 | 141540        | KYLEE J HORTON                  | \$202.16           |
|      | 436281       | 10/17/2016 | 133397        | HY-VEE INC                      | \$2,186.22         |
|      | 436282       | 10/17/2016 | 049850        | HY-VEE INC                      | \$780.23           |
|      | 436283       | 10/17/2016 | 141208        | ERINN R KOMP                    | \$25.00            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                        | Transaction Amount |
|------|--------------|------------|---------------|------------------------------------|--------------------|
| 01   | 436284       | 10/17/2016 | 139649        | JULIE A KOZISEK                    | \$2,250.00         |
|      | 436285       | 10/17/2016 | 141541        | LISA L KRUNTORAD                   | \$85.00            |
|      | 436289       | 10/17/2016 | 133643        | JODY C LINDQUIST                   | \$100.00           |
|      | 436291       | 10/17/2016 | 102870        | MIDLAND COMPUTER INC               | \$361.62           |
|      | 436292       | 10/17/2016 | 141542        | KAITLYN I MOHR                     | \$273.50           |
|      | 436293       | 10/17/2016 | 137501        | MONO MACHINES LLC                  | \$1,625.00         |
|      | 436294       | 10/17/2016 | 136072        | NEBRASKA STATE TREASURER           | \$1,747.28         |
|      | 436296       | 10/17/2016 | 141534        | OMAHA GUTTER & SIDING CO INC       | \$0.00             |
|      | 436298       | 10/17/2016 | 138288        | PAPIO TRANSPORT SCHOOL SERVICE INC | \$19,470.00        |
|      | 436299       | 10/17/2016 | 139066        | CURT HEGGEMEYER                    | \$139.00           |
|      | 436300       | 10/17/2016 | 141543        | STEPHANIE A RAYMOND                | \$60.00            |
|      | 436301       | 10/17/2016 | 138302        | TRENT RENKEN                       | \$50.00            |
|      | 436302       | 10/17/2016 | 141500        | BLAKE RINGLE                       | \$50.00            |
|      | 436304       | 10/17/2016 | 069689        | INTERLINE BRANDS INC               | \$526.30           |
|      | 436305       | 10/17/2016 | 090242        | UNITED PARCEL SERVICE              | \$198.09           |
|      | 436306       | 10/17/2016 | 138661        | USA-CLEAN INC                      | \$171.23           |
|      | 436309       | 10/17/2016 | 139618        | AARON J WILLEMS                    | \$51.15            |
|      | 436310       | 10/17/2016 | 133153        | JULIE L WILLIAMS                   | \$40.57            |
|      | 436312       | 10/17/2016 | 137020        | CHAD R ZIMMERMAN                   | \$302.46           |
|      | 436330       | 10/13/2016 | 107432        | GLENBROOK NORTH HIGH SCHOOL        | \$735.00           |
|      | 436331       | 10/13/2016 | 140152        | INDEPENDENT SCHOOL DISTRICT 196    | \$510.00           |
|      | 436333       | 10/13/2016 | 098765        | SECURITY BENEFIT LIFE INS CO       | \$6,920.00         |
|      | 436334       | 10/13/2016 | 133300        | TALX UC EXPRESS                    | \$781.88           |
|      | 436335       | 10/13/2016 | 138496        | WRIGHT EXPRESS FINANCIAL SVCS CORP | \$12,711.13        |
|      | 436336       | 10/13/2016 | 138505        | DANIEL P WOOTTON                   | \$120.00           |
|      | 436337       | 10/13/2016 | 135996        | ROADWAY EXPRESS INC                | \$162.00           |
|      | 436340       | 10/20/2016 | 011051        | ALL MAKES OFFICE EQUIPMENT         | \$2,737.75         |
|      | 436341       | 10/20/2016 | 136956        | RAYMOND J SAVARD                   | \$1,525.80         |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                        | Transaction Amount |
|------|--------------|------------|---------------|------------------------------------|--------------------|
| 01   | 436343       | 10/20/2016 | 099220        | DICK BLICK CO                      | \$146.28           |
|      | 436344       | 10/20/2016 | 099222        | SCHOOL SPECIALTY INC               | \$83.13            |
|      | 436345       | 10/20/2016 | 108436        | COX COMMUNICATIONS INC             | \$8,157.26         |
|      | 436346       | 10/20/2016 | 108436        | COX COMMUNICATIONS INC             | \$27,891.78        |
|      | 436347       | 10/20/2016 | 133397        | HY-VEE INC                         | \$0.00             |
|      | 436348       | 10/20/2016 | 135156        | LAWSON PRODUCTS INC                | \$351.38           |
|      | 436349       | 10/20/2016 | 099750        | NEBRASKA LIBRARY ASSOCIATION       | \$230.00           |
|      | 436351       | 10/20/2016 | 082200        | SCHOOL HEALTH CORPORATION          | \$4,309.50         |
|      | 436352       | 10/20/2016 | 068801        | STATE OF NEBRASKA                  | \$2,913.33         |
|      | 436354       | 10/20/2016 | 135863        | RUDOLPH A VLCEK III                | \$195.00           |
|      | 436355       | 10/20/2016 | 138894        | CEDAR RAPIDS COMMUNITY SCHOOL DIST | \$170.00           |
|      | 436376       | 10/27/2016 | 011651        | AMERICAN EXPRESS                   | \$3,437.75         |
|      | 436377       | 10/27/2016 | 138504        | TODD L REESON                      | \$60.00            |
|      | 436378       | 10/27/2016 | 138505        | DANIEL P WOOTTON                   | \$90.00            |
|      | 436382       | 11/07/2016 | 136961        | ABANTE LLC                         | \$630.66           |
|      | 436383       | 11/07/2016 | 010144        | ABBOTT ELEMENTARY SCHOOL           | \$66.66            |
|      | 436384       | 11/07/2016 | 010036        | PREISTER INC                       | \$580.00           |
|      | 436385       | 11/07/2016 | 137708        | ABC-CLIO LLC                       | \$89.00            |
|      | 436386       | 11/07/2016 | 131632        | AC AWARDS INC                      | \$289.00           |
|      | 436387       | 11/07/2016 | 109853        | ACCESS ELEVATOR INC.               | \$150.00           |
|      | 436388       | 11/07/2016 | 044050        | ACCO BRANDS CORPORATION            | \$535.39           |
|      | 436390       | 11/07/2016 | 010003        | ACT INC                            | \$2,088.00         |
|      | 436391       | 11/07/2016 | 133402        | KAREN S ADAMS                      | \$31.43            |
|      | 436395       | 11/07/2016 | 139412        | ERIN M AGUIRRE                     | \$23.97            |
|      | 436396       | 11/07/2016 | 108351        | AIRGAS INC                         | \$40.00            |
|      | 436397       | 11/07/2016 | 139362        | AMANDA L AKSAMIT                   | \$81.00            |
|      | 436398       | 11/07/2016 | 141549        | AKSARBEN THEATRES LLC              | \$862.00           |
|      | 436399       | 11/07/2016 | 133620        | AKSARBEN PIPE AND SEWER CLEAN LLC  | \$3,438.75         |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                        | Transaction Amount |
|------|--------------|------------|---------------|------------------------------------|--------------------|
| 01   | 436400       | 11/07/2016 | 139608        | ALISON'S TRADING CORP              | \$142.00           |
|      | 436401       | 11/07/2016 | 011051        | ALL MAKES OFFICE EQUIPMENT         | \$420.01           |
|      | 436402       | 11/07/2016 | 139802        | JENNIFER L ALLEN                   | \$294.17           |
|      | 436403       | 11/07/2016 | 140391        | ALLY FINANCIAL INC                 | \$394.00           |
|      | 436404       | 11/07/2016 | 135652        | AMERICAN ORFF-SCHULWERK ASSN       | \$85.00            |
|      | 436405       | 11/07/2016 | 012480        | AMERICAN TIME & SIGNAL COMPANY     | \$191.99           |
|      | 436406       | 11/07/2016 | 102430        | AMI GROUP INC                      | \$435.00           |
|      | 436407       | 11/07/2016 | 131265        | JILL M ANDERSON                    | \$142.56           |
|      | 436408       | 11/07/2016 | 131513        | TAYMARK                            | \$207.99           |
|      | 436409       | 11/07/2016 | 138550        | APPERSON                           | \$127.04           |
|      | 436410       | 11/07/2016 | 012989        | APPLE COMPUTER INC                 | \$1,021.00         |
|      | 436411       | 11/07/2016 | 107541        | APPLIED INFORMATION MGMT INSTITUTE | \$11,767.00        |
|      | 436412       | 11/07/2016 | 106436        | AQUA-CHEM INC                      | \$2,113.89         |
|      | 436413       | 11/07/2016 | 141417        | ST PAUL LINOLEUM & CARPET CO       | \$704.00           |
|      | 436414       | 11/07/2016 | 141548        | KIMBERLY A ARMENDARIZ              | \$145.80           |
|      | 436415       | 11/07/2016 | 134235        | SARAH A ASCHENBRENNER              | \$64.96            |
|      | 436416       | 11/07/2016 | 138233        | FRANK W ATWATER                    | \$7.50             |
|      | 436417       | 11/07/2016 | 138291        | AUTISM CENTER OF NEBRASKA INC      | \$4,077.34         |
|      | 436418       | 11/07/2016 | 102727        | B & H PHOTO                        | \$380.18           |
|      | 436419       | 11/07/2016 | 135991        | BAKER DISTRIBUTING CO LLC          | \$11,613.46        |
|      | 436420       | 11/07/2016 | 135852        | COLLEEN D BALLARD                  | \$870.00           |
|      | 436423       | 11/07/2016 | 132274        | TIMOTHY D BARNER                   | \$266.49           |
|      | 436424       | 11/07/2016 | 099646        | BARNES AND NOBLE BOOKSTORE         | \$877.66           |
|      | 436425       | 11/07/2016 | 017877        | CYNTHIA L BARR-MCNAIR              | \$472.77           |
|      | 436426       | 11/07/2016 | 138305        | MEAGAN L BASYE                     | \$17.33            |
|      | 436427       | 11/07/2016 | 099749        | BAUDVILLE INC                      | \$28.45            |
|      | 436428       | 11/07/2016 | 131634        | MARGUERITE M BAY                   | \$68.90            |
|      | 436429       | 11/07/2016 | 134584        | MARY A BAYNE                       | \$38.30            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                     | Transaction Amount |
|------|--------------|------------|---------------|---------------------------------|--------------------|
| 01   | 436430       | 11/07/2016 | 133480        | BERINGER CIACCIO DENNELL MABREY | \$740.00           |
|      | 436431       | 11/07/2016 | 135223        | AARON J BEARINGER               | \$52.70            |
|      | 436432       | 11/07/2016 | 134873        | JOHN M BECKER                   | \$188.78           |
|      | 436433       | 11/07/2016 | 139783        | LYNNE H BECKER                  | \$4,792.50         |
|      | 436434       | 11/07/2016 | 141521        | ERIKA J BECKLEY                 | \$111.83           |
|      | 436435       | 11/07/2016 | 107540        | BRIAN F BEGLEY                  | \$276.48           |
|      | 436436       | 11/07/2016 | 139889        | DARLA G BELL                    | \$178.20           |
|      | 436438       | 11/07/2016 | 131326        | KAREN K BENSON                  | \$266.01           |
|      | 436439       | 11/07/2016 | 134884        | JULIE K BERGSTROM               | \$42.07            |
|      | 436441       | 11/07/2016 | 018705        | BERNINA OMAHA LLC               | \$500.98           |
|      | 436443       | 11/07/2016 | 134945        | NOLAN J BEYER                   | \$283.58           |
|      | 436450       | 11/07/2016 | 019111        | BISHOP BUSINESS EQUIPMENT       | \$33,095.86        |
|      | 436451       | 11/07/2016 | 140887        | BJ'S FLEET WASH LLC             | \$472.00           |
|      | 436452       | 11/07/2016 | 099220        | DICK BLICK CO                   | \$4,143.00         |
|      | 436453       | 11/07/2016 | 141545        | BLUEHOST INC                    | \$443.61           |
|      | 436454       | 11/07/2016 | 130899        | KIMBERLY M BOLAN                | \$180.90           |
|      | 436455       | 11/07/2016 | 135539        | SHEILA F BOLMEIER               | \$77.11            |
|      | 436456       | 11/07/2016 | 139510        | BOLTS ETC INC                   | \$39.79            |
|      | 436457       | 11/07/2016 | 101364        | THE BOOKWORM                    | \$127.81           |
|      | 436458       | 11/07/2016 | 138292        | KRISTINA ANN BORGAILA           | \$80.00            |
|      | 436462       | 11/07/2016 | 019559        | BOUND TO STAY BOUND BOOKS INC   | \$8,143.51         |
|      | 436463       | 11/07/2016 | 132888        | MICHELLE M BOYD                 | \$51.84            |
|      | 436464       | 11/07/2016 | 139996        | BOYS TOWN                       | \$43,771.20        |
|      | 436465       | 11/07/2016 | 136274        | BYRON P BRAASCH                 | \$171.40           |
|      | 436466       | 11/07/2016 | 134129        | BRAINPOP LLC                    | \$2,295.00         |
|      | 436467       | 11/07/2016 | 139190        | ROSE MARY BRAUN                 | \$109.08           |
|      | 436468       | 11/07/2016 | 139890        | DOUGLAS J BREITER               | \$93.42            |
|      | 436471       | 11/07/2016 | 133824        | NANCY A BROWN                   | \$48.60            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                       | Transaction Amount |
|------|--------------|------------|---------------|-----------------------------------|--------------------|
| 01   | 436472       | 11/07/2016 | 141510        | CHRISTINE L BUKOWSKI              | \$210.60           |
|      | 436473       | 11/07/2016 | 010061        | BULLER FIXTURE COMPANY            | \$9.30             |
|      | 436474       | 11/07/2016 | 020550        | BUREAU OF EDUCATION & RESEARCH    | \$916.00           |
|      | 436478       | 11/07/2016 | 137274        | EILEEN CABRERA                    | \$24.19            |
|      | 436479       | 11/07/2016 | 106806        | ELIZABETH J CAREY                 | \$25.11            |
|      | 436480       | 11/07/2016 | 133246        | RALPH CAREY                       | \$1,065.62         |
|      | 436481       | 11/07/2016 | 141550        | TERESA CARMAN                     | \$114.91           |
|      | 436483       | 11/07/2016 | 023970        | CAROLINA BIOLOGICAL SUPPLY CO     | \$1,358.26         |
|      | 436485       | 11/07/2016 | 132428        | JENNIFER M CARSON                 | \$412.07           |
|      | 436486       | 11/07/2016 | 138552        | ANGELA M CARTER                   | \$39.93            |
|      | 436487       | 11/07/2016 | 131158        | CURTIS R CASE                     | \$87.48            |
|      | 436488       | 11/07/2016 | 140956        | JOHN B CASTLE                     | (\$65.00)          |
|      | 436491       | 11/07/2016 | 133970        | CCS PRESENTATION SYSTEMS          | \$26,523.91        |
|      | 436492       | 11/07/2016 | 133589        | CDW GOVERNMENT, INC.              | \$596.65           |
|      | 436493       | 11/07/2016 | 138613        | CENTRAL SALES INC                 | \$2,795.87         |
|      | 436494       | 11/07/2016 | 135648        | SUSAN M CHADWICK                  | \$34.07            |
|      | 436495       | 11/07/2016 | 140241        | JOHN M SIKES JR                   | \$99.00            |
|      | 436497       | 11/07/2016 | 132271        | ERIK P CHAUSSEE                   | \$74.52            |
|      | 436499       | 11/07/2016 | 140867        | BRITTANY A CINFEL                 | \$65.88            |
|      | 436500       | 11/07/2016 | 139199        | CITRIX SYSTEMS INC                | \$10,858.86        |
|      | 436501       | 11/07/2016 | 141497        | BRIAN J CLEARY                    | \$151.20           |
|      | 436503       | 11/07/2016 | 131135        | PATRICIA A CLIFTON                | \$96.97            |
|      | 436504       | 11/07/2016 | 136780        | LISA L CLINARD                    | \$343.37           |
|      | 436505       | 11/07/2016 | 137013        | NANCY S COLE                      | \$172.21           |
|      | 436506       | 11/07/2016 | 131705        | KELLY L RANDELS COLEMAN           | \$43.10            |
|      | 436507       | 11/07/2016 | 107482        | COLLEGE BOARD/NYO                 | \$325.00           |
|      | 436509       | 11/07/2016 | 135082        | OCCUPATIONAL HEALTH CTRS OF NE PC | \$275.00           |
|      | 436510       | 11/07/2016 | 139891        | MARY T CONNELL                    | \$63.61            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                       | Transaction Amount |
|------|--------------|------------|---------------|-----------------------------------|--------------------|
| 01   | 436511       | 11/07/2016 | 099792        | CONSOLIDATED ELECTRICAL DISTR INC | \$9.28             |
|      | 436512       | 11/07/2016 | 136574        | CONTROL DEPOT INC                 | \$848.39           |
|      | 436514       | 11/07/2016 | 026057        | CONTROL MASTERS INC               | \$24,183.74        |
|      | 436515       | 11/07/2016 | 132720        | CONTROLTEMP INC                   | \$298.64           |
|      | 436516       | 11/07/2016 | 136518        | JANET L COOK                      | \$138.73           |
|      | 436518       | 11/07/2016 | 132170        | CORMACI CONSTRUCTION INC          | \$1,083.00         |
|      | 436519       | 11/07/2016 | 024157        | COUNCIL FOR EXCEPTIONAL CHILDREN  | \$114.00           |
|      | 436520       | 11/07/2016 | 017611        | ANGELA R CRAFT                    | \$31.86            |
|      | 436521       | 11/07/2016 | 139034        | CRAIG RESOURCES INC               | \$10,571.68        |
|      | 436524       | 11/07/2016 | 140174        | ABANTE LLC                        | \$242.34           |
|      | 436526       | 11/07/2016 | 106893        | WICHITA WATER CONDITIONING INC    | \$64.75            |
|      | 436527       | 11/07/2016 | 027300        | CUMMINS CENTRAL POWER LLC         | \$389.26           |
|      | 436528       | 11/07/2016 | 027345        | CURRICULUM ASSOCIATES INC         | \$36.84            |
|      | 436530       | 11/07/2016 | 100577        | CURTIS 1000 INC                   | \$6,302.33         |
|      | 436531       | 11/07/2016 | 130900        | CHERYL L CUSTARD                  | \$187.92           |
|      | 436532       | 11/07/2016 | 032050        | D B NEBRASKA SERVICE CO.          | \$3,062.80         |
|      | 436534       | 11/07/2016 | 132671        | JEAN T DAIGLE                     | \$168.48           |
|      | 436535       | 11/07/2016 | 134751        | ANGELA M DAIGLE                   | \$157.78           |
|      | 436536       | 11/07/2016 | 131003        | DAILY RECORD                      | \$236.00           |
|      | 436537       | 11/07/2016 | 138477        | MIDWEST HARDWOODS                 | \$221.00           |
|      | 436538       | 11/07/2016 | 138306        | STACY L DARNOLD                   | \$76.30            |
|      | 436539       | 11/07/2016 | 032497        | CHERYL R DECKER                   | \$25.92            |
|      | 436540       | 11/07/2016 | 106713        | ANDREW S DEFREECE                 | \$370.85           |
|      | 436541       | 11/07/2016 | 102577        | DELL MARKETING LP                 | \$45,675.00        |
|      | 436542       | 11/07/2016 | 099249        | DELTA EDUCATION LLC               | \$197.12           |
|      | 436543       | 11/07/2016 | 032800        | DEMCO INC                         | \$374.99           |
|      | 436544       | 11/07/2016 | 032872        | DENNIS SUPPLY COMPANY             | \$4,810.58         |
|      | 436545       | 11/07/2016 | 136316        | EVA M DENTON                      | \$45.25            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                        | Transaction Amount |
|------|--------------|------------|---------------|------------------------------------|--------------------|
| 01   | 436546       | 11/07/2016 | 141573        | LYNETTE K DERGAN                   | \$21.60            |
|      | 436547       | 11/07/2016 | 137331        | BASTIAN DERICHS                    | \$95.25            |
|      | 436548       | 11/07/2016 | 106319        | DES MOINES STAMP MANUFACTURING     | \$103.80           |
|      | 436549       | 11/07/2016 | 135371        | PIA MARJATTA DEVRIES               | \$19.12            |
|      | 436552       | 11/07/2016 | 033473        | DIETZE MUSIC HOUSE INC             | \$3,010.19         |
|      | 436554       | 11/07/2016 | 132669        | DIGITAL DOT SYSTEMS INC            | \$585.00           |
|      | 436555       | 11/07/2016 | 136179        | DIGITAL EXPRESS INC                | \$1,079.50         |
|      | 436556       | 11/07/2016 | 139642        | DKM ENTERPRISES                    | \$9,985.50         |
|      | 436558       | 11/07/2016 | 139349        | TERRIN D DORATHY                   | \$147.78           |
|      | 436559       | 11/07/2016 | 130648        | DOSTALS CONSTRUCTION CO INC        | \$2,050.00         |
|      | 436560       | 11/07/2016 | 130908        | DOUGLAS COUNTY SCHOOL DIST.28-0001 | \$259,518.93       |
|      | 436561       | 11/07/2016 | 033901        | DOUGLAS COUNTY TREASURER           | \$7,714.20         |
|      | 436562       | 11/07/2016 | 139946        | DOWNS ELECTRIC INC                 | \$3,664.00         |
|      | 436565       | 11/07/2016 | 135689        | SUSAN M DULANY                     | \$156.01           |
|      | 436566       | 11/07/2016 | 073231        | DXP ENTERPRISES INC                | \$44.82            |
|      | 436567       | 11/07/2016 | 131740        | EAGLE SOFTWARE INC,                | \$5,000.00         |
|      | 436568       | 11/07/2016 | 138426        | KELLY D EALY                       | \$83.81            |
|      | 436569       | 11/07/2016 | 036520        | EASTERN NEBRASKA HUMAN SVCS AGENCY | \$37,365.00        |
|      | 436570       | 11/07/2016 | 141489        | EAT FIT GO HEALTHY FOODS OMAHA LLC | \$580.25           |
|      | 436571       | 11/07/2016 | 052370        | ECHO ELECTRIC SUPPLY CO            | \$132.22           |
|      | 436573       | 11/07/2016 | 036654        | ECOLAB INC                         | \$6,499.95         |
|      | 436574       | 11/07/2016 | 134991        | BRADLEY EDMUNDSON                  | \$11.88            |
|      | 436575       | 11/07/2016 | 037525        | EDUCATIONAL SERVICE UNIT #3        | \$152,486.98       |
|      | 436579       | 11/07/2016 | 133823        | REBECCA S EHRHORN                  | \$410.95           |
|      | 436580       | 11/07/2016 | 038100        | ELECTRICAL ENGINEERING & EQPT CO   | \$1,663.83         |
|      | 436581       | 11/07/2016 | 038140        | ELECTRONIC SOUND INC.              | \$4,621.34         |
|      | 436583       | 11/07/2016 | 132066        | ENGINEERED CONTROLS INC            | \$642.00           |
|      | 436584       | 11/07/2016 | 141475        | ERGOTRON INC                       | \$60.32            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                  | Transaction Amount |
|------|--------------|------------|---------------|------------------------------|--------------------|
| 01   | 436585       | 11/07/2016 | 135360        | PAMELA A ERIXON              | \$101.36           |
|      | 436586       | 11/07/2016 | 109066        | TED H ESSER                  | \$168.85           |
|      | 436587       | 11/07/2016 | 135656        | NEBRASKA ESU COOP PURCHASING | \$19,100.00        |
|      | 436588       | 11/07/2016 | 137950        | MICHAEL D ETZELMILLER        | \$226.26           |
|      | 436591       | 11/07/2016 | 038468        | EVERBIND                     | \$648.27           |
|      | 436592       | 11/07/2016 | 139100        | KEARNEY HOSPITALITY INC      | \$107.95           |
|      | 436593       | 11/07/2016 | 137800        | FARIA SYSTEMS INC            | \$1,070.00         |
|      | 436594       | 11/07/2016 | 131927        | RLB ENTERPRISE LLC           | \$927.50           |
|      | 436595       | 11/07/2016 | 132699        | FATHER FLANAGANS BOYS HOME   | \$122.00           |
|      | 436597       | 11/07/2016 | 040537        | FERGUSON ENTERPRISES INC     | \$201.91           |
|      | 436598       | 11/07/2016 | 137016        | ANGELA L FERGUSON            | \$68.31            |
|      | 436599       | 11/07/2016 | 106956        | FERRELLGAS                   | \$244.00           |
|      | 436600       | 11/07/2016 | 132845        | JODI L FIDONE                | \$270.26           |
|      | 436601       | 11/07/2016 | 135115        | TAMELA J FIERSTEIN           | \$262.44           |
|      | 436602       | 11/07/2016 | 133919        | FILTER SHOP INC              | \$4,225.91         |
|      | 436603       | 11/07/2016 | 141469        | FRANCO FIORINI               | \$109.67           |
|      | 436604       | 11/07/2016 | 130731        | FIRST WIRELESS INC           | \$2,585.06         |
|      | 436605       | 11/07/2016 | 109855        | SHANNON M FISCHER            | \$77.31            |
|      | 436606       | 11/07/2016 | 141511        | JENNIFER M FITZKE            | \$69.34            |
|      | 436607       | 11/07/2016 | 132789        | FLEETPRIDE INC               | \$336.20           |
|      | 436609       | 11/07/2016 | 041086        | FLINN SCIENTIFIC INC         | \$115.78           |
|      | 436610       | 11/07/2016 | 041100        | FOLLETT SCHOOL SOLUTIONS INC | \$15,536.27        |
|      | 436611       | 11/07/2016 | 041146        | KENNETH J FOSSEN             | \$43.20            |
|      | 436612       | 11/07/2016 | 135793        | FREMONT INDUSTRIES INC       | \$461.71           |
|      | 436613       | 11/07/2016 | 134223        | TERESA J FRIDRICH            | \$26.08            |
|      | 436614       | 11/07/2016 | 140869        | MAGDALENE K FUNKHOUSER       | \$77.49            |
|      | 436615       | 11/07/2016 | 131456        | GAGGLE.NET INC               | \$18,250.00        |
|      | 436617       | 11/07/2016 | 102294        | GAMETIME                     | \$216.72           |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                      | Transaction Amount |
|------|--------------|------------|---------------|----------------------------------|--------------------|
| 01   | 436618       | 11/07/2016 | 133441        | MICHELLE R GAUTHIER              | \$30.00            |
|      | 436621       | 11/07/2016 | 139894        | TRICIA L GILLETT                 | \$111.34           |
|      | 436622       | 11/07/2016 | 133376        | LINDA J GJERE                    | \$25.60            |
|      | 436623       | 11/07/2016 | 106660        | GLASSMASTERS INC                 | \$3,796.00         |
|      | 436624       | 11/07/2016 | 107432        | GLENBROOK NORTH HIGH SCHOOL      | \$375.00           |
|      | 436625       | 11/07/2016 | 138222        | AMY E GOETZ                      | \$17.37            |
|      | 436626       | 11/07/2016 | 139308        | SUSAN E GOLDSBERRY               | \$37.04            |
|      | 436627       | 11/07/2016 | 044891        | GOPHER                           | \$1,737.83         |
|      | 436628       | 11/07/2016 | 132152        | GOVCONNECTION INC                | \$89.51            |
|      | 436629       | 11/07/2016 | 044950        | GRAINGER INDUSTRIAL SUPPLY       | \$4,016.77         |
|      | 436630       | 11/07/2016 | 044976        | GREAT EXTENSIONS                 | \$1,446.50         |
|      | 436631       | 11/07/2016 | 140490        | GREATER NEBRASKA SCHOOLS ASSN    | \$2,500.00         |
|      | 436632       | 11/07/2016 | 136796        | DAVID D SEAY                     | \$86.08            |
|      | 436633       | 11/07/2016 | 133885        | GREENLIFE GARDENS INC            | \$425.00           |
|      | 436638       | 11/07/2016 | 010256        | B & K MECHANICAL CONTRACTORS LLC | \$665.71           |
|      | 436639       | 11/07/2016 | 139173        | GUITAR CENTER STORES INC         | \$338.00           |
|      | 436641       | 11/07/2016 | 140274        | TALMADGE PROPERTIES INC          | \$198.00           |
|      | 436643       | 11/07/2016 | 141546        | ALLISON C SWITZER                | \$55.03            |
|      | 436645       | 11/07/2016 | 047853        | HAPPY CAB COMPANY INC            | \$21,241.97        |
|      | 436647       | 11/07/2016 | 141527        | DOUGLAS A HARVEY                 | (\$17.50)          |
|      | 436648       | 11/07/2016 | 140889        | DEANNA L HAYES                   | \$42.61            |
|      | 436649       | 11/07/2016 | 132489        | CHARLES E HAYES III              | \$98.50            |
|      | 436650       | 11/07/2016 | 048475        | HEARTLAND FOUNDATION             | \$14,784.00        |
|      | 436651       | 11/07/2016 | 141299        | HEAT SOFTWARE USA INC            | \$2,150.00         |
|      | 436652       | 11/07/2016 | 108273        | MARGARET HEBENSTREIT PT          | \$151.20           |
|      | 436655       | 11/07/2016 | 048555        | DAVID OLSZEWSKI                  | \$192.00           |
|      | 436656       | 11/07/2016 | 108478        | DAVID C HEMPHILL                 | \$15.88            |
|      | 436657       | 11/07/2016 | 141513        | MELISSA M HENNINGS               | \$25.81            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                        | Transaction Amount |
|------|--------------|------------|---------------|------------------------------------|--------------------|
| 01   | 436658       | 11/07/2016 | 133186        | JENNIFER HERZOG                    | \$80.00            |
|      | 436661       | 11/07/2016 | 141556        | DAWN HINES                         | \$126.94           |
|      | 436662       | 11/07/2016 | 048845        | CAMILLE H HINZ                     | \$96.66            |
|      | 436663       | 11/07/2016 | 048940        | HOBBY LOBBY STORES INC             | \$94.63            |
|      | 436666       | 11/07/2016 | 137943        | STACY M HORSHAM                    | \$140.83           |
|      | 436667       | 11/07/2016 | 049650        | HOUGHTON MIFFLIN HARCOURT PUB CO   | \$10,054.33        |
|      | 436668       | 11/07/2016 | 109836        | AMY L HOULTON                      | \$83.16            |
|      | 436669       | 11/07/2016 | 132531        | TERRY P HOULTON                    | \$86.72            |
|      | 436670       | 11/07/2016 | 101533        | DIANE F HOWARD                     | \$148.35           |
|      | 436671       | 11/07/2016 | 141571        | MONTREZ D HOWARD                   | (\$22.50)          |
|      | 436672       | 11/07/2016 | 132423        | HP INC                             | \$1,342.97         |
|      | 436673       | 11/07/2016 | 132146        | HSMC ORIZON LLC                    | \$13,650.00        |
|      | 436674       | 11/07/2016 | 133689        | HUTCHESON ENGINEERING PRODUCTS INC | \$428.20           |
|      | 436675       | 11/07/2016 | 134807        | MONICA A HUTFLES                   | \$39.42            |
|      | 436676       | 11/07/2016 | 130283        | KARA L HUTTON                      | \$148.39           |
|      | 436677       | 11/07/2016 | 049844        | HYDRONIC ENERGY INC                | \$90.00            |
|      | 436678       | 11/07/2016 | 133397        | HY-VEE INC                         | \$846.39           |
|      | 436679       | 11/07/2016 | 132878        | HY-VEE INC                         | \$458.48           |
|      | 436680       | 11/07/2016 | 049851        | HY-VEE INC                         | \$1,646.52         |
|      | 436681       | 11/07/2016 | 051573        | POPCO INC                          | \$69.90            |
|      | 436682       | 11/07/2016 | 140525        | IH GLOBAL INC                      | \$455.40           |
|      | 436683       | 11/07/2016 | 139348        | DANIEL D INNES                     | \$65.18            |
|      | 436685       | 11/07/2016 | 135481        | INTERMEDIATE DISTRICT 287          | \$800.00           |
|      | 436686       | 11/07/2016 | 102451        | INTERNATIONAL BACCALAUREATE        | \$1,478.00         |
|      | 436687       | 11/07/2016 | 103110        | INTERSTATE MUSIC SUPPLY            | \$74.93            |
|      | 436691       | 11/07/2016 | 100928        | J W PEPPER & SON INC.              | \$3,399.19         |
|      | 436692       | 11/07/2016 | 139763        | CALVIN L JACOBS                    | \$18.58            |
|      | 436693       | 11/07/2016 | 131157        | CHRISTINE A JANOVEC-POEHLMAN       | \$97.36            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                        | Transaction Amount |
|------|--------------|------------|---------------|------------------------------------|--------------------|
| 01   | 436694       | 11/07/2016 | 136953        | JSDO 1 LLC                         | \$678.30           |
|      | 436695       | 11/07/2016 | 135735        | GEORGE W JELKIN                    | \$159.32           |
|      | 436697       | 11/07/2016 | 133037        | JENSEN TIRE COMPANY                | \$13,134.44        |
|      | 436698       | 11/07/2016 | 140094        | JENNIFER A JENSEN                  | \$122.00           |
|      | 436699       | 11/07/2016 | 130994        | JOHNSON CONTROLS INC               | \$1,123.32         |
|      | 436700       | 11/07/2016 | 054500        | JOHNSON HARDWARE CO LLC            | \$219.34           |
|      | 436702       | 11/07/2016 | 135373        | LINDA K JOHNSON                    | \$20.41            |
|      | 436703       | 11/07/2016 | 140074        | JOURNEYED.COM INC                  | \$114,302.06       |
|      | 436705       | 11/07/2016 | 056182        | KAGAN PUBLISHING & PRO DEVELOPMENT | \$219.00           |
|      | 436706       | 11/07/2016 | 136426        | AMY S KAUP                         | \$35.21            |
|      | 436707       | 11/07/2016 | 140891        | MARCIA L KAUTSCH                   | \$103.85           |
|      | 436708       | 11/07/2016 | 132265        | CATHERINE A KEISER                 | \$45.41            |
|      | 436709       | 11/07/2016 | 056276        | KELVIN LP                          | \$639.46           |
|      | 436710       | 11/07/2016 | 134801        | JULIE B KEMP                       | \$43.47            |
|      | 436711       | 11/07/2016 | 132215        | KEYSTONE GLASS                     | \$8,400.00         |
|      | 436712       | 11/07/2016 | 131177        | ANDREA L KIDD                      | \$66.81            |
|      | 436713       | 11/07/2016 | 140091        | KENT J KINGSTON                    | \$707.25           |
|      | 436714       | 11/07/2016 | 139753        | CHERIS A KITE                      | \$45.79            |
|      | 436715       | 11/07/2016 | 139301        | REBECCA D KLEEMAN WEYANT           | \$255.00           |
|      | 436717       | 11/07/2016 | 132264        | MICHELLE M KLUG                    | \$1,203.14         |
|      | 436718       | 11/07/2016 | 138846        | ELIZABETH A KOCIS                  | \$73.28            |
|      | 436719       | 11/07/2016 | 131826        | ALICIA C KOTLARZ                   | \$1,232.30         |
|      | 436720       | 11/07/2016 | 139649        | JULIE A KOZISEK                    | \$2,250.00         |
|      | 436721       | 11/07/2016 | 136285        | MICHELLE L KRAFT                   | \$12.96            |
|      | 436725       | 11/07/2016 | 139343        | MICHAEL JOHN KROS                  | \$50.00            |
|      | 436727       | 11/07/2016 | 133923        | KUBAT PHARMACY/HEALTHCARE          | \$100.00           |
|      | 436728       | 11/07/2016 | 141361        | ALISSA B KUHL                      | \$24.95            |
|      | 436729       | 11/07/2016 | 140714        | DEANNA L KUHN                      | \$62.64            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                         | Transaction Amount |
|------|--------------|------------|---------------|-------------------------------------|--------------------|
| 01   | 436730       | 11/07/2016 | 139587        | MICHAEL KUTA                        | \$1,011.00         |
|      | 436731       | 11/07/2016 | 137010        | CHRISTINA A LAGRONE                 | \$47.52            |
|      | 436733       | 11/07/2016 | 136085        | CYNTHIA A LANGDON                   | \$27.78            |
|      | 436734       | 11/07/2016 | 135257        | LANGUAGE LINE SERVICES INC          | \$913.11           |
|      | 436735       | 11/07/2016 | 102491        | LARUE DISTRIBUTING INC              | \$367.25           |
|      | 436737       | 11/07/2016 | 135156        | LAWSON PRODUCTS INC                 | \$1,243.84         |
|      | 436739       | 11/07/2016 | 139896        | MICHELLE M LEENERTS                 | \$206.76           |
|      | 436742       | 11/07/2016 | 059470        | LIEN TERMITE & PEST CONTROL INC     | \$3,300.00         |
|      | 436743       | 11/07/2016 | 059564        | JOURNAL STAR PRINTING CO.           | \$270.54           |
|      | 436745       | 11/07/2016 | 136315        | COURTNEY A LOHRENZ                  | \$44.87            |
|      | 436746       | 11/07/2016 | 059866        | STACY L LONGACRE                    | \$42.12            |
|      | 436747       | 11/07/2016 | 139414        | CHRISTOPHER M LOOFE                 | \$550.80           |
|      | 436749       | 11/07/2016 | 060111        | LOVELESS MACHINE & GRINDING SVC INC | \$115.60           |
|      | 436750       | 11/07/2016 | 131397        | LOWE'S HOME CENTERS INC             | \$1,987.92         |
|      | 436751       | 11/07/2016 | 135376        | CASEY I LUNDGREN                    | \$131.89           |
|      | 436753       | 11/07/2016 | 099321        | MACKIN BOOK CO                      | \$1,441.92         |
|      | 436754       | 11/07/2016 | 137281        | DMG INC                             | \$1,206.44         |
|      | 436756       | 11/07/2016 | 133201        | DAWN M MARTEN                       | \$30.00            |
|      | 436757       | 11/07/2016 | 141552        | KATHRYN L MASCIO                    | \$18.62            |
|      | 436758       | 11/07/2016 | 059560        | MATHESON TRI-GAS INC                | \$2,803.43         |
|      | 436759       | 11/07/2016 | 137783        | COURTNEY N MATULKA                  | \$61.31            |
|      | 436760       | 11/07/2016 | 108052        | MAX I WALKER                        | \$1,326.21         |
|      | 436761       | 11/07/2016 | 138341        | MAXIM HEALTHCARE SERVICES INC       | \$12,912.30        |
|      | 436762       | 11/07/2016 | 108227        | MAX'S BODY SHOP INC                 | \$2,861.50         |
|      | 436763       | 11/07/2016 | 140507        | ALEXA J MAZUR                       | \$15.17            |
|      | 436764       | 11/07/2016 | 136618        | DANIEL R MCCONNELL                  | \$143.24           |
|      | 436766       | 11/07/2016 | 140110        | MCGRAW-HILL EDUCATION INC           | \$1,492.32         |
|      | 436767       | 11/07/2016 | 137014        | RYE L MCINTOSH                      | \$120.74           |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                         | Transaction Amount |
|------|--------------|------------|---------------|-------------------------------------|--------------------|
| 01   | 436768       | 11/07/2016 | 135153        | KRISTEN L MCKENNEY                  | \$91.96            |
|      | 436769       | 11/07/2016 | 139269        | CHARLIE'S INVENTORY INC             | \$184.40           |
|      | 436770       | 11/07/2016 | 141523        | KELLI M MCWILLIAMS                  | \$43.74            |
|      | 436771       | 11/07/2016 | 137947        | MECHANICAL SALES PARTS INC          | \$3,267.90         |
|      | 436772       | 11/07/2016 | 102560        | MEDCO SUPPLY COMPANY                | \$5,775.19         |
|      | 436773       | 11/07/2016 | 121126        | PATRICIA A MEEKER                   | \$26.14            |
|      | 436774       | 11/07/2016 | 139979        | MENARDS INC                         | \$465.28           |
|      | 436775       | 11/07/2016 | 064600        | METAL DOORS & HARDWARE COMPANY INC  | \$8,018.00         |
|      | 436778       | 11/07/2016 | 133403        | AMERICAN NATIONAL BANK              | \$13,753.03        |
|      | 436782       | 11/07/2016 | 064800        | METRO UTILITIES DISTRICT OF OMAHA   | \$70,238.28        |
|      | 436785       | 11/07/2016 | 102493        | MICHAEL TODD & CO. INC.             | \$2,257.33         |
|      | 436786       | 11/07/2016 | 102870        | MIDLAND COMPUTER INC                | \$33.12            |
|      | 436788       | 11/07/2016 | 137999        | MIDLANDS PRINTING & BUS FORMS INC   | \$1,494.00         |
|      | 436789       | 11/07/2016 | 132113        | MID-PLAINS INSULATION               | \$2,595.00         |
|      | 436790       | 11/07/2016 | 131309        | MIDWEST INTL BACCALAUREATE SCHOOLS  | \$200.00           |
|      | 436791       | 11/07/2016 | 064950        | MIDWEST METAL WORKS INC             | \$120.00           |
|      | 436792       | 11/07/2016 | 107560        | MILLARD METAL SERVICES INC.         | \$159.00           |
|      | 436793       | 11/07/2016 | 065438        | MILLARD NORTH HIGH SCHOOL           | \$1,587.61         |
|      | 436794       | 11/07/2016 | 065410        | MILLARD PUB SCHL ADMIN ACTIVITY FND | \$255.60           |
|      | 436795       | 11/07/2016 | 131716        | BRAD S MILLARD                      | \$560.00           |
|      | 436796       | 11/07/2016 | 131328        | MILLER ELECTRIC COMPANY             | \$2,102.00         |
|      | 436797       | 11/07/2016 | 132412        | SANDRA R MILLER                     | \$36.29            |
|      | 436799       | 11/07/2016 | 141026        | JASON MITERA                        | \$32.32            |
|      | 436800       | 11/07/2016 | 140398        | JOSEPH P MLNARIK                    | \$47.52            |
|      | 436801       | 11/07/2016 | 140765        | DONALD WAYNE TESSIER                | \$2,065.00         |
|      | 436804       | 11/07/2016 | 140990        | LAURA M MORRIS                      | \$222.33           |
|      | 436807       | 11/07/2016 | 063150        | MSC INDUSTRIAL SUPPLY CO            | \$2,191.33         |
|      | 436808       | 11/07/2016 | 107539        | MUELLER ROBAK LLC                   | \$12,500.00        |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                         | Transaction Amount |
|------|--------------|------------|---------------|-------------------------------------|--------------------|
| 01   | 436809       | 11/07/2016 | 137052        | DEVONYE J MULLINS                   | \$128.19           |
|      | 436812       | 11/07/2016 | 067000        | NASCO                               | \$126.68           |
|      | 436814       | 11/07/2016 | 068315        | NEBRASKA ACADEMY OF SCIENCES INC    | \$120.00           |
|      | 436815       | 11/07/2016 | 068334        | NEBRASKA AIR FILTER INC             | \$5,579.51         |
|      | 436816       | 11/07/2016 | 068340        | NEBRASKA ASSOCIATION FOR THE GIFTED | \$290.00           |
|      | 436817       | 11/07/2016 | 136954        | NEBRASKA CHILD SUPPORT PAYMENT CTR  | \$87.50            |
|      | 436819       | 11/07/2016 | 068414        | NEBRASKA COUNCIL OF SCHOOL ATTORNEY | \$310.00           |
|      | 436820       | 11/07/2016 | 068415        | NEBRASKA COUNCIL OF SCHOOL          | \$50.00            |
|      | 436821       | 11/07/2016 | 068440        | NEBRASKA DEPARTMENT OF EDUCATION    | \$25.00            |
|      | 436822       | 11/07/2016 | 068454        | NEBRASKA DEPARTMENT OF REVENUE      | \$80.00            |
|      | 436823       | 11/07/2016 | 068445        | NEBRASKA FURNITURE MART INC         | \$395.00           |
|      | 436824       | 11/07/2016 | 099750        | NEBRASKA LIBRARY ASSOCIATION        | \$10.00            |
|      | 436825       | 11/07/2016 | 136532        | NEBRASKA LUTHERAN OUTDR MINISTRIES  | \$1,825.00         |
|      | 436826       | 11/07/2016 | 068684        | NEBRASKA SCIENTIFIC                 | \$13.60            |
|      | 436827       | 11/07/2016 | 141558        | JILL M NEELEY                       | \$67.39            |
|      | 436829       | 11/07/2016 | 132236        | NEVCO INC                           | \$207.25           |
|      | 436830       | 11/07/2016 | 141326        | MELISSA NEWBURN                     | \$44.00            |
|      | 436831       | 11/07/2016 | 109843        | NEXTEL PARTNERS INC                 | \$3,125.12         |
|      | 436832       | 11/07/2016 | 140443        | NOETIC LEARNING LLC                 | \$117.00           |
|      | 436835       | 11/07/2016 | 140537        | EVE E NORTON                        | \$17.65            |
|      | 436836       | 11/07/2016 | 140989        | STEFANIE E NOVOTNY                  | \$71.17            |
|      | 436837       | 11/07/2016 | 130667        | CARRIE L NOVOTNY-BUSS               | \$1,203.14         |
|      | 436844       | 11/07/2016 | 100013        | OFFICE DEPOT 84133510               | \$6,145.51         |
|      | 436845       | 11/07/2016 | 070245        | OHARCO DISTRIBUTORS                 | \$559.92           |
|      | 436846       | 11/07/2016 | 132778        | MELANIE L OLSON                     | \$76.73            |
|      | 436849       | 11/07/2016 | 134725        | OMAHA CASING CO INC                 | \$1,370.00         |
|      | 436852       | 11/07/2016 | 070800        | OMAHA PUBLIC POWER DISTRICT         | \$627,233.96       |
|      | 436853       | 11/07/2016 | 070850        | OMAHA SLINGS INC                    | \$114.38           |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                         | Transaction Amount |
|------|--------------|------------|---------------|-------------------------------------|--------------------|
| 01   | 436854       | 11/07/2016 | 134051        | OMAHA SYMPHONY                      | \$1,200.00         |
|      | 436855       | 11/07/2016 | 071050        | BH MEDIA GROUP INC                  | \$493.65           |
|      | 436856       | 11/07/2016 | 101881        | OMAHA ZOOLOGICAL SOCIETY            | \$1,555.00         |
|      | 436857       | 11/07/2016 | 137824        | OMBUDSMAN EDUCATIONAL SVCS LTD      | \$118,170.00       |
|      | 436858       | 11/07/2016 | 140402        | OMNI FINANCIAL GROUP INC            | \$755.00           |
|      | 436859       | 11/07/2016 | 133850        | ONE SOURCE                          | \$165.00           |
|      | 436861       | 11/07/2016 | 138662        | KELLY D OSTRAND                     | \$50.60            |
|      | 436862       | 11/07/2016 | 107193        | OTIS ELEVATOR COMPANY               | \$551.25           |
|      | 436863       | 11/07/2016 | 133368        | KELLY R O'TOOLE                     | \$46.11            |
|      | 436864       | 11/07/2016 | 071180        | OUTWATER PLASTICS INDUSTRIES INC    | \$188.50           |
|      | 436865       | 11/07/2016 | 071190        | OVERHEAD DOOR COMPANY OMAHA         | \$115.00           |
|      | 436866       | 11/07/2016 | 134428        | ELIZABETH A PACHTA                  | \$183.33           |
|      | 436867       | 11/07/2016 | 071515        | PAINTIN PLACE CERAMICS INC          | \$315.00           |
|      | 436869       | 11/07/2016 | 071545        | PAPER CORPORATION                   | \$42,537.60        |
|      | 436870       | 11/07/2016 | 133419        | PAPILLION-LAVISTA SOUTH HIGH SCHOOL | \$500.00           |
|      | 436872       | 11/07/2016 | 137015        | GEORGE M PARKER                     | \$102.11           |
|      | 436873       | 11/07/2016 | 132006        | ANDREA L PARSONS                    | \$157.14           |
|      | 436875       | 11/07/2016 | 135569        | CYNTHIA L PAVONE                    | \$62.48            |
|      | 436876       | 11/07/2016 | 131610        | PATRICIA D BUFFUM                   | \$60.00            |
|      | 436877       | 11/07/2016 | 131646        | TYLER J PEARSON                     | \$192.92           |
|      | 436878       | 11/07/2016 | 082652        | PEARSON EDUCATION                   | \$52.93            |
|      | 436879       | 11/07/2016 | 107783        | HEIDI T PENKE                       | \$301.30           |
|      | 436880       | 11/07/2016 | 139633        | TERESA G PERKINS                    | \$2,144.22         |
|      | 436881       | 11/07/2016 | 132656        | JANET L PERRONE                     | \$99.80            |
|      | 436882       | 11/07/2016 | 136724        | PETCO ANIMAL SUPPLIES STORES INC    | \$9.60             |
|      | 436884       | 11/07/2016 | 138148        | PATRICK W PFEIFER                   | \$80.89            |
|      | 436886       | 11/07/2016 | 133390        | HEATHER C PHIPPS                    | \$198.36           |
|      | 436887       | 11/07/2016 | 137722        | ANDREW C PINKALL                    | \$96.66            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                        | Transaction Amount |
|------|--------------|------------|---------------|------------------------------------|--------------------|
| 01   | 436888       | 11/07/2016 | 139940        | CA ENTERPRISES INC                 | \$131.26           |
|      | 436889       | 11/07/2016 | 073040        | PITNEY BOWES PRESORT SERVICES INC  | \$20,000.00        |
|      | 436890       | 11/07/2016 | 072760        | PITSCO INC                         | \$1,024.64         |
|      | 436891       | 11/07/2016 | 139000        | JASON D PITT                       | \$54.00            |
|      | 436892       | 11/07/2016 | 072785        | PLANK ROAD PUBLISHING INC          | \$112.45           |
|      | 436893       | 11/07/2016 | 137578        | RHONDA INC                         | \$239.48           |
|      | 436894       | 11/07/2016 | 141234        | PLEASURE YOUR PALATE CATERING      | \$205.00           |
|      | 436895       | 11/07/2016 | 140930        | HEATHER A POHL                     | \$15.66            |
|      | 436897       | 11/07/2016 | 139899        | JENNIFER L POLLOCK                 | \$343.17           |
|      | 436898       | 11/07/2016 | 139928        | DANIEL J POLODNA                   | \$32.94            |
|      | 436899       | 11/07/2016 | 072900        | POPPLERS MUSIC INC                 | \$63.15            |
|      | 436900       | 11/07/2016 | 073010        | PORTER TRUSTIN CARLSON             | \$99.00            |
|      | 436901       | 11/07/2016 | 079051        | POSITIVE PROMOTIONS INC            | \$197.65           |
|      | 436903       | 11/07/2016 | 131835        | PRAIRIE MECHANICAL CORP            | \$528.55           |
|      | 436904       | 11/07/2016 | 109845        | CHRISTINA PREUSS                   | \$179.60           |
|      | 436905       | 11/07/2016 | 134598        | PRIME COMMUNICATIONS INC           | \$53,604.18        |
|      | 436906       | 11/07/2016 | 141236        | PRISM SMART SOLUTIONS              | \$16,740.00        |
|      | 436907       | 11/07/2016 | 073427        | PRO-ED INC                         | \$109.95           |
|      | 436908       | 11/07/2016 | 073610        | CRABER GBF INC                     | \$1,864.80         |
|      | 436909       | 11/07/2016 | 132713        | PROTEX CENTRAL INC                 | \$1,116.44         |
|      | 436910       | 11/07/2016 | 073840        | PSYCHOLOGICAL ASSESSMENT RESOURCE  | \$369.60           |
|      | 436912       | 11/07/2016 | 137779        | JARDINE QUALITY IRRIGATION INC     | \$3,943.23         |
|      | 436913       | 11/07/2016 | 078250        | RALSTON PUBLIC SCHOOLS             | \$7,551.80         |
|      | 436914       | 11/07/2016 | 140511        | FAITH A RASMUSSEN                  | \$26.03            |
|      | 436916       | 11/07/2016 | 078420        | RAWSON & SONS ROOFING, INC.        | \$51,781.00        |
|      | 436917       | 11/07/2016 | 109810        | BETHANY B RAY                      | \$176.31           |
|      | 436918       | 11/07/2016 | 100642        | REALLY GOOD STUFF INC              | \$369.19           |
|      | 436919       | 11/07/2016 | 078670        | REAMS SPRINKLER SUPPLY COMPANY INC | \$6.24             |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                  | Transaction Amount |
|------|--------------|------------|---------------|------------------------------|--------------------|
| 01   | 436920       | 11/07/2016 | 135690        | DEIDRE M REEH                | \$170.59           |
|      | 436921       | 11/07/2016 | 134858        | JENNIFER L REID              | \$17.87            |
|      | 436922       | 11/07/2016 | 141006        | KIMBERLY J REID              | \$107.04           |
|      | 436923       | 11/07/2016 | 133770        | DIANE E REINERS              | \$239.11           |
|      | 436925       | 11/07/2016 | 138302        | TRENT RENKEN                 | \$50.00            |
|      | 436926       | 11/07/2016 | 139151        | TROY RENKEN                  | \$50.00            |
|      | 436927       | 11/07/2016 | 134819        | RESPECT 2                    | \$300.00           |
|      | 436928       | 11/07/2016 | 109192        | KIMBERLI R RICE              | \$63.07            |
|      | 436929       | 11/07/2016 | 138690        | TIMOTHY P RICHT              | \$211.68           |
|      | 436931       | 11/07/2016 | 079179        | RIEKES EQUIPMENT CO          | \$2,194.21         |
|      | 436932       | 11/07/2016 | 137470        | AMBER E RIPA                 | \$398.83           |
|      | 436933       | 11/07/2016 | 137911        | RIVER CITY GLASS LLC         | \$245.00           |
|      | 436934       | 11/07/2016 | 136847        | RIVERSIDE TECHNOLOGIES INC   | \$881.05           |
|      | 436935       | 11/07/2016 | 135301        | ROCCO INTERPRETING INC       | \$88.00            |
|      | 436936       | 11/07/2016 | 079310        | ROCKBROOK CAMERA CENTER      | \$1,347.99         |
|      | 436937       | 11/07/2016 | 136121        | MELANIE E ROLL               | \$825.00           |
|      | 436938       | 11/07/2016 | 141476        | ROOT COS LLC                 | \$1,656.50         |
|      | 436939       | 11/07/2016 | 079450        | ROTARY CLUB OF MILLARD-OMAHA | \$300.00           |
|      | 436940       | 11/07/2016 | 139923        | RSM US LLP                   | \$270.00           |
|      | 436941       | 11/07/2016 | 072286        | JEAN M RUCHTI                | \$150.12           |
|      | 436942       | 11/07/2016 | 136135        | GINA K RUDLOFF               | \$89.00            |
|      | 436943       | 11/07/2016 | 131615        | RUSSELL MIDDLE SCHOOL        | \$75.86            |
|      | 436944       | 11/07/2016 | 103137        | RYDIN DECAL                  | \$423.41           |
|      | 436947       | 11/07/2016 | 141354        | JON D SANDAU                 | \$74.00            |
|      | 436949       | 11/07/2016 | 081725        | KIMBERLEY K SAUM-MILLS       | \$66.58            |
|      | 436950       | 11/07/2016 | 109806        | BRENT J SCHADE               | \$46.76            |
|      | 436951       | 11/07/2016 | 138484        | CINDY M SCHARFF              | \$31.26            |
|      | 436952       | 11/07/2016 | 137012        | SHELLEY L SCHMITZ            | \$47.79            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                        | Transaction Amount |
|------|--------------|------------|---------------|------------------------------------|--------------------|
| 01   | 436953       | 11/07/2016 | 082140        | SCHOLASTIC MAGAZINES               | \$906.18           |
|      | 436955       | 11/07/2016 | 082200        | SCHOOL HEALTH CORPORATION          | \$708.11           |
|      | 436956       | 11/07/2016 | 082350        | SCHOOL SPECIALTY INC               | \$411.86           |
|      | 436957       | 11/07/2016 | 134567        | KAYE M SCHWEIGERT                  | \$168.31           |
|      | 436958       | 11/07/2016 | 138791        | MARK J SCOTT                       | \$117.38           |
|      | 436959       | 11/07/2016 | 139827        | MATTHEW J SCOTT                    | \$72.69            |
|      | 436960       | 11/07/2016 | 082905        | KIMBERLY A SECORA                  | \$96.23            |
|      | 436961       | 11/07/2016 | 108161        | STAN J SEGAL                       | \$64.85            |
|      | 436962       | 11/07/2016 | 138267        | NATHAN A SEGGERMAN                 | \$26.89            |
|      | 436964       | 11/07/2016 | 134189        | JODY L SEMPEK                      | \$26.78            |
|      | 436965       | 11/07/2016 | 140383        | SENTRY INSURANCE, A MUTUAL COMPANY | \$91,313.00        |
|      | 436966       | 11/07/2016 | 136754        | CCT ENTERPRISES LLC                | \$114.70           |
|      | 436967       | 11/07/2016 | 109800        | AMY L SHATTUCK                     | \$355.32           |
|      | 436970       | 11/07/2016 | 083188        | SHIFFLER EQUIPMENT SALES, INC.     | \$1,576.87         |
|      | 436971       | 11/07/2016 | 102558        | SHURLEY INSTRUCTIONAL MATERIALS    | \$35.00            |
|      | 436974       | 11/07/2016 | 132590        | SILVERSTONE GROUP INC              | \$5,023.00         |
|      | 436975       | 11/07/2016 | 083400        | SIMPLEX GRINNELL LP                | \$13,894.14        |
|      | 436978       | 11/07/2016 | 133949        | SKAR ADVERTISING                   | \$437.50           |
|      | 436980       | 11/07/2016 | 137397        | THINK SOCIAL PUBLISHING INC        | \$62.99            |
|      | 436981       | 11/07/2016 | 101476        | SODEXO INC & AFFILIATES            | \$101,276.99       |
|      | 436982       | 11/07/2016 | 140351        | MEREDITH H SONNENFELT              | \$9.72             |
|      | 436983       | 11/07/2016 | 133382        | SOUNDZABOUND MUSIC LIBRARY LLC     | \$1,263.25         |
|      | 436985       | 11/07/2016 | 141533        | CAROL ESPENSEN                     | \$1,409.46         |
|      | 436986       | 11/07/2016 | 133954        | SOUTHSIDE PLUMBING LLC             | \$498.45           |
|      | 436987       | 11/07/2016 | 102524        | SPALDING EDUCATION INTERNATIONAL   | \$651.75           |
|      | 436988       | 11/07/2016 | 139572        | STABER MEATS INC                   | \$81.15            |
|      | 436989       | 11/07/2016 | 140079        | KELLEY B STABER                    | \$224.60           |
|      | 436992       | 11/07/2016 | 084415        | STANDARD STATIONERY SUPPLY CO      | \$928.00           |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                        | Transaction Amount |
|------|--------------|------------|---------------|------------------------------------|--------------------|
| 01   | 436994       | 11/07/2016 | 084491        | TRACY L STAUFFER                   | \$140.40           |
|      | 436995       | 11/07/2016 | 141088        | STEMFINITY LLC                     | \$299.99           |
|      | 436996       | 11/07/2016 | 131099        | STENHOUSE PUBLISHERS               | \$120.00           |
|      | 436998       | 11/07/2016 | 141483        | STRATASYS INC                      | \$387.99           |
|      | 436999       | 11/07/2016 | 139868        | VANCE K BEHRENS                    | \$740.00           |
|      | 437001       | 11/07/2016 | 139843        | STUDENT TRANSPORATION NEBRASKA INC | \$200,217.32       |
|      | 437002       | 11/07/2016 | 109822        | BRAD D SULLIVAN                    | \$114.74           |
|      | 437003       | 11/07/2016 | 084907        | SUNDERLAND BROTHERS CO             | \$588.65           |
|      | 437004       | 11/07/2016 | 102869        | SUPER SAVER #20                    | \$90.38            |
|      | 437007       | 11/07/2016 | 069689        | INTERLINE BRANDS INC               | \$89,406.47        |
|      | 437008       | 11/07/2016 | 137011        | CARRIE A SWANEY                    | \$193.91           |
|      | 437009       | 11/07/2016 | 140914        | SHANNON M SWANEY                   | \$45.95            |
|      | 437010       | 11/07/2016 | 099302        | SYSCO LINCOLN INC                  | \$958.44           |
|      | 437011       | 11/07/2016 | 141043        | KIARA L TAYLOR                     | \$67.66            |
|      | 437013       | 11/07/2016 | 109041        | AMERICAN EAGLE COMPANY INC         | \$58.17            |
|      | 437014       | 11/07/2016 | 133969        | TENNANT SALES & SERVICE COMPANY    | \$181.01           |
|      | 437016       | 11/07/2016 | 131729        | THEATRICAL MEDIA SERVICES, INC.    | \$835.15           |
|      | 437017       | 11/07/2016 | 136381        | ANNETTE J THOMAS                   | \$3.56             |
|      | 437019       | 11/07/2016 | 135006        | STEVE D THRONE                     | \$513.05           |
|      | 437020       | 11/07/2016 | 141524        | SONIA E TIPP                       | \$202.39           |
|      | 437021       | 11/07/2016 | 141419        | TMI CORPORATION                    | \$18,278.00        |
|      | 437022       | 11/07/2016 | 141455        | ASHLEY A TOMJACK                   | \$10.00            |
|      | 437023       | 11/07/2016 | 136578        | PEGGI S TOMLINSON                  | \$59.03            |
|      | 437024       | 11/07/2016 | 106807        | JEAN M TOOHER                      | \$109.03           |
|      | 437025       | 11/07/2016 | 138393        | TOOL WAREHOUSE                     | \$131.84           |
|      | 437026       | 11/07/2016 | 131446        | TOSHIBA FINANCIAL SERVICES         | \$1,039.00         |
|      | 437027       | 11/07/2016 | 131446        | TOSHIBA FINANCIAL SERVICES         | \$3,428.50         |
|      | 437028       | 11/07/2016 | 089574        | TOTAL MARKETING INC                | \$72.00            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                         | Transaction Amount |
|------|--------------|------------|---------------|-------------------------------------|--------------------|
| 01   | 437029       | 11/07/2016 | 106364        | TRANE US INC                        | \$25.48            |
|      | 437030       | 11/07/2016 | 138478        | TRANSWORLD SYSTEMS INC              | \$4,143.23         |
|      | 437031       | 11/07/2016 | 141557        | TODD E TRIPPLE                      | \$188.88           |
|      | 437032       | 11/07/2016 | 107719        | KIMBERLY P TRISLER                  | \$58.70            |
|      | 437033       | 11/07/2016 | 106493        | TRITZ PLUMBING, INC.                | \$1,001.20         |
|      | 437034       | 11/07/2016 | 138047        | AUTO PROS OF MILLARD INC            | \$416.02           |
|      | 437035       | 11/07/2016 | 131819        | JEAN R UBBELOHDE                    | \$356.92           |
|      | 437036       | 11/07/2016 | 090270        | UNITED DISTRIBUTORS, INC.           | \$722.75           |
|      | 437037       | 11/07/2016 | 090214        | UNITED ELECTRIC SUPPLY CO INC       | \$1,138.97         |
|      | 437038       | 11/07/2016 | 137304        | UNITED NATIONS INTERNATIONAL SCHOOL | \$1,200.00         |
|      | 437039       | 11/07/2016 | 090242        | UNITED PARCEL SERVICE               | \$214.10           |
|      | 437040       | 11/07/2016 | 068875        | UNIVERSITY OF NEBRASKA MED CENTER   | \$350.00           |
|      | 437041       | 11/07/2016 | 068840        | UNIVERSITY OF NEBRASKA AT OMAHA     | \$175.00           |
|      | 437042       | 11/07/2016 | 068840        | UNIVERSITY OF NEBRASKA AT OMAHA     | \$56,000.00        |
|      | 437043       | 11/07/2016 | 100923        | UNIVERSITY OF NEBRASKA-LINCOLN      | \$130.00           |
|      | 437046       | 11/07/2016 | 139797        | US BANK NATIONAL ASSOCIATION        | \$12,206.83        |
|      | 437047       | 11/07/2016 | 090440        | BSN SPORTS INC                      | \$230.99           |
|      | 437049       | 11/07/2016 | 091040        | VAL LTD                             | \$71.37            |
|      | 437050       | 11/07/2016 | 140955        | WEST DES MOINES SCHOOL DISTRICT     | \$300.00           |
|      | 437051       | 11/07/2016 | 138046        | AUTO LUBE INC                       | \$106.22           |
|      | 437053       | 11/07/2016 | 090678        | VERITIV OPERATING CO                | \$1,899.98         |
|      | 437054       | 11/07/2016 | 138759        | VIA INC                             | \$195.40           |
|      | 437055       | 11/07/2016 | 092323        | VIRCO INC                           | \$968.22           |
|      | 437056       | 11/07/2016 | 137685        | VOYAGER EXPANDED LEARNING INC       | \$0.00             |
|      | 437057       | 11/07/2016 | 093008        | BARBARA N WALLER                    | \$73.39            |
|      | 437058       | 11/07/2016 | 131112        | LINDA WALTERS                       | \$25.33            |
|      | 437059       | 11/07/2016 | 093650        | VWR INTERNATIONAL LLC               | \$395.51           |
|      | 437060       | 11/07/2016 | 139738        | WASTE MANAGEMENT OF NEBRASKA        | \$13,052.55        |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund              | Check Number | Check Date | Vendor Number | Vendor Name                      | Transaction Amount    |
|-------------------|--------------|------------|---------------|----------------------------------|-----------------------|
| 01                | 437061       | 11/07/2016 | 093765        | WATER ENGINEERING, INC.          | \$1,150.80            |
|                   | 437062       | 11/07/2016 | 141464        | ANTHONY J WEERS                  | \$269.28              |
|                   | 437063       | 11/07/2016 | 131717        | DIANE M WEIER                    | \$32.40               |
|                   | 437066       | 11/07/2016 | 141432        | WELLS FARGO FINANCIAL LEASNG INC | \$3,101.72            |
|                   | 437067       | 11/07/2016 | 140929        | ERIC C WELTE                     | \$138.67              |
|                   | 437068       | 11/07/2016 | 010698        | WESCO DISTRIBUTION INC           | \$675.00              |
|                   | 437069       | 11/07/2016 | 094174        | WEST MUSIC CO INC                | \$974.25              |
|                   | 437070       | 11/07/2016 | 107563        | CAROL M WEST                     | \$340.41              |
|                   | 437071       | 11/07/2016 | 131499        | WESTERN BOWL LLC                 | \$36.00               |
|                   | 437072       | 11/07/2016 | 139244        | AMANDA L WHARTON-HUNT            | \$1,740.00            |
|                   | 437073       | 11/07/2016 | 133061        | JACKIE L WHISENHUNT              | \$182.19              |
|                   | 437074       | 11/07/2016 | 139932        | WILLIAM ROSS WHISTON             | \$92.02               |
|                   | 437075       | 11/07/2016 | 137878        | WHITE WOLF WEB PRINTERS INC      | \$960.00              |
|                   | 437076       | 11/07/2016 | 136141        | CHERILYN R WICKS                 | \$29.93               |
|                   | 437077       | 11/07/2016 | 137485        | WENDY A WIGHT                    | \$185.06              |
|                   | 437078       | 11/07/2016 | 136401        | OMAHA ZOO FOUNDATION             | \$820.00              |
|                   | 437079       | 11/07/2016 | 141528        | WISCONSIN SCTF                   | \$17.50               |
|                   | 437082       | 11/07/2016 | 095376        | WORLD BOOK INC                   | \$399.00              |
|                   | 437083       | 11/07/2016 | 140123        | TERRI L WRIGHT                   | \$30.00               |
|                   | 437084       | 11/07/2016 | 109852        | WURTH BAER SUPPLY CO             | \$2,744.69            |
|                   | 437085       | 11/07/2016 | 096200        | YOUNG & WHITE                    | \$15,580.06           |
|                   | 437087       | 11/07/2016 | 137020        | CHAD R ZIMMERMAN                 | \$253.26              |
|                   | 437088       | 11/07/2016 | 136855        | PAUL R ZOHLN                     | \$74.95               |
|                   | 437089       | 11/07/2016 | 135647        | LACHELLE L ZUHLKE                | \$85.22               |
|                   | 437090       | 11/07/2016 | 084056        | VOYAGER SOPRIS LEARNING INC      | \$486.07              |
| <b>01 - Total</b> |              |            |               |                                  | <b>\$3,067,897.15</b> |
| 02                | 25523        | 10/06/2016 | 081630        | SAMS CLUB DIRECT                 | \$29.90               |
|                   | 25524        | 10/17/2016 | 135057        | KATHERINE L BOYLE                | \$16.74               |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                         | Transaction Amount |
|------|--------------|------------|---------------|-------------------------------------|--------------------|
| 02   | 25525        | 10/17/2016 | 141502        | AUSTIN R BROWN                      | \$271.88           |
|      | 25526        | 10/17/2016 | 010061        | BULLER FIXTURE COMPANY              | \$4,610.00         |
|      | 25527        | 10/17/2016 | 106893        | WICHITA WATER CONDITIONING INC      | \$19.67            |
|      | 25528        | 10/17/2016 | 141507        | JAMIE MITCHELL CZARNEK              | \$39.88            |
|      | 25529        | 10/17/2016 | 139791        | GREGORY M EADES                     | \$34.56            |
|      | 25530        | 10/17/2016 | 141508        | HAKEEM K FERGUSON                   | \$59.81            |
|      | 25531        | 10/17/2016 | 141516        | KAREEM K FERGUSON                   | \$45.31            |
|      | 25532        | 10/17/2016 | 010670        | GOODWIN TUCKER GROUP                | \$1,246.98         |
|      | 25533        | 10/17/2016 | 140486        | HEARTLAND PAYMENTS SYSTEMS INC      | \$19,304.14        |
|      | 25534        | 10/17/2016 | 140802        | KAREN M HEDGECOCK                   | \$7.83             |
|      | 25535        | 10/17/2016 | 141503        | THOMAS M HERNANDEZ                  | \$203.00           |
|      | 25536        | 10/17/2016 | 010280        | SAMUEL A PULLEN INC                 | \$356.75           |
|      | 25537        | 10/17/2016 | 141504        | BRENDA HUTCHINGS                    | \$99.69            |
|      | 25538        | 10/17/2016 | 141505        | AMBER ASHLIE KINDLE                 | \$76.13            |
|      | 25539        | 10/17/2016 | 138334        | ZAKARY R LINES                      | \$97.88            |
|      | 25540        | 10/17/2016 | 141438        | AMY T MCNATT                        | \$24.84            |
|      | 25541        | 10/17/2016 | 136279        | MILLARD PUBLIC SCHOOL CLEARING ACCT | \$576.75           |
|      | 25542        | 10/17/2016 | 139832        | PAMELA S OSTERMAN                   | \$21.33            |
|      | 25543        | 10/17/2016 | 140917        | JENNIFER R PARKER                   | \$32.63            |
|      | 25544        | 10/17/2016 | 102445        | EDRIE K PEARCE                      | \$103.14           |
|      | 25545        | 10/17/2016 | 140981        | NANETTE M PETERSON                  | \$32.00            |
|      | 25546        | 10/17/2016 | 139863        | ELIZABETH E PFISTER                 | \$43.50            |
|      | 25547        | 10/17/2016 | 141506        | CODY J RANDELS                      | \$123.25           |
|      | 25548        | 10/17/2016 | 131746        | MELINDA S SCHUCHARD                 | \$50.92            |
|      | 25549        | 10/17/2016 | 141198        | TONY THOMPSON                       | \$137.75           |
|      | 25550        | 10/17/2016 | 140871        | DAVID C WOOD                        | \$5,867.50         |
|      | 25551        | 10/27/2016 | 081630        | SAMS CLUB DIRECT                    | \$112.70           |
|      | 25552        | 11/07/2016 | 019111        | BISHOP BUSINESS EQUIPMENT           | \$252.00           |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund              | Check Number | Check Date | Vendor Number | Vendor Name                       | Transaction Amount  |
|-------------------|--------------|------------|---------------|-----------------------------------|---------------------|
| 02                | 25553        | 11/07/2016 | 106893        | WICHITA WATER CONDITIONING INC    | \$13.00             |
|                   | 25554        | 11/07/2016 | 141194        | FRANKE FOODSERVICE SOLUTIONS INC  | \$154.38            |
|                   | 25555        | 11/07/2016 | 109843        | NEXTEL PARTNERS INC               | \$134.09            |
|                   | 25556        | 11/07/2016 | 100013        | OFFICE DEPOT 84133510             | \$888.50            |
|                   | 25557        | 11/07/2016 | 101476        | SODEXO INC & AFFILIATES           | \$854,015.96        |
| <b>02 - Total</b> |              |            |               |                                   | <b>\$889,104.39</b> |
| 06                | 436381       | 11/07/2016 | 010040        | A & D TECHNICAL SUPPLY CO INC     | \$36.20             |
|                   | 436430       | 11/07/2016 | 133480        | BERINGER CIACCIO DENNELL MABREY   | \$484.00            |
|                   | 436491       | 11/07/2016 | 133970        | CCS PRESENTATION SYSTEMS          | \$12,032.00         |
|                   | 436492       | 11/07/2016 | 133589        | CDW GOVERNMENT, INC.              | \$1,772.68          |
|                   | 436556       | 11/07/2016 | 139642        | DKM ENTERPRISES                   | \$42,915.60         |
|                   | 436557       | 11/07/2016 | 136245        | DONOVAN PROPERTIES LLC            | \$1,797.17          |
|                   | 436672       | 11/07/2016 | 132423        | HP INC                            | \$1,390.00          |
|                   | 436688       | 11/07/2016 | 140636        | IPEVO INC                         | \$1,376.10          |
|                   | 436704       | 11/07/2016 | 136678        | K C PETERSEN CONSTRUCTION CO      | \$13,600.00         |
|                   | 436732       | 11/07/2016 | 058775        | LAMP RYNEARSON ASSOCIATES INC     | \$1,226.00          |
|                   | 436802       | 11/07/2016 | 140386        | MOBILE MINI INC                   | \$114.62            |
|                   | 436805       | 11/07/2016 | 134532        | MORRISSEY ENGINEERING INC         | \$600.00            |
|                   | 436848       | 11/07/2016 | 136898        | OLSSON ASSOCIATES INC             | \$700.00            |
|                   | 436969       | 11/07/2016 | 083175        | SHEPPARD'S BUSINESS INTERIORS     | \$1,620.50          |
|                   | 436972       | 11/07/2016 | 141555        | SIBBERNSEN EXCAVATING INC         | \$67,725.00         |
|                   | 436993       | 11/07/2016 | 137481        | STAPLES CONTRACT & COMMERCIAL INC | \$171.30            |
| 437015            | 11/07/2016   | 132452     | TERRACON INC  | \$1,214.98                        |                     |
| <b>06 - Total</b> |              |            |               |                                   | <b>\$148,776.15</b> |
| 07                | 436303       | 10/17/2016 | 141284        | SHAWMARK INC                      | \$29,576.67         |
|                   | 436350       | 10/20/2016 | 137779        | JARDINE QUALITY IRRIGATION INC    | \$6,387.56          |
|                   | 436381       | 11/07/2016 | 010040        | A & D TECHNICAL SUPPLY CO INC     | \$820.54            |
|                   | 436430       | 11/07/2016 | 133480        | BERINGER CIACCIO DENNELL MABREY   | \$10,580.00         |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund              | Check Number | Check Date | Vendor Number | Vendor Name                        | Transaction Amount  |
|-------------------|--------------|------------|---------------|------------------------------------|---------------------|
| 07                | 436477       | 11/07/2016 | 135245        | BAHR VERMEER HAECKER ARCHITECTS    | \$1,131.00          |
|                   | 436491       | 11/07/2016 | 133970        | CCS PRESENTATION SYSTEMS           | \$1,035.53          |
|                   | 436508       | 11/07/2016 | 106902        | COMMUNICATION SERVICES INC.        | \$776.26            |
|                   | 436533       | 11/07/2016 | 136087        | D.R. ANDERSON CONSTRUCTORS CO      | \$24,776.23         |
|                   | 436536       | 11/07/2016 | 131003        | DAILY RECORD                       | \$53.70             |
|                   | 436732       | 11/07/2016 | 058775        | LAMP RYNEARSON ASSOCIATES INC      | \$4,935.90          |
|                   | 436752       | 11/07/2016 | 107590        | LUND-ROSS CONSTRUCTORS INC         | \$46,276.40         |
|                   | 436775       | 11/07/2016 | 064600        | METAL DOORS & HARDWARE COMPANY INC | \$2,967.00          |
|                   | 436874       | 11/07/2016 | 071760        | PATTON EQUIPMENT COMPANY INC       | \$2,217.00          |
|                   | 436905       | 11/07/2016 | 134598        | PRIME COMMUNICATIONS INC           | \$22,998.64         |
|                   | 436911       | 11/07/2016 | 139972        | PURDY & SLACK ARCHITECTS PC        | \$1,125.00          |
|                   | 436924       | 11/07/2016 | 139973        | REINHARDT & ASSOCIATES ARCHITECTS  | \$1,230.00          |
|                   | 436946       | 11/07/2016 | 140085        | SAMPSON CONSTRUCTION CO INC        | \$6,843.00          |
|                   | 436956       | 11/07/2016 | 082350        | SCHOOL SPECIALTY INC               | \$24.52             |
|                   | 436968       | 11/07/2016 | 141284        | SHAWMARK INC                       | \$9,520.41          |
| 436973            | 11/07/2016   | 134269     | SIGNWORKS INC | \$1,536.84                         |                     |
| <b>07 - Total</b> |              |            |               |                                    | <b>\$174,812.20</b> |
| 11                | 436242       | 09/29/2016 | 141536        | OMAHA STREET PERCUSSION INC        | \$450.00            |
|                   | 436250       | 09/29/2016 | 141537        | REGION II ELEMENTARY PRINCIPALS    | \$100.00            |
|                   | 436251       | 10/06/2016 | 140560        | 123 MATH AND READING LLC           | \$2,376.50          |
|                   | 436271       | 10/17/2016 | 139891        | MARY T CONNELL                     | \$179.03            |
|                   | 436281       | 10/17/2016 | 133397        | HY-VEE INC                         | \$455.96            |
|                   | 436287       | 10/17/2016 | 140820        | ESTEFANIA LARSEN                   | \$942.18            |
|                   | 436288       | 10/17/2016 | 058875        | KELLY A LATIMER-BRIGGS             | \$153.04            |
|                   | 436295       | 10/17/2016 | 107905        | MELINDA C NOLLER                   | \$5.00              |
|                   | 436307       | 10/17/2016 | 092990        | CYNTHIA A WALLACE                  | \$108.61            |
|                   | 436308       | 10/17/2016 | 136757        | BETH A WHITE                       | \$51.57             |
|                   | 436310       | 10/17/2016 | 133153        | JULIE L WILLIAMS                   | \$53.91             |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                       | Transaction Amount |
|------|--------------|------------|---------------|-----------------------------------|--------------------|
| 11   | 436311       | 10/17/2016 | 132857        | ROXANN K WORLEY                   | \$295.00           |
|      | 436332       | 10/13/2016 | 081630        | SAMS CLUB DIRECT                  | \$81.42            |
|      | 436342       | 10/20/2016 | 141098        | BELLBROOK HOMEOWNERS ASSOCIATION  | \$200.00           |
|      | 436353       | 10/20/2016 | 068834        | UNIVERSITY OF NEBRASKA-LINCOLN    | \$349.00           |
|      | 436380       | 11/07/2016 | 136271        | TROPHY GUY INC                    | \$72.00            |
|      | 436389       | 11/07/2016 | 140561        | ACHIEVE SUCCESS LLC               | \$440.00           |
|      | 436392       | 11/07/2016 | 136182        | DOROTHY M ADDISON                 | \$22.04            |
|      | 436424       | 11/07/2016 | 099646        | BARNES AND NOBLE BOOKSTORE        | \$25.56            |
|      | 436442       | 11/07/2016 | 140884        | HEIDI L BERRY                     | \$25.38            |
|      | 436444       | 11/07/2016 | 139184        | VAN DEURSEN ENTERPRISES INC       | \$225.00           |
|      | 436461       | 11/07/2016 | 136633        | JL RACH LLC                       | \$442.00           |
|      | 436462       | 11/07/2016 | 019559        | BOUND TO STAY BOUND BOOKS INC     | \$110.96           |
|      | 436470       | 11/07/2016 | 136205        | KIMBERLY A BROWN                  | \$338.21           |
|      | 436475       | 11/07/2016 | 138015        | BUREAU OF LECTURES CONCERT ARTIST | \$650.00           |
|      | 436478       | 11/07/2016 | 137274        | EILEEN CABRERA                    | \$35.58            |
|      | 436517       | 11/07/2016 | 135296        | SHANNON M COOLEY-LOVETT           | \$362.46           |
|      | 436536       | 11/07/2016 | 131003        | DAILY RECORD                      | \$10.10            |
|      | 436553       | 11/07/2016 | 135509        | DIGIORGIO'S SPORTSWEAR INC        | \$272.00           |
|      | 436572       | 11/07/2016 | 139116        | KERRY ECKLEBE                     | \$180.00           |
|      | 436575       | 11/07/2016 | 037525        | EDUCATIONAL SERVICE UNIT #3       | \$465.00           |
|      | 436578       | 11/07/2016 | 132892        | PAMELA S EHLI                     | \$58.49            |
|      | 436582       | 11/07/2016 | 136264        | MEAGAN E ELLSWORTH                | \$12.00            |
|      | 436585       | 11/07/2016 | 135360        | PAMELA A ERIXON                   | \$126.00           |
|      | 436646       | 11/07/2016 | 141554        | ZOE A HARRIS                      | \$180.00           |
|      | 436654       | 11/07/2016 | 048517        | GREENWOOD PUBLISHING GROUP INC    | \$935.00           |
|      | 436659       | 11/07/2016 | 141551        | LAURA S HIGHTOWER                 | \$14.13            |
|      | 436660       | 11/07/2016 | 140000        | TABITHA C HIGHTOWER               | \$56.58            |
|      | 436667       | 11/07/2016 | 049650        | HOUGHTON MIFFLIN HARCOURT PUB CO  | \$1,477.16         |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                   | Transaction Amount |
|------|--------------|------------|---------------|-------------------------------|--------------------|
| 11   | 436676       | 11/07/2016 | 130283        | KARA L HUTTON                 | \$290.52           |
|      | 436679       | 11/07/2016 | 132878        | HY-VEE INC                    | \$28.15            |
|      | 436684       | 11/07/2016 | 100016        | INNOVATIVE LEARNING CONCEPTS  | \$619.00           |
|      | 436689       | 11/07/2016 | 138560        | IXL LEARNING INC              | \$332.00           |
|      | 436694       | 11/07/2016 | 136953        | JSDO 1 LLC                    | \$406.46           |
|      | 436701       | 11/07/2016 | 140457        | KATHLEEN A JOHNSON            | \$15.21            |
|      | 436736       | 11/07/2016 | 140988        | KELLY K LAWRENCE              | \$27.14            |
|      | 436738       | 11/07/2016 | 137618        | WLC LLC                       | \$1,890.00         |
|      | 436740       | 11/07/2016 | 139583        | JENA J LEU                    | \$99.60            |
|      | 436748       | 11/07/2016 | 138354        | STEFANIE N LORENZEN           | \$255.23           |
|      | 436755       | 11/07/2016 | 139232        | HARWOOD PIZZA INC             | \$117.48           |
|      | 436787       | 11/07/2016 | 138462        | MIDLAND UNIVERSITY            | \$100.00           |
|      | 436800       | 11/07/2016 | 140398        | JOSEPH P MLNARIK              | \$19.98            |
|      | 436810       | 11/07/2016 | 138263        | MARIA V MUNOZ                 | \$469.00           |
|      | 436813       | 11/07/2016 | 107416        | NATIONAL GEOGRAPHIC SOCIETY   | \$300.00           |
|      | 436818       | 11/07/2016 | 136431        | NEBRASKA COMMUNITY FOUNDATION | \$10,426.00        |
|      | 436823       | 11/07/2016 | 068445        | NEBRASKA FURNITURE MART INC   | \$5,720.00         |
|      | 436828       | 11/07/2016 | 134985        | DOREEN K NELSON               | \$334.84           |
|      | 436833       | 11/07/2016 | 107905        | MELINDA C NOLLER              | \$11.00            |
|      | 436844       | 11/07/2016 | 100013        | OFFICE DEPOT 84133510         | \$326.42           |
|      | 436850       | 11/07/2016 | 099658        | OMAHA CHILDRENS MUSEUM        | \$227.00           |
|      | 436851       | 11/07/2016 | 141570        | OMAHA JAPANESE SCHOOL         | \$171.50           |
|      | 436856       | 11/07/2016 | 101881        | OMAHA ZOOLOGICAL SOCIETY      | \$419.00           |
|      | 436883       | 11/07/2016 | 140422        | AMY L PETRICEK                | \$42.12            |
|      | 436902       | 11/07/2016 | 141544        | ERIN POTTER                   | \$500.00           |
|      | 436943       | 11/07/2016 | 131615        | RUSSELL MIDDLE SCHOOL         | \$15.00            |
|      | 436963       | 11/07/2016 | 140341        | CHRISTINA K SEILER            | \$802.23           |
|      | 436984       | 11/07/2016 | 135961        | SOUTHEAST COMMUNITY COLLEGE   | \$1,500.00         |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund              | Check Number | Check Date | Vendor Number | Vendor Name                         | Transaction Amount |
|-------------------|--------------|------------|---------------|-------------------------------------|--------------------|
| 11                | 437001       | 11/07/2016 | 139843        | STUDENT TRANSPORATION NEBRASKA INC  | \$1,272.00         |
|                   | 437011       | 11/07/2016 | 141043        | KIARA L TAYLOR                      | \$457.29           |
|                   | 437043       | 11/07/2016 | 100923        | UNIVERSITY OF NEBRASKA-LINCOLN      | \$1,125.00         |
|                   | 437044       | 11/07/2016 | 137712        | OREGON UNIVERSITY SYSTEM            | \$700.00           |
|                   | 437048       | 11/07/2016 | 132117        | VALA'S PUMPKIN FARM & FALL FEST INC | \$205.00           |
|                   | 437081       | 11/07/2016 | 139352        | WORDMASTERS LLC                     | \$760.00           |
|                   | 437086       | 11/07/2016 | 135890        | YOUTH FRONTIERS INC                 | \$3,442.50         |
| <b>11 - Total</b> |              |            |               |                                     | <b>\$45,763.54</b> |
| 14                | 436248       | 09/29/2016 | 141535        | US DEPARTMENT OF TREASURY           | \$1,179.76         |
|                   | 436394       | 11/07/2016 | 097000        | AETNA LIFE INSURANCE CO             | \$81,768.00        |
|                   | 436976       | 11/07/2016 | 138887        | SIMPLYWELL LLC                      | \$2,822.00         |
| <b>14 - Total</b> |              |            |               |                                     | <b>\$85,769.76</b> |
| 17                | 436491       | 11/07/2016 | 133970        | CCS PRESENTATION SYSTEMS            | \$6,566.27         |
|                   | 436524       | 11/07/2016 | 140174        | ABANTE LLC                          | \$7,082.60         |
|                   | 436525       | 11/07/2016 | 134039        | CROUCH RECREATIONAL DESIGN INC      | \$704.00           |
|                   | 436604       | 11/07/2016 | 130731        | FIRST WIRELESS INC                  | \$560.70           |
|                   | 436776       | 11/07/2016 | 102139        | METAL LOGOS AND MORE                | \$180.00           |
|                   | 436796       | 11/07/2016 | 131328        | MILLER ELECTRIC COMPANY             | \$17,931.00        |
|                   | 436969       | 11/07/2016 | 083175        | SHEPPARD'S BUSINESS INTERIORS       | \$6,745.57         |
|                   | 436997       | 11/07/2016 | 141380        | STORAGE & DESIGN GROUP              | \$2,950.00         |
|                   | 437005       | 11/07/2016 | 140803        | SUPERIOR LIGHTING INC               | \$177.50           |
|                   | 437007       | 11/07/2016 | 069689        | INTERLINE BRANDS INC                | \$1,536.33         |
|                   | 437052       | 11/07/2016 | 140314        | VARIDESK LLC                        | \$1,350.00         |
| 437055            | 11/07/2016   | 092323     | VIRCO INC     | \$160.37                            |                    |
| <b>17 - Total</b> |              |            |               |                                     | <b>\$45,944.34</b> |
| 50                | 436246       | 09/29/2016 | 081630        | SAMS CLUB DIRECT                    | \$184.38           |
|                   | 436252       | 10/06/2016 | 138815        | JAMES LINEHAN                       | \$397.50           |
|                   | 436276       | 10/17/2016 | 141518        | MARTIN H DUNLAP JR                  | \$384.80           |

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|------|--------------|------------|---------------|--------------------------------|--------------------|
| 50   | 436286       | 10/17/2016 | 138836        | DANA S KRUSE                   | \$55.00            |
|      | 436290       | 10/17/2016 | 135166        | RONDA LOVERIDGE                | \$1,928.00         |
|      | 436294       | 10/17/2016 | 136072        | NEBRASKA STATE TREASURER       | \$800.28           |
|      | 436338       | 10/13/2016 | 138820        | ANNE WINFIELD CHAPMAN          | \$2,073.00         |
|      | 436339       | 10/13/2016 | 140432        | STEPHEN TODD                   | \$1,786.00         |
|      | 436393       | 11/07/2016 | 140212        | HAYLEY ADDISON                 | \$147.00           |
|      | 436410       | 11/07/2016 | 012989        | APPLE COMPUTER INC             | \$76.00            |
|      | 436421       | 11/07/2016 | 141559        | JAMES ALEXANDER BALTES         | \$117.00           |
|      | 436422       | 11/07/2016 | 141560        | PAUL BALTES                    | \$120.00           |
|      | 436424       | 11/07/2016 | 099646        | BARNES AND NOBLE BOOKSTORE     | \$79.09            |
|      | 436437       | 11/07/2016 | 141083        | MADISON BENKE                  | \$192.00           |
|      | 436440       | 11/07/2016 | 141420        | ISABELLE BERLIN                | \$186.00           |
|      | 436452       | 11/07/2016 | 099220        | DICK BLICK CO                  | \$339.70           |
|      | 436459       | 11/07/2016 | 140842        | BRYAN BOTKIN                   | \$45.00            |
|      | 436460       | 11/07/2016 | 140843        | KATHRYN BOTKIN                 | \$45.00            |
|      | 436466       | 11/07/2016 | 134129        | BRAINPOP LLC                   | \$1,980.00         |
|      | 436469       | 11/07/2016 | 141561        | ABIGAIL BROOKS                 | \$117.00           |
|      | 436474       | 11/07/2016 | 020550        | BUREAU OF EDUCATION & RESEARCH | \$229.00           |
|      | 436476       | 11/07/2016 | 140268        | JACOB THOMAS BURROUGHS         | \$294.00           |
|      | 436482       | 11/07/2016 | 138324        | REGG CARNES                    | \$45.00            |
|      | 436484       | 11/07/2016 | 140370        | BRAXTON CARR                   | \$996.00           |
|      | 436488       | 11/07/2016 | 140956        | JOHN B CASTLE                  | \$100.00           |
|      | 436496       | 11/07/2016 | 138820        | ANNE WINFIELD CHAPMAN          | \$934.80           |
|      | 436498       | 11/07/2016 | 140213        | ALEXIS B CHRISTIANSEN          | \$108.00           |
|      | 436502       | 11/07/2016 | 140226        | GARY LEE CLEMMER               | \$70.00            |
|      | 436518       | 11/07/2016 | 132170        | CORMACI CONSTRUCTION INC       | \$816.00           |
|      | 436522       | 11/07/2016 | 140270        | CORRINA NICHOLE CRAMER         | \$42.00            |
|      | 436523       | 11/07/2016 | 139451        | NICHOLAS CRAMER                | \$168.00           |

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| Fund | Check Number | Check Date | Vendor Number | Vendor Name               | Transaction Amount |
|------|--------------|------------|---------------|---------------------------|--------------------|
| 50   | 436529       | 11/07/2016 | 141562        | ASHLYN M CURRY            | \$30.00            |
|      | 436552       | 11/07/2016 | 033473        | DIETZE MUSIC HOUSE INC    | \$1,240.91         |
|      | 436563       | 11/07/2016 | 141566        | TARYN SHAE DRISCOLL       | \$90.00            |
|      | 436564       | 11/07/2016 | 141435        | BENJAMIN DUBAY            | \$45.00            |
|      | 436576       | 11/07/2016 | 139918        | MAX EDWARDS               | \$48.00            |
|      | 436577       | 11/07/2016 | 141341        | TREVOR EDWARDS            | \$141.00           |
|      | 436589       | 11/07/2016 | 140473        | CHRIS EVANS               | \$126.00           |
|      | 436590       | 11/07/2016 | 140719        | KATIE EVANS               | \$168.00           |
|      | 436596       | 11/07/2016 | 139961        | ANDREW FELLER             | \$36.00            |
|      | 436608       | 11/07/2016 | 140219        | BAILEE FLEMING            | \$138.00           |
|      | 436616       | 11/07/2016 | 141563        | ALEXIS GAMBLE             | \$117.00           |
|      | 436619       | 11/07/2016 | 141564        | MARITZA BELEN GAYTAN      | \$165.00           |
|      | 436620       | 11/07/2016 | 141123        | MORGAN RAE GEISS          | \$231.00           |
|      | 436623       | 11/07/2016 | 106660        | GLASSMASTERS INC          | \$183.25           |
|      | 436634       | 11/07/2016 | 141086        | ALYSE GREGOR              | \$48.00            |
|      | 436635       | 11/07/2016 | 139948        | NICOLAS MERLIN GREVE      | \$228.00           |
|      | 436636       | 11/07/2016 | 140749        | OLIVIA RAY GREVE          | \$231.00           |
|      | 436637       | 11/07/2016 | 140367        | HUNTER GRIEVE             | \$168.00           |
|      | 436640       | 11/07/2016 | 140173        | JENNIFER HAMMOND          | \$308.00           |
|      | 436642       | 11/07/2016 | 139808        | JAROD HAMSA               | \$108.00           |
|      | 436647       | 11/07/2016 | 141527        | DOUGLAS A HARVEY          | \$35.00            |
|      | 436653       | 11/07/2016 | 141567        | TREAVEN J HEINE           | \$30.00            |
|      | 436664       | 11/07/2016 | 139809        | LOGAN HODGE               | \$144.00           |
|      | 436665       | 11/07/2016 | 141311        | GABRIELLA CHRISTINE HOGAN | \$186.00           |
|      | 436671       | 11/07/2016 | 141571        | MONTREZ D HOWARD          | \$45.00            |
|      | 436672       | 11/07/2016 | 132423        | HP INC                    | \$249.00           |
|      | 436691       | 11/07/2016 | 100928        | J W PEPPER & SON INC.     | \$1,369.91         |
|      | 436716       | 11/07/2016 | 141294        | TYLER SCOTT KLUCH         | \$42.00            |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund | Check Number | Check Date | Vendor Number | Vendor Name                | Transaction Amount |
|------|--------------|------------|---------------|----------------------------|--------------------|
| 50   | 436722       | 11/07/2016 | 140829        | MARGARET KRAMER            | \$231.00           |
|      | 436723       | 11/07/2016 | 140215        | SARAH KRAMER               | \$246.00           |
|      | 436724       | 11/07/2016 | 135103        | RON KROENKE                | \$420.00           |
|      | 436726       | 11/07/2016 | 138836        | DANA S KRUSE               | \$55.00            |
|      | 436744       | 11/07/2016 | 141422        | KATHERINE LINCOLN          | \$60.00            |
|      | 436765       | 11/07/2016 | 140766        | KATHERINE ANN MCCOY        | \$168.00           |
|      | 436783       | 11/07/2016 | 139767        | ISABELLA MICELI            | \$108.00           |
|      | 436784       | 11/07/2016 | 141437        | MATEO S MICELI             | \$168.00           |
|      | 436798       | 11/07/2016 | 141093        | GRANT MITERA               | \$45.00            |
|      | 436803       | 11/07/2016 | 141531        | BRAYDEN MOODY              | \$72.00            |
|      | 436806       | 11/07/2016 | 141569        | STEPHEN L MOSS             | \$325.00           |
|      | 436811       | 11/07/2016 | 141532        | DILLON MURMAN              | \$42.00            |
|      | 436834       | 11/07/2016 | 140756        | ALEXANDRA K NORDBERG-ELLIS | \$219.00           |
|      | 436838       | 11/07/2016 | 139275        | COLIN O CONNELL            | \$126.00           |
|      | 436839       | 11/07/2016 | 141423        | ANDREW O'BRIEN             | \$90.00            |
|      | 436840       | 11/07/2016 | 138769        | HANNAH MARIE OELTJEN       | \$36.00            |
|      | 436844       | 11/07/2016 | 100013        | OFFICE DEPOT 84133510      | \$66.27            |
|      | 436847       | 11/07/2016 | 141565        | MIA HALEY OLSON            | \$72.00            |
|      | 436860       | 11/07/2016 | 140954        | ANASTASIA ORTMAN           | \$78.00            |
|      | 436868       | 11/07/2016 | 136739        | JAMES W KUPER              | \$1,328.75         |
|      | 436871       | 11/07/2016 | 141342        | GABRIEL PAREDES            | \$126.00           |
|      | 436885       | 11/07/2016 | 140757        | MADILYN PHELPS             | \$12.00            |
|      | 436896       | 11/07/2016 | 140830        | JOCELYN H POLACEK          | \$276.00           |
|      | 436915       | 11/07/2016 | 141090        | BROOKE RATHBUN             | \$198.00           |
|      | 436930       | 11/07/2016 | 141424        | BAILEY LYNN RIEF           | \$231.00           |
|      | 436936       | 11/07/2016 | 079310        | ROCKBROOK CAMERA CENTER    | \$1,068.97         |
|      | 436945       | 11/07/2016 | 101166        | S & S WORLDWIDE INC        | \$239.96           |
|      | 436948       | 11/07/2016 | 140257        | SEG RESTORATION            | \$125.00           |

## Millard Public Schools Check Register Prepared for the Board Meeting for Nov 7, 2016

| Fund                   | Check Number | Check Date | Vendor Number | Vendor Name                         | Transaction Amount    |
|------------------------|--------------|------------|---------------|-------------------------------------|-----------------------|
| 50                     | 436954       | 11/07/2016 | 140840        | CAITLYN SCHOLL                      | \$144.00              |
|                        | 436969       | 11/07/2016 | 083175        | SHEPPARD'S BUSINESS INTERIORS       | \$6,597.50            |
|                        | 436977       | 11/07/2016 | 141009        | JOHNNA SISNEROS                     | \$231.00              |
|                        | 436979       | 11/07/2016 | 141312        | TARYN ANN SMITH                     | \$231.00              |
|                        | 436990       | 11/07/2016 | 100584        | STAHL'S ID DIRECT                   | \$354.18              |
|                        | 436991       | 11/07/2016 | 140836        | JORDAN STALHEIM                     | \$108.00              |
|                        | 437012       | 11/07/2016 | 137579        | AMANDA E TAYLOR                     | \$100.41              |
|                        | 437018       | 11/07/2016 | 136627        | MICHAEL R THOMPSON                  | \$460.00              |
|                        | 437047       | 11/07/2016 | 090440        | BSN SPORTS INC                      | \$708.62              |
|                        | 437048       | 11/07/2016 | 132117        | VALA'S PUMPKIN FARM & FALL FEST INC | \$528.35              |
|                        | 437055       | 11/07/2016 | 092323        | VIRCO INC                           | \$9,637.68            |
|                        | 437064       | 11/07/2016 | 141568        | RACHEL WELAND                       | \$216.00              |
|                        | 437065       | 11/07/2016 | 140357        | ZOE WELAND                          | \$144.00              |
|                        | 437069       | 11/07/2016 | 094174        | WEST MUSIC CO INC                   | \$564.70              |
|                        | 437080       | 11/07/2016 | 140689        | WONDER WORKSHOP INC                 | \$1,469.95            |
| <b>50 - Total</b>      |              |            |               |                                     | <b>\$48,534.96</b>    |
| 99                     | 436496       | 11/07/2016 | 138820        | ANNE WINFIELD CHAPMAN               | (\$24.00)             |
|                        | 436868       | 11/07/2016 | 136739        | JAMES W KUPER                       | (\$51.59)             |
| <b>99 - Total</b>      |              |            |               |                                     | <b>(\$75.59)</b>      |
| <b>Overall - Total</b> |              |            |               |                                     | <b>\$4,506,526.90</b> |

### Millard Public Schools - Planned Disposition of Surplus Property

11/2/2016

2016 11/7/2016

Sale or Disposals Scheduled After: 11/7/2106

| Lot | Quantity | Description |
|-----|----------|-------------|
| 1   | 4        | Fyers       |
| 2   |          |             |
| 3   |          |             |
| 4   |          |             |
| 5   |          |             |
| 6   |          |             |
| 7   |          |             |
| 8   |          |             |
| 9   |          |             |
| 10  |          |             |
| 11  |          |             |
| 12  |          |             |
| 13  |          |             |
| 14  |          |             |
| 15  |          |             |
| 16  |          |             |
| 17  |          |             |
| 18  |          |             |
| 19  |          |             |
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| 22  |          |             |
| 23  |          |             |
| 24  |          |             |
| 25  |          |             |
| 26  |          |             |
| 27  |          |             |
| 28  |          |             |
| 29  |          |             |
| 30  |          |             |

## **Committee Meeting Minutes October 10, 2016**

The members of the Board of Education met as a Committee of the Whole on Monday, October 10, 2016 at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

Vice President, Dave Anderson called the meeting to order at 6:00 p.m. Mr. Anderson announced that the open meeting laws are posted and available for public inspection and it is now the proper time for public questions and comments. There were none.

Board members present were Dave Anderson, Mike Kennedy, Paul Meyer, and Patrick Ricketts.

### **Unified Bowling:**

Mr. Nolan Beyer opened the presentation saying the National Schools Athletic Association (NSAA) has not sanctioned a new sport since 1993. Last year the NSAA Board of Directors approved Unified Bowling as the latest state wide sanctioned sport. He said unified bowling allows able-bodied students within a school to participate with those students that come from our special education population. Like other sports, students will be competing as a team through a season that leads to a state championship.

Dr. Ted Esser explained that the teams are made up of "athletes" and "partners" and he described the difference between the two. He also reviewed the rules of the game and the eligibility regulations.

Dr. Esser has been working closely with the athletic directors in the three high schools as well as the Special Education personnel to make the necessary arrangements. Forty-five schools throughout Nebraska will participate in the sport this season. The season begins the week of October 17, the District tournament will be the week of November 28 and the championship will be held the week of December 5 at a bowling alley in Lincoln. Mr. Beyer indicated that the Alley V by Oakview Mall is donating the space and equipment for this season. The Alley V will host all of the MPS high school practices and home meets.

### **Digital Learning Update:**

The update for the one-to-one taking place in MPS was presented by Dr. Kent Kingston, Dr. Curtis Case and Mr. Joel Kuehl.

Dr. Kingston stated that everything we are doing is based on our mission and the vision that came out of Strategy 2.6 (Digital Learning).

During the 2015-2016 school year, laptop devices were tested by a select group of students and staff. It was determined the HP360 was the choice device to purchase for MPS high schools. The HP360 Multi-Functional Laptop Computer was described as a traditional computer, a tablet and a touch screen.

During this past summer, 7500 laptops were ordered. Pallets of these devices along with the necessary supplies have been delivered to the Ron Witt Support Services Center. At this time, nearly 1300 students and 200 staff members are piloting the device. Dr. Kingston said that with the technician training, "we are our own self maintenance center" and most warranty work will be done in-house. It will take approximately 14 working days to get the devices ready to be delivered to the schools. It was determined that with the new laptops moving into the high schools, the older computers will be rotated out to 8<sup>th</sup> grade classrooms and eventually a rotation of computers will reach down to the 6<sup>th</sup> and 7<sup>th</sup> grade levels.

In January of 2017, the total rollout of all devices will be deployed to high school students. Dr. Kingston said that each device will be unique to each student, which means they cannot be shared with other students. When the laptops are taken home, they will be filtered as if they are at school.

Committee of the Whole Minutes

October 10, 2016

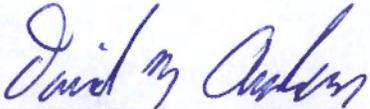
Page 2

The roll-out of these devices will give teachers a tool to use in preparing students for college and career readiness. The process of instructing staff on how to teach using the devices is underway. The app, Google Classroom, will be an important tool used by high school teachers to interact with students and give staff the ability to track student homework and assignments. Dr. Case mentioned that presentations of the classes being taught to teachers will be logged and available as a reference if teachers need to go back and review a particular segment. As this project moves forward, Technology MEP's will make themselves available in schools for support when needed.

Dr. Kingston and his team worked countless hours with companies to find the right device with pricing to fit the flat budget it was necessary to work from. MPS will have a cost savings in future years by not having to purchase as many expensive textbooks and tangible instructional materials.

Dr. Sutfin said we will continue to communicate our technology plans with our MPS community using electric/print newsletters, social media and presentations.

The meeting was adjourned at 7:15 p.m.

A handwritten signature in blue ink, appearing to read "David M. Anderson", is written over a horizontal line.

Chairman

## AGENDA SUMMARY SHEET

**Agenda Item:** Rule 5110.1

**Meeting Date:** November 7, 2016

**Department:** Student Services

**Title and Brief Description:** K-12 Transfer of Students within the District

**Action Desired:** Approval

**Background:** Due to capacity, when a family moves out of a closed school attendance area the student(s) may be approved to finish the level at the closed school.

**Options/Alternatives Considered:** N/A

**Recommendations:** Approval

**Strategic Plan Reference:** N/A

**Implications of Adoption/Rejection:**

**Timeline:** Immediately

**Responsible Persons:** Bill Jelkin, Director of Student Services,  
Mr. Kevin Chick, Executive Director of Human Resources

**Superintendent's Signature:** \_\_\_\_\_



\_\_\_\_\_

## Student Services

### K-12 Transfer of Students within the District

5110.1

- I. K-12 Within-District Transfers
  - A. A parent of a kindergarten through twelfth grade student who is currently enrolled in the District may submit a request to have his/her student attend a different school or special program during the current or next school year. Such requests shall be made in accordance with the following procedures.
- II. Student Eligibility for Within-District Transfers
  - A. Any K-12 student whose parents reside in the District attendance area.
  - B. Any K-12 student who is currently attending the District under Option Enrollment.
  - C. Any K-12 student who has been accepted into a specific building under the Open Enrollment provision as long as the request is for the subsequent year in which enrollment was granted.
- III. Limitations and Restrictions on Student Eligibility
  - A. Students will not be allowed to transfer to another school during suspension or expulsion. A student's disciplinary record will be considered and students with extensive disciplinary records will not be considered for transfer unless it is determined to be in the best interests of the student or the school.
  - B. The within-district transfer policy will not apply to or alter a student's mandatory reassignment.
  - C. If the student is in a special education program, the approval recommendation of the Director of Special Education will be based upon the student's individualized education program and educational needs; class size; related service needs; transportation arrangements as may be required by law; the allocation of specially trained staff and personnel; facility issues; and the allocation of equipment or materials necessary to provide an appropriate education program.
  - D. If the student receives ELL services, the recommendation of the Superintendent or designee will be based upon the student's educational needs and the allocation of specially trained staff and personnel.
- IV. Conditions of Transfers
  - A. Student Withdrawal from Special Program: Any student approved for a within-district transfer to attend a special program in the District who subsequently withdraws from participation in such program shall have his/her within-district transfer approval revoked. Such student shall be reassigned to the school he/she would have attended if the within-district transfer had not been approved.
  - B. Students of parents who move from one school's attendance area to that of another within the District during the school year may continue attending the original school for the remainder of the current school year and start attendance at the assigned school with the commencement of the next school year. If the parents would like the student to remain at the original school to complete the level a Within District Transfer Request Form is required. Approval of such a Within District Transfer Request will be in accordance with the factors outlined in Sections IX and X of this Rule. ~~If the parents want their student to remain at the original open school and complete the grades~~

~~there, they may apply for a within district transfer. Parents may not request a within district transfer for their student to remain at the original school if it is identified as a closed school.~~

- C. Once a student is transferred to a particular school, the parents need not re-apply unless they want the student to transfer back to the student's home school or to another school at the same level (elementary school, middle school, or high school) in the District.
  - D. Within-district transfers are only for the educational level (elementary school, middle school, or high school). As the student moves from elementary into middle school or from middle school into high school, another within-district transfer must be filed. If not, the student will attend their assigned school.
  - E. The Superintendent or designee may reassign a student should it be determined that circumstances justify such reassignment.
  - F. Once a transfer is approved, every effort will be made to make the transfer permanent; however, the District reserves the right to reassign transferred students back to their home school.
  - G. Unless special safety, health, or program issues are involved, no student will be granted more than one transfer per school year.
- V. Transportation
- A. Transportation for students who transfer within the District must be provided by the student's parents or legal guardian unless as otherwise required by law.
- VI. Within-District Transfer Applications
- A. A Within-District Transfer Request Form should be completed and returned to the Office of Student Services.
  - B. Students who desire to attend a special program may be required to complete a Within-District Transfer Form in the event that a program waitlist is necessary.
  - C. Only one Within-District Transfer Request Form may be completed at any given time for an individual student.
- VII. Determination of Schools Open to Within-District Transfers
- A. The Superintendent or designee will recommend which schools, programs, grades or classes are to be considered open to within-district transfers.
  - B. The Superintendent or designee will base recommendations on available space, curriculum, class size, personnel and staffing requirements, facility issues, the allocation of equipment and materials, and anticipated growth for the school, program, grade, or class.
  - C. The Board will approve annually any schools, programs, grades or classes that are to be open to within-district transfers.
- VIII. K-12 Within-District Transfer Requests for the Subsequent School Year
- A. Application Timeline

1. Applications Open: Parents may submit applications for within-district transfers to the Office of Student Services any time after September 1 of the year preceding the school year in which the transfer would take effect if approved.
2. Applications Deadline: Applications for within-district transfers must be delivered by U.S. mail postmarked on or before February 15 of the preceding school year or by personal delivery, received no later than 5:00 p.m. on February 15 of the preceding school year. Applications must be completed by the parent, legal guardian or emancipated minor student.
3. The application period for within-district transfers will re-open after the ~~open option~~ enrollment application process is completed. Within-district transfer applications will be accepted on a first come-first served basis.

B. Approval Process

1. Applications for within-district transfers will be approved for a specific building or program based upon the order outlined in Section VIII (C) below.
2. If requests for within-district transfers exceed capacity, a random drawing in the order outlined in Section VIII (C) below will determine which applications are approved.

C. Order of Approval

1. School Attendance Area Students
  - a. Special Programs by Grade
2. Other District Resident Students
  - a. Millard Resident Siblings
  - b. Special Programs by Grade
  - c. Regular Program by Grade
3. Non-Resident Open Enrollment Students
  - a. Special Programs by Grade
  - b. Regular Program by Grade
4. Non-Resident Option Enrollment Students
  - a. Special Programs by Grade
  - b. Regular Program by Grade
5. All other Non-Resident Students
  - a. Special Programs by Grade
  - b. Regular Program by Grade

- D. Notification to Parents: The District shall notify the parents of the approval or denial of their student's request for within-district transfer on or before March 1 of the preceding school year.
- E. Acceptance by Parents: After receiving notification of approval of a within-district transfer, the parent shall accept such transfer in writing by completing the District's enrollment process for the student on or before noon on March 10 (or noon the following Monday if March 10 is on a weekend) of the preceding school year.

IX. K-12 Within-District Transfers for the Current School Year

- A. Parents may submit applications for within-district transfers for the current school year to the Office of Student Services after the first day of school and prior to January 15 of the current year.
- B. The Superintendent or designee will determine whether the transfer request will be granted or denied after considering the following factors:
  1. The reasons for the within-district transfer request.
  2. The time of year the transfer request is made.
  3. Personnel and staffing requirements, building or program capacity, curriculum, and facility issues affecting the building to which the student wishes to transfer.
  4. The student's educational program including, but not limited to, course credits and graduation requirements.
- C. The District shall notify the parents of the approval or denial of their student's request for within-district transfer.

X. Extenuating Circumstances.

- A. The Superintendent may in his/her discretion allow students to transfer to closed schools when extenuating circumstances warrant.
- B. The Superintendent may in his/her discretion determine that transfer order of approval for certain schools be prioritized for relieving overcrowding.

XI. Special programs shall mean the District's Core Program, Montessori Program, and International Baccalaureate Programmes.

Related Policies and Rules: [5110](#)

Legal Reference: Neb. Rev. Stat. §§ 79-520 and 526

Rule Approved: October 5, 1992

Revised: January 8, 1996; March 17, 1997; February 16, 1998;  
September 11, 2000; March 3, 2003; March 6, 2006; January 8, 2007

October 19, 2009; December 7, 2009; January 11, 2010; November 21, 2011; April 16, 2012; June 4, 2012;  
November 5, 2012; October 20, 2014, [November 7, 2016](#)

Reaffirmed: June 1, 2009

Millard Public Schools  
Omaha NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** First Reading of Policy 6295: Taught Curriculum- Loan of Textbooks to Private School Students

**MEETING DATE:** November 7, 2016

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** First Reading of Policy 6295: Taught Curriculum- Loan of Textbooks to Private School Students

**ACTION DESIRED:**  First Reading

**BACKGROUND:** This policy is being updated due to revisions to Rule 4 by the State Board of Education.

**RECOMMENDATIONS:** First Reading of Policy 6295: Taught Curriculum- Loan of Textbooks to Private School Students

**TIMELINE:** Implementation upon approval

**RESPONSIBLE PERSON(S):** Dr. Heather Phipps, Andy DeFreece, and Dr. Kara Hutton

**SUPERINTENDENT'S APPROVAL:**



## Curriculum, Instruction, and Assessment

### Taught Curriculum -- Loan of Textbooks to Private School Students

6295

The Millard Board of Education will purchase and loan textbooks to students residing in the Millard School District and attending private schools which are approved for continued operation by the Nebraska Department of Education only to the extent that funds are provided for the purchase of such textbooks by the Nebraska Department of Education. The Superintendent or the Superintendent's designee shall develop regulations and procedures for the lending of such textbooks to the parent, ~~or~~ legal guardian [or authorized parent representative](#) of children attending private schools in accordance with the Nebraska statutes and the rules and regulations promulgated by the Nebraska Department of Education.

Legal References: §79-734 (Reissue 1996)

Related Policies & Rules: 1235, 6295.1

Policy Adopted: February 19, 1990

Policy revised: June 28, 1999; [November 21, 2016](#)

Reaffirmed: June 20, 2005; February 16, 2009; September 8, 2015

Millard Public Schools  
Omaha, Nebraska

## Curriculum, Instruction, and Assessment

### Taught Curriculum - Purchase and Loan of Textbooks to Private School Students

6295.1

The Associate Superintendent for Educational Services will be responsible for purchasing textbooks from funds made available by the Nebraska Department of Education and for lending those textbooks to students attending approved or accredited private schools in accordance with state statutes and regulations promulgated by the Nebraska Department of Education.

- I. On or before November 15, a list of textbooks and any other instructional materials that are designated for use by individual students in classroom instruction as the principal source of study material use in the Millard Public Schools during the current school year and ~~a list of the textbooks designated for use in the school districts where the private schools are located~~ will be made available. This list shall also include any new textbooks that the school district has determined by November 15 to be used during the next school year. If, after November 15 but before January 15, the school district makes the decision to acquire new texts, the district will notify the non-public school parents, guardians, or authorized parent representatives, that the textbook list has been amended and that the added books are eligible for requisition.
  - a. Textbook shall mean ~~a book and/or electronic media~~; any instructional material that which is designated, for use in classroom instruction as the principal source of study material. ~~Library books, teacher's editions, workbooks and other similar materials are not to be considered textbooks. The following, if designated for use by individual students as the principal source of study material, are likewise to be considered textbooks for purposes of this rule: multiple texts; electronic and digital subscriptions; and hard-copy, write-in work texts if accessible by students pursuant to a multi-year subscription entered into by the school district.~~
  - b. The following are not to be considered textbooks: library books, teacher's editions, ~~workbooks and other similar consumable materials~~, hard-copy supplemental workbooks and any book or material designated for classroom, and not individual use (e.g. "Big Books" and the like).
  
- II. A copy of the list shall be made available for inspection at the Don Stroh Administration Center in the office of Educational Services. Digital copies may be emailed to parents, legal guardians, or parent representative(s), as authorized by completion of the NDE designated form. Reproduction of the list may be provided upon request for a reasonable fee. The school district shall limit the loan each year to ten textbooks per student for students in grade K-6 and to eight textbooks per student for students in grades 7-12.
  
- III. Application by a parent, ~~or~~ legal guardian, or authorized parent representative for the loan of textbooks shall be made to the school district in which the child resides or the school district in which the private school the child attends is located no later than January 15 for the following school year on behalf of each individual child on designated NDE form. Application forms are available in the Office of Educational Services at the Don Stroh Administration Center and on the Nebraska Department of Education website.
  
- IV. Prior to February 15 of each year, the district will file an application with the Nebraska Department of Education on the designated NDE form requesting funding for the requested books.
  
- V. Textbooks for which application has been made will be purchased from the funds made available by the Nebraska Department of Education. The following course and grade priorities are established to select textbooks that will be purchased if, after the distribution of funds, the school district will be unable to purchase all of the textbooks for which applications have been made due to a pro rata reduction in the funds by the Nebraska Department of Education.

PRIORITY COURSE AND GRADES

|    |  |
|----|--|
| 1  | Elementary Reading texts by grade 1-5          |
| 2  | Elementary Math texts by grade 1-5             |
| 3  | Elementary Science texts by grade 1-5          |
| 4  | Elementary Social Studies texts by grade 1-5   |
| 5  | Secondary English/Language texts by grade 6-12 |
| 6  | Secondary Math texts by grade 6-12             |
| 7  | Secondary Science texts by grade 6-12          |
| 8  | Secondary Social Studies texts by grade 6-12   |
| 9  | All other elementary texts by grade 1-5        |
| 10 | All other secondary texts by grade 6-12        |

If it is necessary to use grade level to establish priorities to select the textbooks that will be purchased and loaned, students in the lowest grade level will receive the highest priority. In the event that there are not enough textbooks for a particular subject and grade level to fill all of the individual requests, textbooks will be distributed on the basis of a random drawing.

- VI. [All textbooks and other tangible materials purchased for loan to private school students will be cataloged and entered into the district library management system as a Textbook Loan item. Requested textbooks will be checked out and checked back in when no longer requested. Textbooks that have been checked in and are no longer used by the district will remain in inventory until they have not been requested for three consecutive years.](#)
- VII. Parents, guardians, [or authorized parent representative](#) receiving textbooks shall be notified in writing at least ten (10) days prior to the beginning of public school classes outlining the procedures and dates for distribution and return of textbooks. In private schools dealing with large numbers of parents and students, there can be a multi-family designation of a parent representative ~~via "power of attorney"~~ to pick up and return the texts prior to and after the school year.
- VIII. The parent, ~~or~~ legal guardian, [or authorized parent representative](#) of each private school student receiving a textbook (textbooks), ~~or the parent representative serving via the "power of attorney"~~, shall pick up the books at a place and time designated by the Millard Public Schools and sign a receipt for said text(s). The designated NDE form shall be used. A separate inventory of textbooks [and instructional materials provided through a license or subscription and made](#) available for loan shall be maintained by the Office of Educational Services. [Access to instructional material obtained through a license or subscription will be managed by Millard Public Schools.](#)
- IX. A parent or legal guardian of each private school student, or the [authorized pParent rRepresentative serving via the "power of attorney"](#), shall return textbooks to the Distribution Center [at a place and time designated by the Millard Public Schools](#), on or within 15 days after the last day of public school classes. Such inventory may be maintained at a facility of the school district which purchased the textbooks or at an alternative site or sites agreed upon by the school district and the authorized parent representative(s) responsible for such textbooks. If an alternative inventory site is designated, the authorized parent representative(s) shall be deemed to have custody of such textbooks, be personally liable for the safekeeping of such textbooks, and shall maintain a documented inventory-control system as agreed upon with the school district. [Cessation of instructional material provided through a license or subscription agreement, including those not yet expired, will be managed and documented by Millard Public Schools.](#)
- X. It shall be the responsibility of the parent or legal guardian to reimburse the school district for the replacement value of any damaged or lost loaned textbooks. The unit cost at the time of purchase shall be the basis for the assessment. A new book is assessed at net cost. The amount to be charged decreases each year by one-fourth of the net cost of the book until one-fourth of the net cost is reached. This is the minimum amount, which may be charged students for a lost or damaged book.

- XI. Parents, ~~or~~ legal guardians, [or authorized parent representatives](#) who have failed to reimburse the school district for lost or damaged textbooks will not be loaned textbooks in the future until such reimbursement has been made. Amounts recovered ~~from parents or students~~ for damaged textbooks or textbooks not returned shall be retained in a separate account and used to offset the amount claimed in future years for distribution.
- XII. Textbooks purchased with these funds shall be made available to private school children so long as the textbooks remain on the list, and are not lost, stolen, destroyed or damaged beyond repair.

Related Policies and Rules: [6295](#)

Legal Reference: Nebr. Rev. Stat. §79-734 (Reissue 1996)

Rule Approved: February 19, 1990

Revised: November 6, 1995; June 28, 1999; June 20, 2005; February 16, 2009;  
September 8, 2015; [November 21, 2016](#)

Millard Public Schools  
Omaha, Nebraska

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Secondary Partnerships Agreement Metropolitan Community College and Millard Public Schools, 2016-2017

**MEETING DATE:** November 7, 2016

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** Secondary Partnerships Agreement Metropolitan Community College and Millard Public Schools, 2016-2017

**ACTION DESIRED:** Approval: X

**BACKGROUND:** On July 11, 2016 the Board approved revisions to 6315.1 and 6320.1 which define our use of assessment data. Included in these Rules is reference to various options through which students may demonstrate college and career readiness proficiency. One option outlined in Rule is Metropolitan Community College's mathematics program. This agreement mirrors the other Dual Enrollment agreements we have with Metropolitan Community College (MCC).

**RECOMMENDATIONS:** It is recommended that the 2016-2017 Agreement for Dual Enrollment with Metropolitan Community College for Developmental Math Courses be approved and that the Associate Superintendent for Educational Services be authorized and directed to execute any and all documents related to this program.

**STRATEGIC PLAN:** N/A

**REFERENCE:** N/A

**TIMELINE:** Fall 2016

**RESPONSIBLE PERSON(S):** Dr. Heather Phipps, Dr. Tony Weers, Barb Waller

**SUPERINTENDENT'S APPROVAL:**

  
 \_\_\_\_\_

**SECONDARY PARTNERSHIPS AGREEMENT  
METROPOLITAN COMMUNITY COLLEGE  
AND**

Millard Public Schools  
Developmental Math Courses  
2016-2017

This is a Secondary Partnerships agreement between the Metropolitan Community College Area, a body corporate and political subdivision of the State of Nebraska ("MCC"), and Millard Public Schools ("High School"). As an extension of the Dual Enrollment Program at MCC, full college credit will be granted for MCC classes taught in a high school setting if they meet MCC standards, policies and objectives. Developmental Math courses will be concurrent enrollment, but do not necessarily fulfill MCC Mathematics requirements. The conditions, procedures and services of this Agreement with High School are as follows:

**A. CONDITIONS:**

*INSTRUCTOR QUALIFICATIONS* – The instructor must be qualified to teach Mathematics in a Nebraska High School for Developmental Math Courses. Courses higher than MATH1260 require any instructor teaching an MCC course, including any instructor teaching/working in cooperation with the selected High School dual enrollment course(s), must meet MCC's predetermined faculty qualifications. The proposed instructor must submit an MCC application and all official post-secondary transcripts to MCC Human Resources in order to be considered and approved as an adjunct MCC instructor.

*COURSE CONTENT* - To assure equivalent knowledge, skills, and outcomes of any MCC course, the appropriate MCC faculty and Academic Dean/ Assistant Dean will provide the course outline(s) and determine the appropriate number of contact hours. Both MCC and High School will maintain their high standards for education, assuring each course meets the desired objectives of each institution.

*STUDENT QUALIFICATIONS* -High School Students who want to participate in Developmental Math courses must be recommended by a building administrator. High School students who want to participate in any credit course offered as part of an MCC dual enrollment course must be recommended by a High School official and must have completed all MCC prerequisite courses.

Any of the following methods can be used to assess MCC prerequisites:

- ACT scores
- ASPIRE scores
- Assessment/ Accuplacer scores
- Course objectives of a completed high school course may match the objectives of an MCC prerequisite course, and therefore, demonstrate proficiency and readiness for college-level work.

It is the responsibility of High School to accommodate students with disabilities taking MCC courses in the High School building.

**B. PROCEDURES:**

1. The proposed instructor's application, experience and transcripts will be reviewed and approved by the appropriate MCC Academic Dean/ Assistant Dean.

2. The appropriate MCC faculty and administration will provide the curriculum outline(s) and the instructor's textbook, plus other supplemental materials, for the agreed upon course(s). Upon request, the MCC faculty and administration will provide a sample syllabus as a model for the course.
3. Students who participate in a dual enrollment course section, which is offered at or originating from MCC, are required to register as MCC students and follow the registration procedures decided upon by MCC and High School officials. If the dual enrollment course is an MCC online course, only High School students in the section who register as MCC students will have access to the online curriculum.
4. Students pay \$44 tuition per course to MCC when the course is taught at the High School by the High School teacher who has been approved as an MCC adjunct instructor.
5. Students are responsible for paying all tuition and fees and must follow set tuition refund and drop dates, as applicable. There is no refund for a student who pays \$44 tuition per course. (Refer to the website [www.mccneb.edu](http://www.mccneb.edu) for tuition and fee costs and tuition refund and drop dates.) Payment for the course is due at the start of the course.
6. MCC will select/ approve the textbook and supplemental materials for the course. MCC will provide the High School with ISBN # if needed. If High School agrees to purchase the textbooks, or if students wish to own the textbooks, they may purchase them at an MCC bookstore, <http://www.mccneb.edu/bookstore.asp>.
7. Students may register in person or by mail. High School officials will work with the MCC Secondary Partnerships Office to determine the most effective registration method.
8. The MCC staff, working with High School, will determine the course start and end dates to ensure sufficient class time.
9. It is the responsibility of High School to communicate with the appropriate MCC Academic Dean/ Assistant Dean regarding any requests for possible changes in the approved course(s) including changes in the course outline, textbook or instructional staff. A course syllabus for each class, prepared by the instructor, is to be on file at the appropriate Academic Dean's office no later than the end of the first week of instruction.
10. All MCC policies and procedures, including, but not limited to, dates for tuition payment and/ or refunds, drug free schools/communities, nondiscrimination, proper classification of employees, and FERPA, will apply to the course(s), registered students and instructors. Nothing herein shall be construed to supersede or void High School Policy and Rules.
11. The location for each course will be jointly agreed upon by MCC and High School. This location will be documented in the attachment to this Agreement. Should any location changes be necessary, the following parties must be notified prior to the change: the MCC Secondary Partnerships Office, the MCC Academic Dean/ Assistant Dean, the High School Official, the instructor, and the site facilitator.
12. The instructor of the course(s) involved in the partnership will assign and report all midterm, quarter, semester, and final progress reports to the High School and the final grades to MCC. MCC grades are due, via MCC's grading software, within 48 hours after the end of the course. Once an instructor is approved, MCC will provide the instructor with a grading timeline. If a high school instructor facilitates an online MCC dual enrollment course with an MCC instructor, the high school instructor may request access to MCC Blackboard, with the understanding high school personnel access only his/ her students' grades, course progress, etc.
13. High School will return the requested spreadsheet with desired dual enrollment courses for the 2016-2017 academic year by December 14, 2016. This allows adequate time for MCC and the school district to make appropriate plans for educational success.

**C. SERVICES:**

1. Upon completion of a course, students may complete the required form to receive an MCC transcript with the appropriate MCC course title, credits, and grade. The approved course may be transferable to other institutions based upon the criteria of the other institutions.
2. MCC staff may periodically contact/visit any dual enrollment course class offered at High School to enhance communication between those involved, to ensure the section of the course remains comparable to other sections of the MCC course, and to assure each party's expectations of the course are being met. MCC will provide advance notice and comply with any security procedures in place at the school.
3. As High School contracted teachers, instructors will be evaluated according to Board of Education/ school policy and rules. The instructor may also be evaluated using standards and procedures established by MCC. Officials from High School and MCC will review such instructor performance evaluations and work cooperatively to resolve issues of unsatisfactory instructor performance.

**D. TERMINATION OR ADJUSTMENTS OF AGREEMENT:**

1. This Agreement will be subject to annual review. Either party, for any reason, may terminate this Agreement upon thirty days written notice. Written notification of cancellation should be provided to the following: the MCC Secondary Partnerships Office, the MCC Academic Dean/ Assistant Dean, the Administration, the instructor, and the site facilitator.

Please note: If MCC is responsible for hiring an instructor who is not concurrently teaching at the named high school, every effort will be made to offer a course. Occasionally, extenuating circumstances arise which may result in the need to cancel or modify course times or dates. MCC reserves the right to cancel a class or adjust the time/ date of a class at any time due to enrollment, staffing or other extenuating factors. Cancellations may begin approximately one month prior to the course start date. In the event that a course cancellation occurs, MCC will seek to identify alternative options.

2. The MCC Board of Governors (Board) reserves the right to make adjustments to the terms of this Agreement if found to be in violation of law, MCC Board policies or any negotiated agreement between the MCC Board and an MCC employee group. Any such changes must be communicated to and accepted by High School.

**E. COURSES:**

Pursuant to terms of this Agreement, High School will partner with MCC to offer dual enrollment college courses. The course names and numbers will be stated in an attachment to this Agreement.

**F. GENERAL PROVISIONS:****1. Nondiscrimination Clause**

In accordance with the Nebraska Fair Employment Practice Act, Neb.Rev.Stat. §48- 1122, and College policy, both Parties agree that neither Party, nor any of their subcontractors, if any, shall discriminate against any employee, or applicant for employment, to be employed in the performance of this Agreement with respect to hire, tenure, terms, conditions, or privileges of employment because of the age, race, color, religion, sex, sexual orientation, gender identity, transgender status, disability, national origin, prior or current military service or protected veteran status of the employee or applicant.

## 2. E-Verification

Pursuant to Neb.Rev.Stat. §§ 4-108 through 4-114, High School is required, and hereby agrees, to use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. High School is further required, and hereby agrees, to require that all subcontractors, if any, use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. Federal immigration verification system means the electronic verification of the work authorization program of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, 8 U.S.C. 1324a, known as the E-Verify Program, or an equivalent federal program designated by the United States Department of Homeland Security or other federal agency authorized to verify the work eligibility status of a newly hired employee pursuant to the Immigration Reform and Control Act of 1986.

## 3. Classification of Workers

High School, and all lower-tiered subcontractors under High School, if any, shall properly classify all workers as either employees of High School or lower-tiered subcontractors, if any, or as independent contractors according to applicable law, and shall treat them accordingly for purposes of workers' compensation insurance coverage, unemployment taxes, social security taxes, income tax withholding and any and all other payments or benefits incident to or affected by such status.

High School, and all lower-tiered subcontractors under High School, if any, utilizing the services of workers who are properly and according to applicable law not classified as employees under this subsection, shall provide written notice to said workers of their status as independent contractors. Said notice shall include a provision advising said workers that they are not eligible for workers' compensation insurance coverage, unemployment taxes, social security taxes, income tax withholding and any and all other payments or benefits incident to or affected by such status, from High School or lower-tiered subcontractor(s), if any. Copies of such notices shall be made available to MCC upon request.

Failure by High School, or any lower-tiered subcontractor engaged by High School, if any, to fully comply with the terms of this provision shall be considered and treated by MCC as a material breach of this Agreement.

## SIGNATURES:

\_\_\_\_\_  
Metropolitan Community College Official

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

\_\_\_\_\_  
Millard Public Schools Official

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

## AGENDA SUMMARY SHEET

**Agenda Item:** Learning Community Early Childhood/Buffett Institute Agreement

**Meeting Date:** November 7, 2016

**Department:** Educational Services

**Title and Brief**

**Description:** Learning Community Early Childhood/Buffett Institute Agreement

**Action Desired:**  Approval

**Background:** Cody and Sandoz Elementary will continue to serve as full implementation sites of the birth-third grade approach for the Superintendents' Early Childhood Plan. The full implementation option is an opportunity to both connect and strengthen our existing early childhood programs to provide seamless support for our students and families through the primary years. This program is designed to serve young children from birth through third grade who are living in high concentrations of poverty.

Our goals for full implementation at Cody and Sandoz include aligning systems of education and care that begin early and continue through elementary school to provide strong foundations for academic success. Specifically:

- Close the “gap” (achievement, knowledge, language, access).
- Develop a strong understanding of social emotional competence, oral language and vocabulary, and cognitive development from birth through the primary years.
- Improve early childhood and elementary school teaching and learning through job embedded, focused and sustained professional development.
- Participate in opportunities for instructional coaching, modeling, and reflective practice.
- Improve early childhood and elementary school teaching and learning through aligned curriculum, instruction and assessment.
- Enact improvement efforts that build upon the best practices of early childhood to strengthen our instructional programs in grades K-3 with a focus on literacy/numeracy, language and social emotional learning.
- Develop systems to facilitate family participation and education.
- Define a process for evaluating the impact on teaching, learning and achievement.

Services at Cody and Sandoz are delivered via:

- Birth-age 3 home visiting staff, research-based curriculum, and school-based parent-child groups.
- Family facilitators to support continued home visiting and to help build strong family-school partnerships across preschool through third grade.

- Professional development and coaching that involves learning, applying and documenting instructional approaches designed to close the achievement gap.
- Stipends for staff who are not on contract during professional development sessions, or substitute teacher pay.

**Recommendations:** It is recommended that the Board approve the Learning Community Early Childhood/Buffett Institute Agreement and the Associate Superintendent for Educational Services be authorized and directed to execute all documents related to this program.

**Strategic Plan**

**Reference:** N/A

**Timeline:** Immediately

**Responsible Persons:** Dr. Heather Phipps, Andy DeFreece, Terry Houlton and Dr. Jean Ubbelohde

**Superintendent's Approval:**

\_\_\_\_\_  \_\_\_\_\_

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

**PARTICIPANT AGREEMENT**

This PARTICIPANT AGREEMENT (“Agreement”) is entered into as of October 6, 2016 by and between the **Learning Community of Douglas and Sarpy Counties**, a Nebraska political subdivision (“Learning Community”) and **Douglas County School District No. 17, aka Millard Public School District**, a Nebraska political subdivision (“District”).

WHEREAS, in an effort to improve learning and developmental outcomes for children, Learning Community and the Buffet Early Childhood Institute at the University of Nebraska (“Buffett Institute”) have entered into that certain Early Childhood Plan Agreement dated April 1, 2015 (the “Plan Agreement”) for purposes of implementing the Superintendent’s Early Childhood Plan (the “Plan”);

WHEREAS, Buffett Institute has identified District as a participant to further implementation of the Plan;

WHEREAS, District has submitted a proposal detailing its level and scope of participation in the Plan as contemplated in the Plan Agreement;

WHEREAS, Buffett Institute and Learning Community have approved the District’s proposal; and

WHEREAS, Learning Community and District desire to enter into this Agreement to effectuate the proposal.

NOW THEREFORE, in consideration of the mutual agreements, promises and covenants set forth herein, Learning Community and District (each referred to herein individually as “Party” and collectively as “the Parties”) agree as follows:

1. Statement of Work

a. Pursuant and subject to the terms and conditions set forth in this Agreement, Learning Community hereby agrees to provide funding and District agrees to undertake and conduct the program more specifically set forth in the proposal and budget as submitted by District and approved by Buffett Institute and Learning Community (the “Program”) attached hereto as “Exhibit A” and “Exhibit B” (collectively, the “Exhibits”) (all references to the “Agreement” include the Agreement as supplemented by the Exhibits in the form submitted by District and as amended by the parties).

b. Consistent with the Plan, the purpose of the Program is to further efforts to eliminate or reduce income-based social, cognitive, and achievement gaps among at-risk children living in the 11 school districts of the Learning Community, especially with respect to young children at risk.

2. Performance Period. District will commence its activities under the Program and conclude such work on a timeframe consistent with the dates identified in the Program (the “Program Term”), which dates may be extended by mutual written agreement of the parties hereto. Notwithstanding the foregoing, neither party to this Agreement shall hold the other party responsible for damages or delays in performance caused by acts of God, strikes, lockouts, accidents, or other events beyond the reasonable control of said party.

3. Fiscal Agent. District shall be the fiscal agent for the Program. As fiscal agent, District shall be solely responsible for compliance with the terms and conditions set forth in this Agreement related to the incurring of Program expenses, including the approval thereof, the payment of any and all bills and invoices related to the Program, and the submission of financial reports to Learning Community related to the Program.

4. Elementary Levy Program. The Program shall be implemented as an elementary program of Learning Community and District. Funding for the Program shall be provided by the Elementary Levy Funds Budget of Learning Community. Parties acknowledge and agree that the Program funding provided under this Agreement may not be the exclusive source of funding for the Program. The Learning Community's Executive Director, Elementary Learning Centers ("ELC ED") shall, on behalf of and for Learning Community, have general oversight of the Program with regard to compliance by District with the terms of this Agreement, but shall have no authority with regard to the implementation, day to day operations or staffing of the Program, which shall be the sole responsibility of District.

5. Participants. District shall determine how many students will enroll in the Program and select the students that will participate in the Program; provided, however, that the Program shall not have an official enrollment of less than fifty percent (50%) of the projected enrollment set forth in the Program.

6. Program Funding.

a. Learning Community shall provide District with funding for the services performed and costs incurred, whether by District or by a third party contracted by District, related to the Program in a total amount identified on Exhibit B ("Program Amount") which Program Amount shall be funded in three (3) installments, as follows:

50% of the Program Amount shall be remitted on or before October 3, 2016;

30% of the Program Amount shall be remitted on or before May 1, 2017; and

20% of the Program Amount, which represents the final installment payment, will be remitted as set forth herein after conclusion of the Program Term and submission of the final report pursuant to Section 7.b herein and approval of same by Learning Community. The final report shall include an invoice for Program services provided during the Program Term, which invoice shall set forth an itemized listing of expenses actually incurred by District and shall be accompanied by documentation substantiating all itemized expenses set forth on such invoice. Learning Community shall, after review and approval of the invoice submitted by District pursuant to this subsection, remit the final installment payment to District within 30 days after receipt of the final report; provided, however, that the amount remitted in the final installment shall not result in the total amount paid to District exceeding either the lesser of the budget amounts reflected on Exhibit B or the total amount of Program expenses actually incurred by District. If, at the conclusion of the Program Term, upon receipt and review of the final report, Learning Community has, after application of all remittances made pursuant to this Section 6.a, made payments to District which exceed the total amount of Program expenses actually incurred by District, District shall refund to Learning Community the amount by which the total remittances made by Learning Community exceed total expenses actually incurred.

b. The amount(s) to be paid by Learning Community as provided under Section 6.a shall constitute the entire amount of funding by Learning Community for the Program. Learning

Community shall not be liable for any further costs, including, but not limited to, such items as overhead, social security, pension, employment compensation, taxes, or any other expenses, incurred by District in the performance of the services related to the Program.

c. District expressly agrees and acknowledges that District shall be solely and exclusively responsible for the day to day operations of the Program and for any and all payments to any contracted service providers contracted by District for services related to the Program. Learning Community shall not be responsible for any payment to any such contracted service providers for services related to the Program and District specifically acknowledges that Learning Community has no obligation for the day to day operations of the Program or for any payments of any kind or nature to any contracted service providers.

d. Learning Community reserves the right to withhold or suspend any payment(s) to be made by Learning Community pursuant to this Agreement, or to require a total or partial refund of Learning Community funds, if, as determined by Learning Community in its sole discretion, such action is necessary: (i) because District has not complied with the terms and conditions of this Agreement; (ii) to protect the purposes and objectives of the Program as represented in its Proposal; or (iii) to comply with the requirements of any law or regulation applicable to Learning Community, District, or the Program.

e. District expressly agrees and acknowledges that the enactment of legislation by the Nebraska Legislature subsequent to the date of this Agreement which either eliminates or reduces the levy authority of Learning Community pursuant to Neb. Rev. Stat. § 77-3442(2)(i) may result in the termination of this Agreement by Learning Community in accordance with Section 10 herein.

## 7. Reporting.

a. Within 60 days of the termination of the Program or expiration of the Program Term, whichever occurs first, District shall collect and report to the Buffett Institute's evaluation team comprised of the Buffett Institute, the University of Nebraska Lincoln, the Munroe-Meyer Institute for Genetics and Rehabilitation, University of Nebraska Medical Center, or such other qualified third-party evaluator retained by Learning Community who is compliant with the Family Educational Rights and Privacy Act, as amended ("FERPA") (all members of the evaluation team collectively referred to as the "Evaluator"), specified demographic and Program evaluation data, as follows: (i) that data specified in the Program; and (ii) data mutually agreed upon by District, Learning Community and Evaluator. Learning Community acknowledges and agrees that any personally identifiable student information obtained by Evaluator from District pursuant to this Agreement is subject to FERPA, and in accordance with District's position thereon, such personally identifiable information shall not be disclosed to Learning Community, and Learning Community will not be provided access to such personally identifiable information.

b. Within 60 days of Program completion, District shall prepare and submit to Learning Community a written final Program report ("Report"). The Report shall include a narrative description of Program's activities and accomplishments, including progress made on student learning outcomes and evaluation data described in the Program, and a detailed accounting of all expenditures made from payments received pursuant to Section 6.a. Said Report shall be submitted to the ELC ED. At the request of the Learning Community, District shall make a live presentation of the Report to the Learning Community Coordinating Council, Achievement Subcouncil No. 4, and the Elementary Learning Centers Task Force.

## 8. Obligations of District.

a. District is responsible for administering and conducting the Program in accordance with the District's Proposal and this Agreement and for maintaining documentation of all actions taken and expenditures incurred with regard to the Program. District acknowledges that failure to comply with the requirements of this Agreement could result in suspension or termination of the Program Amount by Learning Community and could result in District being required to return Learning Community funds to Learning Community.

b. The ELC ED, or other designated representative of the Learning Community, will be permitted to conduct pre-arranged site visit(s) to the Program during the Program Term in order to evaluate the Program, the provision of services, and the administration and implementation of the Program. For purposes of this Section 8.b, such site visits shall be scheduled by the ELC ED, or other designated representative of the Learning Community, with District not less than 24 hours in advance.

c. Absent express approval from Learning Community, funds provided by Learning Community pursuant to this Agreement shall be accounted for separately in the financial books and records of District. District shall be responsible for establishing and maintaining adequate financial records for the Program, which records shall include a systematic accounting of the receipt and disbursement of Learning Community funds, and shall retain original substantiating documents related to specific expenditures of Learning Community funds and shall make these records available for review by Learning Community, or its designated representatives, upon request. District shall keep all financial records with respect to this Program for at least four (4) years following the year during which the Program Term ended. Learning Community, or a designated representative thereof, reserves the right, upon prior written notice, to audit District's books and records relating to the expenditure of any funds provided by Learning Community related to the Program.

d. District shall assure that all District employees providing services in conjunction with the Program shall have the appropriate credentialing or other licenses required by state law. District shall require, via contract with any contracted provider of Program services, that such third party shall require that its employees have the appropriate credentialing or other licenses required by state law.

e. District shall conduct, for its employees providing Program services who will, or may, directly interact with children a criminal background check, a national sex offender registry check, and a Nebraska Sex Offender Registry check, and District shall require, via contract with any contracted provider of Program services, that such third party conduct said checks on all officers, employees and volunteers of said contracted provider involved with the Program who will, or may, directly interact with children. Neither District nor, if applicable, a contracted entity shall knowingly permit the involvement with the Program of any officer, employee or volunteer of said entity who does not pass all checks.

f. If applicable, District shall assure that all entities with whom District contracts to provide services for the Program have a license to operate in Nebraska.

g. District shall procure and maintain at all times during the Program Term, and, if applicable, shall require that all contracted service providers with whom District contracts for the Program procure and maintain at all times during the Program Term, the following minimum types and amounts of insurance:

i. Commercial General Liability insurance providing coverage to District and naming the Learning Community as Additional Insured on a primary and non-contributing basis, including completed operations, with limits of not less than \$1,000,000 per

occurrence, \$2,000,000 general aggregate, \$2,000,000 product and completed operations aggregate, and \$1,000,000 personal and advertising injury. District shall waive its rights of recovery against the Learning Community and will obtain such waiver of subrogation from its insurer. Such waiver of subrogation shall be endorsed to the policy in favor of the Learning Community;

ii. Sexual Abuse & Molestation coverage with a limit of not less than \$500,000 each occurrence and \$1,000,000 in the annual aggregate;

iii. Professional or Educator's Legal Liability insurance with a limit of not less than \$1,000,000 each claim;

iv. Automobile Liability insurance with a combined single limit for bodily injury, death and property damage of not less than \$1,000,000 per accident, which coverage shall apply to all owned, hired and non-owned vehicles used by District, its employees, agents, representatives, volunteers in conducting the Program;

v. Workers' Compensation Insurance covering District and its employees for all costs and statutory benefits and liabilities under the Nebraska Workers Compensation Act and any similar laws for its employees, and Employer's Liability Insurance with limits of not less than \$100,000 each employee injury, \$100,000 each employee disease, and \$500,000 policy limit for all accident injury or disease. District shall waive its rights of recovery and obtain such waiver of subrogation from its insurer in favor of the Learning Community; and

vi. Umbrella / Excess Liability Insurance with limits of not less than \$1,000,000 each occurrence which shall provide additional liability coverage in excess of the Commercial General Liability, Auto Liability and Employer's Liability.

Before District or any contracted service provider shall be permitted to begin work or provide services, District and all such contracted service providers shall provide Learning Community with evidence of such insurance issued on a standard ACORD Certificate of Insurance as will meet all insurance requirements stated in this Agreement. It is the sole responsibility of District and any contracted service provider to provide Learning Community with written notice should any required insurance pursuant to this section be cancelled or non-renewed. Failure of District or a contracted service provider to provide and maintain all insurance required, or failure to provide written notice, shall not relieve District or such contracted service provider of its obligation under this Agreement.

By requiring insurance under this Agreement, Learning Community does not represent that the coverage and limits required will necessarily be adequate to protect the District or its contracted service providers for all claims or amounts of loss. Such coverage and limits shall not be deemed or construed to be any limitation of the District's, or its contracted service provider's, liabilities under any indemnification obligations provided to Learning Community under this Agreement.

h. Learning Community may include information regarding the Program in any external communications of the Learning Community and the District may acknowledge that the Learning Community provided funding support for the Program in any of its external communications. Learning Community may include information regarding the Program, any photographs provided by the parties, and any general information about the parties and their activities in any external communications of Learning Community; provided, however, that the use of any photographs of any

of the District's students complies with the Family Education Records Protection Act (FERPA) and Learning Community shall not use any District logos or trademarks without the prior approval of District.

9. Warranties & Representations. District hereby warrants and represents to Learning Community that:

a. The Program and use of Learning Community funds will comply with the terms of this Agreement, as well as all applicable laws, rules and regulations applicable to District and the Program.

b. There is no fact known to District, its board members, officials, employees, representatives or agents which would materially affect the decision of Learning Community to enter into this Agreement which had not been disclosed to Learning Community.

c. District is responsible for administering the Program in accordance with this Agreement and for maintaining documentation of all actions taken and expenditures incurred with regard to the Program. District acknowledges that failure to comply with the requirements of this Agreement could result in suspension or termination of the Program Amount by Learning Community and could result in District being required to return Learning Community funds to Learning Community.

10. Termination. Either party may terminate this Agreement, with or without cause, at any time upon sixty (60) days prior written notice to the other party; provided, however, that performance may be terminated with immediate effect by Learning Community upon delivery of written notice to District if Learning Community determines, in its sole discretion, that District is in breach of this Agreement.

11. Notice. Any notice required to be given by this Agreement shall be sufficient if communicated in writing and sent by hand delivery or by certified United States Mail, postage prepaid, or by facsimile transmission. Notice shall be given as follows:

|                           |   |
|---------------------------|---|
| If to Learning Community: | Chief Executive Officer<br>Learning Community of Douglas and Sarpy Counties<br>1612 North 24 <sup>th</sup> Street<br>Omaha, Nebraska 68110<br>FAX: (402) 964-2478 |
|---------------------------|---|

|                 |  |
|-----------------|--|
| If to District: | Dr. James Sutfin, Superintendent<br>Millard Public School District<br>5606 South 147 <sup>th</sup> Street<br>Omaha, Nebraska 68137 |
|-----------------|--|

or to such other address as any party hereto may, from time to time, give notice of to the other party in the above manner.

12. Independent Contractor. The parties hereto are independent contractors in their relationship to one another and are not, by virtue of this Agreement or otherwise, made agents, (except for the limited purposes of Section 13, below), employees, employers, or joint ventures of one another. Neither party shall have any authority to bind the other party hereto.

13. Indemnification. For the limited purposes of this Section 13, the Parties acknowledge and agree that Learning Community shall be considered an agent of District. To the extent permitted by law, specifically, Neb. Rev. Stat. § 79-516, the District covenants and agrees to indemnify and hold harmless Learning Community, its Council members, officers, consultants, agents, employees and representatives, and their successors and assigns, individually and collectively, (collectively, the “Indemnified Parties”) from and against any and all costs, expenses, liabilities, losses, damages, suits, actions, fines, penalties, demands or claims of any kind, including, but not limited to, attorney’s fees, in any way arising out of or based upon the negligent or willful acts or omissions of District, its employees or agents in administering the Program as specified in this Agreement, and District further agrees to pay all expenses in defending against any claims made against the Indemnified Parties to the extent permitted by law, specifically, Neb. Rev. Stat. § 79-516; provided, however, that District shall not be liable for any injury, damage or loss occasioned by the negligence or willful misconduct of the Indemnified Parties.

14. Non-Discrimination. The parties to this Agreement shall not, in the performance of this Agreement, discriminate or permit discrimination in violation of federal or state laws or local ordinances because of race, color, religion, sex, sexual orientation, national origin, disability, age, marital status, citizenship status, or economic status.

15. Governing Law. This Agreement shall be interpreted according to the law of the State of Nebraska.

16. Citizenship Verification. District agrees and acknowledges that it shall use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska pursuant to Neb. Rev. Stat. § 4-108 to 4-114, as amended.

17. Compliance with Applicable Laws. The parties hereto shall comply with all applicable federal, state and local laws and ordinances applicable to the Program, including, but not limited to, FERPA and Neb. Rev. Stat. § 84-712 to 84-712.09, as amended.

18. Amendment. This Agreement may only be amended or modified by written agreement of all parties hereto. The parties hereto agree that amendments or modifications to the Program services, activities or budget which do not increase the total Program Amount set forth in this Agreement may be approved on behalf of Learning Community by Learning Community’s Chief Executive Officer or Executive Director.

19. Severability. Should any part hereof or any sections of this Agreement be rendered or declared illegal, invalid or unenforceable by any court of competent jurisdiction, the remaining portions of this Agreement shall not be affected thereby.

20. Waiver. Any waiver by either party of a breach of any provision of this Agreement shall not operate as or be construed as a waiver of any other provision or any subsequent breach.

21. Assignment. This Agreement may not be assigned or transferred by either party to this Agreement except by written agreement of the non-assigning party.

22. Time is of the Essence. The Parties acknowledge and agree that time is of the essence with respect to the final execution of this Agreement. As such, in the event District fails to provide Learning Community with an executed copy of this Agreement within sixty (60) days of District’s receipt of the same, Learning Community may, in its discretion, cancel the Agreement. At

the discretion of Learning Community, this may result in the funding identified in this Agreement being reallocated to other districts within the subcouncil.

23. Entire Agreement. This Agreement, together with any exhibits or schedules hereto, which are incorporated herein by this reference, constitutes the entire agreement between the parties as to the subject matter hereof, and replaces all prior written and oral statements and understandings.

*[Signature page follows]*

IN WITNESS WHEREOF, this Agreement has been executed in duplicate on the respective dates set forth below.

**DOUGLAS COUNTY SCHOOL DISTRICT NO. 17,  
aka MILLARD PUBLIC SCHOOL DISTRICT, a  
Nebraska political subdivision**

**LEARNING COMMUNITY OF DOUGLAS AND  
SARPY COUNTIES, a Nebraska political  
subdivision**

By: \_\_\_\_\_

By:  \_\_\_\_\_

Its: \_\_\_\_\_

Its: CEO

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

Date: October 6, 2016

**PARTICIPANT AGREEMENT**

Exhibit "A"

Proposal



LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES  
**Superintendents' Early Childhood Plan Proposal**

| Summary  |  |  |                 |
|--|--|--|-----------------|
| <b>Electronic File Name:</b>   | Millard.LC – BECI – District Participant Agreement Attachments (Form) (2)  |  |                 |
| <b>School District/Organization Name:</b>  | Millard Public Schools   |  |                 |
| <b>Program Name:</b>   | Superintendents Early Childhood Plan for Millard – Sandoz and Cody Elementary  |  |                 |
| <b>Program Category</b> (choose only one)  | <input checked="" type="checkbox"/> Full Implementation Birth – Third Grade<br><input type="checkbox"/> Professional Development<br><input type="checkbox"/> Technical Assistance  |  |                 |
| <b>Amount Requested:</b>   | \$292,802.81   |  |                 |
| <b>Program Start Date:</b>   | September 1, 2016  | <b>Program End Date:</b>   | August 31, 2017 |
| <b>Please complete the following fields, as applicable:</b>  |  | <b>Total Cost of Program:</b>  | \$292,802.81    |
| <b># of Weeks Per Year of Program:</b>   | 52   | <b># Program Hours Per Week:</b>   | 30              |
| <b># of Students in Program:</b>   | 525 F.T.E.   | <b>Cost Per Child Per Program Hr:</b>  | .36             |
|  |  | <input checked="" type="checkbox"/> By submission of this proposal, Buffett Institute acknowledges that the school district / organization has been made aware of its obligation to fully participate in an external evaluation and to otherwise share program information with the Buffett Institute evaluation team.   |                 |
|  |  | If the anticipated participant is <u>not</u> a school district, Buffett Institute has or will provide <u>all</u> of the following: <input type="checkbox"/> letter of support from cooperating school district, <input type="checkbox"/> most recent organization audit from the organization's legal fiscal agent, and <input type="checkbox"/> copies of accreditation or credentials of program staff supporting organizations' ability to deliver program. |                 |
|  |  | <input checked="" type="checkbox"/> Complete the budget summary included as Attachment A   |                 |
| <b>Executive Summary:</b> Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right. | <p>Cody and Sandoz Elementary will continue to serve as full implementation sites of the birth-third grade approach for the Superintendents' Early Childhood Plan. The full implementation option is an opportunity to both connect and strengthen our existing early childhood programs to provide seamless support for our students and families through the primary years. This program will be designed to serve young children from birth through third grade who are living in high concentrations of poverty.</p> <p>Our goals for full implementation at Cody and Sandoz include aligning systems of education and care that begin early and continue through elementary school to provide strong foundations for academic success. Specifically:</p> <ul style="list-style-type: none"> <li>• Close the "gap" (achievement, knowledge, language, access).</li> <li>• Develop a strong understanding of social emotional competence, oral language and vocabulary, and cognitive development from birth through the primary years.</li> <li>• Improve early childhood and elementary school teaching and learning through job embedded, focused and sustained professional development.</li> <li>• Participate in opportunities for instructional coaching, modeling and reflective practice.</li> <li>• Improve early childhood and elementary school teaching and learning through aligned curriculum, instruction and assessment.</li> <li>• Enact improvement efforts that build upon the best practices of early childhood to strengthen our instructional programs in grades K-3 with a</li> </ul> |  |                 |

|  |  |
|--|--|
|  | <p>focus on literacy/numeracy, language and social emotional learning.</p> <ul style="list-style-type: none"> <li>• Develop systems to facilitate family participation and education.</li> <li>• Define a process for evaluating the impact on teaching, learning and achievement.</li> </ul> <p>Services at Cody and Sandoz are delivered via:</p> <ul style="list-style-type: none"> <li>• Birth-age 3 home visiting staff, research-based curriculum, and school-based parent-child groups.</li> <li>• Family facilitators to support continued home visiting and to help build strong family-school partnerships across preschool through third grade.</li> <li>• Professional development and coaching that involves learning, applying and documenting instructional approaches designed to close the achievement gap.</li> <li>• Stipends for staff who are not on contract during professional development sessions, or substitute teacher pay.</li> </ul> |
|--|--|

| <b>Contact Information for School District / Organization</b> |  |
|---|--|
| <b>Name and Title:</b>  | Dr. Heather Phipps, Associate Superintendent of Educational Services |
| <b>School District / Organization:</b>                        | Millard Public Schools   |
| <b>Email:</b>   | <a href="mailto:bhipps@mpsomaha.org">bhipps@mpsomaha.org</a>         |
| <b>Phone:</b>   | (402) 715-8306   |
| <b>Street Address:</b>  | 5606 S. 147 <sup>th</sup> Street                                     |
| <b>City, State and ZIP Code:</b>                              | Omaha, NE 68137  |

**PARTICIPANT AGREEMENT**

Exhibit "B"

Program Budget

| <b>PROGRAM BUDGET</b>                              |                      |  |
|--|----------------------|--|
| <b>Program Revenue and Request</b>                 | <b>Amount</b>        | <b>Comment</b>   |
| Non-Learning Community Revenue (including in-kind) | \$                   |  |
| Learning Community Request                         | \$ 292,802.81        |  |
| <b>Total Program Revenue</b>                       | <b>\$ 292,802.81</b> |  |
|  |                      |  |
| <b>Program Expenses</b>                            | <b>Amount</b>        | <b>Comment</b>   |
| Salaries & Wages                                   | \$ 145,216.00        | <i>4 FTE at 100% FT</i>  |
| Insurance Benefits                                 | \$ 61,420.00         | <i>Benefits for home visitors and family facilitators</i>                            |
| Transportation Costs                               | \$                   |  |
| Training   | \$ 25,200.00         | <i>Stipends and sub pay</i>  |
| Equipment  | \$                   |  |
| Supplies   | \$ 30,000.00         |  |
| Printing & Copying                                 | \$                   |  |
| Telephone & Internet                               | \$                   |  |
| Postage  | \$                   |  |
| Rent & Utilities                                   | \$                   |  |
| In-Kind  | \$                   |  |
| Other (please specify)                             | \$ 30,966.81         | <i>Mileage for home visitors and family facilitators; interpreter for conference</i> |
| <b>Total Program Expenses</b>                      | <b>\$ 292,802.81</b> |  |

| <b>Total Cost of Program</b> | <b># of Weeks Per Year of Program</b> | <b># of Children in Program</b> | <b># Program Hours Per Week</b> |
|------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| \$292,802.81                 | 52                                    | 525 F.T.E.                      | 30                              |

**Total Allocation from Learning Community for this Program = \$292,802.81**

## AGENDA SUMMARY SHEET

**Agenda Item:** Within District Transfer Capacity Standards for 2017-18

**Meeting Date:** November 7, 2016

**Department:** Student Services

**Title and Brief Description:** Within District Transfer capacities for the 2017-18 school year are approved by the Board on an annual basis. The capacity standards identify which schools will be closed to Within District Transfer for the subsequent school year. Within district transfer requests are received by the District beginning on the first day of school through February 15<sup>th</sup> annually.

**Action Desired:** Approval

**Background:** Capacity standards are required to ensure balanced enrollments and maximum operating efficiency.

**Options/Alternatives Considered:**

**Recommendations:** Approval

**Strategic Plan Reference:** N/A

**Implications of Adoption/Rejection:**

**Timeline:** Immediate

**Responsible Persons:** Bill Jelkin, Director of Student Services  
Mr. Kevin Chick, Executive Director of Human Resources

**Superintendent's Signature:** \_\_\_\_\_



\_\_\_\_\_

Due to projected enrollment for the 2017-2018 school year, the following requirements apply for buildings and special programs with regard to within district transfers. Each application is reviewed on a case-by-case basis to ensure space availability.

Children of District employees are allowed to within district transfer to the building where the employee is assigned.

**\*\*Please Note\*\*** If a student attends a closed school and moves out of the closed school's attendance area, the student may complete the current school year at the closed school. Also, such a student who moves from one school's attendance area to that of another within the District during the school year, may be allowed to finish the level if a Within District Transfer Request is filed and approved.

| <b>The following schools and/or special programs have limited space available for within district transfer students:</b>                  |             |                           |                   |
|---|-------------|---------------------------|-------------------|
| <b>Elementary Schools</b>   |             |                           |                   |
| Abbott  | Ackerman    | Aldrich                   | Black Elk         |
| Bryan   | Cather      | Cody                      | Cottonwood        |
| Disney  | Ezra        | Harvey Oaks               | Hitchcock         |
| Holling Heights   | Montclair   | Morton                    | Neihardt          |
| Norris  | Rockwell    | Rohwer                    | Sandoz            |
| Willowdale  |             |                           |                   |
| <b>Elementary Special Programs</b>  |             |                           |                   |
| Cather Core   | Disney Core | Montclair Montessori      | Norris Montessori |
| <b>Middle Schools</b>   |             |                           |                   |
| Andersen  | Central     | Kiewit                    | Millard North     |
| Russell Middle School will be <b>open to transfer students on a limited basis for grade six only</b> . Grades seven and eight are closed. |             |                           |                   |
| <b>Middle School Special Programs</b>   |             |                           |                   |
| Central Middle School Montessori  |             |                           |                   |
| <b>High Schools</b>   |             |                           |                   |
| Millard North High School   |             | Millard South High School |                   |
| <b>Special Education Programs</b>   |             |                           |                   |
| Alternate Curriculum Program  |             | Behavioral Skills Program |                   |

| <b>The following schools are closed to within district transfer students:</b> |  |          |         |
|---|--|----------|---------|
| <b>Elementary Schools</b>   |  |          |         |
| Reeder  | Reagan   | Upchurch | Wheeler |
| <b>Middle Schools</b>   |  |          |         |
| Beadle  | Russell closed 7 <sup>th</sup> and 8 <sup>th</sup> grade |          |         |
| <b>High Schools</b>   |  |          |         |
| Millard West High School  |  |          |         |

For more information regarding Within District Transfers please consult Policy 5110; Rule 5110.1 at [www.mpsomaha.org](http://www.mpsomaha.org).

## AGENDA SUMMARY SHEET

**Agenda Item:** Option Enrollment Capacity Standards for the 2017-18

**Meeting Date:** November 7, 2016

**Department:** Student Services

**Title and Brief Description:** Option Enrollment capacity standards for the 2017-18 school year are approved by the Board on an annual basis. The capacity standards identify which schools will be closed to Option Enrollment for the subsequent school year. Option enrollment applications are accepted by the District September 1<sup>st</sup> through March 15<sup>th</sup> annually.

**Action Desired:** Approval

**Background:** Capacity standards help balance enrollments and ensure maximum operating efficiency.

**Options/Alternatives Considered:**

**Recommendations:** Approval

**Strategic Plan Reference:** N/A

**Implications of Adoption/Rejection:**

**Timeline:** Immediate

**Responsible Persons:** Bill Jelkin, Director of Student Services  
Mr. Kevin Chick, Executive Director of Human Resources

**Superintendent's Signature:** \_\_\_\_\_



\_\_\_\_\_

Due to projected enrollment for the 2017-2018 school year, the following requirements apply for buildings and special programs with regard to option enrollment.

| <b>The following schools and/or special programs have limited space available for option enrollment students:</b> |             |                           |                   |
|---|-------------|---------------------------|-------------------|
| <b>Elementary Schools</b>   |             |                           |                   |
| Abbott  | Ackerman    | Aldrich                   | Black Elk         |
| Bryan   | Cather      | Cody                      | Cottonwood        |
| Disney  | Ezra        | Harvey Oaks               | Hitchcock         |
| Holling Heights   | Montclair   | Morton                    | Neihardt          |
| Norris  | Rockwell    | Sandoz                    | Willowdale        |
| <b>Elementary Special Programs</b>  |             |                           |                   |
| Cather Core   | Disney Core | Montclair Montessori      | Norris Montessori |
| <b>Middle Schools</b>   |             |                           |                   |
| Andersen  | Central     | Kiewit                    | Millard North     |
| <b>Middle School Special Programs</b>   |             |                           |                   |
| Millard Central Middle School Montessori  |             |                           |                   |
| <b>High Schools</b>   |             |                           |                   |
| Millard North High School   |             | Millard South High School |                   |
| <b>Special Education Programs</b>   |             |                           |                   |
| Alternate Curriculum Program  |             | Behavioral Skills Program |                   |

| <b>The following schools are closed to option enrollment due to capacity:</b> |         |        |          |
|---|---------|--------|----------|
| <b>Elementary Schools</b>   |         |        |          |
| Reagan  | Reeder  | Rohwer | Upchurch |
| Wheeler   |         |        |          |
| <b>Middle Schools</b>   |         |        |          |
| Beadle  | Russell |        |          |
| <b>High Schools</b>   |         |        |          |
| Millard West High School  |         |        |          |

For more information regarding Option/Open Enrollment please consult Rules 5100.3 and 5100.8 at [www.mpsomaha.org](http://www.mpsomaha.org).

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** No Child Left Behind / ESSA Authorized Representative

**MEETING DATE:** November 7, 2016

**DEPARTMENT:** Office of the Superintendent

**TITLE AND BRIEF DESCRIPTION:** The Board of Education will authorize Jim Sutfin as the representative for the No Child Left Behind/ESSA Grant.

**ACTION DESIRED:**

**BACKGROUND:** The Nebraska Department of Education requires the Board of Education to authorize one person to be the representative for the NCLB/ESSA application

**OPTIONS/ALTERNATIVE CONSIDERATIONS:**

**RECOMMENDATIONS:** To authorize Jim Sutfin as the No Child Left Behind/ESSA Grant Representative

**STRATEGIC PLAN REFERENCE:**

**IMPLICATIONS OF ADOPTION OR REJECTION:**

**TIME LINE:**

**PERSONS RESPONSIBLE:** Jim Sutfin

**SUPERINTENDENT'S APPROVAL:**  \_\_\_\_\_

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Appointment of Educational Service Unit #3 Representative

**MEETING DATE:** November 7, 2016

**DEPARTMENT:** Office of the Superintendent

**TITLE AND BRIEF DESCRIPTION:** The Board of Education will appoint Jim Sutfin as the official representative to Educational Service Unit #3.

**ACTION DESIRED:** Approval

**BACKGROUND:**

**OPTIONS/ALTERNATIVE CONSIDERATIONS:**

**RECOMMENDATIONS:** To appoint Jim Sutfin as the official representative to Educational Service Unit #3

**STRATEGIC PLAN REFERENCE:**

**IMPLICATIONS OF ADOPTION OR REJECTION:**

**TIME LINE:**

**PERSONS RESPONSIBLE:** Jim Sutfin

**SUPERINTENDENT'S APPROVAL:**

—  —

## AGENDA SUMMARY SHEET

**Agenda Item:** Facility Naming Naming Committee

**Meeting Date:** November 7, 2016

**Department** Activities, Athletics & External Affairs

**Title and Brief Description:** Facility Naming Committee. In accordance with Board Rule 3643.1, a committee of the Board, appointed by the Board President, will consider all suggestions offered and will make a recommendation to the Board of Education. The chairperson of the committee shall be appointed by the Board President. The chairperson shall determine the timelines, schedules and name collection procedures for completing the committee's assignment.

**Action Desired:** Approval

**Background:**

**Options/Alternatives Considered:** NA

**Recommendations:** Appoint Mike Kennedy, Linda Poole, and Mike Pate as members of the Facility Naming Committee and Nolan Beyer, Chairperson (a non-voting *ex officio* member of the committee)

**Responsible Persons:** Mike Kennedy, Board President  
Nolan Beyer, Director of Activities, Athletics and External Affairs.

**Superintendent's Signature:** \_\_\_\_\_



\_\_\_\_\_

## AGENDA SUMMARY SHEET

**Agenda Item:** Professional Services Contract for Mueller Robak LLC

**Meeting Date:** November 7, 2016

**Department** Office of Activities, Athletics, & External Affairs

**Title and Brief Description:** Professional Services Contract for Mueller Robak LLC

**Action Desired:** Approval

**Background** The attached contract is for profession services from the lobbying firm of Mueller Robak LLC. The proposed contract is a two year cntract. Below is a histroy of fees paid for lobby services to Mueller Robak LLC.  
**2018: \$55,000**  
**2017: \$55,000**  
2016: \$50,000  
2015: \$50,000  
2014: \$50,000  
2013: \$50,000  
2012: \$50,000  
2011: \$50,000  
2010: \$50,000  
2009: \$50,000  
2008: \$45,000  
2007: \$60,000  
2006: \$60,000  
2005: \$29,000  
2004: \$28,000

**Options/Alternatives Considered:** None

**Recommendations:** Approve the professional services contract with Mueller Robak LLC.

**Responsible Persons:** Nolan Beyer, Activities, Athletics & External Affairs

**Superintendent's Signature:** \_\_\_\_\_  \_\_\_\_\_

## PROFESSIONAL SERVICES CONTRACT

THIS CONTRACT is made by and between Millard Public Schools, hereinafter referred to as "Principal" and the lobbying firm of Mueller Robak LLC, 530 South 13<sup>th</sup> Street, Suite 110, Lincoln, Nebraska 68508 hereinafter referred to as "Lobbyist."

WITNESSETH, that Principal and Lobbyist for the consideration hereinafter named agree as follows:

### ARTICLE I

Lobbyist shall undertake the professional representation of the legislative interests of Principal before the Nebraska State Legislature during the period January 1, 2017 through December 31, 2018. Any special session convened during the term of this Contract is expressly excluded from this Contract. Lobbyist shall use its best efforts in the performance of this Contract, and shall devote such time, personnel, and resources in the performance of such Contract as in Lobbyist's reasonable judgment will provide the highest probability of success. It is mutually understood and agreed that Lobbyist cannot and does not either expressly or impliedly guarantee or warrant the result of its efforts. It is understood and agreed that Principal is retaining Lobbyist to provide lobbying services and not legal services and no attorney-client relationship is created hereunder between the Parties.

### ARTICLE II

It is agreed that representation under this Contract involves monitoring and actively lobbying legislative bills and resolutions introduced in the Nebraska Legislature of interest to Principal. Lobbyist will read all legislative bills and resolutions. Lobbyist will monitor the activities of the Legislature and be generally aware of legislative issues of interest to Principal. Lobbyist will provide copies of bills to Principal which Lobbyist has identified as being of possible interest to Principal and Lobbyist will inform Principal as to their status in the legislative process. Lobbyist will be available to report to Principal by telephone, in writing or in person upon reasonable request. Lobbyist will be available for advice and consultation to Principal on relevant legislative issues pending before the Nebraska Legislature.

If extraordinary lobbying time and effort is required during the legislative session or in the interim, the parties shall negotiate a supplemental fee for the additional time and effort involved.

### ARTICLE III

Principal shall pay to Lobbyist the fixed fee of \$110,000.00 for providing services under this Contract, payable in four (4) equal installments of \$13,750.00 each payable on January 5, April 5, July 5, and October 5, 2017 and \$13,750.00 each payable on January 5, April 5, July 5, and October 5, 2018. Incidental expenses, including lobbyist registration fees and reasonable entertainment expenses, shall also be payable by Principal and will be billed separately to Principal. The payments authorized under this agreement will be applied to the payment of the Principal's account and are earned upon receipt. In the event this contract is terminated during the legislative session, Lobbyist shall be entitled to a pro rata portion of the fixed fee based on the number of legislative days of the session which have transpired prior to the date of termination. If the Contract is terminated after the legislative session concludes, Lobbyist shall be entitled to the entire fixed fee provided in this contract.

### ARTICLE IV

It is understood that Lobbyist shall not be deemed an employee, agent, partner or joint venturer of Principal, but is acting solely as an independent contractor for all purposes and at all times. Principal acknowledges that Lobbyist has now and may hereafter acquire other clients for whom Lobbyist provides lobbying services and that the services of Lobbyist are not exclusive to Principal.

### ARTICLE V

Principal recognizes that Lobbyist is engaged in the business of lobbying for a number of clients. From time to time an issue of legislative concern may affect more than one of Lobbyist's clients. Principal and Lobbyist further recognize that the legislative interests of Principal and other clients of Lobbyist may not always be compatible. Any conflict of interest which arises with respect to any legislative issue will be brought to the attention of all affected clients by Lobbyist and will be resolved in the following manner: (1) An attempt will be made to resolve or compromise the conflict between clients. Such a compromise must be agreed to by all affected clients; (2) If a client elects to withdraw the conflicting issue from its legislative program, the conflict of interest will be considered resolved; (3) If a conflict is not resolved by a client's withdrawal of the issue or mutual compromise of the conflicting points of view, Lobbyist shall continue to represent, on the conflicting issue, only the legislative interests of the client which has had Mueller Robak LLC or one or more of its current or past lobbyists as a registered lobbyist for the longest continuous period of time. In this circumstance, Principal agrees that it will not object in any manner to

this continued representation. For purposes of this article, client includes any parent, subsidiary or affiliated entity of such client.

ARTICLE VI

Principal and Lobbyist shall comply, at their expense, with all applicable federal and state laws, regulations and executive orders relating to lobbyists. Lobbyists will be available to discuss accountability procedures in order that Principal complies with all accountability laws, regulations and executive orders. However, the responsibility to comply with the laws of the State of Nebraska relating to Principal remains with Principal.

ARTICLE VII

This Contract constitutes the entire agreement between Principal and Lobbyist with respect to the subject matter hereof and shall not be amended or modified without specific written provision to that effect, signed by all parties. No oral agreement of any person whomsoever shall, in any manner or degree, modify or otherwise affect the terms and provisions of this Agreement.

MILLARD PUBLIC SCHOOLS  
PRINCIPAL

MUELLER ROBAK LLC  
LOBBYIST

By: \_\_\_\_\_

By: Willy Mueller

Title: \_\_\_\_\_

Title: Senior Partner

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

Date: 9-21-16

## AGENDA SUMMARY SHEET

**Agenda Item:** Approval of District's 457 Retirement Plan Document

**Meeting Date:** November 7, 2016

**Department** Human Resources

**Title and Brief Description:** Approval of Millard Public Schools section 457 Retirement Plan Document.

**Action Desired:** Approval

**Background:** The District's 457 Plan Administrator has advised us that our 457 plan document needs to be approved again to reduce risk in loss of tax-qualified status.

**Options/Alternatives Considered:** Leave unchanged, delete, or revise

**Recommendations:** It is recommended that the form of the amended 457 Plan and Trust effective January 1, 2016, presented at this meeting is hereby approved and adopted and that the Superintendent or Superintendent's designee is hereby authorized and directed to execute and deliver to the Administrator of the Plan on or more counterparts of the Plan.

**Strategic Plan Reference:** N/A

**Implications of Adoption/Rejection:** N/A

**Timeline:** N/A

**Responsible Persons:** Chad Meisgeier, Kevin Chick

**Superintendent's Signature:** \_\_\_\_\_



\_\_\_\_\_

**ELIGIBLE 457 PLAN**

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**ARTICLE I  
DEFINITIONS**

1.01 "**Account**" means the separate Account(s) which the Plan Administrator or the Trustee maintains under the Plan for a Participant's Deferred Compensation. The Plan Administrator or Trustee may establish separate Accounts for multiple Beneficiaries of a Participant to facilitate required minimum distributions under Section 4.03 based on each Beneficiary's life expectancy.

1.02 "**Accounting Date**" means the last day of the Plan Year. The Plan Administrator will allocate Employer contributions and forfeitures for a particular Plan Year as of the Accounting Date of that Plan Year, and on such other dates, if any, as the Plan Administrator determines, consistent with the Plan's allocation conditions and other provisions.

1.03 "**Beneficiary**" means a person who the Plan or a Participant designates and who is or may become entitled to a Participant's Account upon the Participant's death. A Beneficiary who becomes entitled to a benefit under the Plan remains a Beneficiary under the Plan until the Plan Administrator or Trustee has fully distributed to the Beneficiary his or her Plan benefit. A Beneficiary's right to (and the Plan Administrator's or a Trustee's duty to provide to the Beneficiary) information or data concerning the Plan does not arise until the Beneficiary first becomes entitled to receive a benefit under the Plan.

1.04 "**Code**" means the Internal Revenue Code of 1986, as amended.

1.05 "**Compensation**"

**(A) Uses and Context.** Any reference in the Plan to Compensation is a reference to the definition in this Section 1.05, unless the Plan reference, or the Employer in the Adoption Agreement, modifies this definition. Except as the Plan otherwise specifically provides, the Plan Administrator will take into account only Compensation actually paid during (or as permitted under the Code, paid for) the relevant period. A Compensation payment includes Compensation paid by the Employer through another person under the common paymaster provisions in Code §§3121 and 3306. In the case of an Independent Contractor, Compensation means the amounts the Employer pays to the Independent Contractor for services, except as the Employer otherwise specifies in the Adoption Agreement. The Employer in the Adoption Agreement may elect to allocate contributions based on a Compensation within specified 12 month period which ends within a Plan Year.

**(B) Base Definitions and Modifications.** The Employer in the Adoption Agreement must elect one of the following base definitions of Compensation: W-2 Wages, Code §3401(a) Wages, or 415 Compensation. The Employer may elect a different base definition as to different Contribution Types. The Employer in the Adoption Agreement may specify any modifications thereto, for purposes of contribution allocations under Article III. If the Employer fails to elect one of the above-referenced definitions, the Employer is deemed to have elected the W-2 Wages definition.

**(1) W-2 Wages.** W-2 Wages means wages for federal income tax withholding purposes, as defined under Code §3401(a), plus all other payments to an Employee in the course of the Employer's trade or business, for which the Employer must furnish the Employee a written statement under Code

§§6041, 6051, and 6052, but determined without regard to any rules that limit the remuneration included in wages based on the nature or location of the employment or services performed (such as the exception for agricultural labor in Code §3401(a)(2)).

**(2) Code §3401(a) Wages (income tax wage withholding).** Code §3401(a) Wages means wages within the meaning of Code §3401(a) for the purposes of income tax withholding at the source, but determined without regard to any rules that limit the remuneration included in wages based on the nature or the location of the employment or the services performed (such as the exception for agricultural labor in Code §3401(a)(2)).

**(3) Code §415 Compensation (current income definition/simplified compensation under Treas. Reg. §1.415(c)-2(d)(2)).** Code §415 Compensation means the Employee's wages, salaries, fees for professional service and other amounts received (without regard to whether or not an amount is paid in cash) for personal services actually rendered in the course of employment with the Employer maintaining the Plan to the extent that the amounts are includible in gross income (including, but not limited to, commissions paid salespersons, compensation for services on the basis of a percentage of profits, commissions on insurance premiums, tips, bonuses, fringe benefits and reimbursements or other expense allowances under a nonaccountable plan as described in Treas. Reg. §1.62-2(c)).

Code §415 Compensation does not include:

**(a) Deferred compensation/SEP/SIMPLE.** Employer contributions (other than Elective Deferrals) to a plan of deferred compensation (including a simplified employee pension plan under Code §408(k) or to a simple retirement account under Code §408(p)) to the extent the contributions are not included in the gross income of the Employee for the Taxable Year in which contributed, and any distributions from a plan of deferred compensation (whether or not qualified), regardless of whether such amounts are includible in the gross income of the Employee when distributed.

**(b) Option exercise.** Amounts realized from the exercise of a non-qualified stock option (an option other than a statutory option under Treas. Reg. §1.421-1(b)), or when restricted stock or other property held by an Employee either becomes freely transferable or is no longer subject to a substantial risk of forfeiture under Code §83.

**(c) Sale of option stock.** Amounts realized from the sale, exchange or other disposition of stock acquired under a statutory stock option as defined under Treas. Reg. §1.421-1(b).

**(d) Other amounts that receive special tax benefits.** Other amounts that receive special tax benefits, such as premiums for group term life insurance (but only to the extent that the premiums are not includible in the gross income of the Employee and are not salary reduction amounts under Code §125).

(e) **Other similar items.** Other items of remuneration which are similar to any of the items in Sections 1.11(B)(3)(a) through (d).

(4) **Alternative (general) 415 Compensation.** Under this definition, Compensation means as defined in Section 1.11(B)(3) but with the addition of: (a) amounts described in Code §§ 104(a)(3), 105(a), or 105(h) but only to the extent that these amounts are includible in Employee's gross income; (b) amounts paid or reimbursed by the Employer for moving expenses incurred by the Employee, but only to the extent that at the time of payment it is reasonable to believe these amounts are not deductible by the Employee under Code §217; (c) the value of a nonstatutory option (an option other than a statutory option under Treas. Reg. §1.421-1(b)) granted by the Employer to the an Employee, but only to the extent that the value of the option is includible in the Employee's gross income for the Taxable Year of the grant; (d) the amount includible in the Employee's gross income upon the Employee's making of an election under Code §83(b); and (e) amounts that are includible in the Employee's gross income under Code §409A or Code §457(f)(1)(A) or because the amounts are constructively received by the Participant. [Note if the Plan's definition of Compensation is W-2 Wages or Code §3401(a) Wages, then Compensation already includes the amounts described in clause (e).]

(C) **Deemed 125 Compensation.** Deemed 125 Compensation means, in the case of any definition of Compensation which includes a reference to Code §125, amounts under a Code §125 plan of the Employer that are not available to a Participant in cash in lieu of group health coverage, because the Participant is unable to certify that he/she has other health coverage.

(D) **Modification to Compensation.** The Employer must specify in the Adoption Agreement the Compensation the Plan Administrator is to take into account in allocating Deferral Contributions to a Participant's Account. For all Plan Years other than the Plan Year in which the Employee first becomes a Participant, the Plan Administrator will take into account only the Compensation determined for the portion of the Plan Year in which the Employee actually is a Participant.

(E) **Elective Contributions.** Compensation under Section 1.05 includes Elective Contributions unless the Employer in the Adoption Agreement elects to exclude Elective Contributions. "Elective Contributions" are amounts excludible from the Employee's gross income under Code §§125, 132(f)(4), 402(e)(3), 402(h)(1)(B), 403(b), 408(p) or 457, and contributed by the Employer, at the Employee's election, to a cafeteria plan, a qualified transportation fringe benefit plan, a 401(k) arrangement, a SARSEP, a tax-sheltered annuity, a SIMPLE plan or a Code §457 plan.

(F) **Post-Severance Compensation.** Compensation includes Post-Severance Compensation to the extent the Employer elects in the Adoption Agreement or as the Plan otherwise provides. Post-Severance Compensation is Compensation paid after a Participant's Severance from Employment from the Employer, as further described in this Section 1.05(F). As the Employer elects, Post-Severance Compensation may include any or all of regular pay, leave cash-outs, or deferred compensation paid within the time period described in Section 1.05(F)(1), and may also include salary continuation for disabled Participants, all as defined below. Any other payment paid after Severance from Employment that is not described in this Section 1.05(F) is not Compensation even if payment is made within the time period described below. Post-Severance Compensation does not

include severance pay, parachute payments under Code §280G(b)(2) or payments under a nonqualified unfunded deferred compensation plan unless the payments would have been paid at that time without regard to Severance from Employment.

(1) **Timing.** Post-Severance Compensation includes regular pay, leave cashouts, or deferred compensation only to the extent the Employer pays such amounts by the later of 2 1/2 months after Severance from Employment or by the end of the Limitation Year that includes the date of such Severance from Employment.

(a) **Regular pay.** Regular pay means the payment of regular Compensation for services during the Participant's regular working hours, or Compensation for services outside the Participant's regular working hours (such as overtime or shift differential), commissions, bonuses, or other similar payments, but only if the payment would have been paid to the Participant prior to a Severance from Employment if the Participant had continued in employment with the Employer.

(b) **Leave cash-outs.** Leave cash-outs means payments for unused accrued bona fide sick, vacation, or other leave, but only if the Employee would have been able to use the leave if employment had continued and if Compensation would have included those amounts if they were paid prior to the Participant's Severance from Employment.

(c) **Deferred compensation.** As used in this Section 1.05(F), deferred compensation means the payment of deferred compensation pursuant to an unfunded deferred compensation plan, if Compensation would have included the Deferred Compensation if it had been paid prior to the Participant's Severance from Employment, but only if the payment would have been paid at the same time if the Participant had continued in employment with the Employer and only to the extent that the payment is includible in the Participant's gross income.

(2) **Salary continuation for disabled Participants.** Salary continuation for disabled Participants means Compensation paid to a Participant who is permanently and totally disabled (as defined in Code §22(e)(3)).

(G) **Differential Wage Payments.** An individual receiving a Differential Wage Payment, as defined by Code §3401(h)(2), shall be treated as an employee of the employer making the payment and the Differential Wage Payment shall be treated as compensation for purposes of Code §457(b) and any other Internal Revenue Code section that references the definition of compensation under Code §415, including the definition of Includible Compensation as provided in Section 1.15.

1.06 "**Deferral Contributions**" means as the Employer elects on the Adoption Agreement, Salary Reduction Contributions, Nonelective Contributions and Matching Contributions. The Plan Administrator in applying the Code §457(b) limit will take into account Deferral Contributions in the Taxable Year in which deferred, or if later, in the Taxable Year in which the Deferral Contributions are no longer subject to a Substantial Risk of Forfeiture. The Plan Administrator in determining the amount of a Participant's Deferral Contributions disregards the net income, gain and loss attributable to Deferral Contributions unless the Deferral Contributions are subject to a Substantial Risk of Forfeiture. If a Deferral Contribution is subject to a Substantial Risk of Forfeiture, the Plan Administrator takes into the Deferral Contribution as adjusted

for allocable net income, gain or loss in the Taxable Year in which the Substantial Risk of Forfeiture lapses.

1.07 "**Deferred Compensation**" means as to a Participant the amount of Deferral Contributions, Rollover Contributions and Transfers adjusted for allocable net income, gain or loss, in the Participant's Account.

1.08 "**Effective Date**" of this Plan is the date the Employer specifies in the Adoption Agreement. The Employer in the Adoption Agreement may elect special effective dates for Plan provisions the Employer specifies provided any such date(s) are permitted by the Code, by Treasury regulations, or by other applicable guidance.

1.09 "**Elective Deferrals**" means a contribution the Employer makes to the Plan pursuant to a Participant's Salary Reduction Agreement, as described in Section 3.02. The term "Elective Deferrals" includes Pre-Tax Elective Deferrals and Roth Elective Deferrals.

1.10 "**Employee**" means an individual who provides services for the Employer, as a common law employee of the Employer. The Employer in the Adoption Agreement must elect or specify any Employee, or class of Employees, not eligible to participate in the Plan (an "Excluded Employee"). See Section 1.16 regarding potential treatment of an Independent Contractor as an Employee.

1.11 "**Employer**" means the entity specified in the Adoption Agreement, any successor which shall maintain this Plan; and any predecessor which has maintained this Plan. In addition, where appropriate, the term Employer shall include any Participating Employer.

1.12 "**Employer Contribution**" means Nonelective Contributions or Matching Contributions.

1.13 "**ERISA**" means the Employee Retirement Income Security Act of 1974, as amended.

1.14 "**Excess Deferrals**" means Deferral Contributions to a Governmental Eligible 457 Plan or to a Tax-Exempt Organization Eligible 457 Plan for a Participant that exceed the Taxable Year maximum limitation of Code §§457(b) and (e)(18).

1.15 "**Includible Compensation**" means, for the Employee's Taxable Year, the Employee's total Compensation within the meaning of Code §415(c)(3) paid to an Employee for services rendered to the Employer. Includible Compensation includes Deferral Contributions under the Plan, compensation deferred under any other plan described in Code §457, and any amount excludible from the Employee's gross income under Code §§401(k), 403(b), 125 or 132(f)(4) or any other amount excludible from the Employee's gross income for Federal income tax purposes. The Employer will determine Includible Compensation without regard to community property laws.

1.16 "**Independent Contractor**" means any individual who performs service for the Employer and who the Employer does not treat as an Employee or a Leased Employee. The Employer in the Adoption Agreement may elect to permit Independent Contractors to participate in the Plan. To the extent that the Employer permits Independent Contractor participation, references to Employee in the Plan include Independent Contractors and Compensation means the amounts the Employer pays to the Independent Contractor for services, except as the Employer otherwise specifies in the Adoption Agreement.

1.17 "**Leased Employee**" means an Employee within the meaning of Code §414(n).

1.18 "**Matching Contribution**" means an Employer fixed or discretionary contribution made or forfeiture allocated on account of Salary Reduction Contributions.

1.19 "**Nonelective Contribution**" means an Employer fixed or discretionary contribution not made as a result of a Salary Reduction Agreement and which is not a Matching Contribution.

1.20 "**Normal Retirement Age**" means the age the Employer specifies in the Adoption Agreement consistent with Section 3.05(B).

1.21 "**Participant**" is an Employee other than an Excluded Employee who becomes a Participant in accordance with the provisions of Section 2.01.

1.22 "**Plan**" means the 457 plan established or continued by the Employer in the form of this basic Plan and (if applicable) Trust Agreement, including the Adoption Agreement. The Employer in the Adoption Agreement must designate the name of the Plan. All section references within the Plan are Plan section references unless the context clearly indicates otherwise.

1.23 "**Plan Administrator**" is the Employer unless the Employer designates another person to hold the position of Plan Administrator. The Plan Administrator may be a Participant.

1.24 "**Plan Entry Date**" means the dates the Employer elects in Adoption Agreement.

1.25 "**Plan Year**" means the consecutive 12-month period the Employer elects in the Adoption Agreement.

1.26 "**Pre-Tax Elective Deferrals**" means a Participant's Salary Reduction Contributions which are not includible in the Participant's gross income at the time deferred and have been irrevocably designated as Pre-Tax Elective Deferrals by the Participant in his or her Salary Reduction Agreement. A Participant's Pre-Tax Elective Deferrals will be separately accounted for, as will gains and losses attributable to those Pre-Tax Elective Deferrals.

1.27 "**Rollover Contribution**" means the amount of cash or property which an eligible retirement plan described in Code §402(c)(8)(B) distributes to an eligible Employee or to a Participant in an eligible rollover distribution under Code §402(c)(4) and which the eligible Employee or Participant transfers directly or indirectly to a Governmental Eligible 457 Plan. A Rollover Contribution includes net income, gain or loss attributable to the Rollover Contribution. A Rollover Contribution excludes after-tax Employee contributions, as adjusted for net income, gain or loss.

1.28 "**Roth Elective Deferrals**" means a Participant's Salary Reduction Contributions that are includible in the Participant's gross income at the time deferred and have been irrevocably designated as Roth Elective Deferrals by the Participant in his or her Salary Reduction Agreement. A Participant's Roth Elective Deferrals will be separately accounted for, as will gains and losses attributable to those Roth Elective Deferrals. However, forfeitures may not be allocated to such account. The Plan must also maintain a record of a Participant's investment in the contract (i.e., designated Roth contributions that have not been distributed) and the year in which the Participant first made a Roth Elective Deferral.

1.29 "**Salary Reduction Agreement**" means a written agreement between a Participant and the Employer, by which the Employer reduces the Participant's Compensation for Compensation not available as of the date of the election and contributes the amount as a Salary Reduction Contribution to the Participant's Account.

1.30 "**Salary Reduction Contribution**" means a contribution the Employer makes to the Plan pursuant to a Participant's Salary Reduction Agreement.

1.31 "**Service**" means any period of time the Employee is in the employ of the Employer. In the case of an Independent Contractor, Service means any period of time the Independent Contractor performs services for the Employer on an independent contractor basis. An Employee or Independent Contractor terminates Service upon incurring a Severance from Employment.

(A) "**Qualified Military Service**. Service includes any qualified military service the Plan must credit for contributions and benefits in order to satisfy the crediting of Service requirements of Code §414(u). A Participant whose employment is interrupted by qualified military service under Code §414(u) or who is on a leave of absence for qualified military service under Code §414(u) may elect to make additional Salary Reduction Contributions upon resumption of employment with the Employer equal to the maximum Deferral Contributions that the Participant could have elected during that period if the Participant's employment with the Employer had continued (at the same level of Compensation) without the interruption of leave, reduced by the Deferral Contributions, if any, actually made for the Participant during the period of the interruption or leave. This right applies for five years following the resumption of employment (or, if sooner, for a period equal to three times the period of the interruption or leave). The Employer shall make appropriate make-up Nonelective Contributions and Matching Contributions for such a Participant as required under Code §414(u). The Plan shall apply limitations of Article III to all Deferral Contributions under this paragraph with respect to the year to which the Deferral Contribution relates.

(B) "**Continuous Service**" as the Adoption Agreement describes means Service with the Employer during which the Employee does not incur a Severance from Employment.

(C) "**Severance from Employment**."

(1) **Employee**. An Employee has a Severance from Employment when the Employee ceases to be an Employee of the Employer. A Participant does not incur a Severance from Employment if, in connection with a change in employment, the Participant's new employer continues or assumes sponsorship of the Plan or accepts a Transfer of Plan assets as to the Participant.

(2) **Independent Contractor**. An Independent Contractor has a Severance from Employment when the contract(s) under which the Independent Contractor performs services for the Employer expires (or otherwise terminates), unless the Employer anticipates a renewal of the contractual relationship or the Independent Contractor becoming an Employee. The Employer anticipates renewal if it intends to contract for the services provided under the expired contract and neither the Employer nor the Independent Contractor has eliminated the Independent Contractor as a potential provider of such services under the new contract. Further, the Employer intends to contract for services conditioned only upon the Employer's need for the services provided under the expired contract or the Employer's availability of funds. Notwithstanding the preceding provisions of this Section 1.31, the Plan Administrator will

consider an Independent Contractor to have incurred a Severance from Employment: (a) if the Plan Administrator or Trustee will not pay any Deferred Compensation to an Independent Contractor who is a Participant before a date which is at least twelve months after the expiration of the Independent Contractor's contract (or the last to expire of such contracts) to render Services to the Employer; and (b) if before the applicable twelve-month payment date, the Independent Contractor performs Service as an Independent Contractor or as an Employee, the Plan Administrator or Trustee will not pay to the Independent Contractor his or her Deferred Compensation on the applicable date.

(3) **Deemed Severance**. Notwithstanding Section 1.05(F), if the Employer elects in the Adoption Agreement, then if a Participant performs service in the uniformed services (as defined in Code §414(u)(12)(B)) on active duty for a period of more than 30 days, the Participant will be deemed to have a severance from employment solely for purposes of eligibility for distribution of amounts not subject to Code §412. However, the Plan will not distribute such a Participant's Account on account of this deemed severance unless the Participant specifically elects to receive a benefit distribution hereunder. If a Participant elects to receive a distribution on account of this deemed severance, then no Deferral Contributions may be made for the Participant during the 6-month period beginning on the date of the distribution. If a Participant would be entitled to a distribution on account of a deemed severance, and a distribution on account of another Plan provision, then the other Plan provision will control and the 6-month suspension will not apply.

1.32 "**State**" means (a) one of the 50 states of the United States or the District of Columbia, or (b) a political subdivision of a State, or any agency or instrumentality of a State or its political subdivision. A State does not include the federal government or any agency or instrumentality thereof.

1.33 "**Substantial Risk of Forfeiture**" exists if the Plan expressly conditions a Participant's right to Deferred Compensation upon the Participant's future performance of substantial Service for the Employer.

1.34 "**Tax-Exempt Organization**" means any tax-exempt organization other than a governmental unit or a church or qualified church-controlled organization within the meaning of Code §3121(w)(3).

1.35 "**Taxable Year**" means the calendar year or other taxable year of a Participant.

1.36 "**Transfer**" means a transfer of Eligible 457 Plan assets to another Eligible 457 Plan which is not a Rollover Contribution and which is made in accordance with Section 9.03.

1.37 "**Trust**" means the Trust created under the adopting Employer's Plan. A Trust required under a Governmental Eligible 457 Plan is subject to Article VIII. Any Trust under a Tax-Exempt Organization Eligible 457 Plan is subject to Section 5.09.

1.38 "**Trustee**" means the person or persons who as Trustee execute the Employer's Adoption Agreement, or any successor in office who in writing accepts the position of Trustee.

1.39 **Type of 457 Plan**. This Plan is an Eligible 457 Plan, which is a plan which satisfies the requirements of Code §457(b) and Treas. Reg. §§1.457-3 through -10. The Employer in the Adoption Agreement must specify whether the plan is either a

Governmental Eligible 457 Plan or a Tax-Exempt Organization Eligible 457 Plan, as defined below:

(A) "**Governmental Eligible 457 Plan**" means an Eligible 457 Plan established by a State.

(B) "**Tax-Exempt Organization Eligible 457 Plan**" means an Eligible 457 Plan established by a Tax-Exempt Organization.

1.40 "**Vested**" means a Participant's Deferral Contributions that are not subject to a Substantial Risk of Forfeiture, including a vesting schedule.

**ARTICLE II  
ELIGIBILITY AND PARTICIPATION**

2.01 ELIGIBILITY. Each Employee who is not an Excluded Employee becomes a Participant in the Plan in accordance with the eligibility conditions and as of the Plan Entry Date the Employer elects in the Adoption Agreement. If this Plan is a restated Plan, each Employee who was a Participant in the Plan on the day before the Effective Date continues as a Participant in the Plan, irrespective of whether he/she satisfies the eligibility conditions in the restated Plan, unless the Employer indicates otherwise in the Adoption Agreement.

2.02 PARTICIPATION UPON RE-EMPLOYMENT. A Participant who incurs a Severance from Employment will re-enter the Plan as a Participant on the date of his or her re-employment. An Employee who satisfies the Plan's eligibility conditions but who incurs a Severance from Employment prior to becoming a Participant will become a Participant on the later of the Plan Entry Date on which he/she would have entered the Plan had he/she not incurred a Severance from Employment or

the date of his or her re-employment. Any Employee who incurs a Severance from Employment prior to satisfying the Plan's eligibility conditions becomes a Participant in accordance with the Adoption Agreement.

2.03 CHANGE IN EMPLOYMENT STATUS. If a Participant has not incurred a Severance from Employment but ceases to be eligible to participate in the Plan, by reason of becoming an Excluded Employee, the Plan Administrator must treat the Participant as an Excluded Employee during the period such a Participant is subject to the Adoption Agreement exclusion. The Plan Administrator determines a Participant's sharing in the allocation of Employer Contributions by disregarding his or her Compensation paid by the Employer for services rendered in his or her capacity as an Excluded Employee. However, during such period of exclusion, the Participant, without regard to employment classification, continues to share fully in Plan income allocations under Section 5.07 and to accrue vesting service if applicable.

**ARTICLE III  
DEFERRAL CONTRIBUTIONS/LIMITATIONS**

**3.01 AMOUNT.**

**(A) Contribution Formula.** For each Plan Year, or other period the Employer specifies in the Adoption Agreement, the Employer will contribute to the Plan the type and amount of Deferral Contributions the Employer elects in the Adoption Agreement.

**(B) Return of Contributions.** The Employer contributes to this Plan on the condition its contribution is not due to a mistake of fact. If the Plan has a Trust, the Trustee, upon written request from the Employer, must return to the Employer the amount of the Employer's contribution (adjusted for net income, gain or loss) made by the Employer on account of a mistake of fact. The Trustee will not return any portion of the Employer's contribution under the provisions of this paragraph more than one year after the Employer made the contribution on account of a mistake of fact. In addition, if any Participant Salary Reduction Contribution is due to a mistake of fact, the Employer or the Trustee upon written request from the Employer shall return the Participant's contribution (adjusted for net income, gain or loss), within one year after payment of the contribution.

The Trustee will not increase the amount of the Employer contribution returnable under this Section 3.01 for any earnings attributable to the contribution, but the Trustee will decrease the Employer contribution returnable for any losses attributable to it. The Trustee may require the Employer to furnish it whatever evidence the Trustee deems necessary to enable the Trustee to confirm the amount the Employer has requested be returned is properly returnable.

**(C) Time of Payment of Contribution.** If the Plan has a Trust, the Employer may pay its contributions for each Plan Year to the Trust in one or more installments and at such time(s) as the Employer determines, without interest. A Governmental Employer shall deposit Salary Reduction Contributions to the Trust within a period that is not longer than is reasonable for the administration of Participant Accounts.

**3.02 SALARY REDUCTION CONTRIBUTIONS.** The Employer in the Adoption Agreement must elect whether the Plan permits Salary Reduction Contributions, and also the Plan limitations, if any, which apply to Salary Reduction Contributions. Unless the Employer elects otherwise in the Adoption Agreement, all such limitations apply on a payroll basis.

**(A) Deferral from Sick, Vacation and Back Pay.** The Employer in the Adoption Agreement must elect whether to permit Participants to make Salary Reduction Contributions from accumulated sick pay, from accumulated vacation pay or from back pay.

**(B) Automatic Enrollment.** The Employer in the Adoption Agreement may provide for automatic Salary Reduction Contributions of a specified amount, subject to giving notice to affected Participants of the automatic election and of their right to make a contrary election.

A Governmental Employer under an Eligible 457 Plan may elect to provide an Eligible Automatic Contribution Arrangement ("EACA"). If the Employer elects to provide an EACA, the Employer will amend the Plan to add necessary language.

**(C) Application to Leave of Absence and Disability.** Unless a Participant in his or her Salary Reduction Agreement elects otherwise, the Participant's Salary Reduction Agreement shall

continue to apply during the Participant's leave of absence or the Participant's disability (as the Plan Administrator shall establish), if the Participant has Compensation other than imputed compensation or disability benefits.

**(D) Post-severance deferrals limited to Post-Severance Compensation.** Deferrals are permitted from an amount received following Severance from Employment only if the amount is Post-Severance Compensation.

**3.03 MATCHING CONTRIBUTIONS.** The Employer in the Adoption Agreement must elect whether the Plan permits Matching Contributions and, if so, the type(s) of Matching Contributions, the time period applicable to any Matching Contribution formula, and as applicable, the amount of Matching Contributions and the Plan limitations, if any, which apply to Matching Contributions. Any Matching Contributions apply to age 50 catch-up contributions, if any, and to any Normal Retirement Age catch-up contributions unless the Employer elects otherwise in the Adoption Agreement.

**3.04 NORMAL LIMITATION.** Except as provided in Sections 3.05 and 3.06, a Participant's maximum Deferral Contributions (excluding Rollover Contributions and Transfers) under this Plan for a Taxable Year may not exceed the lesser of:

(a) The applicable dollar amount as specified under Code §457(e)(15) (or such larger amount as the Commissioner of the Internal Revenue may prescribe), or

(b) 100% of the Participant's Includible Compensation for the Taxable Year.

**3.05 NORMAL RETIREMENT AGE CATCH-UP CONTRIBUTION.** If selected in the Adoption Agreement, a Participant may elect to make this catch-up election. For one or more of the Participant's last three Taxable Years ending before the Taxable Year in which the Participant attains Normal Retirement Age, the Participant's maximum Deferral Contributions may not exceed the lesser of:

(a) Twice the dollar amount under Section 3.04(a) Normal Limitation, or (b) the underutilized limitation.

**(A) Underutilized Limitation.** A Participant's underutilized limitation is equal to the sum of: (i) the normal limitation for the Taxable Year, and (ii) the normal limitation for each of the prior Taxable Years of the Participant commencing after 1978 during which the Participant was eligible to participate in the Plan and the Participant's Deferral Contributions were subject to the Normal Limitation or any other Code §457(b) limit, less the amount of Deferral Contributions for each such prior Taxable Year, excluding age 50 catch-up contributions.

**(B) Normal Retirement Age.** Normal Retirement Age is the age the Employer specifies in the Adoption Agreement provided that the age may not be: (i) earlier than the earliest of age 65 or the age at which Participants have the right to retire and receive under the Employer's defined benefit plan (or money purchase plan if the Participant is not eligible to participate in a defined benefit plan) immediate retirement benefits without actuarial or other reduction because of retirement before a later specified age; or (ii) later than age 70 1/2.

**(1) Participant Designation.** The Employer in the Adoption Agreement may permit a Participant to designate his

or her Normal Retirement Age as any age including or between the foregoing ages.

**(2) Multiple 457 Plans.** If the Employer maintains more than one Eligible 457 Plan, the Plans may not permit any Participant to have more than one Normal Retirement Age under the Plans.

**(3) Police and Firefighters.** In a Governmental Eligible 457 Plan with qualified police or firefighter Participants within the meaning of Code §415(b)(2)(H)(ii)(I), the Employer in the Adoption Agreement may elect (or permit the qualified Participants to elect) a Normal Retirement Age as early as age 40 and as late as age 70 1/2.

**(C) Pre-2002 Coordination.** In determining a Participant's underutilized limitation, the Plan Administrator, in accordance with Treas. Reg. §1.457-4(c)(3)(iv), must apply the coordination rule in effect under now repealed Code §457(c)(2). The Plan Administrator also must determine the Normal Limitation for pre-2002 Taxable Years in accordance with Code §457(b)(2) as then in effect.

**3.06 AGE 50 CATCH-UP CONTRIBUTION.** An Employer sponsoring a Governmental Eligible 457 Plan must specify in the Adoption Agreement whether the Participants are eligible to make age 50 catch-up contributions.

If an Employer elects to permit age 50 catch-up contributions, all Employees who are eligible to make Salary Reduction Contributions under this Plan and who have attained age 50 before the close of the Taxable Year are eligible to make age 50 catch-up contributions for that Taxable Year in accordance with, and subject to the limitations of, Code §414(v). Such catch-up contributions are not taken into account for purposes of the provisions of the Plan implementing the required limitations of Code §457. If, for a Taxable Year, an Employee makes a catch-up contribution under Section 3.05, the Employee is not eligible to make age 50 catch-up contributions under this Section 3.06. A catch-up eligible Participant in each Taxable Year is entitled to the greater of the amount determined under Section 3.05 or Section 3.06 Catch-Up Amount plus the Section 3.04 Normal Limitation.

**3.07 CONTRIBUTION ALLOCATION.** The Plan Administrator will allocate to each Participant's Account his or her Deferral Contributions. The Employer will allocate Employer Nonelective and Matching Contributions to the Account of each Participant who satisfies the allocation conditions in the Adoption Agreement in the following manner:

**(a) Fixed match.** To the extent the Employer makes Matching Contributions under a fixed Adoption Agreement formula, the Plan Administrator will allocate the Matching Contribution to the Account of the Participant on whose behalf the Employer makes that contribution. A fixed Matching Contribution formula is a formula under which the Employer contributes a specified percentage or dollar amount on behalf of a Participant based on that Participant's Salary Reduction Contributions.

**(b) Discretionary match.** To the extent the Employer makes Matching Contributions under a discretionary Adoption Agreement formula, the Plan Administrator will allocate the Matching Contributions to a Participant's Account in the same proportion that each Participant's Salary Reduction Contributions taken into account under the formula bear to the total Salary Reduction Contributions of all Participants.

**(c) Tiered match.** If the Matching Contribution formula is a tiered formula, the Plan Administrator will allocate separately the Matching Contributions with respect to each tier of Salary Reduction Contributions, in accordance with the tiered formula.

**(d) Discretionary nonelective.** The Plan Administrator will allocate discretionary Nonelective Contributions for a Plan Year in the same ratio that each Participant's Compensation for the Plan Year bears to the total Compensation of all Participants for the Plan Year, unless the Employer elects otherwise in the Adoption Agreement.

**(e) Fixed nonelective.** The Plan Administrator will allocate fixed Nonelective Contributions for a Plan Year in the same ratio that each Participant's Compensation for the Plan Year bears to the total Compensation of all Participants for the Plan Year, unless the Employer elects otherwise in the Adoption Agreement.

**(f) Other nonelective.** The Plan Administrator will allocate Nonelective Contributions for a Plan Year as specified in the Adoption Agreement.

**3.08 ALLOCATION CONDITIONS.** The Plan Administrator will determine the allocation conditions applicable to Nonelective Contributions or to Matching Contributions (or to both) in accordance with the Employer's elections in the Adoption Agreement. The Plan Administrator will not allocate to a Participant any portion of an Employer Contribution (or forfeiture if applicable) for a Plan Year or applicable portion thereof in which the Participant does not satisfy the applicable allocation condition(s).

**3.09 ROLLOVER CONTRIBUTIONS.** If elected in the Adoption Agreement, an Employer sponsoring a Governmental Eligible 457 Plan may permit Rollover Contributions.

**(A) Operational Administration.** The Employer, operationally and on a nondiscriminatory basis, may elect to limit an eligible Employee's right or a Participant's right to make a Rollover Contribution. Any Participant (or as applicable, any eligible Employee), with the Employer's written consent and after filing with the Trustee the form prescribed by the Plan Administrator, may make a Rollover Contribution to the Trust. Before accepting a Rollover Contribution, the Trustee may require a Participant (or eligible Employee) to furnish satisfactory evidence the proposed transfer is in fact a "Rollover Contribution" which the Code permits an employee to make to an eligible retirement plan. The Trustee, in its sole discretion, may decline to accept a Rollover Contribution of property which could: (1) generate unrelated business taxable income; (2) create difficulty or undue expense in storage, safekeeping or valuation; or (3) create other practical problems for the Trust.

**(B) Pre-Participation Rollover.** If an eligible Employee makes a Rollover Contribution to the Trust prior to satisfying the Plan's eligibility conditions, the Plan Administrator and Trustee must treat the Employee as a limited Participant (as described in Rev. Rul. 96-48 or in any successor ruling). A limited Participant does not share in the Plan's allocation of any Employer Contributions and may not make Salary Reduction Contributions until he/she actually becomes a Participant in the Plan. If a limited Participant has a Severance from Employment prior to becoming a Participant in the Plan, the Trustee will distribute his or her Rollover Contributions Account to the limited Participant in accordance with Article IV.

**(C) Separate Accounting.** If an Employer permits Rollover Contributions, the Plan Administrator must account separately

for: (1) amounts rolled into this Plan from an eligible retirement plan (other than from another Governmental Eligible 457 plan); and (2) amounts rolled into this Plan from another Governmental Eligible 457 Plan. The Plan Administrator for purposes of ordering any subsequent distribution from this Plan, may designate a distribution from a Participant's Rollover Contributions as coming first from either of (1) or (2) above if the Participant has both types of Rollover Contribution Accounts.

**(D) May Include Roth Deferrals.** If this Plan is an eligible governmental 457(b) plan which accepts Roth Elective Deferrals, then a Rollover Contribution may include Roth Deferrals made to another plan, as adjusted for Earnings. Such amounts must be directly rolled over into this Plan from another plan which is qualified under Code §401(a), from a 403(b) plan, or from an eligible governmental 457 plan. The Plan must account separately for the Rollover Contribution, including the Roth Deferrals and the Earnings thereon.

**(E) In-Plan Roth Rollover Contributions.** A Governmental Employer under an Eligible 457 Plan may elect to permit In-Plan Roth Rollover Contribution. If the Employer decides to permit In-Plan Roth Rollover Contributions, the Employer will amend the Plan to add necessary language.

**3.10 DISTRIBUTION OF EXCESS DEFERRALS.** In the event that a Participant has Excess Deferrals, the Plan will distribute to the Participant the Excess Deferrals and allocable net income, gain or loss, in accordance with this Section 3.10.

**(A) Governmental Eligible 457 Plan.** The Plan Administrator will distribute Excess Deferrals from a Governmental Eligible 457 Plan as soon as is reasonably practicable following the Plan Administrator's determination of the amount of the Excess Deferral.

**(B) Tax-Exempt Organization Eligible 457 Plan.** The Plan Administrator will distribute Excess Deferrals from a Tax-Exempt Organization Eligible 457 Plan no later than April 15 following the Taxable Year in which the Excess Deferral occurs.

**(C) Plan Aggregation.** If the Employer maintains more than one Eligible 457 Plan, the Employer must aggregate all such Plans in determining whether any Participant has Excess Deferrals.

**(D) Individual Limitation.** If a Participant participates in another Eligible 457 Plan maintained by a different employer, and the Participant has Excess Deferrals, the Plan Administrator may, but is not required, to correct the Excess Deferrals by making a corrective distribution from this Plan.

**3.11 DEEMED IRA CONTRIBUTIONS.** A Governmental Employer under an Eligible 457 Plan may elect to permit Participants to make IRA contributions to this Plan in accordance with the Code §408(q) deemed IRA rules. If the Employer elects to permit deemed IRA contributions to the Plan, the Employer will amend the Plan to add necessary IRA language and either the Rev. Proc. 2003-13 sample deemed IRA language or an appropriate substitute.

**3.12 ROTH ELECTIVE DEFERRALS.** The Employer may elect in the Adoption Agreement to permit Roth Elective Deferrals. Unless elected otherwise, Roth Elective Deferrals shall be treated in the same manner as Elective Deferrals. The Employer may, in operation, implement deferral election procedures provided such procedures are communicated to

Participants and permit Participants to modify their elections at least once each Plan Year.

**(A) Elective Deferrals.** "Elective Deferral" means a contribution the Employer makes to the Plan pursuant to a Participant's Salary Reduction Agreement, as described in Section 3.02. The term "Elective Deferrals" includes Pre-tax Elective Deferrals and Roth Elective Deferrals.

**(B) Pre-Tax Elective Deferrals.** "Pre-Tax Elective Deferrals" means a Participant's Salary Reduction Contributions which are not includible in the Participant's gross income at the time deferred and have been irrevocably designated as Pre-Tax Elective Deferrals by the Participant in his or her Salary Reduction Agreement. A Participant's Pre-Tax Elective Deferrals will be separately accounted for, as will gains and losses attributable to those Pre-Tax Elective Deferrals.

**(C) Roth Elective Deferrals.** "Roth Elective Deferrals" means a Participant's Salary Reduction Contributions that are includible in the Participant's gross income at the time deferred and have been irrevocably designated as Roth Elective Deferrals by the Participant in his or her Salary Reduction Agreement. A Participant's Roth Elective Deferrals will be separately accounted for, as will gains and losses attributable to those Roth Elective Deferrals. However, forfeitures may not be allocated to such account. The Plan must also maintain a record of a Participant's investment in the contract (i.e., designated Roth contributions that have not been distributed) and the year in which the Participant first made a Roth Elective Deferral.

**(D) Ordering Rules for Distributions.** The Administrator operationally may implement an ordering rule procedure for withdrawals (including, but not limited to, withdrawals on account of an unforeseeable emergency) from a Participant's accounts attributable to Pre-Tax Elective Deferrals or Roth Elective Deferrals. Such ordering rules may specify whether the Pre-Tax Elective Deferrals or Roth Elective Deferrals are distributed first. Furthermore, such procedure may permit the Participant to elect which type of Elective Deferrals shall be distributed first.

**(E) Corrective distributions attributable to Roth Elective Deferrals.** For any Plan Year in which a Participant may make both Roth Elective Deferrals and Pre-Tax Elective Deferrals, the Administrator operationally may implement an ordering rule procedure for the distribution of Excess Deferrals (Treas. Reg. §1.457-4(e)). Such an ordering rule may specify whether the Pre-Tax Elective Deferrals or Roth Elective Deferrals are distributed first, to the extent such type of Elective Deferrals was made for the year. Furthermore, such procedure may permit the Participant to elect which type of Elective Deferrals shall be distributed first.

**(F) Loans.** If Participant loans are permitted under the Plan, then the Administrator may modify the loan policy or program to provide limitations on the ability to borrow from, or use as security, a Participant's Roth Elective Deferral account. Similarly, the loan policy or program may be modified to provide for an ordering rule with respect to the default of a loan that is made from the Participant's Roth Elective Deferral account and other accounts under the Plan.

**(G) Rollovers.** A direct rollover of a distribution from Roth Elective Deferrals shall only be made to a Plan which includes Roth Elective Deferrals as described in Code §402A(e)(1) or to

a Roth IRA as described in Code §408A, and only to the extent the rollover is permitted under the rules of Code §402(c).

The Plan shall accept a rollover contribution of Roth Elective Deferrals only if it is a direct rollover from another Plan which permits Roth Elective Deferrals as described in Code §402A(e)(1) and only to the extent the rollover is permitted under the rules of Code §402(c). The Employer, operationally and on a uniform and nondiscriminatory basis, may decide whether to accept any such rollovers.

The Plan shall not provide for a direct rollover (including an automatic rollover) for distributions from a Participant's Roth Elective Deferral account if the amount of the distributions that are eligible rollover distributions are reasonably expected to total less than \$200 during a year. In addition, any distribution from a Participant's Roth Elective Deferrals are not taken into account in determining whether distributions from a Participant's other accounts are reasonably expected to total less than \$200 during a year. Furthermore, the Plan will treat a Participant's Roth Elective Deferral account and the Participant's other accounts as held under two separate plans for purposes of applying the automatic rollover rules. However, eligible rollover distributions of a Participant's Roth Elective Deferrals are taken into account in determining whether the total amount of the Participant's account balances under the Plan exceed the Plan's limits for purposes of mandatory distributions from the Plan.

The provisions of the Plan that allow a Participant to elect a direct rollover of only a portion of an eligible rollover distribution but only if the amount rolled over is at least \$500 is applied by treating any amount distributed from a Participant's Roth Elective Deferral account as a separate distribution from

any amount distributed from the Participant's other accounts in the Plan, even if the amounts are distributed at the same time.

**(H) Automatic Enrollment.** If the Plan utilizes an automatic enrollment feature as described in Section 3.02(B), then any such automatic contribution shall be a Pre-Tax Elective Deferral.

**(I) Operational Compliance.** The Plan Administrator will administer Roth Elective Deferrals in accordance with applicable regulations or other binding authority.

3.13 **BENEFIT ACCRUAL.** If the Employer elects to apply this Section, then effective as of the date adopted, for benefit accrual purposes, the Plan treats an individual who dies or becomes disabled (as defined under the terms of the Plan) while performing qualified military service with respect to the Employer as if the individual had resumed employment in accordance with the individual's reemployment rights under USERRA, on the day preceding death or disability (as the case may be) and terminated employment on the actual date of death or disability.

**(A) Determination of benefits.** The amount of Matching Contributions to be made pursuant to this Section 3.13 shall be determined as though the amount of Salary Reduction Contributions of an individual treated as reemployed under this Section on the basis of the individual's average actual Salary Reduction Contributions for the lesser of: (i) the 12-month period of service with the Employer immediately prior to qualified military service; or (ii) the actual length of continuous service with the Employer.

**ARTICLE IV  
TIME AND METHOD OF  
PAYMENT OF BENEFITS**

**4.01 DISTRIBUTION RESTRICTIONS.** Except as the Plan provides otherwise, the Plan Administrator or Trustee may not distribute to a Participant the amounts in his or her Account prior to one of the following events:

- (a) The Participant's attaining age 70 1/2;
- (b) The Participant's Severance from Employment; or
- (c) The Participant's death.

**4.02 TIME AND METHOD OF PAYMENT OF ACCOUNT.** The Plan Administrator, or Trustee at the direction of the Plan Administrator, will distribute to a Participant who has incurred a Severance from Employment the Participant's Vested Account under one or any combination of payment methods and at the time(s) the Adoption Agreement specifies. If the Adoption Agreement permits more than one time or method, the Plan Administrator, in the absence of a Participant election described below, will determine the time and method applicable to a particular Participant. In no event will the Plan Administrator direct (or direct the Trustee to commence) distribution, nor will the Participant elect to have distribution commence, later than the Participant's required beginning date, or under a method that does not satisfy Section 4.03.

**(A) Participant Election of Time and Method.** The Employer in the Adoption Agreement must elect whether to permit Participants to elect the timing and method of distribution of their Account in accordance with this Section 4.02. The Plan Administrator must consent to the specific terms of any such Participant election and the Plan Administrator in its sole discretion may withhold consent. Subject to the foregoing conditions, a Participant: (1) may elect to postpone distribution of his or her Account beyond the time the Employer has elected in the Adoption Agreement, to any fixed or determinable date including, but not beyond, the Participant's required beginning date; and (2) may elect the method of payment. A Participant in a Tax Exempt Organization Eligible 457 Plan may elect the timing and method of payment of his or her Account no later than 30 days before the date the Plan Administrator or Trustee first would commence payment of the Participant's Account in accordance with the Adoption Agreement. The Plan Administrator must furnish to the Participant a form for the Participant to elect the time and a method of payment. A Participant in a Governmental Eligible 457 Plan is not subject to any such requirement in election the timing or method of payment.

**(B) Number of Initial Elections/Subsequent Elections.** A Participant in a Tax-Exempt Organization Eligible 457 Plan may make any number of elections or revoke any prior election under Section 4.02(A) within the election period. Once the initial election period expires, a Participant, before payment would commence under the Participant's initial election, may make one additional election to defer (but not to accelerate) the timing of payment of his or her Account and also as to the method of payment.

**(C) No Election/Default.** If the Participant does not make a timely election regarding the time and method of payment, the Plan Administrator will pay or direct the Trustee to pay the Participant's Account in accordance with the Adoption Agreement.

**(D) Mandatory Distribution.** The Employer in the Adoption Agreement will elect whether the Plan will make Mandatory Distributions. If the Employer elects Mandatory Distributions, the Employer may determine operationally whether to include Rollover Contributions in determining whether the Participant is subject to Mandatory Distributions.

**4.03 REQUIRED MINIMUM DISTRIBUTIONS.** The Plan Administrator may not distribute nor direct the Trustee to distribute the Participant's Account, nor may the Participant elect any distribution his or her Account, under a method of payment which, as of the required beginning date, does not satisfy the minimum distribution requirements of Code §401(a)(9) or which is not consistent with applicable Treasury regulations.

**(A) General Rules.**

**(1) Precedence.** The requirements of this Section 4.03 will take precedence over any inconsistent provisions of the Plan.

**(2) Requirements of Treasury Regulations Incorporated.** All distributions required under this Section 4.03 will be determined and made in accordance with the Treasury regulations under Code §401(a)(9).

**(B) Time and Manner of Distribution.**

**(1) Required Beginning Date.** The Participant's entire interest will be distributed, or begin to be distributed, to the Participant no later than the Participant's required beginning date.

**(2) Death of Participant Before Distribution Begins.** If the Participant dies before distributions begin, the Participant's entire interest will be distributed, or begin to be distributed, no later than as follows:

**(a) Spouse Designated Beneficiary.** If the Participant's surviving spouse is the Participant's sole designated Beneficiary, then, except as the Employer may elect in the Adoption Agreement, distributions to the surviving spouse will begin by December 31 of the calendar year immediately following the calendar year in which the Participant dies, or by December 31 of the calendar year in which the Participant would have attained age 70 1/2, if later.

**(b) Non-Spouse Designated Beneficiary.** If the Participant's surviving spouse is not the Participant's sole designated Beneficiary, then, except as the Employer may elect in the Adoption Agreement, distributions to the designated Beneficiary will begin by December 31 of the calendar year immediately following the calendar year in which the Participant died.

**(c) No Designated Beneficiary.** If there is no designated Beneficiary as of September 30 of the year following the year of the Participant's death, the Participant's entire interest will be distributed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.

**(d) Death of Spouse.** If the Participant's surviving spouse is the Participant's sole designated Beneficiary and the surviving spouse dies after the Participant but before distributions to the surviving spouse begin, this Section

4.03(B)(2) other than Section 4.03(B)(2)(a), will apply as if the surviving spouse were the Participant.

For purposes of this Section 4.03(B) and Section 4.03(D), unless Section 4.03(B)(2)(d) applies, distributions are considered to begin on the Participant's required beginning date. If Section 4.03(B)(2)(d) applies, distributions are considered to begin on the date distributions are required to begin to the surviving spouse under Section 4.03(B)(2)(a). If distributions under an annuity purchased from an insurance company irrevocably commence to the Participant before the Participant's required beginning date or to the Participant's surviving spouse before the date distributions are required to begin to the surviving spouse under Section 4.03(B)(2)(a), the date distributions are considered to begin is the date distributions actually commence.

**(3) Forms of Distribution.** Unless the Participant's interest is distributed in the form of an annuity purchased from an insurance company or in a single sum on or before the required beginning date, as of the first distribution calendar year distributions will be made in accordance with Sections 4.03(C) and 4.03(D). If the Participant's interest is distributed in the form of an annuity purchased from an insurance company, distributions thereunder will be made in accordance with the requirements of Code §401(a)(9) and the Treasury regulations.

**(C) Required Minimum Distributions during Participant's Lifetime.**

**(1) Amount of Required Minimum Distribution for Each Distribution Calendar Year.** During the Participant's lifetime, the minimum amount that will be distributed for each distribution calendar year is the lesser of:

**(a) ULT.** The quotient obtained by dividing the Participant's account balance by the number in the Uniform Life Table set forth in Treas. Reg. §1.401(a)(9)-9, using the Participant's attained age as of the Participant's birthday in the distribution calendar year; or

**(b) Younger Spouse.** If the Participant's sole designated Beneficiary for the distribution calendar year is the Participant's spouse, the quotient obtained by dividing the Participant's account balance by the number in the Joint and Last Survivor Table set forth in Treas. Reg. §1.401(a)(9)-9, using the Participant's and spouse's attained ages as of the Participant's and spouse's birthdays in the distribution calendar year.

**(2) Lifetime Required Minimum Distributions Continue Through Year of Participant's Death.** Required minimum distributions will be determined under this Section 4.03(C) beginning with the first distribution calendar year and up to and including the distribution calendar year that includes the Participant's date of death.

**(D) Required Minimum Distributions after Participant's Death.**

**(1) Death On or After Distributions Begin.**

**(a) Participant Survived by Designated Beneficiary.** If the Participant dies on or after the date distributions begin and there is a designated Beneficiary, the minimum amount that will be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's account balance by the longer of the remaining life expectancy of the Participant or the remaining life expectancy of the Participant's designated Beneficiary, determined as follows:

**(i) Participant's Life Expectancy.** The Participant's remaining life expectancy is calculated using the attained age of the Participant as of the Participant's birthday in the calendar year of death, reduced by one for each subsequent calendar year.

**(ii) Spouse's Life Expectancy.** If the Participant's surviving spouse is the Participant's sole designated Beneficiary, the remaining life expectancy of the surviving spouse is calculated for each distribution calendar year after the year of the Participant's death using the surviving spouse's age as of the spouse's birthday in that year. For distribution calendar years after the year of the surviving spouse's death, the remaining life expectancy of the surviving spouse is calculated using the attained age of the surviving spouse as of the spouse's birthday in the calendar year of the spouse's death, reduced by one for each subsequent calendar year.

**(iii) Non-Spouse's Life Expectancy.** If the Participant's surviving spouse is not the Participant's sole designated Beneficiary, the designated Beneficiary's remaining life expectancy is calculated using the attained age of the Beneficiary as of the Beneficiary's birthday in the calendar year following the calendar year of the Participant's death, reduced by one for each subsequent calendar year.

**(b) No Designated Beneficiary.** If the Participant dies on or after the date distributions begin and there is no designated Beneficiary as of September 30 of the calendar year after the calendar year of the Participant's death, the minimum amount that will be distributed for each distribution calendar year after the calendar year of the Participant's death is the quotient obtained by dividing the Participant's account balance by the Participant's remaining life expectancy calculated using the attained age of the Participant as of the Participant's birthday in the calendar year of death, reduced by one for each subsequent calendar year.

**(2) Death before Date Distributions Begin.**

**(a) Participant Survived by Designated Beneficiary.** Except as the Employer may elect in the Adoption Agreement, if the Participant dies before the date distributions begin and there is a designated Beneficiary, the minimum amount that will be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's account balance by the remaining life expectancy of the Participant's designated Beneficiary, determined as provided in Section 4.03(D)(1).

**(b) No Designated Beneficiary.** If the Participant dies before the date distributions begin and there is no designated Beneficiary as of September 30 of the year following the year of the Participant's death, distribution of the Participant's entire interest will be completed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.

**(c) Death of Surviving Spouse Before Distributions to Surviving Spouse Are Required to Begin.** If the Participant dies before the date distributions begin, the Participant's surviving spouse is the Participant's sole designated Beneficiary, and the surviving spouse dies before distributions are required to begin to the surviving spouse under Section 4.03(B)(2)(a), this Section 4.03(D)(2) will apply as if the surviving spouse were the Participant.

**(d) 5-year or Life Expectancy rule; possible election.** The Employer in its Adoption Agreement will elect whether distribution of the Participant's Account will be made in accordance with the life expectancy rule under Section

4.03(D)(2)(a) or the 5-year rule under Section 4.03(D)(2)(b). The Employer's election may permit a Designated Beneficiary to elect which of these rules will apply or may specify which rule applies. However, the life expectancy rule (whether subject to election or not) applies only in the case of a Designated Beneficiary. The 5-year rule applies as to any Beneficiary who is not a Designated Beneficiary. A permitted election under this Section must be made no later than the earlier of September 30 of the calendar year in which distribution would be required to begin under Section 4.03(D)(2)(a), or by September 30 of the calendar year which contains the fifth anniversary of the Participant's (or, if applicable, surviving spouse's) death.

**(E) Definitions.**

**(1) Designated Beneficiary.** The individual who is designated as the Beneficiary under the Plan and is the designated beneficiary under Code §401(a)(9) and Treas. Reg. §1.401(a)(9)-1, Q&A-4.

**(2) Distribution calendar year.** A calendar year for which a minimum distribution is required. For distributions beginning before the Participant's death, the first distribution calendar year is the calendar year immediately preceding the calendar year which contains the Participant's required beginning date. For distributions beginning after the Participant's death, the first distribution calendar year is the calendar year in which the distributions are required to begin under Section 4.03(B)(2). The required minimum distribution for the Participant's first distribution calendar year will be made on or before the Participant's required beginning date. The required minimum distribution for other distribution calendar years, including the required minimum distribution for the distribution calendar year in which the Participant's required beginning date occurs, will be made on or before December 31 of that distribution calendar year.

**(3) Life expectancy.** Life expectancy as computed by use of the Single Life Table in Treas. Reg. §1.401(a)(9)-9.

**(4) Participant's account balance.** The account balance as of the last valuation date in the calendar year immediately preceding the distribution calendar year (valuation calendar year) increased by the amount of any contributions made and allocated or forfeitures allocated to the account balance as of dates in the valuation calendar year after the valuation date and decreased by distributions made in the valuation calendar year after the valuation date. The account balance for the valuation calendar year includes any Rollover Contributions or Transfers to the Plan either in the valuation calendar year or in the distribution calendar year if distributed or transferred in the valuation calendar year.

**(5) Required beginning date.** A Participant's required beginning date is the April 1 of the calendar year following the later of: (1) the calendar year in which the Participant attains age 70 1/2, or (2) the calendar year in which the Participant retires or such other date under Code §401(a)(9) by which required minimum distributions must commence.

**4.04 DEATH BENEFITS.** Upon the death of the Participant, the Plan Administrator must pay or direct the Trustee to pay the Participant's Account in accordance with Section 4.03. Subject to Section 4.03, a Beneficiary may elect the timing and method of payment in the same manner as a Participant may elect under Section 4.02, if such elections apply.

If a Participant dies while performing qualified military service (as defined in Code §414(u)), the survivors of the Participant are entitled to any additional benefits (other than benefit accruals relating to the period of qualified military service) provided

under the Plan as if the Participant had resumed and then terminated employment on account of death.

**4.05 DISTRIBUTIONS PRIOR TO SEVERANCE FROM EMPLOYMENT.** The Employer must elect in the Adoption Agreement whether to permit in-service distributions of a Participant's Vested Account under this Section 4.05, notwithstanding the Section 4.01 distribution restrictions.

**(A) Unforeseeable Emergency.** In the event of a Participant's unforeseeable emergency, the Plan Administrator may make a distribution to a Participant who has not incurred a Severance from Employment (or who has incurred a Severance but will not begin to receive payments until some future date). In the event of an unforeseeable emergency, the Plan Administrator also may accelerate payments to a Participant or to a Beneficiary. The Plan Administrator will establish a policy for determining whether an unforeseeable emergency exists. An unforeseeable emergency is a severe financial hardship of a Participant or Beneficiary resulting from: (1) illness or accident of the Participant, the Beneficiary, or the Participant's or Beneficiary's spouse or dependent (as defined in Code §152(a)); (2) loss of the Participant's or Beneficiary's property due to casualty; (3) the need to pay for the funeral expenses of the Participant's or Beneficiary's spouse or dependent (as defined in Code §152(a)); or (4) other similar extraordinary and unforeseeable circumstances arising from events beyond the Participant's or Beneficiary's control, or which applicable law may define as an unforeseeable emergency. The Plan Administrator will not pay the Participant or the Beneficiary more than the amount reasonably necessary to satisfy the emergency need, which may include amounts necessary to pay taxes or penalties on the distribution. The Plan Administrator will not make payment to the extent the Participant or Beneficiary may relieve the financial hardship by cessation of deferrals under the Plan, through insurance or other reimbursement, or by liquidation of the individual's assets to the extent such liquidation would not cause severe financial hardship.

The Participant's Beneficiary is a person who a Participant designates and who is or may become entitled to a Participant's Plan Account upon the Participant's death.

**(B) De minimis distribution.** In accordance with the Employer's Adoption Agreement elections, the Plan Administrator may allow a Participant to elect to receive a distribution or the Plan Administrator will distribute (without a Participant election) any amount of the Participant's Account where: (1) the Participant's Account (disregarding Rollover Contributions) does not exceed \$5,000 (or such other amount as does not exceed the Code §411(a)(11)(A) dollar amount); (2) the Participant has not made or received an allocation of any Deferral Contributions under the Plan during the two-year period ending on the date of distribution; and (3) the Participant has not received a prior distribution under this Section 4.05(B).

**(C) Distribution of Rollover Contributions.** The Employer in the Adoption Agreement may elect to permit a Participant to request and to receive distribution of the Participant's Account attributable to Rollover Contributions (but not to Transfers) before the Participant has a distributable event under Section 4.01.

**4.06 DISTRIBUTIONS UNDER QUALIFIED DOMESTIC RELATIONS ORDERS (QDROs).** Notwithstanding any other provision of this Plan, the Employer in the Adoption Agreement may elect to apply the QDRO provisions of this Section 4.06. If Section 4.06 applies, the Plan Administrator (and any Trustee) must comply with the terms of a QDRO, as defined in Code §414(p), which is issued with respect to the Plan.

**(A) Time and Method of Payment.** This Plan specifically permits distribution to an alternate payee under a QDRO at any time, notwithstanding any contrary Plan provision and irrespective of whether the Participant has attained his or her earliest retirement age (as defined under Code §414(p)) under the Plan. A distribution to an alternate payee prior to the Participant's attainment of earliest retirement age is available only if the QDRO specifies distribution at that time or permits an agreement between the Plan and the alternate payee to authorize an earlier distribution. Nothing in this Section 4.06 gives a Participant a right to receive distribution at a time the Plan otherwise does not permit nor authorizes the alternate payee to receive a form of payment the Plan does not permit.

**(B) QDRO Procedures.** The Plan Administrator must establish reasonable procedures to determine the qualified status of a domestic relations order. Upon receiving a domestic relations order, the Plan Administrator promptly will notify the Participant and any alternate payee named in the order, in writing, of the receipt of the order and the Plan's procedures for determining the qualified status of the order. Within a reasonable period of time after receiving the domestic relations order, the Plan Administrator must determine the qualified status of the order and must notify the Participant and each alternate payee, in writing, of the Plan Administrator's determination. The Plan Administrator must provide notice under this paragraph by mailing to the individual's address specified in the domestic relations order.

**(C) Accounting.** If any portion of the Participant's Account Balance is payable under the domestic relations order during the period the Plan Administrator is making its determination of the qualified status of the domestic relations order, the Plan Administrator must maintain a separate accounting of the amounts payable. If the Plan Administrator determines the order is a QDRO within 18 months of the date amounts first are payable following receipt of the domestic relations order, the Plan Administrator will distribute or will direct the Trustee to distribute the payable amounts in accordance with the QDRO. If the Plan Administrator does not make its determination of the qualified status of the order within the 18-month determination period, the Plan Administrator will distribute or will direct the Trustee to distribute the payable amounts in the manner the Plan would distribute if the order did not exist and will apply the order prospectively if the Plan Administrator later determines the order is a QDRO.

To the extent it is not inconsistent with the provisions of the QDRO, the Plan Administrator may segregate or may direct the Trustee to segregate the QDRO amount in a segregated investment account. The Plan Administrator or Trustee will make any payments or distributions required under this Section 4.06 by separate benefit checks or other separate distribution to the alternate payee(s).

**(D) Permissible QDROs.** A domestic relations order that otherwise satisfies the requirements for a qualified domestic relations order ("QDRO") will not fail to be a QDRO: (i) solely because the order is issued after, or revises, another domestic relations order or QDRO; or (ii) solely because of the time at which the order is issued, including issuance after the annuity starting date or after the Participant's death.

#### 4.07 DIRECT ROLLOVER OF ELIGIBLE ROLLOVER DISTRIBUTIONS – GOVERNMENTAL PLAN.

**(A) Participant Election.** A Participant (including for this purpose, a former Employee) in a Governmental Eligible 457

Plan may elect, at the time and in the manner the Plan Administrator prescribes, to have any portion of his or her eligible rollover distribution from the Plan paid directly to an eligible retirement plan specified by the Participant in a direct rollover election. For purposes of this election, a "Participant" includes as to their respective interests, a Participant's surviving spouse and the Participant's spouse or former spouse who is an alternate payee under a QDRO.

**(B) Rollover and Withholding Notice.** At least 30 days and not more than 180 days prior to the Trustee's distribution of an eligible rollover distribution, the Plan Administrator must provide a written notice (including a summary notice as permitted under applicable Treasury regulations) explaining to the distributee the rollover option, the applicability of mandatory 20% federal withholding to any amount not directly rolled over, and the recipient's right to roll over within 60 days after the date of receipt of the distribution ("rollover notice").

**(C) Default distribution or rollover.** Except as provided in Paragraph (D), in the case of a Participant who does not elect timely to roll over or to receive distribution of his or her Account, the Plan Administrator or the Trustee, at the Plan Administrator's direction, may distribute to the Participant or may directly roll over the Participant's Account in accordance with the Plan's rollover notice.

**(D) Mandatory default rollover.** If (1) the Plan is a Governmental Eligible 457 Plan, (2) the Plan makes a mandatory distribution after the Code §401(a)(31)(B) Effective Date, greater than \$1,000, and (3) the Participant does not elect to have such distribution paid directly to an eligible retirement plan specified by the Participant in a direct rollover or to receive the distribution directly, then the Plan Administrator will pay the distribution in a direct rollover to an individual retirement plan designated by the Plan Administrator.

**(E) Non-spouse beneficiary rollover right.** A non-spouse beneficiary who is a "designated beneficiary" under Section 4.03(E)(1), by a direct trustee-to-trustee transfer ("direct rollover"), may roll over all or any portion of his or her distribution to an individual retirement account the beneficiary establishes for purposes of receiving the distribution. In order to be able to roll over the distribution, the distribution otherwise must satisfy the definition of an eligible rollover distribution.

**(1) Certain requirements not applicable.** Although a non-spouse beneficiary may roll over directly a distribution as provided in Section 4.07(E), the distribution is not subject to the direct rollover requirements of Code §401(a)(31) (including the automatic rollover provisions of Code §401(a)(31)(B)), the notice requirements of Code §402(f) or the mandatory withholding requirements of Code §3405(c). If a non-spouse beneficiary receives a distribution from the Plan, the distribution is not eligible for a "60-day" rollover.

**(2) Trust beneficiary.** If the Participant's named beneficiary is a trust, the Plan may make a direct rollover to an individual retirement account on behalf of the trust, provided the trust satisfies the requirements to be a designated beneficiary within the meaning of Code §401(a)(9)(E).

**(3) Required minimum distributions not eligible for rollover.** A non-spouse beneficiary may not roll over an amount which is a required minimum distribution, as determined under applicable Treasury regulations and other Revenue Service guidance. If the Participant dies before his or her required beginning date and the non-spouse beneficiary rolls over to an IRA the maximum amount eligible for rollover, the beneficiary may elect to use either the 5-year rule or the life expectancy rule, pursuant to Treas. Reg. §1.401(a)(9)-3, A-4(c), in

determining the required minimum distributions from the IRA that receives the non-spouse beneficiary's distribution.

**(F) Definitions.** The following definitions apply to this Section:

**(1) Eligible rollover distribution.** An eligible rollover distribution is any distribution of all or any portion of a Participant's Account, except an eligible rollover distribution does not include: (a) any distribution which is one of a series of substantially equal periodic payments (not less frequently than annually) made for the life (or life expectancy) of the Participant or the joint lives (or joint life expectancies) of the Participant and the Participant's designated Beneficiary, or for a specified period of ten years or more; (b) any Code §401(a)(9) required minimum distribution; (c) any unforeseeable emergency distribution; and (d) any distribution which otherwise would be an eligible rollover distribution, but where the total distributions to the Participant during that calendar year are reasonably expected to be less than \$200.

**(2) Eligible retirement plan.** An eligible retirement plan is an individual retirement account described in Code §408(a), an individual retirement annuity described in Code §408(b), an annuity plan described in Code §403(a), a qualified plan described in Code §401(a), an annuity contract (or custodial agreement) described in Code §403(b), or an eligible deferred compensation plan described in Code §457(b) and maintained by an Employer described in Code §457(e)(1)(A), which accepts the Participant's, the Participant's spouse or alternate payee's eligible rollover distribution.

A Participant or beneficiary may elect to roll over directly an eligible rollover distribution to a Roth IRA described in Code §408A(b). For this purpose, the term "eligible rollover distribution" includes a rollover distribution described in this Section.

**(3) Direct rollover.** A direct rollover is a payment by the Plan to the eligible retirement plan specified by the distributee.

**(4) Mandatory distribution.** A mandatory distribution is an eligible rollover distribution without the Participant's consent before the Participant attains the later of age 62 or Normal

Retirement Age (see paragraph 3.05 (B)). A distribution to a beneficiary is not a mandatory distribution.

**(5) 401(a)(31)(B) Effective Date.** The 401(a)(31)(B) Effective Date is the date of the close of the first regular legislative session of the legislative body with the authority to amend the Plan that begins on or after January 1, 2006.

**4.08 ELECTION TO DEDUCT FROM DISTRIBUTION.** An Eligible Retired Public Safety Officer may elect annually for that taxable year to have the Plan deduct an amount from a distribution which the Eligible Retired Public Safety Officer otherwise would receive and include in income. The Plan will pay such deducted amounts directly to pay qualified health insurance premiums.

**(A) Direct payment.** The Plan will pay directly to the provider of the accident or health insurance plan or qualified long-term care insurance contract the amounts the Eligible Retired Public Safety Officer has elected to have deducted from the distribution. Such amounts may not exceed the lesser of \$3,000 or the amount the Participant paid for such taxable year for qualified health insurance premiums, and which otherwise complies with Code §402(l).

**(B) Definitions.**

**(1) Eligible retired public safety officer.** An "Eligible Retired Public Safety Officer" is an individual who, by reason of disability or attainment of Normal Retirement Age, is separated from service as a Public Safety Officer with the Employer.

**(2) Public safety officer.** A "Public Safety Officer" has the same meaning as in Section 1204(9)(A) of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3796b(9)(A)).

**(3) Qualified health insurance premiums.** The term "qualified health insurance premiums" means premiums for coverage for the Eligible Retired Public Safety Officer, his or her spouse, and dependents, by an accident or health insurance plan or qualified long-term care insurance contract (as defined in Code §7702B(b)).

**ARTICLE V**  
**PLAN ADMINISTRATOR - DUTIES WITH RESPECT TO PARTICIPANTS' ACCOUNTS**

5.01 TERM/VACANCY. The Plan Administrator will serve until his or her successor is appointed. In case of a vacancy in the position of the Plan Administrator, the Employer will exercise any and all of the powers, authority, duties and discretion conferred upon the Plan Administrator pending the filling of the vacancy.

5.02 POWERS AND DUTIES. The Plan Administrator will have the following powers and duties:

- (a) To select a committee to assist the Plan Administrator;
- (b) To select a secretary for the committee, who need not be a member of the committee;
- (c) To determine the rights of eligibility of an Employee to participate in the Plan and the value of a Participant's Account;
- (d) To adopt rules and procedures and to create administrative forms necessary for the proper and efficient administration of the Plan provided the rules, procedures and forms are not inconsistent with the terms of the Plan;
- (e) To construe and enforce the terms of the Plan and the rules and regulations the Plan Administrator adopts, including interpretation of the Plan documents and documents related to the Plan's operation;
- (f) To direct the distribution of a Participant's Account;
- (g) To review and render decisions respecting a claim for (or denial of a claim for) a benefit under the Plan;
- (h) To furnish the Employer with information which the Employer may require for tax or other purposes;
- (i) To establish a policy in making distributions for unforeseeable emergencies;
- (j) To establish under a Governmental Eligible 457 Plan, policies regarding the receipt of Rollover Contributions and default rollover distributions;
- (k) To establish a policy regarding the making and the receipt of Transfers;
- (l) To establish a policy regarding Participant or Beneficiary direction of investment;
- (m) To engage the services of any person to invest any Account under this Plan and to direct such person to make payment to a Participant of his or her Vested Account;
- (n) To establish under a Governmental Eligible 457 Plan, a policy (see Section 5.02(A)) which the Trustee must observe in making loans, if any, to Participants and Beneficiaries;
- (o) To undertake correction of any Plan failures as necessary to preserve eligible Plan status; and
- (p) To undertake any other action the Plan Administrator deems reasonable or necessary to administer the Plan.

The Plan Administrator shall have total and complete discretion to interpret and construe the Plan and to determine all questions arising in the administration, interpretation and application of the Plan. Any determination the Plan

Administrator makes under the Plan is final and binding upon any affected person.

**(A) Loan Policy.** In a Governmental Eligible 457 Plan, the Plan Administrator, in its sole discretion, may establish, amend or terminate from time to time, a nondiscriminatory policy which the Trustee must observe in making Plan loans, if any, to Participants and to Beneficiaries. If the Plan Administrator adopts a loan policy, the loan policy must be a written document and must include: (1) the identity of the person or positions authorized to administer the participant loan program; (2) the procedure for applying for a loan; (3) the criteria for approving or denying a loan; (4) the limitations, if any, on the types and amounts of loans available; (5) the procedure for determining a reasonable rate of interest; (6) the types of collateral which may secure the loan; and (7) the events constituting default and the steps the Plan will take to preserve Plan assets in the event of default. A loan policy the Plan Administrator adopts under this Section 5.02(A) is part of the Plan, except that the Plan Administrator may amend or terminate the policy without regard to Section 9.01.

**(B) QDRO Policy.** If the QDRO provisions of Section 4.06 apply, the Plan Administrator will establish QDRO procedures.

5.03 COMPENSATION. The Plan Administrator and the members of the Committee will serve without compensation for services, but the Employer will pay all expenses of the Plan Administrator and Committee.

5.04 AUTHORIZED REPRESENTATIVE. The Plan Administrator may authorize any one of the members of the Committee, if any, or the Committee's Secretary, to sign on the Plan Administrator's behalf any Plan notices, directions, applications, certificates, consents, approvals, waivers, letters or other documents.

5.05 INDIVIDUAL ACCOUNTS/RECORDS. The Plan Administrator will maintain a separate Account in the name of each Participant to reflect the value of the Participant's Deferred Compensation under the Plan. The Plan Administrator will maintain records of its activities.

5.06 VALUE OF PARTICIPANT'S ACCOUNT. The value of each Participant's Account consists of his or her accumulated Deferred Compensation, as of the most recent Accounting Date or any later date as the Plan Administrator may determine.

**5.07 ACCOUNT ADMINISTRATION, VALUATION AND EXPENSES.**

**(A) Individual Accounts.** The Plan Administrator, as necessary for the proper administration of the Plan, will maintain, or direct the Trustee to maintain, a separate Account, or multiple Accounts, in the name of each Participant to reflect the Participant's Account Balance under the Plan. The Plan Administrator will make its allocations of Employer Contributions and of Earnings, or will request the Trustee to make such allocations, to the Accounts of the Participants as necessary to maintain proper Plan records and in accordance with the applicable: (i) Contribution Types; (ii) allocation conditions; (iii) investment account types; and (iv) Earnings allocation methods. The Plan Administrator may also maintain, or direct the Trustee to maintain, a separate temporary Account for Participant forfeitures which occur during a Plan Year, pending their accrual and allocation in accordance with the Plan

terms, or for other special items as the Plan Administrator determines is necessary and appropriate for proper plan administration.

**(1) By Contribution Type.** The Plan Administrator, will establish Plan Accounts for each Participant as necessary to reflect his or her Accounts attributable to the following Contribution Types and the Earnings attributable thereto: Pre-Tax Deferrals, Roth Deferrals, Matching Contributions, Nonelective Contributions, Rollover Contributions (including Roth versus pre-tax amounts), and Transfers.

**(2) By investment account type.** The Plan Administrator will establish separate Accounts for each Participant as necessary to reflect his or her investment account types as described below:

**(a) Pooled Accounts.** A Pooled Account is an Account which for investment purposes is not a Segregated Account or a Participant-Directed Account. If any or all Plan investment Accounts are Pooled Accounts, each Participant's Account has an undivided interest in the assets comprising the Pooled Account. In a Pooled Account, the value of each Participant's Account Balance consists of that proportion of the net worth (at fair market value) of the Trust Fund which the net credit balance in his or her Account (exclusive of the cash value of incidental benefit insurance contracts) bears to the total net credit balance in the Accounts of all Participants plus the cash surrender value of any insurance contracts held by the Trustee on the Participant's life. As of each Valuation Date, the Plan Administrator must reduce a Participant-Directed Account for any forfeiture arising from Section 5.07 after the Plan Administrator has made all other allocations, changes or adjustments to the Account (excluding Earnings) for the valuation period.

**(b) Participant-Directed Accounts.** A Participant-Directed Account is an Account that the Plan Administrator establishes and maintains or directs the Trustee to establish and maintain for a Participant to invest in one or more assets that are not pooled assets held by the Trust, such as assets in a brokerage account or other property in which other Participants do not have any interest. As the Plan Administrator determines, a Participant-Directed Account may provide for a limited number and type of investment options or funds, or may be open-ended and subject only to any limitations imposed by applicable law. A Participant may have one or more Participant-Directed Accounts in addition to Pooled or Segregated Accounts. A Participant-Directed Account is credited and charged with the Earnings. As of each Valuation Date, the Plan Administrator must reduce a Participant-Directed Account for any forfeiture arising from Section 5.07 after the Plan Administrator has made all other allocations, changes or adjustments to the Account (excluding Earnings) for the valuation period.

**(c) Segregated Accounts.** A Segregated Account is an Account the Plan Administrator establishes and maintains or directs the Trustee to establish and maintain for a Participant: (i) to facilitate installment payments; (ii) to hold a QDRO amount; (iii) to prevent a distortion of Plan Earnings allocations; or (iv) for such other purposes as the Plan Administrator may direct. A Segregated Account receives all income it earns and bears all expense or loss it incurs. The Trustee will invest the assets of a Segregated Account consistent with the purpose for which the Plan Administrator or Trustee established the Account. As of each Valuation Date, the Plan Administrator must reduce a

Segregated Account for any forfeiture arising after the Plan Administrator has made all other allocations, changes or adjustments to the Account (excluding Earnings) for the Valuation Period.

**(3) Amount of Account/distributions.** The amount of a Participant's Account, as determined by the Plan Administrator, is equal to the sum of all contributions, Earnings and other additions credited to the Account, less all distributions (including distributions to Beneficiaries and to alternate payees and also including disbursement of Plan loan proceeds), expenses and other charges against the Account as of a Valuation Date or other relevant date. For purposes of a distribution under the Plan, the amount of a Participant's Account Balance is determined based upon its value on the Valuation Date immediately preceding or coinciding with the date of the distribution. If any or all Plan investment Accounts are Participant-Directed Accounts, the directing Participant's Account Balance consists of the assets held within the Participant-Directed Account and the value of the Account is determined based upon the fair market value of such assets.

**(4) Account statements.** As soon as practicable after the Accounting Date of each Plan Year, the Plan Administrator will deliver to each Participant (and to each Beneficiary) a statement reflecting the amount of his or her Account Balance in the Trust as of the statement date or most recent Valuation Date. No Participant, except the Plan Administrator/Participant or Trustee/Participant, has the right to inspect the records reflecting the Account of any other Participant.

**(B) Allocation of Earnings.** This Section 5.07(B) applies solely to the allocation of Earnings of the Trust Fund. The Plan Administrator will allocate Employer Contributions and Participant forfeitures, if any, in accordance with Article III. Earnings means the net income, gain or loss earned by a particular Account, by the Trust, or with respect to a contribution or to a distribution, as the context requires.

**(1) Allocate as of Valuation Date.** As of each Valuation Date, the Plan Administrator must adjust Accounts to reflect Earnings for the Valuation Period since the last Valuation Date.

**(2) Definition of Valuation Date.** A Valuation Date under this Plan is each: (a) Accounting Date; (b) Valuation Date the Employer elects in the Adoption Agreement; or (c) Valuation Date the Plan Administrator establishes. The Employer in the Adoption Agreement or the Plan Administrator may elect alternative Valuation Dates for the different Contribution Types which the Plan Administrator maintains under the Plan.

**(3) Definition of Valuation Period.** The Valuation Period is the period beginning on the day after the last Valuation Date and ending on the current Valuation Date.

**(4) Allocation methods.** The Plan Administrator will allocate Earnings to the Participant Accounts in accordance with the daily valuation method, balance forward method, balance forward with adjustment method, weighted average method, Participant-Directed Account method, or other method the Employer elects under the Adoption Agreement. The Employer in the Adoption Agreement may elect alternative methods under which the Plan Administrator will allocate the Earnings to the Accounts reflecting different Contribution Types or investment Account types which the Plan Administrator maintains under the

Plan. The Plan Administrator first will adjust the Participant Accounts, as those Accounts stood at the beginning of the current Valuation Period, by reducing the Accounts for any forfeitures, distributions, and loan disbursement payments arising under the Plan, for expenses charged during the Valuation Period to the Accounts (expenses directly related to a Participant's Account). The Plan Administrator then, subject to the restoration allocation requirements of the Plan, will allocate Earnings under the applicable valuation method.

**(a) Daily valuation method.** If the Employer in the Adoption Agreement elects to apply the daily valuation method, the Plan Administrator will allocate Earnings on each day of the Plan Year for which Plan assets are valued on an established market and the Trustee is conducting business. Under the daily valuation method, all assets subject to such method are subject to daily valuation. The assets may be held in Participant-Directed Accounts or in Accounts which are subject to Trustee or other fiduciary investment direction.

**(b) Balance forward method.** If the Employer in the Adoption Agreement elects to apply the balance forward method, the Plan Administrator will allocate Earnings pro rata to the adjusted Participant Accounts, since the last Valuation Date.

**(c) Balance forward with adjustment method.** If the Employer in the Adoption Agreement elects to apply the balance forward with adjustment method, the Plan Administrator will allocate pursuant to the balance forward method, except it will treat as part of the relevant Account at the beginning of the Valuation Period the percentage of the contributions made as the Employer elects in the Adoption Agreement, during the Valuation Period the Employer elects in the Adoption Agreement.

**(d) Weighted average method.** If the Employer in the Adoption Agreement elects to apply a weighted average allocation method, the Plan Administrator will allocate pursuant to the balance forward method, except it will treat a weighted portion of the applicable contributions as if includible in the Participant's Account as of the beginning of the Valuation Period. The weighted portion is a fraction, the numerator of which is the number of months in the Valuation Period, excluding each month in the Valuation Period which begins prior to the contribution date of the applicable contributions, and the denominator of which is the number of months in the Valuation Period. The Employer in the Adoption Agreement may elect to substitute a weighting period other than months for purposes of this weighted average allocation.

**(e) Participant-Directed Account method.** The Employer in the Adoption Agreement must elect to apply the Participant-Directed Account method to any Participant-Directed Account under the Plan. Under the Participant-Directed Account method: (i) each Participant-Directed Account is credited and charged with the Earnings such Account generates; (ii) the Employer's election, if any, in the Adoption Agreement of another method for the allocation of Earnings will not apply to any Participant-Directed Account; and (iii) the Participant-Directed Account may be valued as often as daily, but will be valued at least annually, and all assets in the Account are not necessarily valued on the same frequency. An Account which is subject to the Participant-Directed Account method includes an individual brokerage account or similar account in title to the Trustee for the benefit of the Participant.

**(C) Allocation of Net Income, Gain or Loss (No Trust).** In a Tax-Exempt Eligible 457 Plan that does not maintain a trust the Plan Administrator will allocate net income, gain or loss in accordance with this provision. As of each Accounting Date (and each other valuation date determined under the Adoption Agreement), the Plan Administrator will adjust Accounts to reflect net income, gain or loss, if any, since the last Accounting Date or Account valuation. The Employer in the Adoption Agreement will elect the method for allocating net income gain or loss. The Plan Administrator will continue to allocate net income, gain and loss to a Participant's Account subject to an installment distribution, until the Account is fully distributed.

**5.08 ACCOUNT CHARGED.** The Plan Administrator will charge all distributions made to a Participant or to his or her Beneficiary, or transferred under Section 9.03 from his or her Account, against the Account of the Participant when made.

**5.09 OWNERSHIP OF FUND/TAX-EXEMPT ORGANIZATION.** If the Employer is a Tax-Exempt Organization, the Plan is an unfunded plan and all Deferred Compensation, property and rights to property purchased by Deferred Compensation and all income attributable thereto remain, until paid or made available under the Plan, the sole property and rights of the Employer, subject only to the claims of the Employer's general creditors. No Participant or Beneficiary will have any vested interest or secured or preferred position with respect to an Account or have any claim against the Employer except as a general creditor. No Participant or Beneficiary shall have any right to sell, assign, transfer or otherwise convey his or her Account or any interest in his or her Deferred Compensation. The Employer or the Plan Administrator, acting as the Employer's agent, may enter into a trust agreement solely for the purpose of investing all or part of the Accounts, which will be subject to the claims of the Employer's general creditors, and in which the Participants or Beneficiaries will not have a vested interest nor a secured or preferred position or have any claim except as the Employer's general creditor. The Employer may not purchase life insurance contracts under this Plan unless the Employer retains all incidents of ownership in such contracts, the Employer is the sole beneficiary of such contracts and the Employer is not under any obligation to transfer the contracts or pass through the proceeds to any Participant or to his or her Beneficiary. The Employer may adopt and attach to the Plan as "Appendix A," the Internal Revenue Service Model Rabbi Trust under Rev. Proc. 92-64 (as amended) to hold the assets of a Tax-Exempt Organization Eligible 457 Plan. If the Employer adopts the Model Rabbi Trust, the Plan incorporates by reference the provisions of the Model Rabbi Trust as if fully set forth herein.

**5.10 PARTICIPANT DIRECTION OF INVESTMENT.** Subject to the terms of the Plan Administrator's adopted policy, if any, and also to written consent of the Trustee, if the Plan has a Trust, a Participant will have the right to direct the investment or re-investment of the assets comprising the Participant's Account. The Plan Administrator will account separately for the Participant-Directed Accounts. The Participant's right to direct investment does not give the Participant any vested interest or secured or preferred position with respect to assets over which he/she has investment responsibility.

**5.11 VESTING/SUBSTANTIAL RISK OF FORFEITURE.** The Employer in the Adoption Agreement may elect to apply a vesting schedule or to specify any other Substantial Risk of Forfeiture applicable to any or all Deferral Contributions.

**(A) Forfeiture Allocation.** The Employer in the Adoption Agreement must elect the method the Plan Administrator will use to allocate any Participant forfeitures, including those

related to lost Participants under Section 5.14. The Plan Administrator will allocate a forfeiture in the Plan Year in which the forfeiture occurs or in the next following Plan Year.

#### 5.12 PRESERVATION OF ELIGIBLE PLAN STATUS.

The Plan Administrator may elect to sever from this Plan and to treat as a separate 457 plan, the Accounts of any Participants who have Excess Deferrals that the Plan Administrator has not corrected in accordance with Section 3.10 or in the case of any other Code §457(b) failure that the Employer may not otherwise correct, and which failure would result in the Plan ceasing to be an Eligible 457 Plan. In such event, the Plan Administrator will take any necessary or appropriate action consistent with the Employer's maintenance of separate 457 plans and with preservation of Eligible 457 Plan status of this Plan.

5.13 LIMITED LIABILITY. The Employer will not be liable to pay plan benefits to a Participant in excess of the value of the Participant's Account as the Plan Administrator determines in accordance with the Plan terms. Neither the Employer nor the Plan Administrator will be liable for losses arising from depreciation or shrinkage in the value of any investments acquired under this Plan.

5.14 LOST PARTICIPANTS. If the Plan Administrator is unable to locate any Participant or Beneficiary whose Account becomes distributable (a "lost Participant"), the Plan Administrator will apply the provisions of this Section 5.14.

**(A) Attempt to Locate.** The Plan Administrator will attempt to locate a lost Participant and may use one or more of the following methods: (1) provide a distribution notice to the lost Participant at his or her last known address by certified or registered mail; (2) use a commercial locator service, the internet or other general search method; (3) use the Social Security Administration or PBGC search program; or (4) use such other methods as the Plan Administrator believes prudent.

**(B) Failure to Locate.** If a lost Participant remains unlocated for 6 months following the date the Plan Administrator first attempts to locate the lost Participant using one or more of the methods described in Section 5.14(A), the Plan Administrator may forfeit the lost Participant's Account. If the Plan Administrator forfeits the lost Participant's Account, the forfeiture occurs at the end of the above-described 6-month period and the Plan Administrator will allocate the forfeiture in accordance with Section 5.11. The Plan Administrator under this

Section 5.14(B) will forfeit the entire Account of the lost Participant, including Salary Reduction Contributions.

If a lost Participant whose Account was forfeited thereafter at any time but before the Plan has been terminated makes a claim for his or her forfeited Account, the Plan Administrator will restore the forfeited Account to the same dollar amount as the amount forfeited, unadjusted for net income, gains or losses occurring subsequent to the forfeiture. The Plan Administrator will make the restoration in the Plan Year in which the lost Participant makes the claim, first from the amount, if any, of Participant forfeitures the Plan Administrator otherwise would allocate for the Plan Year, then from the amount, if any, of Trust net income or gain for the Plan Year and last from the amount or additional amount the Employer contributes to the Plan for the Plan Year. The Plan Administrator will distribute the restored Account to the lost Participant not later than 60 days after the close of the Plan Year in which the Plan Administrator restores the forfeited Account.

**(C) Nonexclusivity and Uniformity.** The provisions of this Section 5.14 are intended to provide permissible but not exclusive means for the Plan Administrator to administer the Accounts of lost Participants. The Plan Administrator may utilize any other reasonable method to locate lost Participants and to administer the Accounts of lost Participants, including the default rollover under Section 4.07(C) and such other methods as the Revenue Service or the U.S. Department of Labor ("DOL") may in the future specify. The Plan Administrator will apply Section 5.14 in a reasonable manner, but may in determining a specific course of action as to a particular Account, reasonably take into account differing circumstances such as the amount of a lost Participant's Account, the expense in attempting to locate a lost Participant, the Plan Administrator's ability to establish and the expense of establishing a rollover IRA, and other factors. The Plan Administrator may charge to the Account of a lost Participant the reasonable expenses incurred under this Section 5.14 and which are associated with the lost Participant's Account.

5.15 PLAN CORRECTION. The Plan Administrator, in conjunction with the Employer and Trustee as appropriate, may undertake such correction of Plan errors as the Plan Administrator deems necessary, including but not limited to correction to maintain the Plan's status as an Eligible 457 Plan. The Plan Administrator under this Section 5.15 also may undertake Plan correction in accordance with any correction program that the Internal Revenue Service makes applicable to 457 plans.

**ARTICLE VI  
PARTICIPANT ADMINISTRATIVE PROVISIONS**

**6.01 BENEFICIARY DESIGNATION.** A Participant from time to time may designate, in writing, any person(s) (including a trust or other entity), contingently or successively, to whom the Plan Administrator or Trustee will pay the Participant's Account (including any life insurance proceeds payable to the Participant's Account) in the event of death. A Participant also may designate the method of payment of his or her Account. The Plan Administrator will prescribe the form for the Participant's written designation of Beneficiary and, upon the Participant's filing the form with the Plan Administrator, the form revokes all designations filed prior to that date by the same Participant. A divorce decree, or a decree of legal separation, revokes the Participant's designation, if any, of his or her spouse as his or her Beneficiary under the Plan unless the decree or a QDRO provides otherwise. The foregoing revocation provision (if applicable) applies only with respect to a Participant whose divorce or legal separation becomes effective on or following the date the Employer executes the Adoption Agreement, unless the Employer in the Adoption Agreement specifies a different effective date.

**6.02 NO BENEFICIARY DESIGNATION.** If a Participant fails to name a Beneficiary in accordance with Section 6.01, or if the Beneficiary named by a Participant predeceases the Participant, then the Plan Administrator will pay the Participant's remaining Account in accordance with Article IV in the following order of priority, to:

- (a) The Participant's surviving spouse; or
- (b) The Participant's children (including adopted children), in equal shares by right of representation (one share for each surviving child and one share for each child who predeceases the Participant with living descendants); and if none to
- (c) The Participant's estate.

If the Beneficiary survives the Participant, but dies prior to distribution of the Participant's entire Account, the Trustee will pay the remaining Account to the Beneficiary's estate unless: (1) the Participant's Beneficiary designation provides otherwise; or (2) the Beneficiary has properly designated a beneficiary. A Beneficiary only may designate a beneficiary for the Participant's Account Balance remaining at the Beneficiary's death, if the Participant has not previously designated a successive contingent beneficiary and the Beneficiary's designation otherwise complies with the Plan terms. The Plan Administrator will direct a Trustee if applicable as to the method and to whom the Trustee will make payment under this Section 6.02.

**6.03 SALARY REDUCTION AGREEMENT.**

**(A) General.** A Participant must elect to make Salary Reduction Contributions on a Salary Reduction Agreement form the Plan Administrator provides for this purpose. The Salary Reduction Agreement must be consistent with the Employer's Adoption Agreement elections and the Plan Administrator in a Salary Reduction Agreement may impose such other terms and limitations as the Plan Administrator may determine.

**(B) Election Timing.** A Participant's Salary Reduction Agreement may not take effect earlier than the first day of the calendar month following the date the Participant executes the Salary Reduction Agreement and as to Compensation paid or made available in such calendar month. However, if an

Employee is eligible to become a Participant during the Employee's calendar month of hire, the Employee may execute a Salary Reduction Agreement on or before the date he/she becomes an Employee, effective for the month in which he/she becomes an Employee.

**(C) Sick, Vacation and Back Pay.** If the Employer in the Adoption Agreement permits Participants to make Salary Reduction Contributions from accumulated sick pay, from accumulated vacation pay or from back pay, a Participant who will incur a Severance from Employment may execute a Salary Reduction Agreement before such amounts are paid or made available provided: (i) such amounts are paid or made available before the Participant incurs the Severance; and (ii) the Participant is an Employee in that month.

**(D) Modification of Salary Reduction Agreement.** A Participant's Salary Reduction Agreement remains in effect until a Participant modifies it or ceases to be eligible to participate in the Plan. A Participant may modify his or her Salary Reduction Agreement by executing a new Salary Reduction Agreement. Any modification will become effective no earlier than the beginning of the calendar month commencing after the date the Participant executes the new Salary Reduction Agreement. Filing a new Salary Reduction Agreement will revoke all Salary Reduction Agreements filed prior to that date. The Employer or Plan Administrator may restrict the Participant's right to modify his or her Salary Reduction Agreement in any Taxable Year.

**6.04 PERSONAL DATA TO PLAN ADMINISTRATOR.** Each Participant and each Beneficiary of a deceased Participant must furnish to the Plan Administrator such evidence, data or information as the Plan Administrator considers necessary or desirable for the purpose of administering the Plan. The provisions of this Plan are effective for the benefit of each Participant upon the condition precedent that each Participant will furnish promptly full, true and complete evidence, data and information when requested by the Plan Administrator, provided the Plan Administrator advises each Participant of the effect of his or her failure to comply with its request.

**6.05 ADDRESS FOR NOTIFICATION.** Each Participant and each Beneficiary of a deceased Participant must file with the Plan Administrator from time to time, in writing, his or her address and any change of address. Any communication, statement or notice addressed to a Participant, or Beneficiary, at his or her last address filed with the Plan Administrator, or as shown on the records of the Employer, binds the Participant, or Beneficiary, for all purposes of this Plan.

**6.06 PARTICIPANT OR BENEFICIARY INCAPACITATED.** If, in the opinion of the Plan Administrator or of the Trustee, a Participant or Beneficiary entitled to a Plan distribution is not able to care for his or her affairs because of a mental condition, a physical condition, or by reason of age, the Plan Administrator or at the direction of the Plan Administrator, the Trustee, may make the distribution to the Participant's or Beneficiary's guardian, conservator, trustee, custodian (including under a Uniform Transfers or Gifts to Minors Act) or to his or her attorney-in-fact or to other legal representative upon furnishing evidence of such status satisfactory to the Plan Administrator and to the Trustee. The Plan Administrator and the Trustee do not have any liability with respect to payments so made and neither the Plan Administrator nor the Trustee has any duty to make inquiry as to the competence of any person entitled to receive payments under the Plan.

**ARTICLE VII  
MISCELLANEOUS**

7.01 NO ASSIGNMENT OR ALIENATION. A Participant or Beneficiary does not have the right to commute, sell, assign, pledge, transfer or otherwise convey or encumber the right to receive any payments under the Plan or Trust and the Plan Administrator and the Trustee will not recognize any such anticipation, assignment, or alienation. The payments and the rights under this Plan are nonassignable and nontransferable. Furthermore, a Participant's or Beneficiary's interest in the Trust is not subject to attachment, garnishment, levy, execution or other legal or equitable process.

7.02 EFFECT ON OTHER PLANS. This Plan does not affect benefits under any other retirement, pension, or benefit plan or system established for the benefit of the Employer's Employees, and participation under this Plan does not affect benefits receivable under any such plan or system, except to the extent provided in such plan or system.

7.03 WORD USAGE. Words used in the masculine will apply to the feminine where applicable, and wherever the context of the Plan dictates, the plural will be read as the singular and the singular as the plural.

7.04 STATE LAW. The laws of the state of the Employer's principal place of business will determine all questions arising with respect to the provisions of this Plan, except to the extent Federal law supersedes State law.

7.05 EMPLOYMENT NOT GUARANTEED. Nothing contained in this Plan, or any modification or amendment to the Plan, or in the creation of any Account, or the payment of any benefit, gives any Employee, Participant or Beneficiary any right to continue employment, any legal or equitable right against the Employer, the Plan Administrator, the Trustee, any other Employee of the Employer, or any agents thereof except as expressly provided by the Plan.

7.06 NOTICE, DESIGNATION, ELECTION, CONSENT AND WAIVER. All notices under the Plan and all Participant or Beneficiary designations, elections, consents or waivers must be in writing and made in a form the Plan Administrator specifies or otherwise approves. To the extent permitted by Treasury regulations or other applicable guidance, any Plan notice, election, consent or waiver may be transmitted electronically. Any person entitled to notice under the Plan may waive the notice or shorten the notice period except as otherwise required by the Code.

**ARTICLE VIII**  
**TRUST PROVISIONS—GOVERNMENTAL ELIGIBLE 457 PLAN**

**8.01 GOVERNMENTAL ELIGIBLE 457 PLAN.** The provisions of this Article VIII apply to a Governmental Eligible 457 Plan and do not apply to a Tax-Exempt Organization Eligible 457 Plan. The Employer in the Adoption Agreement may elect to substitute another trust (attached to this Plan as "Appendix A") or to modify any provision of Article VIII, consistent with Code §457(g) and applicable Treasury regulations.

**8.02 ACCEPTANCE/HOLDING.** The Trustee accepts the Trust created under the Plan and agrees to perform the duties and obligations imposed. The Trustee must hold in trust under this Article VIII, all Deferred Compensation until paid in accordance with the Plan terms.

**8.03 RECEIPT OF CONTRIBUTIONS.** The Trustee is accountable to the Employer for the funds contributed to it by the Employer or the Plan Administrator, but the Trustee does not have any duty to see that the contributions received comply with the provisions of the Plan.

**8.04 FULL INVESTMENT POWERS.** The Trustee has full discretion and authority with regard to the investment of the Trust, except with respect to a Trust asset under Participant direction of investment, in accordance with Section 8.12. The Trustee is authorized and empowered, but not by way of limitation, to exercise and perform the following powers, rights and duties:

(a) To invest any part or all of the Trust in any common or preferred stocks, open-end or closed-end mutual funds, put and call options traded on a national exchange, United States retirement plan bonds, corporate bonds, debentures, convertible debentures, commercial paper, U. S. Treasury bills, U. S. Treasury notes and other direct or indirect obligations of the United States Government or its agencies, improved or unimproved real estate situated in the United States, limited partnerships, insurance contracts of any type, mortgages, notes or other property of any kind, real or personal, and to buy or sell options on common stock on a nationally recognized options exchange with or without holding the underlying common stock, as a prudent person would do under like circumstances. Any investment made or retained by the Trustee in good faith will be proper but must be of a kind constituting a diversification considered by law suitable for trust investments;

(b) To retain in cash so much of the Trust as it may deem advisable to satisfy liquidity needs of the Plan and to deposit any cash held in the Trust in a bank account at reasonable interest;

(c) To invest, if the Trustee is a bank or similar financial institution supervised by the United States or by a State, in any type of deposit of the Trustee (or a bank related to the Trustee within the meaning of Code §414(b)) at a reasonable rate of interest or in a common trust fund as described in Code §584, or in a collective investment fund, the provisions of which the Trust incorporates by this reference, which the Trustee (or its affiliate, as defined in Code §1504) maintains exclusively for the collective investment of money contributed by the bank (or its affiliate) in its capacity as Trustee and which conforms to the rules of the Comptroller of the Currency;

(d) To manage, sell, contract to sell, grant options to purchase, convey, exchange, transfer, abandon, improve, repair, insure, lease for any term even though commencing in the future or extending beyond the term of the Trust, and otherwise deal with all property, real or personal, in such manner, for such

considerations and on such terms and conditions as the Trustee decides;

(e) To credit and distribute the Trust as directed by the Plan Administrator of the Plan. The Trustee will not be obliged to inquire as to whether any payee or distributee is entitled to any payment or whether the distribution is proper or within the terms of the Plan, or as to the manner of making any payment or distribution. The Trustee will be accountable only to the Plan Administrator for any payment or distribution made by it in good faith on the order or direction of the Plan Administrator;

(f) To borrow money, to assume indebtedness, extend mortgages and encumber by mortgage or pledge;

(g) To compromise, contest, arbitrate or abandon claims and demands, in the Trustee's discretion;

(h) To have with respect to the Trust all of the rights of an individual owner, including the power to exercise any and all voting rights associated with Trust assets, to give proxies, to participate in any voting trusts, mergers, consolidations or liquidations, to tender shares and to exercise or sell stock subscriptions or conversion rights;

(i) To lease for oil, gas and other mineral purposes and to create mineral severances by grant or reservation; to pool or unitize interest in oil, gas and other minerals; and to enter into operating agreements and to execute division and transfer orders;

(j) To hold any securities or other property in the name of the Trustee or its nominee, with depositories or agent depositories or in another form as it may deem best, with or without disclosing the trust relationship;

(k) To perform any and all other acts in its judgment necessary or appropriate for the proper and advantageous management, investment and distribution of the Trust;

(l) To retain any funds or property subject to any dispute without liability for the payment of interest, and to decline to make payment or delivery of the funds or property until a court of competent jurisdiction makes a final adjudication;

(m) To file all tax returns required of the Trustee;

(n) To furnish to the Employer and the Plan Administrator an annual statement of account showing the condition of the Trust and all investments, receipts, disbursements and other transactions effected by the Trustee during the Plan Year covered by the statement and also stating the assets of the Trust held at the end of the Plan Year, which accounts will be conclusive on all persons, including the Employer and the Plan Administrator, except as to any act or transaction concerning which the Employer or the Plan Administrator files with the Trustee written exceptions or objections within 90 days after the receipt of the accounts; and

(o) To begin, maintain or defend any litigation necessary in connection with the administration of the Trust, except that the Trustee will not be obliged or required to do so unless indemnified to its satisfaction.

**(A) Nondiscretionary Trustee.** The Employer in the Adoption Agreement may elect to appoint a Nondiscretionary Trustee, subject to this Section 8.04(A). The Nondiscretionary Trustee does not have any discretion or authority with regard to the

investment of the Trust, but must act solely as a directed Trustee hereunder. The Nondiscretionary Trustee is authorized and empowered to exercise and perform the above Section 8.04 powers, rights and duties provided that the Trustee shall act solely as a directed Trustee and only in accordance with the written direction of the Employer, the Plan Administrator or of a Participant as applicable. The Nondiscretionary Trustee is not liable for making, retaining or disposing of any investment or for taking or failing to take any other action, in accordance with proper Employer, Plan Administrator or Participant direction.

**8.05 RECORDS AND STATEMENTS.** The records of the Trustee pertaining to the Trust will be open to the inspection of the Plan Administrator and the Employer at all reasonable times and may be audited from time to time by any person or persons as the Employer or Plan Administrator may specify in writing. The Trustee will furnish the Plan Administrator whatever information relating to the Trust the Plan Administrator considers necessary.

**8.06 FEES AND EXPENSES FROM FUND.** The Trustee will receive reasonable annual compensation in accordance with its fee schedule as published from time to time. The Trustee will pay from the Trust all fees and expenses the Trustee reasonably incurs in its administration of the Trust, unless the Employer pays the fees and expenses.

**8.07 PROFESSIONAL AGENTS.** The Trustee may employ and pay from the Trust reasonable compensation to agents, attorneys, accountants and other persons to advise the Trustee as in its opinion may be necessary. The Trustee may delegate to any agent, attorney, accountant or other person selected by it any non-Trustee power or duty vested in it by the Trust, and the Trustee may act or refrain from acting on the advice or opinion of any agent, attorney, accountant or other person so selected.

**8.08 DISTRIBUTION OF CASH OR PROPERTY.** The Trustee may make distribution under the Plan in cash or property, or partly in each, at its fair market value as determined by the Trustee.

**8.09 RESIGNATION AND REMOVAL.** The Trustee or the Custodian may resign its position by giving written notice to the Employer and to the Plan Administrator. The Trustee's notice must specify the effective date of the Trustee's resignation, which date must be at least 30 days following the date of the Trustee's notice, unless the Employer consents in writing to shorter notice.

The Employer may remove a Trustee or a Custodian by giving written notice to the affected party. The Employer's notice must specify the effective date of removal which date must be at least 30 days following the date of the Employer's notice, except where the Employer reasonably determines a shorter notice period or immediate removal is necessary to protect Plan assets.

#### **8.10 SUCCESSOR TRUSTEE.**

**(A) Appointment.** In the event of the resignation or the removal of a Trustee, where no other Trustee continues to service, the Employer must appoint a successor Trustee if it intends to continue the Plan. If two or more persons hold the position of Trustee, in the event of the removal of one such person, during any period the selection of a replacement is pending, or during any period such person is unable to serve for any reason, the remaining person or persons will act as the Trustee. If the Employer fails to appoint a successor Trustee as of the effective date of the Trustee resignation or removal and no other Trustee remains, the Trustee will treat the Employer as

having appointed itself as Trustee and as having filed the Employer's acceptance of appointment as successor Trustee with the former Trustee.

**(B) Automatic Successor.** Any corporation which succeeds to the trust business of the Trustee, or results from any merger or consolidation to which the Trustee is a party, or is the transferee of substantially all the Trustee's assets, will be the successor to the Trustee under this Trust. The successor Trustee will possess all rights, duties and powers under this Trust as if the successor Trustee were the original Trustee. Neither the Trustee nor the successor Trustee need provide notice to any interested person of any transaction resulting in a successor Trustee. The successor Trustee need not file or execute any additional instrument or perform any additional act to become successor Trustee.

**8.11 VALUATION OF TRUST.** The Trustee will value the Trust as of each Accounting Date to determine the fair market value of the Trust assets. The Trustee will value the Trust on such other date(s) the Plan Administrator may direct.

**8.12 PARTICIPANT DIRECTION OF INVESTMENT.** Consistent with the Plan Administrator's policy adopted under Section 5.02(1), the Trustee may consent in writing to permit Participants in the Plan to direct the investment to the Trust assets. The Plan Administrator will advise the Trustee of the portion of the Trust credited to each Participant's Account under the Plan, and subject to such Participant direction. As a condition of Participant direction, the Trustee may impose such conditions, limitations and other provisions as the Trustee may deem appropriate and as are consistent with the Plan Administrator's policy. The Trustee will report to the Plan Administrator the net income, gain or losses incurred by each Participant-Directed Account separately from the net income, gain or losses incurred by the general Trust during the Trust Year.

**8.13 THIRD PARTY RELIANCE.** No person dealing with the Trustee will be obliged to see to the proper application of any money paid or property delivered to the Trustee, or to inquire whether the Trustee has acted pursuant to any of the terms of the Trust. Each person dealing with the Trustee may act upon any notice, request or representation in writing by the Trustee, or by the Trustee's duly authorized agent, and will not be liable to any person whomsoever in so doing. The certificate of the Trustee that it is acting in accordance with the Trust will be conclusive in favor of any person relying on the certificate.

**8.14 INVALIDITY OF ANY TRUST PROVISION.** If any clause or provision of this Article VIII proves to be or is adjudged to be invalid or void for any reason, such void or invalid clause or provision will not affect any of the other provisions of this Article VIII and the balance of the Trust provisions will remain operative.

**8.15 EXCLUSIVE BENEFIT.** The Trustee will hold all the assets of the Trust for the exclusive benefit of the Participants and their Beneficiaries and neither the Employer nor the Trustee will use or divert any part of the corpus or income of the Trust for purposes other than the exclusive benefit of the Participants and Beneficiaries of the Plan. The Employer will not have any right to the assets held by the Trustee and the Trust assets will not be subject to the claims of the Employer's creditors or, except as provided in Section 4.06, of the creditors of any Participant or Beneficiary. No Participant or Beneficiary shall have any right to sell, assign, transfer or otherwise convey his or her Account or any interest in his or her Deferred Compensation. Notwithstanding the foregoing, the Plan Administrator may pay from a Participant's or Beneficiary's Account the amount the Plan Administrator finds is lawfully

demanded under a levy issued by the Internal Revenue Service with respect to that Participant or Beneficiary or is sought to be collected by the United States Government under a judgment resulting from an unpaid tax assessment against the Participant or Beneficiary. The Trust created under the Employer's Plan is irrevocable and its assets will not inure to the benefit of the Employer.

8.16 SUBSTITUTION OF CUSTODIAL ACCOUNT OR ANNUITY CONTRACT. The Employer in the Adoption Agreement may elect to use one or more custodial accounts or annuity contracts in lieu of or in addition to the Trust established in this Article VIII. Any such custodial account or annuity contract must satisfy the requirements of Code §457(g)(3) and applicable Treasury regulations.

8.17 GROUP TRUST AUTHORITY. Notwithstanding any contrary provision in this Plan, the Trustee may, unless restricted in writing by the Plan Administrator, transfer assets of the Plan to a group trust that is operated or maintained exclusively for the commingling and collective investment of monies provided that the funds in the group trust consist exclusively of trust assets held under plans qualified under Code §401(a), individual retirement accounts that are exempt under Code §408(e), and eligible governmental plans that meets the requirements of Code §457(b). For this purpose, a trust includes a custodial account that is treated as a trust under Code §401(f) or under Code §457(g)(3). For purposes of valuation, the value of the interest maintained by the Plan in such group trust shall be the fair market value of the portion of the group trust held for Plan, determined in accordance with generally recognized valuation procedures.

**ARTICLE IX  
AMENDMENT, TERMINATION, TRANSFERS**

9.01 AMENDMENT BY EMPLOYER/SPONSOR. The Employer has the right at any time and from time to time:

- (a) To amend this Plan and Trust Agreement and the Adoption Agreement in any manner it deems necessary or advisable in order to continue the status of this Plan as an Eligible 457 Plan; and
- (b) To amend this Plan and Trust Agreement and the Adoption Agreement in any other manner, including deletion, substitution or modification of any Plan, Trust or Adoption Agreement provision.

The Employer must make all amendments in writing. The Employer may amend the Plan by an Adoption Agreement election, by addenda, by separate amendment, or by restatement of the Adoption Agreement or Plan. Each amendment must state the date to which it is either retroactively or prospectively effective. The Employer also may not make any amendment that affects the rights, duties or responsibilities of the Trustee or the Plan Administrator without the written consent of the affected Trustee or the Plan Administrator.

9.02 TERMINATION/FREEZING OF PLAN. The Employer has the right, at any time, to terminate this Plan or to cease (freeze) further Deferral Contributions to the Plan. Upon termination or freezing of the Plan, the provisions of the Plan (other than provisions permitting continued Deferral Contributions) remain operative until distribution of all Accounts. Upon Plan termination, the Plan Administrator or Trustee shall distribute to Participants and Beneficiaries all Deferred Compensation as soon as is reasonably practicable following termination.

9.03 TRANSFERS. The Employer may enter into a Transfer agreement with another employer under which this Plan: (a) may accept a Transfer of a Participant's Account in the other employer's Eligible 457 Plan; or (b) may Transfer a Participant's (or Beneficiary's) Account in this Plan to the other employer's Eligible 457 Plan. The plan sponsors of the plans

involved in the Transfer both must be States or both must be Tax-Exempt Organizations and the plans must provide for Transfers. The Participant or Beneficiary, after the Transfer will have Deferred Compensation in the recipient plan at least equal to his or her Deferred Compensation in the transferring plan immediately before the Transfer. Any Transfer also must comply with applicable Treasury regulations, and in particular Treas. Reg. §§1.457-10(b)(2) as to post-severance transfers between Governmental Eligible 457 Plans; 1.457-10(b)(3) as to transfers of all assets between Governmental Eligible 457 Plans; 1.457-10(b)(4) as to transfers between Governmental Eligible 457 Plans of the same Employer; and 1.457-10(b)(5) as to post-severance transfers between Tax-Exempt Organization Eligible 457 Plans. The Plan Administrator will credit any Transfer accepted under this Section 9.03 to the Participant's Account and will treat the transferred amount as a Deferral Contribution for all purposes of this Plan except the Plan Administrator, will not treat such Transfer as a Deferral Contribution subject to the limitations of Article III. In addition, in the case of a Transfer between Tax-Exempt Organization Eligible Plans, the recipient plans shall apply a Participant's distribution elections made under the transferor plan in accordance with Treas. Reg. §1.457-10(b)(6)(ii). The Plan's Transfer of any Participant's or Beneficiary's Account under this Section 9.03 completely discharges the Employer, the Plan Administrator, the Trustee and the Plan from any liability to the Participant or Beneficiary for any Plan benefits.

9.04 PURCHASE OF PERMISSIVE SERVICE CREDIT. A Participant in a Governmental Eligible 457 Plan, prior to otherwise incurring a distributable event under Article IV, may direct the Trustee to transfer all or a portion of his or her Account to a governmental defined benefit plan (under Code §414(d)) for: (a) the purchase of permissive service credit (under Code §415(n)(3)(A)) under such plan, or (b) the repayment of contributions and earnings previously refunded with respect to a forfeiture of service credited under the plan (or under another governmental plan within the same State) to which Code §415 does not apply by reason of Code §415(k)(3).

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for Norris Elementary Roof Replacement Project

**MEETING DATE:** November 7, 2016

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for Norris Elementary Roof Replacement Project

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This project is one of the “summer projects” funded as a result of the 2013 bond election.

Toney’s Enterprises was a contractor on two District roofing projects in 2014. Our experience with them on those projects was less than desirable. However, in the time since then, the company has made significant changes and is under new management. As a result, their references related to other recent projects for in the area have been favorable.

In light of the company changes (and related references) noted above, we are recommending the award of this project to Toney’s. Please note, however, that we will also recommending that the District not issue multiple contracts to them for the same construction season. (See the next agenda item related to another roofing contract award for next summer.)

Kelley Rosburg (or another representative from BVH Architecture) will be present to make the presentation and answer any questions board members may have.

**OPTIONS AND ALTERNATIVES:** n/a

**RECOMMENDATION:** It is recommended that the contract for the Norris Elementary Roof Replacement Project be awarded to Toney’s Enterprises in the amount of \$215,000 and that the Associate Superintendent for General Administration be authorized to execute any and all document related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate

**RESPONSIBLE PERSON:** Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT’S APPROVAL:** 

24 October 2016

Mr. Ken Fossen  
Associate Superintendent for General Administration  
Millard Public Schools  
Donald Stroh Administrative Center  
5606 S 147<sup>th</sup> St  
Omaha NE 68137

RE: Millard Public Schools – Norris Elementary Roof Replacement – Ph. II of III (RE-BID)  
BVH Project No. M14191

Dear Mr. Fossen,

On Thursday, October 11, 2016, bids were received to replace the Phase II roof areas and skylights at Norris Elementary School. The base bid includes replacing flat roof areas D, E, F, G & a Firestone warranted tie-in to H, and three linear skylights on roof D. This is a re-bid from February, with a reduced scope.

A total of four (4) bids were received for this work. The low bid received was from Toney's Enterprises of Omaha. There were no bid alternates. The total estimated construction cost was \$230,000. Toney's total project bid amount is 6.5% below the original estimate.

Toney's Enterprises has been under new management since they last worked for the District in 2014, when they completed both Norris & Cody Ph. I roof projects. Toney's provided several current references from the past 18 mos. which were all contacted, yielding favorable results. We **recommend acceptance of their bid in the amount of \$215,000** if funds are available.

A representative from BVH Architecture will be attending the School Board meeting on November 7, 2016 should any questions arise.

A copy of the bid tab is attached.

Respectfully,

BVH ARCHITECTURE



Kelley A. Rosburg, AIA

enclosure

cc: Steve Mainelli – Millard Public Schools  
Ryan Hausman – Roofing Solutions

# BVH ARCHITECTURE

## BID TABULATION

MPS Norris Elementary Roof Replacement Phase 2 Areas D, E, F and G  
M14191

Bid date: 11 October 2016; 10:00 a.m.

| CONTRACTORS         | ADDENDA           | BID BOND | BASE BID     | UNIT PRICE: Steel Deck Prep and Coating |     | UNIT PRICE: Deteriorated Wood Nailer Replacement |        |
|---------------------|-------------------|----------|--------------|---|-----|--|--------|
|                     |                   |          |              |   |     |  |        |
| Boone Bros.         | No Addenda issued | Yes      | \$321,000.00 | \$5.00                                  | /SF | \$5.00   | /Bd Ft |
| McKinnis Roofing    | No Addenda issued | Yes      | \$257,239.00 | \$6.50                                  | /SF | \$2.75   | /Bd Ft |
| Schefer's Roofing   | No Addenda issued | Yes      | \$246,723.00 | \$6.50                                  | /SF | \$3.50   | /Bd Ft |
| Toney's Enterprises | No Addenda issued | Yes      | \$215,000.00 | \$5.75                                  | /SF | \$3.50   | /Bd Ft |
|                     |                   |          |              |   |     |  |        |
|                     |                   |          |              |   |     |  |        |
|                     |                   |          |              |   |     |  |        |
|                     |                   |          |              |   |     |  |        |

**BVH** ARCHITECTURE

440 N 8th St, Ste 100 Lincoln, NE 68508 / 402.475.4551 // 901 Jones St Omaha, NE 68102 / 402.345.3060

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for Cody Elementary Roof Replacement Project

**MEETING DATE:** November 7, 2016

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for Cody Elementary Roof Replacement Project

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This project is one of the “summer projects” funded as a result of the 2013 bond election.

[Note: See the comments on the preceding agenda item related to the Norris Roofing Project.]

The low bidder on this project discovered a clerical error in its calculations and requested to withdraw its bid. (We have always permitted withdrawal of bids but, for obvious reasons, have never permitted “corrections.”)

In light of the information noted in the preceding agenda item (Norris Roofing Project), we are recommending the second lowest bid not be accepted since the contractor was awarded the previous contract for the Norris project. As a result, we are recommending the third lowest bid for acceptance.

Kelley Rosburg (or another representative from BVH Architecture) will be present to make the presentation and answer any questions board members may have.

**OPTIONS AND ALTERNATIVES:** n/a

**RECOMMENDATION:** It is recommended that the low bidder be permitted withdraw its bid as requested; that the second lowest bidder not be awarded the project since it was already awarded a similar project for the same time period; that the contract for the Cody Elementary Roof Replacement Project be awarded to McKinnis Roofing in the amount of \$305,097; and, that the Associate Superintendent for General Administration be authorized to execute any and all document related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate

**RESPONSIBLE PERSON:** Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT’S APPROVAL:** 

24 October 2016

Mr. Ken Fossen  
Associate Superintendent for General Administration  
Millard Public Schools  
Donald Stroh Administrative Center  
5606 S 147<sup>th</sup> St  
Omaha NE 68137

RE: Millard Public Schools – Cody Elementary Roof Replacement – Ph. II (RE-BID)  
BVH Project No. M14190

Dear Mr. Fossen,

On Thursday, October 6, 2016, bids were received to replace the Phase II roof areas and skylights at Cody Elementary School. The base bid includes replacing flat roof areas D, E, F, G & H, several roof drains and three linear skylights on roof H.

A total of five (5) bids were received for this work. The Cody roof project is a re-bid project from January. The low bid received was from Bradco and they withdrew their bid from consideration the following day. The second low bid received was from Toney's Enterprises of Omaha, NE. Toney's was also the low bidder for the Norris Ph. II roof project. As a result, we are recommending acceptance of the third low bidder, McKinnis Roofing on the Cody project, in the amount of \$305,097. There were no bid alternates. The total estimated construction cost was \$305,000. McKinnis' total project bid amount is near the original estimate.

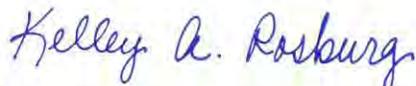
McKinnis Roofing is a well qualified roofing Contractor, has completed projects at Millard South, Millard North, and an elementary school for the District in the past, and we **recommend acceptance of their bid in the amount of \$305,097** if funds are available.

A representative from BVH Architecture will be attending the School Board meeting on November 7, 2016 should any questions arise.

A copy of the bid tab is attached.

Respectfully,

BVH ARCHITECTURE



Kelley A. Rosburg, AIA

enclosure

cc: Steve Mainelli – Millard Public Schools  
Ryan Hausman – Roofing Solutions

**BVH**ARCHITECTURE

440 N 8th St, Ste 100 Lincoln, NE 68508 / 402.475.4551 // 901 Jones St Omaha, NE 68102 / 402.345.3060

# BVH ARCHITECTURE

## BID TABULATION

MPS Cody Elementary Roof Replacement Phase 2 Areas D, E, F, G and H  
 M14190  
 Bid date: 6 October 2016; 10:00 a.m.

| CONTRACTORS            | ADDENDA | BID BOND | BASE BID     | UNIT PRICE: Steel Deck Prep and Coating |     | UNIT PRICE: Deteriorated Wood Nailer Replacement |        |
|------------------------|---------|----------|--------------|---|-----|--|--------|
|                        |         |          |              |   |     |  |        |
| Bradco (BID WITHDRAWN) | None    | YES      | \$206,850.00 | \$5.00                                  | /SF | \$2.50   | /Bd Ft |
| Boone Bros. Roofing    | None    | YES      | \$396,000.00 | \$5.00                                  | /SF | \$5.00   | /Bd Ft |
| McKinnis Roofing       | None    | YES      | \$305,097.00 | \$35.00                                 | /SF | \$2.75   | /Bd Ft |
| Schefer's Roofing      | None    | YES      | \$401,712.00 | \$6.50                                  | /SF | \$3.50   | /Bd Ft |
| Toney's Enterprises    | None    | YES      | \$295,000.00 | \$5.75                                  | /SF | \$3.50   | /Bd Ft |
|                        |         |          |              |   |     |  |        |
|                        |         |          |              |   |     |  |        |
|                        |         |          |              |   |     |  |        |
|                        |         |          |              |   |     |  |        |
|                        |         |          |              |   |     |  |        |

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for MSHS Baseball Field Lighting Project

**MEETING DATE:** November 7, 2016

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for MSHS Baseball Field Lighting Project

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** This project is one of the “summer projects” funded as a result of the 2013 bond election.

Andy Lang (Morrissey Engineering) will be present to make the presentation and answer any questions board members may have.

**OPTIONS AND ALTERNATIVES:** n/a

**RECOMMENDATION:** It is recommended that the contract for the MSHS Baseball Field Lighting Project be awarded to Pro Tech Electric in the amount of \$209,380 and that the Associate Superintendent for General Administration be authorized to execute any and all document related to such project.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate

**RESPONSIBLE PERSON:** Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT’S APPROVAL:** 

October 20, 2016

Millard Public Schools  
5606 South 147<sup>th</sup> Street  
Omaha, NE 68137

Attn: Steve Mainelli

Project #16073: Millard South Baseball Field Lighting  
RE: Bid Proposals dated October 6, 2016

Steve:

Bids were received for the Millard South Baseball Field Lighting Project in Conference Room A at the Don Stroh Administration Center on October 6, 2016 at 10:00 a.m. Per the attached bid tab, three bids were received. The low base bid was submitted by Pro Tech Electric in the amount of \$209,380 (two hundred nine thousand three hundred eighty dollars). Pro Tech Electric has completed many sports lighting projects in the area including some with Morrissey Engineering and Millard Public Schools. Their experience with MPS including Millard North Baseball and Softball Fields, Millard West Baseball and Softball Fields, and Millard South Softball.

The bid amount of \$209,380 is below the revised project estimate of \$250,000. We are pleased with the quantity of bids received with the current bid climate.

Pro Tech Electric indicated on their Bid Proposal they would finish by February 24th, 2017 per the specifications.

We recommend a contract be awarded to Pro Tech Electric in the amount of \$209,380 (two hundred nine thousand three hundred eighty dollars).

Please advise if you require any additional information.

Sincerely,



Andrew Lang, PE

Enclosure

**PROJECT:** MPS Millard South Baseball Field Lighting

**BID DATE:** 10/6/2016  
**BID TIME:** 10:00 a.m.  
**MEI PROJECT NO.:** 16073



**BID TABULATION**

| BIDDERS             | Base Bid  |  | Bid Bond | Comments |
|---------------------|-----------|--|----------|----------|
| Pro Tech            | \$209,380 |  | Y        |          |
| Vierregger Electric | \$301,640 |  | Y        |          |
| WCHE                | \$291,580 |  | Y        |          |
|                     |           |  |          |          |
|                     |           |  |          |          |
|                     |           |  |          |          |

To provide soccer field lighting per drawings and specifications dated 9/16/2016 for Millard South High School Baseball Field Lighting

## AGENDA SUMMARY SHEET

|                                     |   |
|-------------------------------------|---|
| Meeting Date:                       | November 7, 2016  |
| Department                          | Human Resources   |
| Action Desired:                     | Approval  |
| Background:                         | Personnel items: (1) Hire Agenda; 2) Resignation; 3) Voluntary Early Separation (VSP); 4) Retirement Notification Incentive (RNI) |
| Options/Alternatives Considered:    | N/A   |
| Recommendations:                    | Approval  |
| Strategic Plan Reference:           | N/A   |
| Implications of Adoption/Rejection: | N/A   |
| Timeline:                           | N/A   |
| Responsible Persons:                | Kevin Chick<br>Executive Director of Human Resources  |

Superintendent's Signature: \_\_\_\_\_  \_\_\_\_\_

November 7, 2016

**TEACHERS RECOMMENDED FOR HIRE****Recommend: The following teachers be hired for the 2016/2017 school year:**

1. Kayla M. Krueger – BA – University of Nebraska, Lincoln. Music teacher at Neihardt Elementary School for the 2016-2017 school year.
2. Kelly A. Welsh – Ed.D. – University of Nebraska, Lincoln. Language Arts teacher at Millard North High School for the 2016-2017 school year. Previous Experience: Millard Public Schools (1993-2012); Bishop Heelan Catholic High School, Sioux City, IA (1985-1989)
3. Joshua J. Crouch – MA – University of Nebraska, Lincoln. Industrial Technology teacher at Millard North High School for the 2016-2017 school year. Previous Experience: Omaha Public Schools (2013-2014)

November 7, 2016

**RESIGNATIONS****Recommend: The following resignations be accepted:**

1. Linda S. Huryta – Grade 3 teacher at Willowdale Elementary School. Retiring at the end of the 2016-2017 school year.
2. Laura E. Flahive – Language Arts teacher at Millard North High School. Resigning December 21, 2016 because of family relocation.

November 7, 2016

**Voluntary Separation Program (VSP)**

**Recommend:** The following qualified candidates be approved to participate in the District's Voluntary Separation Program.

1. Jane E. Petersen – Media Specialist at Willowdale Elementary School.  
~ 22 years of service
2. Eunice A. Kokrda – Family Consumer Science teacher at Millard North High School.  
~ 22 years of service

**November 7, 2016**

**Resignation Notification Incentive**

**Recommend:** The following resignations be approved to participate in the District's Resignation Notification Incentive Program:

1. Jane Petersen – Teacher Librarian at Willowdale Elementary School. Retiring at the end of the 2016-2017 school year.
2. Judith A. Hughes – Grade 4 teacher at Rohwer Elementary School. Retiring at the end of the 2016-2017 school year.

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Enrollment Report

**MEETING DATE:** November 7, 2016

**DEPARTMENT:** Educational Services: Assessment, Research, & Evaluation

**TITLE:** Enrollment Report

**BRIEF DESCRIPTION:** Report states the district and building enrollment reflective of data pulled on October 20, 2016.

**ACTION DESIRED:** \_\_\_ Approval   X   Information/Discussion

**BACKGROUND:** Enrollment data pulled on/near the 20<sup>th</sup> of each month in session is reported to the Millard Board of Education for public record. Enrollment data is stored in our student information system, Infinite Campus.

**RECOMMENDATIONS:** None

**STRATEGIC PLAN REFERENCE:** None

**IMPLICATIONS OF ADOPTION OR REJECTION:** None

**TIMELINE:** None

**RESPONSIBLE PERSON(S):** Dr. Darin Kelberlau and Sharon Freeman

**SUPERINTENDENT'S APPROVAL:**

\_\_\_\_\_  \_\_\_\_\_

**October 20, 2016  
Millard Public Schools  
Total Enrollment**

| Elementary               | K           | 1           | 2           | 3           | 4           | 5           | SpEd         | Current       | Current    | YTD       | Official 16/17 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|---------------|------------|-----------|----------------|
|                          |             |             |             |             |             |             | Cluster Prgm | Total         | Change     | Change    | Enrollment     |
| Abbott (3 unit)          | 80          | 66          | 68          | 76          | 69          | 70          |              | 429           | -2         | -2        | 431            |
| Ackerman (4 unit)        | 79          | 84          | 84          | 72          | 69          | 85          |              | 473           | -3         | -3        | 476            |
| Aldrich (3 unit)         | 72          | 67          | 71          | 70          | 99          | 73          |              | 452           | 0          | 0         | 452            |
| Black Elk (4 unit)       | 86          | 85          | 95          | 86          | 66          | 80          |              | 498           | 0          | 0         | 498            |
| Bryan (3 unit)           | 58          | 61          | 62          | 61          | 61          | 78          |              | 381           | 0          | 1         | 380            |
| Cather (3 unit)          | 61          | 66          | 73          | 68          | 58          | 63          |              | 389           | -4         | -4        | 393            |
| Cody (2 unit)            | 35          | 41          | 32          | 37          | 27          | 47          | 15           | 234           | -3         | -2        | 236            |
| Cottonwood (3 unit)      | 44          | 47          | 48          | 49          | 48          | 51          | 5            | 292           | -2         | -2        | 294            |
| Disney (3 unit)          | 60          | 51          | 51          | 51          | 43          | 50          | 16           | 322           | 1          | -2        | 324            |
| Ezra Millard (3 unit)    | 78          | 93          | 64          | 75          | 67          | 70          |              | 447           | -1         | -1        | 448            |
| Harvey Oaks (2 unit)     | 54          | 47          | 46          | 41          | 49          | 55          |              | 292           | 3          | 2         | 290            |
| Hitchcock (2 unit)       | 45          | 43          | 43          | 51          | 41          | 43          |              | 266           | 2          | 1         | 265            |
| Holling Heights (3 unit) | 56          | 54          | 57          | 69          | 69          | 54          | 13           | 372           | 3          | 2         | 370            |
| Montclair (4 unit)       | 91          | 103         | 92          | 90          | 95          | 81          |              | 552           | 0          | 0         | 552            |
| Morton (3 unit)          | 36          | 52          | 42          | 63          | 40          | 48          | 9            | 290           | -1         | -1        | 291            |
| Neihardt (4 unit)        | 92          | 105         | 114         | 95          | 100         | 92          |              | 598           | -3         | 3         | 595            |
| Norris (3 unit)          | 66          | 66          | 66          | 60          | 58          | 60          |              | 376           | 0          | 0         | 376            |
| Reagan (4 unit)          | 87          | 87          | 105         | 90          | 84          | 94          |              | 547           | 1          | 1         | 546            |
| Reeder (4 unit)          | 81          | 120         | 108         | 103         | 100         | 94          |              | 606           | 0          | 1         | 605            |
| Rockwell (3 unit)        | 37          | 37          | 50          | 44          | 45          | 41          | 17           | 271           | 1          | 1         | 270            |
| Rohwer (3 unit)          | 99          | 61          | 93          | 94          | 90          | 94          | 15           | 546           | -4         | -4        | 550            |
| Sandoz (3 unit)          | 50          | 54          | 59          | 60          | 51          | 60          |              | 334           | 1          | 1         | 333            |
| Upchurch (3 unit)        | 91          | 76          | 100         | 100         | 94          | 90          |              | 551           | 2          | 2         | 549            |
| Wheeler (4 unit)         | 92          | 84          | 86          | 73          | 90          | 98          | 24           | 547           | -1         | -2        | 549            |
| Willowdale (3 unit)      | 70          | 66          | 60          | 77          | 67          | 77          |              | 417           | -1         | -1        | 418            |
| <b>Totals</b>            | <b>1700</b> | <b>1716</b> | <b>1769</b> | <b>1755</b> | <b>1680</b> | <b>1748</b> | <b>114</b>   | <b>10,482</b> | <b>-11</b> | <b>-9</b> | <b>10,491</b>  |

| Middle        | 6           | 7           | 8           | SpEd Prgm* | Current Total | Current Change | YTD Change | Official 16/17 Enrollment |
|---------------|-------------|-------------|-------------|------------|---------------|----------------|------------|---------------------------|
| Andersen MS   | 307         | 311         | 290         | 6          | 908           | 0              | 2          | 906                       |
| Beadle MS     | 308         | 346         | 353         | 25         | 1007          | 1              | 0          | 1007                      |
| Central MS    | 299         | 342         | 274         | 24         | 915           | 3              | 2          | 913                       |
| Kiewit MS     | 318         | 327         | 327         | 0          | 972           | -3             | 0          | 972                       |
| North MS      | 259         | 271         | 253         | 21         | 783           | -4             | -2         | 785                       |
| Russell MS    | 252         | 291         | 279         | 0          | 822           | 0              | 2          | 820                       |
| <b>Totals</b> | <b>1743</b> | <b>1888</b> | <b>1776</b> | <b>76</b>  | <b>5407</b>   | <b>-3</b>      | <b>4</b>   | <b>5403</b>               |

| High          | Grads YTD | 9           | 10          | 11          | 12          | SpEd Prgm* | Current Total | Current Change | YTD Change | Official 16/17 Enrollment |
|---------------|-----------|-------------|-------------|-------------|-------------|------------|---------------|----------------|------------|---------------------------|
| North HS      | 1         | 640         | 606         | 591         | 602         | 30         | 2439          | -17            | -12        | 2451                      |
| South HS      | 3         | 607         | 561         | 513         | 509         | 35         | 2190          | -11            | -4         | 2194                      |
| West HS       | 13        | 611         | 667         | 608         | 580         | 28         | 2466          | -13            | -11        | 2477                      |
| Horizon HS    | 5         | 2           | 13          | 43          | 71          | 0          | 129           | 0              | 11         | 118                       |
| <b>Totals</b> | <b>22</b> | <b>1860</b> | <b>1847</b> | <b>1755</b> | <b>1762</b> | <b>93</b>  | <b>7224</b>   | <b>-41</b>     | <b>-16</b> | <b>7240</b>               |

**\*SpEd Program Included in MS/HS Grade Level totals**

|                                  |               |            |            |               |
|----------------------------------|---------------|------------|------------|---------------|
| Contracted SpEd                  | 54            | 1          | 2          | 52            |
| Rule 18 Interim                  | 12            | -4         | -2         | 14            |
| Young Adult Program              | 50            | -3         | -2         | 52            |
| Ombudsman (Primary)              | 16            | 0          | 1          | 15            |
| <b>Total District K-12</b>       | <b>23,245</b> | <b>-61</b> | <b>-22</b> | <b>23,267</b> |
| <b>Total District Pre-K-12**</b> | <b>23,963</b> | <b>-32</b> | <b>-17</b> | <b>23,980</b> |

\*\*Itinerant, Contracted, & Sixpence Pre-K in Official 16/17 Enrollment: **59**

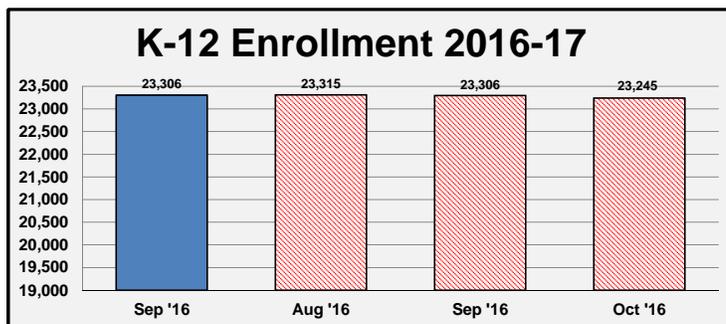
\*\*Itinerant, Contracted, & Sixpence Pre-K in Current Enrollment: **64**

| Preschool            | SpEd | Not SpEd | Total      | Official 16/17 |
|----------------------|------|----------|------------|----------------|
| Bryan                | 13   | 19       | 32         | 32             |
| Cody                 | 35   | 38       | 73         | 73             |
| Disney               | 11   | 17       | 28         | 28             |
| Harvey Oaks          | 25   | 23       | 48         | 47             |
| Hitchcock            | 21   | 16       | 37         | 35             |
| Holling Heights      | 5    | 11       | 16         | 16             |
| Montclair Montessori | 2    | 80       | 82         | 82             |
| Neihardt             | 23   | 34       | 57         | 57             |
| Norris               | 6    | 9        | 15         | 16             |
| Norris Montessori    | 0    | 31       | 31         | 31             |
| Rockwell             | 19   | 17       | 36         | 37             |
| Sandoz               | 20   | 32       | 52         | 51             |
| Wheeler              | 24   | 20       | 44         | 43             |
| Homebased Infants    | 103  | 0        | 103        | 106            |
| <b>TOTAL</b>         |      |          | <b>654</b> | <b>654</b>     |

| 10/20/2016           |               |
|----------------------|---------------|
| Elementary           | 10,482        |
| Middle School        | 5,407         |
| High School          | 7,224         |
| Contracted & Rule 18 | 66            |
| Young Adult          | 50            |
| Ombudsman (Primary)  | 16            |
| <b>TOTAL</b>         | <b>23,245</b> |

| 09/20/2016           |               |
|----------------------|---------------|
| Elementary           | 10,493        |
| Middle School        | 5,410         |
| High School          | 7,265         |
| Contracted & Rule 18 | 69            |
| Young Adult          | 53            |
| Ombudsman (Primary)  | 16            |
| <b>TOTAL</b>         | <b>23,306</b> |

| Career Academies                             | NHS | SHS | WHS | HHS | TOTAL |
|--|-----|-----|-----|-----|-------|
| Education                                    | 4   | 11  | 26  |     | 41    |
| Entrepreneurship                             | 11  | 13  | 21  |     | 45    |
| Health Sciences                              | 14  | 25  | 55  |     | 94    |
| Dist/Log Mgmt                                | 10  | 10  | 14  |     | 34    |
| Ombudsman (Primary and Secondary Assignment) |     |     |     |     | 21    |



| Elementary     |       | Classroom Enrollment |       |       |       |       |               |                |            |                           |      | Class Size w/out SpEd |
|----------------|-------|----------------------|-------|-------|-------|-------|---------------|----------------|------------|---------------------------|------|-----------------------|
|                | K     | 1                    | 2     | 3     | 4     | 5     | Current Total | Current Change | YTD Change | Official 16/17 Enrollment |      |                       |
| Abbott         | 20    | 21                   | 23    | 25    | 23    | 24    |               |                |            |                           |      |                       |
|                | 20    | 22                   | 23    | 26    | 23    | 23    |               |                |            |                           |      |                       |
|                | 19    | 23                   | 22    | 25    | 23    | 23    |               |                |            |                           |      |                       |
|                | 21    |                      |       |       |       |       |               |                |            |                           |      |                       |
| Total Students | 80    | 66                   | 68    | 76    | 69    | 70    | 429           | -2             | -2         | 431                       | 429  |                       |
| Total Teachers | 4     | 3                    | 3     | 3     | 3     | 3     | 19            |                |            |                           | 19   |                       |
| Classroom Avg  | 20.00 | 22.00                | 22.7  | 25.5  | 23.0  | 23.3  | 23            |                |            |                           | 23   |                       |
| Ackerman       | 19    | 21                   | 21    | 24    | 24    | 21    |               |                |            |                           |      |                       |
|                | 20    | 20                   | 22    | 23    | 22    | 19    |               |                |            |                           |      |                       |
|                | 18    | 22                   | 20    | 25    | 23    | 22    |               |                |            |                           |      |                       |
|                | 22    | 21                   | 21    |       |       |       |               |                |            |                           |      |                       |
| Total Students | 79    | 84                   | 84    | 72    | 69    | 85    | 473           | -3             | -3         | 476                       | 473  |                       |
| Total Teachers | 4     | 4                    | 4     | 3     | 3     | 4     | 22            |                |            |                           | 22   |                       |
| Classroom Avg  | 19.8  | 21.0                 | 21.0  | 24.0  | 23.0  | 21.3  | 22            |                |            |                           | 22   |                       |
| Aldrich        | 24    | 21                   | 24    | 23    | 25    | 24    |               |                |            |                           |      |                       |
|                | 25    | 23                   | 23    | 23    | 25    | 23    |               |                |            |                           |      |                       |
|                | 23    | 23                   | 24    | 24    | 24    | 26    |               |                |            |                           |      |                       |
|                |       |                      |       |       | 25    |       |               |                |            |                           |      |                       |
| Total Students | 72    | 67                   | 71    | 70    | 99    | 73    | 452           | 0              | 0          | 452                       | 452  |                       |
| Total Teachers | 3     | 3                    | 3     | 3     | 4     | 3     | 19            |                |            |                           | 19   |                       |
| Classroom Avg  | 24.0  | 22.3                 | 23.5  | 23.3  | 24.8  | 24.3  | 24            |                |            |                           | 24   |                       |
| Black Elk      | 22    | 20                   | 23    | 21    | 22    | 27    |               |                |            |                           |      |                       |
|                | 21    | 21                   | 24    | 22    | 22    | 26    |               |                |            |                           |      |                       |
|                | 21    | 22                   | 24    | 21    | 22    | 27    |               |                |            |                           |      |                       |
|                | 22    | 22                   | 24    | 22    |       |       |               |                |            |                           |      |                       |
| Total Students | 86    | 85                   | 95    | 86    | 66    | 80    | 498           | 0              | 0          | 498                       | 498  |                       |
| Total Teachers | 4     | 4                    | 4     | 4     | 3     | 3     | 22            |                |            |                           | 22   |                       |
| Classroom Avg  | 21.5  | 21.3                 | 23.8  | 21.5  | 22.0  | 26.7  | 23            |                |            |                           | 23   |                       |
| Bryan          | 20    | 20                   | 21    | 21    | 21    | 26    |               |                |            |                           |      |                       |
|                | 20    | 21                   | 21    | 20    | 19    | 25    |               |                |            |                           |      |                       |
|                | 18    | 20                   | 20    | 20    | 21    | 27    |               |                |            |                           |      |                       |
| Total Students | 58    | 61                   | 62    | 61    | 61    | 78    | 381           | 0              | 1          | 380                       | 381  |                       |
| Total Teachers | 3     | 3                    | 3     | 3     | 3     | 3     | 18            |                |            |                           | 18   |                       |
| Classroom Avg  | 19.3  | 20.3                 | 20.7  | 20.3  | 20.3  | 26.0  | 21            |                |            |                           | 21   |                       |
| Cather         |       |                      |       |       | 13    | 22    |               |                |            |                           |      |                       |
|                |       |                      |       |       |       |       | 20            | 22             | 24         | 23                        | 24   | 21                    |
|                |       |                      |       |       |       |       | 20            | 22             | 25         | 23                        | 21   | 20                    |
|                |       |                      |       |       |       |       | 21            | 22             | 24         | 22                        |      |                       |
| Total Students | 0     | 0                    | 0     | 0     | 13    | 22    | 61            | 66             | 73         | 68                        | 45   | 41                    |
| Total Teachers | 0     | 0                    | 0     | 0     | 1     | 1     | 3             | 3              | 3          | 3                         | 2    | 2                     |
| Classroom Avg  |       |                      |       |       | 13.0  | 22.0  | 20.3          | 22.0           | 24.3       | 22.7                      | 22.5 | 20.5                  |
| Cody           | 18    | 21                   | 17    | 19    | 13    | 24    |               |                |            |                           |      |                       |
|                | 17    | 20                   | 15    | 18    | 14    | 23    |               |                |            |                           |      |                       |
| Total Students | 35    | 41                   | 32    | 37    | 27    | 47    | 15            | 234            | -3         | -2                        | 236  | 219                   |
| Total Teachers | 2     | 2                    | 2     | 2     | 2     | 2     | 2             | 14             |            |                           |      | 12                    |
| Classroom Avg  | 17.5  | 20.5                 | 16.0  | 18.5  | 13.5  | 23.5  | 7.5           | 17             |            |                           |      | 18                    |
| Cottonwood     | 22    | 25                   | 24    | 24    | 24    | 26    |               |                |            |                           |      |                       |
|                | 22    | 22                   | 24    | 25    | 24    | 25    |               |                |            |                           |      |                       |
| Total Students | 44    | 47                   | 48    | 49    | 48    | 51    | 5             | 292            | -2         | -2                        | 294  | 287                   |
| Total Teachers | 2     | 2                    | 2     | 2     | 2     | 2     | 1             | 13             |            |                           |      | 12                    |
| Classroom Avg  | 22.0  | 23.5                 | 24.0  | 24.5  | 24.0  | 25.5  | 5.0           | 22             |            |                           |      | 24                    |
| Disney         | 19    | 18                   | 26    | 26    | 21    | 24    |               |                |            |                           |      |                       |
|                | 20    | 17                   | 25    | 25    | 22    | 26    |               |                |            |                           |      |                       |
|                | 21    | 16                   |       |       |       |       |               |                |            |                           |      |                       |
| Total Students | 60    | 51                   | 51    | 51    | 43    | 50    | 16            | 322            | 1          | -2                        | 324  | 306                   |
| Total Teachers | 3     | 3                    | 2     | 2     | 2     | 2     | 2             | 16             |            |                           |      | 14                    |
| Classroom Avg  | 20.00 | 17.00                | 25.50 | 25.50 | 21.50 | 25.00 | 8.0           | 20             |            |                           |      | 22                    |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd Cluster | Current Total | Current Change | YTD Change | Official 16/17 Enrollment | Class Size w/out SpEd |
|----------------|------|------|------|------|------|------|--------------|---------------|----------------|------------|---------------------------|-----------------------|
|                |      |      |      |      |      |      |              |               |                |            |                           |                       |
| Ezra Millard   | 20   | 24   | 22   | 25   | 22   | 23   |              |               |                |            |                           |                       |
|                | 20   | 23   | 21   | 25   | 22   | 24   |              |               |                |            |                           |                       |
|                | 19   | 23   | 21   | 25   | 23   | 23   |              |               |                |            |                           |                       |
|                | 19   | 23   |      |      |      |      |              |               |                |            |                           |                       |
| Total Students | 78   | 93   | 64   | 75   | 67   | 70   |              | 447           | -1             | -1         | 448                       | 447                   |
| Total Teachers | 4    | 4    | 3    | 3    | 3    | 3    |              | 20            |                |            |                           | 20                    |
| Classroom Avg  | 19.5 | 23.3 | 21.3 | 25.0 | 22.3 | 23.3 |              | 22            |                |            |                           | 22                    |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd Cluster | Current Total | Current Change | YTD Change | Official 16/17 Enrollment | Class Size w/out SpEd |
|----------------|------|------|------|------|------|------|--------------|---------------|----------------|------------|---------------------------|-----------------------|
|                |      |      |      |      |      |      |              |               |                |            |                           |                       |
| Harvey Oaks    | 27   | 23   | 24   | 21   | 24   | 27   |              |               |                |            |                           |                       |
|                | 27   | 24   | 22   | 20   | 25   | 28   |              |               |                |            |                           |                       |
| Total Students | 54   | 47   | 46   | 41   | 49   | 55   |              | 292           | 3              | 2          | 290                       | 292                   |
| Total Teachers | 2    | 2    | 2    | 2    | 2    | 2    |              | 12            |                |            |                           | 12                    |
| Classroom Avg  | 27.0 | 23.5 | 23.0 | 20.5 | 24.5 | 27.5 |              | 24            |                |            |                           | 24                    |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd Cluster | Current Total | Current Change | YTD Change | Official 16/17 Enrollment | Class Size w/out SpEd |
|----------------|------|------|------|------|------|------|--------------|---------------|----------------|------------|---------------------------|-----------------------|
|                |      |      |      |      |      |      |              |               |                |            |                           |                       |
| Hitchcock      | 22   | 21   | 21   | 26   | 21   | 21   |              |               |                |            |                           |                       |
|                | 23   | 22   | 22   | 25   | 20   | 22   |              |               |                |            |                           |                       |
| Total Students | 45   | 43   | 43   | 51   | 41   | 43   |              | 266           | 2              | 1          | 265                       | 266                   |
| Total Teachers | 2    | 2    | 2    | 2    | 2    | 2    |              | 12            |                |            |                           | 12                    |
| Classroom Avg  | 22.5 | 21.5 | 21.5 | 25.5 | 20.5 | 21.5 |              | 22            |                |            |                           | 22                    |

|                 | K    | 1    | 2    | 3    | 4    | 5    | SpEd Cluster | Current Total | Current Change | YTD Change | Official 16/17 Enrollment | Class Size w/out SpEd |
|-----------------|------|------|------|------|------|------|--------------|---------------|----------------|------------|---------------------------|-----------------------|
|                 |      |      |      |      |      |      |              |               |                |            |                           |                       |
| Holling Heights | 20   | 18   | 20   | 24   | 22   | 18   | 7            |               |                |            |                           |                       |
|                 | 19   | 18   | 21   | 21   | 23   | 19   | 6            |               |                |            |                           |                       |
|                 | 17   | 18   | 16   | 24   | 24   | 17   |              |               |                |            |                           |                       |
| Total Students  | 56   | 54   | 57   | 69   | 69   | 54   | 13           | 372           | 3              | 2          | 370                       | 359                   |
| Total Teachers  | 3    | 3    | 3    | 3    | 3    | 3    | 2            | 20            |                |            |                           | 18                    |
| Classroom Avg   | 18.7 | 18.0 | 19.0 | 23.0 | 23.0 | 18.0 | 6.5          | 19            |                |            |                           | 20                    |

|                | K    | 1    | 2    | 3    | 4    | 5    | M-K  | M1-3 | M4-5 | SpEd Cluster | Current Total | Current Change | YTD Change | Official 16/17 Enrollment | Class Size w/out SpEd |
|----------------|------|------|------|------|------|------|------|------|------|--------------|---------------|----------------|------------|---------------------------|-----------------------|
|                |      |      |      |      |      |      |      |      |      |              |               |                |            |                           |                       |
| Montclair      | 22   | 19   | 22   | 23   | 24   | 25   | 16   | 23   | 19   |              |               |                |            |                           |                       |
|                | 21   | 18   | 22   | 22   | 26   | 22   | 16   | 24   | 21   |              |               |                |            |                           |                       |
|                |      | 19   |      |      |      |      | 16   | 22   | 19   |              |               |                |            |                           |                       |
|                |      |      |      |      |      |      |      | 24   | 20   |              |               |                |            |                           |                       |
|                |      |      |      |      |      |      |      | 24   |      |              |               |                |            |                           |                       |
|                |      |      |      |      |      |      |      | 23   |      |              |               |                |            |                           |                       |
| Total Students | 43   | 56   | 44   | 45   | 50   | 47   | 48   | 140  | 79   |              | 552           | 0              | 0          | 552                       | 552                   |
| Total Teachers | 2    | 3    | 2    | 2    | 2    | 2    | 3    | 6    | 4    |              | 26            |                |            |                           | 26                    |
| Classroom Avg  | 21.5 | 18.7 | 22.0 | 22.5 | 25.0 | 23.5 | 16.0 | 23.3 | 19.8 |              | 21            |                |            |                           | 21                    |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd Cluster | Current Total | Current Change | YTD Change | Official 16/17 Enrollment | Class Size w/out SpEd |
|----------------|------|------|------|------|------|------|--------------|---------------|----------------|------------|---------------------------|-----------------------|
|                |      |      |      |      |      |      |              |               |                |            |                           |                       |
| Morton         | 18   | 18   | 20   | 19   | 21   | 24   | 7            |               |                |            |                           |                       |
|                | 18   | 16   | 22   | 22   | 19   | 24   | 2            |               |                |            |                           |                       |
|                |      | 18   |      | 22   |      |      |              |               |                |            |                           |                       |
| Total Students | 36   | 52   | 42   | 63   | 40   | 48   | 9            | 290           | -1             | -1         | 291                       | 281                   |
| Total Teachers | 2    | 3    | 2    | 3    | 2    | 2    | 2            | 16            |                |            |                           | 14                    |
| Classroom Avg  | 18.0 | 17.3 | 21.0 | 21.0 | 20.0 | 24.0 | 4.5          | 18            |                |            |                           | 20                    |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd Cluster | Current Total | Current Change | YTD Change | Official 16/17 Enrollment | Class Size w/out SpEd |
|----------------|------|------|------|------|------|------|--------------|---------------|----------------|------------|---------------------------|-----------------------|
|                |      |      |      |      |      |      |              |               |                |            |                           |                       |
| Neihardt       | 23   | 21   | 23   | 23   | 25   | 23   |              |               |                |            |                           |                       |
|                | 23   | 21   | 23   | 23   | 25   | 23   |              |               |                |            |                           |                       |
|                | 23   | 21   | 23   | 24   | 25   | 23   |              |               |                |            |                           |                       |
|                | 23   | 20   | 22   | 25   | 25   | 23   |              |               |                |            |                           |                       |
|                |      | 22   | 23   |      |      |      |              |               |                |            |                           |                       |
| Total Students | 92   | 105  | 114  | 95   | 100  | 92   |              | 598           | -3             | 3          | 595                       | 598                   |
| Total Teachers | 4    | 5    | 5    | 4    | 4    | 4    |              | 26            |                |            |                           | 26                    |
| Classroom Avg  | 23.0 | 21.0 | 22.8 | 23.8 | 25.0 | 23.0 |              | 23            |                |            |                           | 23                    |

|                | K    | 1    | 2    | 3    | 4    | 5    | M-K  | M1-3 | M4-5 | SpEd Cluster | Current Total | Current Change | YTD Change | Official 16/17 Enrollment | Class Size w/out SpEd |
|----------------|------|------|------|------|------|------|------|------|------|--------------|---------------|----------------|------------|---------------------------|-----------------------|
|                |      |      |      |      |      |      |      |      |      |              |               |                |            |                           |                       |
| Norris         | 22   | 20   | 22   | 18   | 20   | 21   | 12   | 24   | 17   |              |               |                |            |                           |                       |
|                | 20   | 22   | 22   | 18   | 22   | 22   | 12   | 25   | 16   |              |               |                |            |                           |                       |
|                |      |      |      |      |      |      |      | 21   |      |              |               |                |            |                           |                       |
| Total Students | 42   | 42   | 44   | 36   | 42   | 43   | 24   | 70   | 33   |              | 376           | 0              | 0          | 376                       | 376                   |
| Total Teachers | 2    | 2    | 2    | 2    | 2    | 2    | 2    | 3    | 2    |              | 19            |                |            |                           | 19                    |
| Classroom Avg  | 21.0 | 21.0 | 22.0 | 18.0 | 21.0 | 21.5 | 12.0 | 23.3 | 16.5 |              | 20            |                |            |                           | 20                    |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd Cluster | Current Total | Current Change | YTD Change | Official 16/17 Enrollment | Class Size w/out SpEd |
|----------------|------|------|------|------|------|------|--------------|---------------|----------------|------------|---------------------------|-----------------------|
|                |      |      |      |      |      |      |              |               |                |            |                           |                       |
| Reagan         | 22   | 23   | 20   | 23   | 21   | 23   |              |               |                |            |                           |                       |
|                | 22   | 20   | 21   | 21   | 21   | 23   |              |               |                |            |                           |                       |
|                | 22   | 23   | 21   | 23   | 20   | 24   |              |               |                |            |                           |                       |
|                | 21   | 21   | 21   | 23   | 22   | 24   |              |               |                |            |                           |                       |
|                |      |      | 22   |      |      |      |              |               |                |            |                           |                       |
| Total Students | 87   | 87   | 105  | 90   | 84   | 94   |              | 547           | 1              | 1          | 546                       | 547                   |
| Total Teachers | 4    | 4    | 5    | 4    | 4    | 4    |              | 25            |                |            |                           | 25                    |
| Classroom Avg  | 21.8 | 21.8 | 21.0 | 22.5 | 21.0 | 23.5 |              | 22            |                |            |                           | 22                    |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd<br>Cluster | Current<br>Total | Current<br>Change | YTD<br>Change | Official 16/17<br>Enrollment | Class<br>Size w/out<br>SpEd |
|----------------|------|------|------|------|------|------|-----------------|------------------|-------------------|---------------|------------------------------|-----------------------------|
|                |      |      |      |      |      |      |                 |                  |                   |               |                              | 136                         |
| Reeder         | 19   | 21   | 22   | 27   | 26   | 24   |                 |                  |                   |               |                              |                             |
|                | 21   | 19   | 21   | 25   | 24   | 23   |                 |                  |                   |               |                              |                             |
|                | 20   | 21   | 23   | 26   | 26   | 23   |                 |                  |                   |               |                              |                             |
|                | 21   | 21   | 22   | 25   | 24   | 24   |                 |                  |                   |               |                              |                             |
|                |      | 18   | 20   |      |      |      |                 |                  |                   |               |                              |                             |
|                |      | 20   |      |      |      |      |                 |                  |                   |               |                              |                             |
| Total Students | 81   | 120  | 108  | 103  | 100  | 94   |                 | 606              | 0                 | 1             | 605                          | 606                         |
| Total Teachers | 4    | 6    | 5    | 4    | 4    | 4    |                 | 27               |                   |               |                              | 27                          |
| Classroom Avg  | 20.3 | 20.0 | 21.6 | 25.8 | 25.0 | 23.5 |                 | 22               |                   |               |                              | 22                          |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd<br>Cluster | Current<br>Total | Current<br>Change | YTD<br>Change | Official 16/17<br>Enrollment | Class<br>Size w/out<br>SpEd |
|----------------|------|------|------|------|------|------|-----------------|------------------|-------------------|---------------|------------------------------|-----------------------------|
|                |      |      |      |      |      |      |                 |                  |                   |               |                              | 9                           |
| Rockwell       | 19   | 19   | 17   | 22   | 23   | 20   | 9               |                  |                   |               |                              |                             |
|                | 18   | 18   | 16   | 22   | 22   | 21   | 8               |                  |                   |               |                              |                             |
|                |      |      | 17   |      |      |      |                 |                  |                   |               |                              |                             |
| Total Students | 37   | 37   | 50   | 44   | 45   | 41   | 17              | 271              | 1                 | 1             | 270                          | 254                         |
| Total Teachers | 2    | 2    | 3    | 2    | 2    | 2    | 2               | 15               |                   |               |                              | 13                          |
| Classroom Avg  | 18.5 | 18.5 | 16.7 | 22.0 | 22.5 | 20.5 | 8.5             | 18               |                   |               |                              | 20                          |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd<br>Cluster | Current<br>Total | Current<br>Change | YTD<br>Change | Official 16/17<br>Enrollment | Class<br>Size w/out<br>SpEd |
|----------------|------|------|------|------|------|------|-----------------|------------------|-------------------|---------------|------------------------------|-----------------------------|
|                |      |      |      |      |      |      |                 |                  |                   |               |                              | 7                           |
| Rohwer         | 25   | 21   | 23   | 22   | 21   | 25   | 7               |                  |                   |               |                              |                             |
|                | 24   | 20   | 24   | 25   | 24   | 22   | 8               |                  |                   |               |                              |                             |
|                | 26   | 20   | 23   | 23   | 22   | 24   |                 |                  |                   |               |                              |                             |
|                | 24   |      | 23   | 24   | 23   | 23   |                 |                  |                   |               |                              |                             |
| Total Students | 99   | 61   | 93   | 94   | 90   | 94   | 15              | 546              | -4                | -4            | 550                          | 531                         |
| Total Teachers | 4    | 3    | 4    | 4    | 4    | 4    | 2               | 25               |                   |               |                              | 23                          |
| Classroom Avg  | 24.8 | 20.3 | 23.3 | 23.5 | 22.5 | 23.5 | 7.5             | 22               |                   |               |                              | 23                          |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd<br>Cluster | Current<br>Total | Current<br>Change | YTD<br>Change | Official 16/17<br>Enrollment | Class<br>Size w/out<br>SpEd |
|----------------|------|------|------|------|------|------|-----------------|------------------|-------------------|---------------|------------------------------|-----------------------------|
|                |      |      |      |      |      |      |                 |                  |                   |               |                              | 7                           |
| Sandoz         | 16   | 19   | 20   | 19   | 25   | 20   |                 |                  |                   |               |                              |                             |
|                | 16   | 18   | 19   | 21   | 26   | 20   |                 |                  |                   |               |                              |                             |
|                | 18   | 17   | 20   | 20   | 20   | 20   |                 |                  |                   |               |                              |                             |
| Total Students | 50   | 54   | 59   | 60   | 51   | 60   |                 | 334              | 1                 | 1             | 333                          | 334                         |
| Total Teachers | 3    | 3    | 3    | 3    | 2    | 3    |                 | 17               |                   |               |                              | 17                          |
| Classroom Avg  | 16.7 | 18.0 | 19.7 | 20.0 | 25.5 | 20.0 |                 | 20               |                   |               |                              | 20                          |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd<br>Cluster | Current<br>Total | Current<br>Change | YTD<br>Change | Official 16/17<br>Enrollment | Class<br>Size w/out<br>SpEd |
|----------------|------|------|------|------|------|------|-----------------|------------------|-------------------|---------------|------------------------------|-----------------------------|
|                |      |      |      |      |      |      |                 |                  |                   |               |                              | 7                           |
| Upchurch       | 23   | 20   | 18   | 24   | 23   | 21   |                 |                  |                   |               |                              |                             |
|                | 23   | 19   | 20   | 26   | 24   | 23   |                 |                  |                   |               |                              |                             |
|                | 22   | 19   | 21   | 25   | 23   | 23   |                 |                  |                   |               |                              |                             |
|                | 23   | 18   | 21   | 25   | 24   | 23   |                 |                  |                   |               |                              |                             |
|                |      |      | 20   |      |      |      |                 |                  |                   |               |                              |                             |
| Total Students | 91   | 76   | 100  | 100  | 94   | 90   |                 | 551              | 2                 | 2             | 549                          | 551                         |
| Total Teachers | 4    | 4    | 5    | 4    | 4    | 4    |                 | 25               |                   |               |                              | 25                          |
| Classroom Avg  | 22.8 | 19.0 | 20.0 | 25.0 | 23.5 | 22.5 |                 | 22               |                   |               |                              | 22                          |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd<br>Cluster | Current<br>Total | Current<br>Change | YTD<br>Change | Official 16/17<br>Enrollment | Class<br>Size w/out<br>SpEd |
|----------------|------|------|------|------|------|------|-----------------|------------------|-------------------|---------------|------------------------------|-----------------------------|
|                |      |      |      |      |      |      |                 |                  |                   |               |                              | 9                           |
| Wheeler        | 22   | 21   | 20   | 25   | 22   | 23   | 9               |                  |                   |               |                              |                             |
|                | 25   | 22   | 22   | 23   | 22   | 25   | 7               |                  |                   |               |                              |                             |
|                | 22   | 19   | 22   | 25   | 22   | 26   | 8               |                  |                   |               |                              |                             |
|                | 23   | 22   | 22   |      | 24   | 24   |                 |                  |                   |               |                              |                             |
| Total Students | 92   | 84   | 86   | 73   | 90   | 98   | 24              | 547              | -1                | -2            | 549                          | 523                         |
| Total Teachers | 4    | 4    | 4    | 3    | 4    | 4    | 3               | 26               |                   |               |                              | 23                          |
| Classroom Avg  | 23.0 | 21.0 | 21.5 | 24.3 | 22.5 | 24.5 | 8.0             | 21               |                   |               |                              | 23                          |

|                | K    | 1    | 2    | 3    | 4    | 5    | SpEd<br>Cluster | Current<br>Total | Current<br>Change | YTD<br>Change | Official 16/17<br>Enrollment | Class<br>Size w/out<br>SpEd |
|----------------|------|------|------|------|------|------|-----------------|------------------|-------------------|---------------|------------------------------|-----------------------------|
|                |      |      |      |      |      |      |                 |                  |                   |               |                              | 7                           |
| Willowdale     | 24   | 24   | 21   | 25   | 21   | 25   |                 |                  |                   |               |                              |                             |
|                | 23   | 20   | 19   | 26   | 23   | 26   |                 |                  |                   |               |                              |                             |
|                | 23   | 22   | 20   | 26   | 23   | 26   |                 |                  |                   |               |                              |                             |
| Total Students | 70   | 66   | 60   | 77   | 67   | 77   |                 | 417              | -1                | -1            | 418                          | 417                         |
| Total Teachers | 3    | 3    | 3    | 3    | 3    | 3    |                 | 18               |                   |               |                              | 18                          |
| Classroom Avg  | 23.3 | 22.0 | 20.0 | 25.7 | 22.3 | 25.7 |                 | 23               |                   |               |                              | 23                          |

| Elementary Totals |      |      |      |      |      |      |     |     |     |     |     | SpEd<br>Cluster | Current<br>Total | Current<br>Change | YTD<br>Change | Official 16/17<br>Enrollment | Class<br>Size w/out<br>SpEd |
|-------------------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----------------|------------------|-------------------|---------------|------------------------------|-----------------------------|
| Grade             | K    | 1    | 2    | 3    | 4    | 5    | M-1 | M-2 | M-3 | M-4 | M-5 |                 |                  |                   |               |                              |                             |
| Students          | 1700 | 1716 | 1769 | 1755 | 1680 | 1748 | 71  | 70  | 69  | 61  | 51  | 114             | 10482            | -11               | -9            | 10491                        | 10368                       |
| Teachers          | 82   | 80   | 79   | 73   | 72   | 73   | 9   |     |     | 6   |     | 16              | 490              |                   |               |                              | 474                         |
| Classroom Avg     | 20.7 | 21.5 | 22.4 | 24.0 | 23.3 | 23.9 |     |     |     |     |     | 7.1             | 21.39            |                   |               |                              | 21.87                       |

|             | 6    | 7    | 8    | 9 | 10 | 11 | 12 | SpEd<br>Cluster | Current<br>Total | Current<br>Change | YTD<br>Change | Official 16/17<br>Enrollment | Class<br>Size w/out<br>SpEd |
|-------------|------|------|------|---|----|----|----|-----------------|------------------|-------------------|---------------|------------------------------|-----------------------------|
|             |      |      |      |   |    |    |    |                 |                  |                   |               |                              | 30                          |
| Andersen MS | 307  | 311  | 290  |   |    |    |    | 6               | 908              | 0                 | 2             | 906                          |                             |
| Beadle MS   | 308  | 346  | 353  |   |    |    |    | 25              | 1007             | 1                 | 0             | 1007                         |                             |
| Central MS  | 299  | 342  | 274  |   |    |    |    | 24              | 915              | 3                 | 2             | 913                          |                             |
| Kiewit MS   | 318  | 327  | 327  |   |    |    |    | 0               | 972              | -3                | 0             | 972                          |                             |
| North MS    | 259  | 271  | 253  |   |    |    |    | 21              | 783              | -4                | -2            | 785                          |                             |
| Russell MS  | 252  | 291  | 279  |   |    |    |    | 0               | 822              | 0                 | 2             | 820                          |                             |
| Totals      | 1743 | 1888 | 1776 |   |    |    |    | 76              | 5407             | -3                | 4             | 5403                         |                             |

|            | 9    | 10   | 11   | 12   | SpEd<br>Cluster | Current<br>Total | Current<br>Change | YTD<br>Change | Official 16/17<br>Enrollment | Class<br>Size w/out<br>SpEd |
|------------|------|------|------|------|-----------------|------------------|-------------------|---------------|------------------------------|-----------------------------|
|            |      |      |      |      |                 |                  |                   |               |                              | 30                          |
| North HS   | 640  | 606  | 591  | 602  | 30              | 2439             | -17               | -12           | 2451                         |                             |
| South HS   | 607  | 561  | 513  | 509  | 35              | 2190             | -11               | -4            | 2194                         |                             |
| West HS    | 611  | 667  | 608  | 580  | 28              | 2466             | -13               | -11           | 2477                         |                             |
| Horizon HS | 2    | 13   | 43   | 71   |                 | 129              | 0                 | 11            | 118                          |                             |
| Totals     | 1860 | 1847 | 1755 | 1762 | 93              | 7224             | -41               | -16           | 7240                         |                             |

|                                  |              |            |            |              |
|----------------------------------|--------------|------------|------------|--------------|
| Contracted SpEd                  | 54           | 1          | 2          | 52           |
| Rule 18 Interim                  | 12           | -4         | -2         | 14           |
| Young Adult Program              | 50           | -3         | -2         | 52           |
| Ombudsman (Primary Enrollment)   | 16           | 0          | 1          | 15           |
| <b>Total District Enrollment</b> | <b>23245</b> | <b>-61</b> | <b>-22</b> | <b>23267</b> |

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Community Achievement Plan Report

**MEETING DATE:** November 7, 2016

**DEPARTMENT:** Office of the Superintendent

**TITLE AND BRIEF DESCRIPTION:** Community Achievement Plan

**ACTION DESIRED:** Information Only

**BACKGROUND:** 2016 Legislative Initiative restructured the Learning Community.

**OPTIONS/ALTERNATIVE CONSIDERATIONS:**

**RECOMMENDATIONS:** N/A

**STRATEGIC PLAN REFERENCE:**

**IMPLICATIONS OF ADOPTION OR REJECTION:**

**TIME LINE:** N/A

**PERSONS RESPONSIBLE:** Dr. Jim Sutfin, Superintendent

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_  \_\_\_\_\_

## Community Achievement Plan (CAP) Executive Summary

Nebraska Revised Statute 79-2122 took effect on July 21, 2016. The law includes a provision for a new Community Achievement Plan (CAP) to be approved by the State Board of Education by April 7, 2017.

The Community Achievement Plan was developed with the following General Operating Principles in mind. These principles include:

- further foster collaboration between and among the eleven school districts, two Educational Service Units (#3 and #19) and the Learning Community of Douglas and Sarpy counties, and community partners
- continue to address achievement equity and achievement barriers,
- be research and/or evidence-based,
- utilize best practices in addressing equity and achievement issues,
- acknowledge the diversity of the member Districts and their communities,
- provide customized plans matched to the schools/Districts and community needs,
- capitalize on recently developed collaborative action while developing new initiatives to address critical needs, and
- promote continuous improvement while recognizing that changing conditions will necessitate changes in strategies over time.

### Community Achievement Plan Vision Statement

The vision of the Community Achievement Plan for the Learning Community of Douglas and Sarpy Counties is that each and every student in the metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond through partnerships with families, schools, and community.

We will achieve this by setting transformational goals for student success, launching initiatives focused on dramatically improving student outcomes and eliminating barriers, and strengthening the connections between our education systems and communities in the areas of 1) increased access to high quality early childhood programming, 2) targeted support to improve student attendance, 3) increased family engagement and educator preparation through the North and South Omaha learning centers, and 4) the development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan.

Given the statutory requirements and the collaborative efforts already taking place within the Learning Community and with the Metropolitan Omaha Education Consortium (MOEC), the stakeholders have put forth a Community Achievement Plan which incorporates current critical collaborative efforts and a MOEC proposed Collective Impact initiative. The proposed Community Achievement Plan consists of:

1. Increased Access to Early Childhood Programming
  - A. Full Implementation of Birth through Grade 3 Approach
  - B. Professional Development for All
  - C. Customized Assistance Partnerships
2. Targeted Support to Improve Student Attendance—GOALS Center

3. Increased parent engagement through the North and South Omaha Learning Centers
  - A. Family Learning at the Learning Community Center of South Omaha
  - B. Parent University at the Learning Community Center of North Omaha
  - C. Intensive Early Childhood Classrooms at the Learning Community Center of North Omaha
  - D. Childcare Director Program at the Learning Community Center of North Omaha
  - E. Future Teacher Training Program at the Learning Community Center of North Omaha
  
4. Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Plan in which:
  - A. Students enter kindergarten ready for school.
  - B. Students graduate high school prepared (via K-12 continuum) for postsecondary and career success.
  - C. Students successfully transition to postsecondary education.
  - D. Students complete postsecondary experiences prepared for career success.

# Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties

Nebraska Revised Statute 79-2122 took effect on July 21, 2016, and includes a provision for a new Community Achievement Plan (CAP) that is to be approved by the State Board of Education by April 7, 2017. (The Nebraska Department of Education has included draft language around the Community Achievement Plan in *Rule 8: Regulations for School Finance and Budgeting/State Funding of Educational Service Units and Learning Communities.*) The stakeholders in the Community Achievement Plan (CAP) include the Learning Community of Douglas and Sarpy counties, the eleven school districts contained therein, and two Educational Service Units (#3 and #19).

The Implementation Timeline for the Community Achievement Plan is shown below.

### CAP Implementation Timeline



The required elements or provisions of the Community Achievement Plan are presented in the following matrix.

| Required Elements of the Community Achievement Plan  | Where element is addressed in the Community Achievement Plan   |
|--|--|
| <p>The State Board of Education will not approve the plan <b>unless</b>:</p> <ul style="list-style-type: none"> <li>a.) Receives the commitment of all member school districts to participate in the plan for the three-year plan period</li> <li>b.) Clearly describes the plan responsibilities for each participating school district</li> <li>c.) Includes an evaluation of achievement equity and identification of achievement barriers across the participating school districts</li> <li>d.) Relies on the collaboration of all participating districts to address achievement equity and barriers to achievement across such school districts using evidence-based methods</li> <li>e.) Aligns with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds</li> <li>f.) Evaluates the effectiveness of the efforts to address achievement equity and barriers to achievement through the community achievement plan and through other aligned plans in an effort to determine, encourage, and promulgate best practices and efficient use of resources</li> <li>g.) Has a high likelihood in the opinion of the state board based on the evidence presented, of improving achievement equity and reducing the impact of barriers to achievement</li> <li>h.) For renewals, reflects changes in the plans and the actions of the collaborators in response to evaluation results.</li> </ul> | <ul style="list-style-type: none"> <li>→ a.) Representatives of all member school districts sign their agreement to the Community Achievement Plan on page 3.</li> <li>→ b.) The action plan for each sub-goal clearly describes the plan responsibilities for each participating school district.</li> <li>→ c.) Sub-goals contain a <b>Rationale and Evidence for Improvement Goal</b> that includes an evaluation of achievement equity, achievement barriers for the identified goal.</li> <li>→ d.) Each sub-goal contains evidence-based activities and strategies intended to address achievement equity and barriers to achievement for a <b>Student Population Focus</b>.</li> <li>→ e.) Selected sub-goals align with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds.</li> <li>→ f.) Each sub-goal contains an <b>Evaluation</b> of the effectiveness of efforts to address achievement equity and barriers to achievement for the Student Population Focus in an effort to determine, encourage, and promulgate best practices and efficient use of resources.</li> </ul> |

The proposed Community Achievement Plan (CAP) is based upon General Operating Principles derived from legislative intent and other necessary assumptions.

### **CAP General Operating Principles**

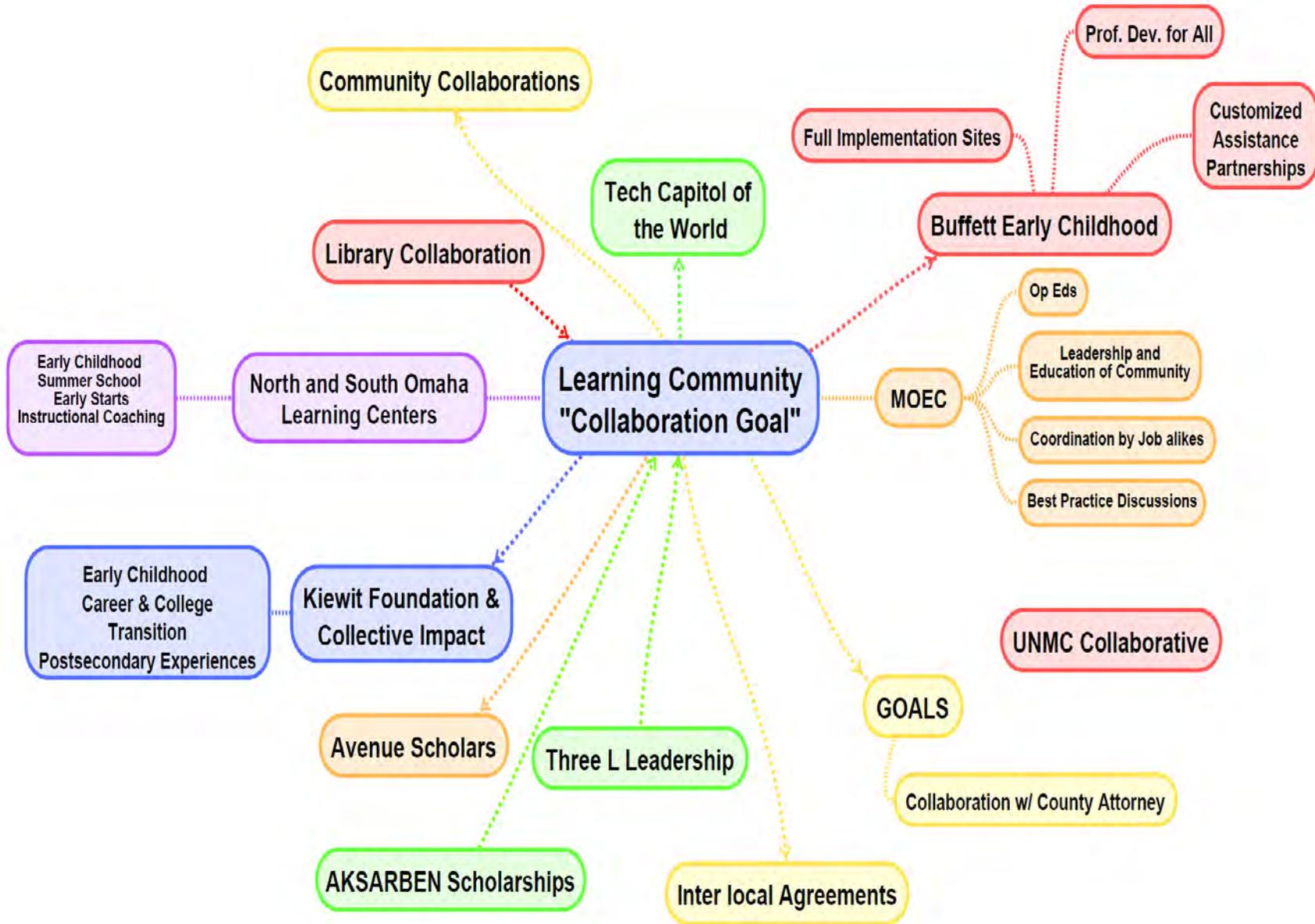
The Community Achievement Plan is to:

- further foster collaboration between and among the eleven school districts, two Educational Service Units (#3 and #19) and the Learning Community of Douglas and Sarpy counties, and community partners
- continue to address achievement equity and achievement barriers,
- be research and/or evidence-based,
- utilize best practices in addressing equity and achievement issues,
- acknowledge the diversity of the member Districts and their communities,
- provide customized plans matched to the schools/Districts and community needs,
- capitalize on recently developed collaborative action while developing new initiatives to address critical needs, and
- promote continuous improvement while recognizing that changing conditions will necessitate changes in strategies over time.

### **Collaboration**

In addition to their membership in the Learning Community, the eleven school districts of Douglas and Sarpy counties and Educational Service Units #3 and #19 are also members of the Metropolitan Omaha Education Consortium (MOEC). MOEC is a partnership that extends beyond PK-12 education, highlighting educational conversations around best practices, to the Council Bluffs Community Schools and to the postsecondary institutions of the University of Nebraska at Omaha, Metropolitan Community College, and Iowa Western Community College.

Collaborative efforts within the Learning Community and among the School Districts are many and varied. They include postsecondary institutions and business and industry. Examples are enumerated in the following illustration.



## Community Achievement Plan Vision Statement

The vision of the Community Achievement Plan for the Learning Community of Douglas and Sarpy Counties is that each and every student in the metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond through partnerships with families, schools, and community.

We will achieve this by setting transformational goals for student success, launching initiatives focused on dramatically improving student outcomes and eliminating barriers, and strengthening the connections between our education systems and communities in the areas of 1) increased access to high quality early childhood programming, 2) targeted support to improve student attendance, 3) increased family engagement and educator preparation through the North and South Omaha learning centers, and 4) the development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan.

## Community Achievement Plan

Given the statutory requirements and the collaborative efforts already taking place within the Learning Community and with MOEC, the stakeholders have put forth a Community Achievement Plan which incorporates current critical collaborative efforts and a proposed Collective Impact initiative. The critical collaborative efforts include the Superintendent’s Plan for Early Childhood Education—a partnership between the eleven school Districts, the Buffett Early Childhood Institute, and the Learning Community of Douglas and Sarpy Counties; the Greater Omaha Attendance and Learning Services (GOALS) Center—a partnership between the eleven school districts, Douglas and Sarpy county law enforcement agencies, county juvenile court systems, county attorneys’ offices, and Nebraska state offices; and the Learning Community of Douglas and Sarpy Counties North and South Omaha Learning Centers. The Collective Impact Initiative is being developed by the Metropolitan Omaha Education Consortium (MOEC).

The proposed Community Achievement Plan consists of:

1. Increased Access to Early Childhood Programming
  - A. Full Implementation of Birth through Grade 3 Approach
  - B. Professional Development for All
  - C. Customized Assistance Partnerships
2. Targeted Support to Improve Student Attendance—GOALS Center

3. Increased parent engagement through the North and South Omaha Learning Centers
  - A. Family Learning at the Learning Community Center of South Omaha
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  - C. Students successfully transition to postsecondary education.
  - D. Students complete postsecondary experiences prepared for career success.

By these signatures know that the following have agreed to and are committed to the Community Achievement Plan as presented herein.

**Learning Community of Douglas and Sarpy Counties**

Chief Executive Officer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Coordinating Council Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Bellevue Public Schools**

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Bennington Public Schools**

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**DC West Community Schools**

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Elkhorn Public Schools**

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Gretna Public Schools**

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Millard Public Schools**

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Omaha Public Schools**

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Papillion-La Vista Community Schools**

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Ralston Public Schools**

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Springfield Platteview Community Schools**

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Westside Community Schools**

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Educational Service Unit #3**

Chief Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Educational Service Unit #19**

Chief Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Increased Access to Early Childhood Programming

## FULL IMPLEMENTATION of BIRTH THROUGH GRADE 3 APPROACH

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska Revised Statute 79-2104.03. Districts identified as having “Full Implementation of Birth Through Grade 3 Approach” sites and their respective schools include: 1) Omaha Public Schools---Gomez Elementary, Mount View Elementary, Liberty Elementary, and Pinewood Elementary; 2) Bellevue Public Schools—Belleaire Elementary; 3) Westside Community Schools—Westbrook Elementary; 4) Ralston Public Schools—Karen Western Elementary; 5) Millard Public Schools—Cody Elementary and Sandoz Elementary; 6) Douglas County West Community Schools—DC West Elementary.

| <p><b>Rationale/Evidence for Improvement Goal: FULL IMPLEMENTATION of BIRTH THROUGH GRADE 3 APPROACH</b></p> <p><b>Status of Children in Douglas and Sarpy counties</b><br/>                 First Five Nebraska reports that 43% of Douglas County children ages birth through age 5 are at risk of failing in school (2010-2014) compared to 38% in (2005-2009). The percentage of children at risk increased while the percent of Douglas County children, ages 3 and 4 years, enrolled in preschool has remained stagnant at 46% from 2009 – 2013 (Voices for Children, 2015).</p> <p>Data from the State of the Schools Report (2014-15) for the Learning Community schools illustrate significant achievement gaps at the end of Grade 3:</p> <table border="1"> <thead> <tr> <th>GRADE 3</th> <th>Reading (proficient or above)</th> <th>Mathematics (proficient or above)</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>88%</td> <td>86%</td> </tr> <tr> <td>African American</td> <td>61%</td> <td>52%</td> </tr> <tr> <td>Hispanic</td> <td>72%</td> <td>66%</td> </tr> <tr> <td>English Language Learners</td> <td>70%</td> <td>62%</td> </tr> <tr> <td>Free/Reduced Lunch</td> <td>69%</td> <td>63%</td> </tr> </tbody> </table> <p><b>Rationale</b><br/>                 More than 150 high-quality, scientific studies (Engle, et.al, 2011) from all over the world demonstrate that starting early can have major short- and long-term effects on cognitive and social emotional development. Early learning has been linked to progress in school, increased earning, and reductions in anti-social behavior, welfare participation, and trouble with the law. At-</p> |                               |                                   | GRADE 3 | Reading (proficient or above) | Mathematics (proficient or above) | White | 88% | 86% | African American | 61% | 52% | Hispanic | 72% | 66% | English Language Learners | 70% | 62% | Free/Reduced Lunch | 69% | 63% | <p><b>AQuESTT Tenet(s):</b></p> <p>Educational Opportunities &amp; Access</p> <p>Transitions</p> <p>Positive Partnerships, Relationships &amp; Student Success</p> <p>Educator Effectiveness</p> |
|--|-------------------------------|-----------------------------------|---------|-------------------------------|-----------------------------------|-------|-----|-----|------------------|-----|-----|----------|-----|-----|---------------------------|-----|-----|--------------------|-----|-----|--|
| GRADE 3  | Reading (proficient or above) | Mathematics (proficient or above) |         |                               |                                   |       |     |     |                  |     |     |          |     |     |                           |     |     |                    |     |     |  |
| White  | 88%                           | 86%                               |         |                               |                                   |       |     |     |                  |     |     |          |     |     |                           |     |     |                    |     |     |  |
| African American   | 61%                           | 52%                               |         |                               |                                   |       |     |     |                  |     |     |          |     |     |                           |     |     |                    |     |     |  |
| Hispanic   | 72%                           | 66%                               |         |                               |                                   |       |     |     |                  |     |     |          |     |     |                           |     |     |                    |     |     |  |
| English Language Learners  | 70%                           | 62%                               |         |                               |                                   |       |     |     |                  |     |     |          |     |     |                           |     |     |                    |     |     |  |
| Free/Reduced Lunch   | 69%                           | 63%                               |         |                               |                                   |       |     |     |                  |     |     |          |     |     |                           |     |     |                    |     |     |  |

risk children who do not receive a high-quality early childhood education are 25% more likely to drop out of school, 40% more likely to become a teen parent, 50% more likely to be placed in special education, 60% more likely to never attend college, and 70% more likely to be arrested for a violent crime. Nearly 90 percent of brain growth takes place during the first five years of life. During the early years, 700 new neural connections are formed every second. Neural connections are formed through the interaction of genes and a baby's environment and experiences. These are the connections that build brain architecture – the foundation upon which all later learning, behavior, and health depend (National Scientific Council on the Developing Child, 2007). Evidence shows that investments in young children- especially children at risk and children with special needs – can have a return of at least \$7 for every dollar invested (Heckman, 2006). Research on children in more than 70 different countries demonstrates that preschool enrollment can reduce the school achievement gap between poor and more affluent children. For every percentage point increase in preschool enrollment, the achievement gap between high and low income children declines<sup>11</sup>. In other words, as more and more students participate in early childhood programs, our society grows and prospers (Duncan & Sojourner, 2012).

**Family Engagement** – Parenting interventions can be effective in improving child and family outcomes. Major elements of those programs that have been found to be effective include educators viewing parents as equal partners, tailoring interventions to parent and child needs, integrating access to resources that address multiple needs through collaboration, supporting peer to peer parent supports, cultural relevance, inclusion of fathers, and focusing on language, literacy, and responsive parent/child interactions (National Academy of Sciences, Engineering & Medicine, 2016).

Family engagement can have a significant impact on young children's literacy and math skills in preschool through Grade 3. The most effective categories of engagement include supporting children's literacy and math learning outside of school, school outreach to engage families, and supporting parenting activities including parent/child relationships and the home environment (Van Voorhis, et. al.,2013).

**Birth through Grade 3 Approach** – Gains from prekindergarten experiences can only be sustained by high quality primary grades experiences that provide continuity and build upon the quality preschool experiences (Reynolds & Temple, 2008, Reynolds, Hayakawa, Candee & Englund, 2016).

**Professional Learning and Communities of Practice** – The greatest improvement in educator understanding and use of effective practices occurs when their professional learning is supported through cohesive professional development that includes workshops, coaching, and collaborative learning through communities of practice (Allen & Kelly, 2015). The evidence about the impact of positive early experiences is clear.

**Poverty, LEP, & Other Plan Alignments:**

All components of the Superintendent's Plan for Early Childhood Education as facilitated by the Buffet Early Childhood Institute aligns with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment includes a review of student identification, services provided; curriculum, instruction, and assessment; and staff development as required by NDE

The Superintendents' Early Childhood Plan is an innovative, comprehensive approach to reducing achievement gaps among vulnerable children, birth through third grade, living in the 11 school districts of the Learning Community of Douglas and Sarpy Counties. It is the first initiative of the Buffett Early Childhood Institute's Achievement Gap Challenge, one of two signature programs at the Institute.

**History**

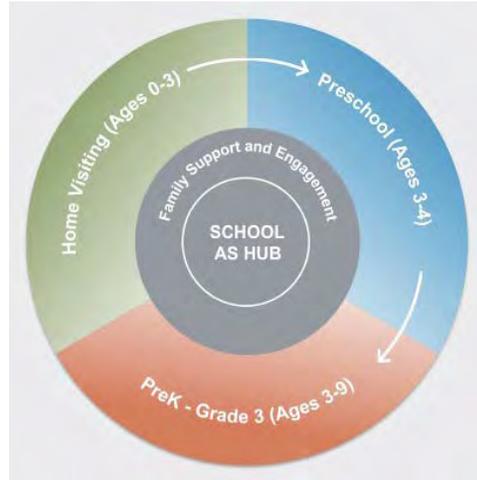
2013 The Nebraska Legislature (LB 585) directed the Learning Community of Douglas and Sarpy Counties to enact a plan "to establish early childhood education programs for children in poverty." The metro Omaha superintendents invited the Buffett Early Childhood Institute at the University of Nebraska to develop the plan.

2014 The Buffett Institute collaborated with 11 school districts to develop the plan. The plan was unanimously endorsed by the 11 superintendents in June, and approved by the Learning Community Coordinating Council in August.

2015 The program is launched for the 2015-2016 school year, with 10 school sites implementing the birth-through-third grade approach and seven districts getting specialized professional development or technical assistance. A "Professional Development for All" series gets underway, with administrators, teachers, child care providers, and other early childhood professionals across the 11 school districts participating.

Rule 11, and Federal requirements under IDEA and Title I.

**Community Achievement Goal:** The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by developing comprehensive and aligned early childhood programming for children from birth through Grade 3 and their families, with schools as the hub.



**Expectations for Student Learning Impact:**  
To increase learning opportunities and reduce or eliminate achievement gaps by end of 3<sup>rd</sup> grade.

1. Students are able to learn at high levels and demonstrate cognitive/academic, social/emotional, executive function, and language competence.
2. Families are supported and supportive of their children's development and learning.
3. Teaching is more developmentally informed and differentiated for diverse young learners.
4. Schools and communities are better able to serve all children.

**Focus Student Population(s):**

The full implementation sites have more than half their school population living in high concentrations of poverty. Up to 150 children, birth through age 3, and their families will receive home visiting. Approximately 3,500 children and their families enrolled in PK through Grade 3 across the ten full implementation sites. Approximately 500 PK – Grade 3 educators across the ten full implementation sites

| Action/Strategy for Improvement:  | Timeline:  |             | Resources:  | Organization/Role(s) Responsible:   | Progress Monitoring:   |  |
|---|------------|-------------|---|---|--|--|
|   | Beginning: | End:        |   |   | Dates:   | Artifacts:                               |
| Coordinate programs and services across the continuum: <b>home visiting (Birth – age 3)</b> | Fall 2015  | Spring 2019 | Birth – Age 3 Home Visitor on staff at each participating school site<br>Early Steps to School<br>Success Home Visit Model<br>Materials to support home visiting and coordinated parent-child play groups   | Home Visitor<br>Principal and school<br>0 – Grade 3<br>Leadership Team<br>Buffett Institute<br>Birth – 3 Specialist and Program Manager   | Quarterly formative reviews of implementation and evaluation data<br>Annual Early Steps to School Success Quality Improvement Site Visit | Review meeting agendas<br>Data summaries |
| Coordinate programs and services across the continuum: <b>high quality preschool</b>        | Fall 2015  | Spring 2019 | Transitions into preschool supported by Preschool – Grade 3 Family Facilitator on staff at each school site<br>Teacher professional development and coaching provided by Buffett Institute<br>On-site and community-based preschools identified through community mapping | Principal and school<br>Birth – Grade 3 leadership team<br>Family Facilitator<br>Buffett Institute<br>Program Manager, Family-Community Specialist, Educational Specialist and team | Quarterly formative reviews of implementation and evaluation data  | Review meeting agendas<br>Data summaries |
| Coordinate programs and services across the continuum: <b>aligned PreK – Grade 3</b>        | Fall 2015  | Spring 2019 | Support for alignment provided by Buffett Institute<br>District curriculum, instruction, and assessment frameworks  | Principal and school<br>Birth – Grade 3 Leadership team<br>Buffett Institute<br>PreK-Grade 3 Educational  | At least quarterly formative reviews of implementation, assessment, and evaluation data  | Review meeting agendas<br>Data summaries |

|   |           |             |  |   |  |  |
|---|-----------|-------------|--|---|--|--|
|   |           |             |  | Facilitator at each school site<br>Buffett Institute Program Manager, Educational Specialist, and team  |  |  |
| Coordinate programs and services across the continuum: <b>build family partnerships</b>                             | Fall 2015 | Spring 2019 | Family Facilitator on staff at each school site<br>Materials to support family partnerships and furnish an on-site family resource area<br>Funds for translators | Principal and school Birth – Grade 3 Leadership team<br>Family Facilitator<br>Buffett Institute Program Manager, Family-Community Specialists, and team | Quarterly formative reviews of implementation and evaluation data                        | Review meeting agendas<br>Data summaries |
| Coordinate programs and services across the continuum: <b>collaborative community connections</b>                   | Fall 2016 | Spring 2019 | Home Visitor and Family Facilitator on staff at each school site.<br>Community outreach facilitated by Buffett Institute   | Principal and school Birth – Grade 3 Leadership team<br>Home Visitor and Family Facilitator<br>Buffett Institute Team                                   | Quarterly formative reviews of implementation and evaluation data                        | Review meeting agendas<br>Data summaries |
| Facilitate <b>communities of practice</b> (home visitors, family facilitators, principals, district administrators) | Fall 2015 | Spring 2019 | Participant resource materials<br>Local, state, and national facilitators as appropriate<br>Site visit opportunities   | Buffett Institute Program Director, Associate Program Director, Program Manager, Specialists  | Home visitors and family facilitators:<br>Monthly Principals: 5X/yr.<br>District: 5X/yr. | Participant lists<br>Meeting agendas     |

|   |              |   |   |   |   |   |
|---|--------------|---|---|---|---|---|
| Provide <b>professional development</b> and job-embedded coaching (summer institutes, building level workshops, collaborative inquiry)  | Summer 2015  | Spring 2019   | PD materials and resources<br>Collaborative presenters and facilitators<br>Stipends for out-of-school time and substitute teachers  | Buffett Institute Team, including Specialists and Educational Facilitators  | Evaluation Surveys<br>Documentation of Classroom Applications | Participant lists<br>Survey summaries   |
| Facilitate <b>collaborative leadership</b> that advocates for quality and continuity in early learning systems (Superintendents Workgroup, Full Implementation Site Leaders, School Leadership Teams) | Winter 2015  | Spring 2019   | Coordination and facilitation<br>Participant resource materials<br>Access to national, state and local consultants, conferences, and site visits<br>Customized consultation and assistance<br>Collaborative planning across districts | Superintendents, Work Group participants, Implementation Site Leaders, School 0 – Grade 3 Leadership Teams<br>Buffett Institute Program Director, Associate Program Director, Program Manager | Quarterly reviews by Buffett Institute team                   | Meeting agendas<br>Documents describing district and school Birth – Grade 3 initiatives                     |
| Implement the <b>program evaluation</b> plan to assess the impact on children, families, classrooms, and systems  | January 2016 | Spring 2019<br><i>*Spring 2023 (when the 2015-16 infant cohort completes Grade 3)</i> | Team of university-based evaluators<br>Collaborative support from districts for data collection   | Buffett Institute Director of Research and Evaluation, Associate Director of Research and Evaluation, and evaluation team from MMI and UNL.   | Monthly monitoring of evaluation implementation               | Evaluation implementation summaries; baseline data<br>Summaries of results of formative data feedback loops |

**Evaluation: (Description of current program evaluation efforts.)**

The Superintendents' Early Childhood Plan is the most comprehensive birth – Grade 3 school initiative in the nation, and the evaluation of this effort represents a significant contribution to the national conversation about the birth – Grade 3 approach. A multidisciplinary evaluation team from University of Nebraska will evaluate how well the plan is executed in participating schools by studying its implementation and subsequent impact on children, families, teachers/classrooms, and schools.

## Evaluation Overview

The Superintendents' Early Childhood Plan evaluation has two purposes. First, it will provide information about the plan's usefulness and feasibility to those participating in and with responsibility for full implementation sites. "Full implementation sites" refers to schools that are offering continuous, comprehensive services and early education to children from birth – Grade 3. The second purpose of the evaluation plan is to give teachers, principals, directors, superintendents, the Learning Community Coordinating Council, and policymakers data about the impact of the Superintendents' Early Childhood Plan on children, families, teachers/classrooms, and schools.

## Evaluation Team

The research and evaluation unit of the Buffett Early Childhood Institute will manage the evaluation in collaboration with the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska-Lincoln (UNL) and the Interdisciplinary Center for Program Evaluation of the Munroe Meyer Institute at the University of Nebraska Medical Center (UNMC). UNL will lead the birth – age 3 components and will contribute to the overall design of the evaluation and the development of the database. UNMC will lead the PreK – Grade 3 component of the evaluation. The Director of Research and Evaluation at the Buffett Early Childhood Institute, will provide overall guidance for the evaluation.

## Evaluation Questions

The evaluation is designed to answer a series of questions that focus on implementation of the Superintendents' Plan and impact on child, family, teacher/classroom, and schools:

## Implementation

- To what extent are core components of the Superintendents' Plan being implemented as intended and at the expected level of quality?
- How useful are the core components of the plan to achieving the goals of school and program leadership, their staff, and other participants?
- What are the enabling factors and the obstacles to implementing the Superintendents' Plan at the system, school, and family levels? **Evidence of Impact**
- Child: What is the effect on children's outcomes in cognitive, language, academic, socio- emotional, and executive function domains?

- Family: What is the effect on families' positive parenting, school engagement, and social support outcomes?
- Teacher/Classroom: What is the effect on teachers' practices?
- School: What is the effect on schools' culture and practices?

**Design** A large number of promising interventions have been dismissed over the years as ineffective because their impact evaluations produced effects that were small or not statistically significant. Among the various reasons for this, the most common are that the intervention was not implemented well, was tested too early, or was not sufficiently well understood to produce a valid test of effectiveness. As a new program, the Superintendents' Plan requires an evaluation design that first focuses on how well it is being implemented. Putting in place a comprehensive, birth – Grade 3 initiative that will impact approximately 500 teachers and 4,000 students in 12 different schools representing six school districts is a very challenging undertaking. Because the schools vary in their environments, organizational structures, and communities served, we propose an evaluation design for the Superintendents' Plan that first develops a strong understanding of how the core features of the Plan are being carried out within the context of each of the schools. Following this, a rigorous impact evaluation will be conducted, with a focus on child outcomes. Specifically, we propose a three-phase evaluation design beginning with the collection of baseline data from children, families, classrooms, and schools. The evaluation will include approximately 350 children and their families, as well as approximately 200 teachers/classrooms in 12 schools in six districts over a six-year period. We will use a developmental, or formative, evaluation approach that utilizes observations, interviews, and focus groups to explore impacts, influences, facilitators, and barriers occurring at the various levels of the Plan. Each phase will be two years in length and will build on the preceding phase, ensuring a process that will enable the evaluation findings to be used to refine the Superintendents' Early Childhood Plan over time while also conducting an evaluation of its impact. *Phase I (2015-16 and 2016-17)*, the first two years of implementation, will be devoted to gathering information about the Plan's usefulness and feasibility, including assessing implementation barriers and enabling factors. This phase will allow the Superintendents' Plan to be revised based on input from its users and sponsors. In *Phase 2 (2017-18 and 2018-19)*, data about the extent to which the Superintendents' Plan is being implemented as proposed and expected will be examined. This will include the collection of preliminary impact data to explore whether schools, teachers/classrooms, families, and children in the full implementation sites are showing change in key areas noted in the evaluation questions. This information can potentially lead to further modifications in the program. In *Phase III (2019-20 and 2020-21)*, will be focused on whether and how well the Superintendents' Plan has been executed at the full implementation sites. Data will be collected in this phase to determine whether and how well implementation sites are showing change in key areas highlighted in the evaluation questions, using normative and administrative trend data to assess change in child, family, teachers/classrooms, and schools. Based on availability of funds, all of the children will be followed through the end of their 3rd grade year.

# Increased Access to Early Childhood Programming

## Professional Development for All

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska LB 585 (2013) codified in Nebraska Revised Statute 79-2104.03. The “Professional Development for All” component of the “Increased Access to Early Childhood Programming” provides professional development in Early Childhood to all applicable schools within the eleven school districts.

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| <p><b>Rationale/Evidence for Improvement Goal: PD FOR ALL</b></p> <p>Professional Development for All is a connected series of professional development institutes open to all school leaders, teachers, early childhood professionals, and caregivers who work with young children from birth through Grade 3 in the 11 school districts in the Learning Community of Douglas and Sarpy Counties. Its purpose is to explore strategies to advance teaching, learning, and family-school-community connections in ways that reduce opportunity gaps and achievement gaps for low-income children, children of color, and English language learners. This system for professional growth and support creates new connections and builds capacity among the professionals and programs that are pivotal in providing high quality early childhood education and services to young children in greatest need.</p> <p>Timperley, Wilson, Barrar, &amp; Fung (2007) used effect sizes to ascertain seven themes about what works best in professional development. These themes are reflected in the structure and implementation of PD for All Learning including opportunities that occur over an extended period of time, the involvement of external experts, engaging teachers in the learning process, challenging teachers’ prevailing discourse and conceptions about learning, and the support of school leaders during and after the formal professional development session.</p> <p>Participant feedback is collected following each PD for All Institute. The survey asks participants to rate whether the sessions provided the appropriate balance between research and practice, provided useful information, and sparked ideas for working with others. Across all 2015 – 16 sessions, average scores for each item ranged from 3.73 to 4.82 on a five-point scale. Feedback was shared with institute presenters and used by the PD for All Advisory Committee for future planning.</p> <p>Participant attendance records, participant surveys, and advisory team feedback indicate the need to explore strategies to increase participation in PD for All by community early childhood providers as well as Spanish-speaking providers. The need for follow-up and support for classroom implementation has also emerged as a need. A more comprehensive program evaluation would provide additional information to guide the planning and implementation of PD for All.</p> | <p><b>AQuESTT Tenet(s):</b></p> <p>Educator Effectiveness</p> <p>Positive Partnerships, Relationships, &amp; Student Success</p> <p>Educational Opportunities &amp; Access</p> <hr/> <p><b>Poverty, LEP, &amp; Other Plan Alignments:</b></p> <p>All components of the Superintendent’s Plan for Early Childhood Education as facilitated by the Buffet Early Childhood Institute aligns with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment</p> |
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|  | <p>includes a review of student identification; services provided; curriculum, instruction, and assessment; and staff development as required by NDE Rule 11, and Federal requirements under IDEA and Title I.</p>   |
| <p><b>Community Achievement Goal:</b> The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of professional development about leading edge research and innovative practices to school and community early childhood staff.</p> | <p><b>Expectations for Student Learning Impact:</b><br/> <b>Educator &amp; Administrator Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Participants will gain knowledge of strategies to advance teaching, learning, and family-school-community connections in ways that reduce opportunity gaps and achievement gaps for low-income children, children of color, and English language learners.</li> <li>• Participants will implement the strategies in concert with existing school improvement and student achievement plans</li> </ul> <p><b>Student Learning Impact</b> will be evidenced by improvements in cognitive, language, and social/emotional development, by being kindergarten ready, and at or above expected standards by third grade.</p> <p><b>Focus Student Population(s):</b><br/>         More than 15,000 children enrolled in PK through Grade 3 in districts with administrators, teachers, and/or community providers participating in</p> |

|  |   |  |   |  | sustained professional development. The institutes focus specifically on knowledge and skills shown to have positive impact for low-income children, children of color, and English language learners. |  |
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| Action/Strategy for Improvement:   | Timeline:   |  | Resources:  | Organization/Role(s) Responsible:  | Progress Monitoring:   |  |
|  | Beginning:  | End:   |   |  | Dates:   | Artifacts:   |
| Meet with the PD for All Advisory Committee (district and community agency representatives) provide input to guide planning processes.   | June 2016   | June 2019  | Survey feedback<br>School and community partners  | Buffett Institute Director of Program Development & Senior Consultant                    | 3 times per year   | Meeting Agendas<br>Plan for Annual PD for All theme and institute topic(s) |
| Conduct outreach to underrepresented stakeholders: Community Early Childhood Provider Forum & PD for All Institute breakout session offered in Spanish by bilingual presenters | October 20, 2016<br>January 19 – 21, 2017                 | Ongoing (annual event with target audience based on Institute participation data and feedback) | Collaboration with Early Learning Connections Coordinator to advertise and recruit participants<br>Institute announcements and materials translated<br>Bilingual presenters | Buffett Institute Director of Program Development, Program Manager, bilingual Specialist | October 20, 2016<br>January 19 – 21, 2017  | Attendance data<br>Agendas<br>Participant Evaluations                      |
| Provide PD for All Institutes (including evening, weekday, Saturday options to broaden participation and at least one  | December 1-2, 2016;<br>January 19 – 21, March 2 -4, 2017; | Approx. 4 institutes per each school year through 2018-19                                      | Participant resource materials<br>National, state, and local presenters   | Buffett Institute Director of Program Development & Senior Consultant                    | December 1-2,<br>January 19 – 21,<br>March 2 - 4, Add'l  | Attendance data<br>Agendas<br>Participant Evaluations                      |

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| bilingual institute in 2016-17)   | Add'l dates TBD  |   |   |   | spring date TBA  |  |
| Facilitate Leadership Development seminars for principals, directors, instructional coaches, & BECI education facilitators and specialists to enhance their follow-up support and coaching with PD for All participants | December 1, 2016; January 20, March 3, 2017; add'l dates TBD | Approx. 4 seminars per each school year through 2018-19; connected to each PD for All Institute | Institute Keynote presenter<br>Job embedded PD resources            | Buffett Institute Director<br>Program Development and Program Manager     | December 1, January 20, March 3, add'l spring date TBA | Attendance data<br>Agendas<br>Participant Evaluations<br>Follow-up leadership action plans |
| Develop & implement a program evaluation plan to assess impact of PD for All Institutes and the action plans resulting from the Leadership Development seminars   | January 2017   | May 2019  | Annual PD for All plans<br>Previous participant surveys and results | Buffett Institute Associate Directors of Program Development & Evaluation | By June 2017<br><br>By June annually                   | Program evaluation plan<br>Program evaluation report                                       |

**Evaluation: (Description of current program evaluation efforts.)**

Participant surveys are administered following each Professional Development for All Institute. Survey results and attendance records are reviewed by Buffett Institute staff and the PD for All Advisory Committee to inform ongoing planning and follow-up supports. Feedback is also shared with the institute presenters.

## Increased Access to Early Childhood Programming

### Customized Assistance Partnerships

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska LB 585 (2013) codified in Nebraska Revised Statute 79-2104.03. Districts participating in the “Customized Assistance Partnership” includes Bellevue Public Schools, Bennington Public Schools, Elkhorn Public Schools, Gretna Public Schools, Ralston Public Schools, Papillion-La Vista Community Schools, Springfield Platteview Community Schools, and the Westside Community Schools.

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| <p><b>Rationale/Evidence for Improvement Goal: CUSTOMIZED ASSISTANCE PARTNERSHIPS</b></p> <p>Eight of the eleven Learning Community school districts are currently receiving intensive assistance and consultation tailored to specific district needs related to the development and implementation of high quality early childhood programming. This assistance addresses such topics as social-emotional development, family engagement, effective instructional strategies, effective transitions, assessment/accountability, and district-level strategic planning that will impact system-wide early childhood education and services in lines with the goals of the Superintendents’ Plan.</p> <p>Research (Allen &amp; Kelly, 2015) tells us that professional development leads to classroom and program applications most fully when it is goal-oriented, matched to the needs of a specific setting, sustained over time, and includes learning from and with peers. This research-based approach is exemplified in the customized assistance initiatives facilitated by the Buffett Early Childhood Institute through the Superintendents’ Early Childhood Plan. The Buffett Institute can facilitate inter-district collaborations and provide access to national expertise that may not be readily available at the district level. Based on local district needs assessments, these initiatives directly address key commitments and components of the Superintendents’ Plan.</p> | <p><b>AQuESTT Tenet(s):</b></p> <p>Educator Effectiveness</p> <p>Positive Partnerships, Relationships, &amp; Student Success</p> <p>Educational Opportunities &amp; Access Transitions</p> <p><b>Poverty, LEP, &amp; Other Plan Alignments:</b></p> <p>All components of the Superintendent’s Plan for Early Childhood Education as facilitated by the Buffet Early Childhood Institute aligns with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal</p> |
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funds. This alignment includes a review of student identification; services provided; curriculum, instruction, and assessment; and staff development as required by NDE Rule 11, and Federal requirements under IDEA and Title I.

**Community Achievement Goal:** The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of customized assistance partnerships to support district-level goals for the development and implementation of high quality early childhood education systems and programs.

**Expectations for Student Learning Impact:**  
**Student Learning Impact** will be evidenced by improvements in cognitive, language, and social/emotional development, by being kindergarten ready, and at or above expected standards by third grade. Specific student outcomes/impact will be identified for each customized (District Level) assistance plan.

**Focus Student Population(s):**  
 Children, birth through Grade 3, living in high concentrations of poverty in the eleven districts of the Learning Community of Douglas and Sarpy Counties. The custom assistance focuses specifically on knowledge, skills, and programs shown to have positive impact for low-income children, children of color, and English language learners.

| Action/Strategy for Improvement: | Timeline:  |      | Resources: | Organization/Role(s) Responsible: | Progress Monitoring: |            |
|----------------------------------|------------|------|------------|-----------------------------------|----------------------|------------|
|                                  | Beginning: | End: |            |                                   | Dates:               | Artifacts: |
|                                  |            |      |            |                                   |                      |            |

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| Identify barrier(s), need(s), and/or improvement priorities requiring customized assistance.                        | Spring 2015      | Ongoing | District data and improvement plans   | District and/or building administrators   | Spring 2015 & ongoing      | Written requests for custom assistance   |
| Collaborate to determine how to address the need for customized assistance.   | Spring 2015      | Ongoing | District requests for assistance and related data and improvement plans   | District and/or building administrators & Buffett Institute staff   | Spring 2015 & ongoing      | Meeting Agendas (District and Buffett Institute staff)                           |
| Write and implement a plan for each customized assistance partnership.  | Spring/Fall 2015 | Ongoing | Buffett Institute Planning and Implementation Framework Consultants Research-based and national exemplars provided by Buffett Institute | Buffett Institute staff & district/building administrators<br>Other school personnel and stakeholders as appropriate for each plan<br>Consultants matched to district needs as outline in Custom Assistance Plans | Spring/Fall 2015 & ongoing | Custom Assistance Action Plans   |
| Develop a program evaluation plan to assess the effectiveness and impact of each customized assistance partnership. | Spring/Fall 2016 | Ongoing | District and Buffett Institute program and evaluation staff   | Buffett Institute staff & district/building administrators<br>Other school personnel and stakeholders as appropriate for each plan.   | Spring/Fall 2016 & ongoing | Custom Assistance Program Evaluation Plans                                       |
| Share plan implementation and results with other districts and stakeholders to support collaboration                | Fall 2016        | Ongoing | Collaborative reports by District and/or Buffett Institute staff<br>Dissemination plan for custom assistance results                    | Buffett Institute Program Evaluation, and/or Communications staff & district/building administrators  | Fall 2016 & ongoing        | Superintendents' Workgroup Agendas<br>Presentation Agendas<br>Site Visit Agendas |

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| and systemic improvement throughout the 11 Learning Community districts.   |  |  | Program evaluation data |  |  |  |
| <p><b>Evaluation: (Description of current program evaluation efforts.)</b></p> <p>A plan for program evaluation is developed for each customized assistance plan. Measures are aligned with the goals and expected outcomes for the plan and with the overall goals of the Superintendents' Early Childhood Plan. These may include child, family, classroom, school and/or district level measures. Artifacts (e.g. agendas, participant rosters, program products) documenting the plan activities will also be collected.</p> |  |  |                         |  |  |  |

## Targeted Support to Improve Student Attendance

The Greater Omaha Attendance and Learning Services (GOALS) Center

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| <p><b>Rationale/Evidence for Improvement Goal:</b></p> <p>The focus on student attendance is key to improving academic achievement for students in Douglas and Sarpy Counties, Nebraska. If students are not present in school to learn they miss out on key instructional time that is necessary for them to meet their academic goals and eventually high school graduation. As a response to legislation in 2010 the Superintendents of the Learning Community developed a plan to improve attendance across Douglas and Sarpy Counties in Nebraska. This plan requires a four-tiered approach balanced with prevention and early intervention efforts and referral to the County Attorney as a last resort effort to address attendance concerns for students.</p> <p>As part of the Superintendent's Plan to Improve Attendance, the Greater Omaha Attendance and Learning Services (GOALS) Center was established in 2011 and became a 501 (c)3 in November 2013. The GOALS Center has an Interlocal Agreement with all 11 public school districts as well as a Memorandum of Understanding with local law enforcement agencies, Office of Probation and Health and Human Services. The GOALS Center was designed to intervene as soon as possible to disrupt the pattern of absences and provide a comprehensive approach to identifying barriers to attendance and implementing best practice strategies to reengage the student into school.</p> | <p><b>AQuESTT Tenet(s):</b></p> <ol style="list-style-type: none"> <li>1) Positive Partnerships, Relationships, and Student Success</li> <li>2) Transitions</li> </ol> |
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Data from a local, state and national level identifies a concern for students who are not attending school on a regular and consistent basis. We know from literature reviews and local data that students who do not attend school are at risk to failing academically and ultimately at a higher risk of dropping out of school and not graduating. The following are some of the highlights of information that is available regarding chronic attendance.

1. Trend data from the Department of Education identifies that attendance rates have improved slightly over the past 5 years in some school districts but not in all school districts. During the 2013 -2014 school year, there were over 9,000 students (student membership 116,897) who missed more than 20 days of school.
2. Students who are missing too much school are not achieving academically and are at a higher risk of dropping out of school. The graduation rate for Omaha Public schools according to NDE during cohort year of 2014 was 80.74 which is a 7.78 increase over 2011 when attendance concerns began receiving more attention through district interventions.
3. State wide attendance data from NDE identifies that absences begin to increase during 5<sup>th</sup> grade.
4. National data identifies that student learning is impacted when too many instructional days are missed.
  - a. A 2011 California study identified that students who were chronically absent (missing more than 9 days per year) did not score at the proficient level on the state's third grade English Language test. Research Brief (2014, February). *Attendance in the Early Grades: Why it Matters for Reading*. Retrieved from <http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/03/Attendance-in-the-Early-Grades.pdf>
  - b. The focus on Average daily attendance masks the school districts level of chronic absenteeism for students. Literature suggests that schools between "93 and 97 percent need to analyze their data further to determine the extent" of the attendance concerns in the school building (Bruner, C., Discher, A., & Change, H., (2011, November). *Chronic Elementary Absenteeism: A Problem in Hidden in Plain Sight*. Retrieved from <http://www.attendanceworks.org/wordpress/wp-content/uploads/2010/04/ChronicAbsence.pdf> .
  - c. A report released in 2016 from the U.S. Department of Education Office for Civil Rights identifies that +among high schools, 3 million students (18 percent) and 3.5 million elementary students (11 percent) where chronically absent (missing 15 or more days) from school. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2013-14.html>

#### **School District Support**

The Greater Omaha Attendance and Learning Services (GOALS) Center is supported by all eleven public school districts. There are, however, some school districts that provide enhanced supports through in-kind services due to the number of students referred to the GOALS Center. This in-kind support is one way to highlight the commitment

#### **Poverty, LEP, & Other Plan Alignments:**

All components of the Superintendent's Plan to Improve Attendance, the Greater Omaha Attendance and Learning Services (GOALS) Center, aligns with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment includes a review of student identification; attendance policies and procedures; services provided; curriculum, instruction, and assessment; and staff development as required by NDE Rules and Federal requirements under IDEA and Title I.

of the school districts to improve attendance for students who are missing more than 10% of school or are at risk of chronic attendance concerns. The school districts that provide in-kind support include:

- Omaha Public Schools – Initial support included one part time staff member to help coordinate and develop the beginning of the program from January 2010 thru September 2013. In addition, OPS has provided office space and technology support provided since April 2012. The Omaha Public Schools Superintendent is the treasurer of the GOALS Executive Board.
- Millard Public Schools – Office space and technology supports provided since August 2015. The Millard Superintendent is Vice Chair of the GOALS Executive Board and has been involved with the further development of the GOALS Center and commitment to focus on attendance for students in the Learning Community.
- Bellevue Public Schools – Office space and technology supports provided since October 2016.
- Papillion-La Vista Public Schools – Office space and technology supports are available when the GOALS Center is able to obtain funding for additional Family Advocate position(s).
- Gretna Public Schools – The Superintendent is the Chair of the GOALS Executive Board. Dr. Riley has been involved on an ongoing basis since legislation was first established that directed the Learning Community Superintendents to establish a plan to improve attendance. Dr. Riley has attended numerous meetings, met with stakeholders and participated in a national webinar to continue the dialogue and focus on the needs surrounding students who are chronically absent from school.

All of the eleven public school superintendents are part of the Governing Board. They attend meetings and participate in strategic planning as necessary to further the awareness and knowledge regarding the importance of regular and consistent attendance for school aged students.

**Community Achievement Goal:** The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase improve attendance rates at each school building and school district to improve overall academic achievement which will be measured by school district and state level attendance data.

**Expectations for Student Learning Impact:**  
Students will miss less than 10% of school during each academic school year.

**Focus Student Population(s):**  
All students, in Douglas and Sarpy County in Nebraska. A heightened focus will include further attention for students who are missing more than 10% of the school day at any time during the academic school year.

| Action/Strategy for Improvement:   | Timeline:  |              | Resources:   | Organization/Role(s) Responsible:    | Progress Monitoring: |  |
|--|------------|--------------|--|--------------------------------------|----------------------|--|
|  | Beginning: | End:         |  |                                      | Dates:               | Artifacts:   |
| Create School Building specific strategies to improve attendance   | Present    | Ongoing      | School Building attendance team<br><br>District support personnel                | Building Principal                   | Ongoing              | School building procedures to address attendance.<br><br>School District policy to address attendance. |
| Develop School District strategies targeted to improve attendance  | Present    | Ongoing      | District support personnel   | Superintendent                       | Ongoing              | School District policy to address attendance.  |
| Achieve a 98% average daily attendance rate at all School Buildings in Douglas and Sarpy Counties.                     | Present    | Ongoing      | Building Principal<br><br>Building attendance team                               | Superintendent<br>Building Principal | Ongoing              | School District Data<br>NDE Data   |
| Review all Board Policies to ensure they align and reflect the current statute (79-201 & 79-209) regarding attendance. | Present    | May 2017     | School Board<br><br>Superintendent   | School Board President               | Ongoing              | Board Policy for each district   |
| Review and update School Building & School District procedures which reflect the utilization of a collaborative plan.  | Present    | August 2017  | Building Principal<br><br>Building attendance team<br>District support personnel | Superintendent<br>Building Principal | Ongoing              | School Building Procedures<br>School District Policy   |
| Develop MOU's with community partners to ensure a streamlined  | Present    | January 2018 | Identified Community Partners  | Superintendent<br>GOALS Center       | Ongoing              | Copies of MOU's  |

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| process which identifies common outcomes and strategies to improve school attendance.                                |         |             | School Districts<br>GOALS Center   |                              |         |   |
| Develop an early warning system in each School District to identify students who are at risk of chronic absenteeism. | Present | August 2018 | School District Information System | Superintendents GOALS Center | Ongoing | Copy of each District’s Early Warning System Indicators when completed. |

**Evaluation: (Description of current program evaluation efforts.)**

This identified goal area does not have a predetermined evaluation component. In an effort to monitor and evaluation the strategies under the “Targeted Supports to Improve Attendance” goal area a PDCA (Plan, Do, Check, Act) cycle will be initially utilized to gather feedback and identify areas that may need improvement. The overall premises of the PDCA cycle is to review frequently what is working or what needs to change in order to strive for continuously quality improvement through the identified attendance strategies. The PDCA Cycle is outlined below:

**Plan:** Define the problem to be addressed, collect relevant data, and ascertain the problem's root cause.

**Do:** Develop and implement a solution; decide upon a measurement to gauge its effectiveness.

**Check:** Confirm the results through before-and-after data comparison.

**Act:** Document the results, inform others about process changes, and make recommendations for the problem to be addressed in the next PDCA cycle.

Retrieved from <http://whatis.techtarget.com/definition/PDCA-plan-do-check-act>

As more development occurs within this goal area a more formal evaluation process may be adopted and incorporated into these current efforts. The State of Nebraska has a quality data collection method through the Nebraska Department of Education system. The State of the Schools Report as well as local School District data will be utilized to monitor progress with improved attendance at a student, school building and school district level. Review of data will include rate of attendance, academic achievement scores, as well as graduation rates from the eleven public school districts in Douglas and Sarpy Counties of Nebraska.

# Increased Parent Engagement Through the North and South Omaha Learning Centers

## FAMILY LEARNING AT THE LEARNING COMMUNITY CENTER OF SOUTH OMAHA

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| <p><b>Rationale/Evidence for Improvement Goal:</b></p> <p>Parental engagement has a strong, positive effect on student achievement (Conway &amp; Houtenville, 2008). Increased parental engagement has been cited as a key area for improvement in South Omaha dating back to the community needs assessment conducted by One World Community Health Center on behalf of the Learning Community Five community forums were held beginning in October Of 2009 and completed in June of 2010. The assessment and literature review revealed the achievement gap begins well before age 3, language barriers prevented parents from becoming involved in their children’s education and that parental education and income were strong family indicators of predicting children’s achievement, (Burchinal, 2001; Reardon, 2013). Further research indicated national models such as Even Start and National Centers for Families Learning and Great Kids home visitation showed lasting effects. Barriers to parental engagement include:</p> | <p><b>AQuESTT Tenet(s):</b><br/>Positive Partnerships, Relationships &amp; Student Success</p> <p>Assessment</p>  |
| <ol style="list-style-type: none"> <li>1) <b>Language</b> – parents who did not speak English were not able to effectively communicate with their child’s teacher without an interpreter. Parents felt isolated and disconnected from the school system and their children’s education.</li> <li>2) <b>Logistics</b> – such as transportation and childcare is unavailable for families to take advantage of ESL classes</li> <li>3) <b>Lack of skills</b> – parents did not understand the importance of interacting with their children and did not understand their role as their child’s first teacher.</li> </ol> <p>This program is serving children and families from eleven OPS Schools (Ashland-Park Robbins, Bancroft, Castelar, Chandler View, Gateway, Gilder, Gomez-Heritage, Highland, Indian Hills, Pawnee and Springlake). It is also servicing students at the Educare facility in South Omaha.</p>   | <p><b>Poverty, LEP, &amp; Other Plan Alignments:</b><br/>All components of the Learning Community Initiatives with the North and South Omaha Learning Centers are, where appropriate, taken into consideration by the</p> |

participating district in alignment with District plans for accreditation, poverty, limited English proficiency, and federal funds.

**Community Achievement Goal:**  
 Improve educational outcomes for children evidenced by effectively engaging parents in their child’s school with high expectations for their child’s educational progress.

**Expectations for Student Learning Impact:**  
 Students succeed in school as evidenced by being kindergarten ready and at or above expected standards by third grade.

**Focus Student Population(s):**  
 Birth to third grade with special emphasis on students who reside within targeted school attendance areas within Learning Community Subcouncil 5 boundaries.

| Action/Strategy for Improvement:   | Timeline:  |         | Resources:   | Organization/Role(s) Responsible:        | Progress Monitoring:  |  |
|--|--|---------|--|--|---|--|
|  | Beginning:                                       | End:    |  |  | Dates:  | Artifacts:   |
| Center and school based English and adult literacy classes leveled based on education and particular focus on helping parents engage in child's education and communicate with teachers                  | April 2012 (Center-based)<br>2015 (School-based) | Ongoing | Parents, Learning Community Center of South Omaha, One World, Omaha Public Schools, Educare, private funders         | Learning Community Center of South Omaha | Bi-Monthly reviews with fall and spring data review with third party evaluators | Attendance records, parent teacher conferences, pre and post assessments |
| Individualized programming and support with an emphasis on school navigation, development and learning through home visitations  | April 2012                                       | Ongoing | Parents, Learning Community Center of South Omaha, One World, community organizations, Growing Great Kids curriculum | Learning Community Center of South Omaha | Quarterly home visits   | Home visitation case notes, pre and post assessments                     |
| Referral and connection to community resources with an emphasis on crisis intervention, family stability and self-efficiency   | February 2015                                    | Ongoing | Families, Learning Community Center of South Omaha, One World, community organizations                               | Learning Community Center of South Omaha | Quarterly quality assurance reviews   | Case notes, referral to family liaisons                                  |
| Interactive Parent/Child Activities with emphasis on positive interactions contributing to cognitive and social/emotional development with connections to educational systems, social emotional learning | April 2012                                       | Ongoing | Parents, Learning Community Center of South Omaha, One World, community organizations,                               | Learning Community Center of South Omaha | Quarterly interactive visits  | Attendance, pre and post assessments                                     |

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|---|--|--|--|--|--|-----|
| and family physical and mental health   |  |  |  |  |  | 172 |
| <p><b>Evaluation: (Description of current program evaluation efforts.)</b><br/> Program is evaluated annually by University of Nebraska Medical Center’s Munroe Meyer Institute. Program data will be collected for each family at intake to establish baseline and every six months or within the fall and spring semesters. Data will be gathered and evaluated from the following tools: Parent Intake/Interview, Keys to Interactive Parenting Scale (KIPS), course evaluations, adult ELL proficiency scores (BEST Plus), parent focus groups, Protective Factors Survey (PFS) and Child-Parent Rating Scale (CPRS). Additional data may be collected depending on families’ individual circumstances.</p> |  |  |  |  |  |     |

# Increased Parent Engagement Through the North and South Omaha Learning Centers

PARENT UNIVERSITY AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

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| <p><b>Rationale/Evidence for Improvement Goal:</b></p> <p>Parental engagement has a strong, positive effect on student achievement (Conway &amp; Houtenville, 2008). Increased parental engagement has been cited as a key area for improvement in North Omaha dating back to the community town hall meetings held in 2008 through June of 2010 as part of the Building Bright Futures Initiative. Additional community meetings were held as a part of the Omaha Public Schools strategic plan created in 2014 which led to revisions of the plans for the Center. Teachers interviewed in the Building Bright Futures Initiative say their biggest challenges in helping kids achieve academic success are students who are not adequately prepared and equipped, physically, socially and emotionally (35%), a lack of parental engagement (21%), and students who do not see their educational worth (18%) (Community Outreach Summary, 2008). Barriers to parental engagement include:</p> <ol style="list-style-type: none"> <li>1) <b>Attitudes</b> – such as families do not trust educational staff or staff think families are too overwhelmed to participate.</li> <li>2) <b>Logistics</b> – such as transportation is unavailable for families to get to meetings or meetings are held only during working hours.</li> <li>3) <b>Lack of skills</b> – such as families have never participated in (school-type) meetings/committees, or a lack of information about the role of families and staff. Community members believe the most important variables for success in school are parental engagement, teacher effectiveness, and student attendance/engagement</li> </ol> <p>This program serves Kellom, Conestoga, Franklin, and Lothrop; elementary schools in the Omaha Public School District.</p> | <p><b>AQuESTT Tenet(s):</b><br/>Positive Partnerships, Relationships &amp; Student Success</p> <p>Assessment</p> <p><b>Poverty, LEP, &amp; Other Plan Alignments:</b><br/>All components of the Learning Community Initiatives with the North and South Omaha Learning Centers are, where appropriate, taken into consideration by the participating district in alignment</p> |
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with District plans for accreditation, poverty, limited English proficiency, and federal funds.

**Community Achievement Goal:**

Improve educational outcomes for children evidenced by effectively engaging parents in their child's school with high expectations for their child's educational progress.

**Expectations for Student Learning**

**Impact:**

Student succeed in school evidenced by being kindergarten ready and at or above expected standards by third grade.

**Focus Student Population(s):**

Birth to third grade with special emphasis on students who reside within targeted school attendance areas within Learning Community Subcouncil 2 boundaries.

| Action/Strategy for Improvement:  | Timeline:     |         | Resources:   | Organization/Role(s) Responsible:  | Progress Monitoring:  |   |
|---|---------------|---------|--|--|---|---|
|   | Beginning:    | End:    |  |  | Dates:  | Artifacts:  |
| Center-based programming using evidenced based curriculum and approaches with parenting, life skills and wellness development, school success and leadership. | February 2015 | Ongoing | Parents, Learning Community, Omaha Public Schools, community organizations, course curriculum, childcare workers | Learning Community Center of North Omaha, Omaha Public Schools, partnering community organizations | Quarterly reviews with fall and spring data review with third party evaluators        | Programming sign-in sheets, course evaluation, pre and post assessments, case notes |
| Individualized programming and support with an emphasis on school navigation, child development and learning through home visitations                         | February 2015 | Ongoing | Families, Learning Community, Community organizations, Growing Great Kids curriculum                             | Learning Community Center of North Omaha   | Weekly reflective supervision with home visitors, quarterly quality assurance reviews | Home visit logs, case notes   |
| Referral and connection to community resources with an emphasis on crisis intervention, family stability and self-efficiency                                  | February 2015 | Ongoing | Families, Learning Community, community organizations  | Learning Community Center of North Omaha   | Quarterly quality assurance reviews   | Case notes, referral to family liaisons   |

**Evaluation: (Description of current program evaluation efforts.)**

Program is evaluated by University of Nebraska Medical Center's Munroe Meyer Institute. Program data will be collected for each family at intake to establish baseline and every six months or within the fall and spring semesters. Data will be gathered and evaluated from the following tools: Parent Intake/Interview, Keys to Interactive Parenting Scale (KIPS), course evaluations, parent focus groups, Protective Factors Survey (PFS) and Child-Parent Rating Scale (CPRS). Additional data may be collected depending on families' individual circumstances.

# Increased Parent Engagement Through the North and South Omaha Learning Centers

## INTENSIVE EARLY CHILDHOOD CLASSROOMS AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

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| <p><b>Rationale/Evidence for Improvement Goal:</b></p> <p>Young children from low income and distressed environments start school well behind their peers. Young children’s learning begins at birth and preschoolers’ social and emotional skills are associated with school success. (Burchinal, 2001; FPG Child Development Institute; 2012). Educare’s long term study in 2012 demonstrated quality early childhood education can narrow the achievement gap by overcoming the following barriers:</p> <ol style="list-style-type: none"> <li><b>1) Siloed Early Childhood Classrooms:</b> Historically, early childhood classrooms have been segregated (i.e. Special Education, Headstart, Title One) which makes it difficult to function as an instructional team for all children. Before and after school programs are often staffed by professionals other than the ones in the classroom during the day which lacks continuity of learning</li> <li><b>2) Lack of Knowledge</b> – there is often little time for instructional teams to participate in high quality professional development throughout the year</li> <li><b>3) Lack of skills</b> – often times, new teachers are not given reflective support needed to improve their instructional skills</li> </ol> <p>This program is servicing Kellom, Conestoga, Franklin, and Lothrop; elementary schools in the Omaha Public School District.</p> | <p><b>AQuESTT Tenet(s):</b><br/>           Educator Effectiveness<br/><br/>           Transitions<br/><br/>           Assessment</p> <p><b>Poverty, LEP, &amp; Other Plan Alignments:</b><br/>           All components of the Learning Community Initiatives with the North and South Omaha Learning Centers are, where appropriate, taken into consideration by the participating district in alignment with District</p> |
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plans for accreditation, poverty, limited English proficiency, and federal funds.

**Community Achievement Goal:**  
Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms.

**Expectations for Student Learning Impact:**  
Student succeed in school evidenced by being kindergarten ready and at or above expected standards by third grade.

**Focus Student Population(s):**  
Birth to third grade with special emphasis on students who reside within targeted school attendance areas within Learning Community Subcouncil 2 boundaries.

| Action/Strategy for Improvement:   | Timeline:   |         | Resources:  | Organization/Role(s) Responsible:        | Progress Monitoring:   |                                      |
|--|-------------|---------|---|--|--|--------------------------------------|
|  | Beginning:  | End:    |   |  | Dates:   | Artifacts:                           |
| Implementation of Creative Curriculum, Second Step and Teaching strategies and use of data to inform instruction | August 2012 | Ongoing | Learning Community, Omaha Public Schools, Parents | Learning Community Center of North Omaha | Quarterly reviews with fall and spring data review with third party evaluators | Curriculum plans, observation logs   |
| Co-teaching teams provide developmentally appropriate materials and routines                                     | August 2012 | Ongoing | Learning Community, Omaha Public Schools, Parents | Learning Community Center of North Omaha | Quarterly reviews with fall and spring data review with third party evaluators | Observation logs                     |
| Reflective coaching, mentoring and support to classroom staff  | August 2012 | Ongoing | Learning Community, Omaha Public Schools, Parents | Learning Community Center of North Omaha | Quarterly reviews with fall and spring data review with third party evaluators | Coaching logs                        |
| Provide up to 90 additional hours of early childhood professional development                                    | August 2012 | Ongoing | Learning Community, Omaha Public Schools, Parents | Learning Community Center of North Omaha | Quarterly reviews with fall and spring data review with third party evaluators | Focus groups, presentation materials |
| Provide Early Childhood Specialist to model high quality teacher and child interactions and engagement           | August 2012 | Ongoing | Learning Community, Omaha Public Schools          | Learning Community Center of North Omaha |  | Observation logs                     |
| Provide continuity of care to the extended learning program before and after school                              | August 2012 | Ongoing | Learning Community, Omaha Public Schools          | Learning Community Center of North Omaha | Quarterly reviews with fall and spring data review                             | Curriculum and staff reviews         |

|  |  |  |  |  |                            |     |
|--|--|--|--|--|----------------------------|-----|
|  |  |  |  |  | with third part evaluators | 179 |
| <b>Evaluation: (Description of current program evaluation efforts.)</b><br>Program is evaluated by University of Nebraska Medical Center's Munroe Meyer Institute. Program data will be collected for each family at intake to establish baseline and every six months or within the fall and spring semesters. Data will be gathered and evaluated from the following tools: CLASS, ECERS-R, PPVT and BRSA. |  |  |  |  |                            |     |

# Increased Parent Engagement Through the North and South Omaha Learning Centers<sup>80</sup>

## CHILDCARE DIRECTOR PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

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| <p><b>Rationale/Evidence for Improvement Goal:</b></p> <p>Young children from low income and distressed environments start school well behind their peers. Young children’s learning begins at birth and preschoolers’ social and emotional skills are associated with school success. (Burchinal, 2001; FPG Child Development Institute; 2012). Lack of quality of childcare is one of the variables contributing to the achievement gap (Burchinal, 2001). Unlike public schools, staff who work in childcare centers need only a GED as a minimum education requirement so many of them do not have the necessary education or knowledge around early childhood development (NDHHS, 2016). Barriers to the quality of childcare include:</p> <ol style="list-style-type: none"> <li>1) <b>Lack of knowledge:</b> The vast majority of the directors do not have 4 year degrees or early childhood endorsements</li> <li>2) <b>Lack of Knowledge</b> – While the state requires some training, the higher quality training options are often unaffordable for childcare directors in Subcouncil 2</li> <li>3) <b>Lack of skills</b> – often times, new teachers are not given reflective support needed to improve their instructional skills</li> </ol> <p>Servicing child care provider organizations (currently at fourteen) all within Sub-Council 2 of the Learning Community.</p> | <p><b>AQuESTT Tenet(s):</b><br/>           Educator Effectiveness<br/><br/>           Transitions<br/><br/>           Assessment</p> <p><b>Poverty, LEP, &amp; Other Plan Alignments:</b><br/>           All components of the Learning Community Initiatives with the North and South Omaha Learning Centers are, where appropriate, taken into consideration by the participating district in alignment with District</p> |
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plans for accreditation, poverty, limited English proficiency, and federal funds.

**Community Achievement Goal:**  
 Improve educational outcomes for children evidenced by effectively providing high quality training and coaches to childcare directors.

**Expectations for Student Learning Impact:**  
 Student succeed in school evidenced by being kindergarten ready and at or above expected standards by third grade.

**Focus Student Population(s):**  
 Birth to third grade with special emphasis on students who reside within targeted school attendance areas within Learning Community Subcouncil 2 boundaries.

| Action/Strategy for Improvement:                                | Timeline:      |         | Resources:   | Organization/Role(s) Responsible:        | Progress Monitoring:   |   |
|---|----------------|---------|--|--|--|---|
|   | Beginning:     | End:    |  |  | Dates:   | Artifacts:  |
| Director training twice monthly with a focus on CLASS and NCQTL | September 2015 | Ongoing | Learning Community, Nebraska Early Childhood Collaborative | Learning Community Center of North Omaha | Quarterly reviews with fall and spring data review with third party evaluators | Minutes, observation logs                             |
| Coaching twice monthly using with a focus on CLASS and NCQTL    | September 2015 | Ongoing | Learning Community, Nebraska Early Childhood Collaborative | Learning Community Center of North Omaha | Quarterly reviews with fall and spring data review with third party evaluators | Videotape analysis of coaching with teachers, surveys |

|  |                |         |  |  |  |                   |
|--|----------------|---------|--|--|--|-------------------|
| Participation in additional and targeted training to support directors' work to support Step Up to Quality | September 2015 | Ongoing | Learning Community, Nebraska Early Childhood Collaborative | Learning Community Center of North Omaha | Quarterly reviews with fall and spring data review with third party evaluators | Registration logs |
|  |                |         |  |  |  |                   |

**Evaluation: (Description of current program evaluation efforts.)**

Program is evaluated by University of Nebraska Medical Center's Munroe Meyer Institute. Program data will be collected for childcare director intake to establish baseline and every six months or within the fall and spring semesters. Data will be gathered and evaluated from the following tools: CLASS, NCQTL retrospective survey, class observations and focus groups.

# Increased Parent Engagement Through the North and South Omaha Learning Centers<sup>83</sup>

## FUTURE TEACHER TRAINING PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

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| <p><b>Rationale/Evidence for Improvement Goal:</b></p> <p>In predominately rural states, it is often difficult to recruit new teachers who have life experiences that allow them to be immediately comfortable and effective in complex urban classroom environments. In spite of some good efforts on the part of local teacher preparation programs, Omaha Public Schools reports that this continues to be an issue for the District. Few new teachers come from the communities and neighborhoods in which they will be assigned to teach. In spite of a strong sense of mission, the lack of relevant life experience on the part of many new teachers makes their initial experiences in these schools more difficult (OPS 2011). Of the teachers who participate in clinical professional development schools, 90% are still there several years later (Darling, 2001). Barriers to early childhood teachers who are comfortable and effective in complex urban areas include:</p> <ol style="list-style-type: none"> <li>1) <b>Lack of Experience</b> – Despite good educational preparation, many students do not have the opportunity to teach in a high poverty clinical setting with immediate feedback from their instructor.</li> <li>2) <b>Affordability</b> – Of the teachers who do have life experiences to be comfortable and effective, many are intimidated by the traditional cost for a four-year teaching degree.</li> </ol> <p>Servicing students enrolled in the Early Childhood program offered by Metropolitan Community College.</p> | <p><b>AQuESTT Tenet(s):</b><br/>Educator Effectiveness</p> <p>Transitions</p> <p><b>Poverty, LEP, &amp; Other Plan Alignments:</b><br/>All components of the Learning Community Initiatives with the North and South Omaha Learning Centers are, where appropriate, taken into consideration by the participating district in alignment with District plans for</p> |
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|  | <p>accreditation,<br/>poverty,<br/>limited<br/>English<br/>proficiency,<br/>and federal<br/>funds.</p>   |
| <p><b>Community Achievement Goal:</b><br/>Improve educational outcomes for children evidenced by effectively providing high quality training to students studying early childhood.</p> | <p><b>Expectations for Student Learning Impact:</b><br/>Student succeed in school evidenced by being kindergarten ready and at or above expected standards by third grade.</p> <p><b>Focus Student Population(s):</b><br/>Birth to third grade with special emphasis on students who reside within targeted school attendance areas within Learning Community Subcouncil 2 boundaries.<br/>Future early childhood teachers with special emphasis on teachers to will work in Subcouncil 2.</p> |

| Action/Strategy for Improvement:  | Timeline:    |         | Resources:   | Organization/Role(s) Responsible:        | Progress Monitoring:   |  |
|---|--------------|---------|--|--|--|--|
|   | Beginning:   | End:    |  |  | Dates:   | Artifacts:   |
| Clinical training (with instructors and peers) at high quality early childhood classrooms at Educare, Kellom and Conestoga                                  | August 2015  | Ongoing | Learning Community, Metropolitan Community College, Creighton University, Omaha Public Schools | Learning Community Center of North Omaha | Quarterly reviews with fall and spring data review with third party evaluators | Course curriculum, graduation rates, focus groups, surveys |
| Students who complete A.A.S degree at Metro Community College will be admitted to Creighton's B.S. Elementary Education program with junior class standing. | August 2015  | Ongoing | Learning Community, Metropolitan Community College, Creighton University, Omaha Public Schools | Learning Community Center of North Omaha | Quarterly reviews with fall and spring data review with third party evaluators | Articulation agreement, graduation rate                    |
| College courses have access to live classrooms through technology   | January 2015 | Ongoing | Learning Community, Metropolitan Community College, Creighton University, Omaha Public Schools | Learning Community Center of North Omaha | Quarterly reviews with fall and spring data review with third party evaluators | Course curriculum, graduation, surveys, focus groups       |
| Instructors provide professional development to early childhood instructional   | August 2016  | Ongoing | Learning Community, Metropolitan Community College, Creighton                                  | Learning Community Center of North Omaha | Quarterly reviews with fall and spring data                                    | Surveys  |

|  |  |  |                                  |  |                                    |  |
|--|--|--|----------------------------------|--|------------------------------------|--|
| teams at Educare, Kellom and Conestoga |  |  | University, Omaha Public Schools |  | review with third party evaluators |  |
|--|--|--|----------------------------------|--|------------------------------------|--|

**Evaluation: (Description of current program evaluation efforts.)**  
 Program is evaluated by University of Nebraska Medical Center’s Munroe Meyer Institute. Program data will be collected for students upon intake, annually and after graduation. Data will be gathered and evaluated using the following tools: graduate surveys, focus groups and employer surveys.

## Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Plan.

### MOEC CI Goal #1: Students Enter Kindergarten Ready for School

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| <p><b>Rationale/Evidence for Improvement Goal:</b></p> <p>Rationale and evidence of need resulting in the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan is derived from information provided by Nebraska Accelerate—Metropolitan Region, February 2016; The Nebraska State of the Schools Report for each of the Nebraska MOEC Districts, 2015-2016; and data provided by the Omaha Community Foundation (the <a href="http://www.LandscapeOmaha.org">www.LandscapeOmaha.org</a> Report), Fall 2016.</p> <p>Specifically, Kindergarten Readiness was addressed by the Omaha Community Foundation (the <a href="http://www.LandscapeOmaha.org">www.LandscapeOmaha.org</a> Report), Fall 2016, where it found:</p> <ul style="list-style-type: none"> <li>• There were 4,906 children enrolled in a pre-kindergarten program in the Learning Community of Douglas and Sarpy counties and 882 enrolled in Pottawattamie schools. Increasing these numbers especially in the Learning Community districts is critical since kindergarten readiness is an indicator of future educational success and the ability to reduce the achievement gap by 3<sup>rd</sup> grade.</li> <li>• Overall Nebraska only enrolled 22% of their 3 and 4-year-olds in a pre-kindergarten program while Iowa enrolled 33%. These enrollment percentages place the states in 17<sup>th</sup> and 7<sup>th</sup> place nationally.</li> </ul> | <p><b>AQuESTT Tenet(s):</b></p> <p>Educational Opportunities and Access</p> <ul style="list-style-type: none"> <li>• Early Childhood Education</li> <li>• Comprehensive Learning Opportunities</li> <li>• Expanded Learning Opportunities</li> <li>• Blended Learning Opportunities</li> </ul> |
| <p>Additional rationale is provided in the Full Implementation Plan of the Superintendents’ Early Childhood Plan facilitated by the Buffett Early Childhood Institute found on pages 7-26 in this document.</p> <p>Best practices research on Achievement Equity and addressing Achievement Barriers (Hanover Research), found that:</p> <ul style="list-style-type: none"> <li>• Parents play a critical role in their child’s cognitive, emotional, and social development. Accordingly, programs and schools should engage parents to maximize academic and social outcomes for children. Without such outreach, parents may be unaware of the importance of at-home education or be unfamiliar with the types of at-home activities that support their child’s academic and social development.</li> <li>• Effective parental engagement begins with the cultivation of a welcoming environment. Parents base their decision to become involved in their child’s education in part on their perceptions of the atmosphere in an early learning</li> </ul>  | <p><b>Poverty, LEP, &amp; Other Plan Alignments:</b></p> <p>Community Achievement Plan Early Childhood Education and Kindergarten</p>  |

|  |   |
|--|---|
| <p>program or school. The most welcoming preschool environments are those in which parents feel understood and valued and have opportunities to improve their own educational and parenting skills. With this in mind, programs and schools should solicit and assess parental feedback on early childhood offerings on a regular basis.</p> <ul style="list-style-type: none"> <li>• Successful parental engagement strategies reflect an understanding of parents’ backgrounds, beliefs, questions, and concerns. Early childhood teachers and administrators may come from cultural backgrounds that differ from those of their students’ parents. By understanding parents’ beliefs, teachers and administrators can tailor their communications in ways that respect cultural differences and encourage parental contributions. Such efforts prove especially important in cases where parents’ beliefs may appear at odds with the instructional methods used in the classroom. Programs and schools can support teachers and administrators by providing cultural competency training.</li> <li>• Teachers and staff should be trained and experienced in early childhood education. Organizations such as the National Association of Elementary School Principals and the National Institute for Early Education Research emphasize the importance of hiring professionals with experience instructing preschool-aged children to staff early childhood education programs. In addition to hiring qualified and experienced instructors, programs and schools should implement policies to retain talented teachers and staff, such as providing salaries and benefits commensurate with their education and skill levels as well as ample opportunities for advancement.</li> <li>• Research shows that young children whose parents are more involved in school tend to academically outperform children without similar support. Parental involvement has been tied to a range of academic gains in subjects including reading and mathematics. Parental involvement in early childhood education is tied to important social outcomes as well. For example, parental involvement in school promotes children’s social skills and reduces problem behaviors.</li> <li>• Research has identified two major components of parental involvement that contribute to success in early childhood education: high expectations and school participation.</li> <li>• Research indicates that full-day early childhood programs more positively affect student learning compared to half-day programs. Full-day students demonstrate higher achievement in vocabulary and mathematics, and these improvements are observed into primary school and beyond. Indeed, data generally reveal a positive relationship between time spent in preprimary programs and student achievement.</li> <li>• High-quality early childhood programs are particularly advantageous for low-income students. Although data show that all children benefit from preprimary programs, children from less affluent households typically demonstrate greater learning gains. Low-income children in preprimary classrooms also are more likely to remain at grade-level than their peers who do not enroll in early childhood programs.</li> </ul> | <p>Readiness components align with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment includes a review of student identification; services provided; curriculum, instruction, and assessment; and staff development as required by NDE Rule 11, and Federal requirements under IDEA and Title I.</p> |
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- High-quality interactions between teachers and children are a crucial component of early childhood classrooms. For instance, one study found that the quality and level of teacher-student interactions was more predictive of positive student outcomes than any program design feature.
- To guide cohesive instruction, educators should implement curricula that are aligned with early learning standards. Standards should be concise and focused, cover multiple domains of learning, and connect to future learning standards and assessments. Curricula should align with a program’s early learning standards, so that teachers across different classrooms are teaching the same content (i.e., horizontal alignment).
- Research suggests that the ideal adult-to-child ratio in early childhood classrooms is 1:10. It is recommended that early childhood classrooms employ both a teacher and an aide, meaning that the suggested maximum classroom size is 20 students with one teacher and one teaching assistant. Moreover, teachers should hold certification in early childhood education, in addition to a bachelor’s degree.

Hanover Research

Best Practices in Full Day Early Childhood Programs, December 2015

Best Practices in Early Learning Programs, April 2014

The eleven school districts of Douglas and Sarpy counties and their two Educational Service Units, and the Council Bluffs Community Schools, will collaborate with the University of Nebraska at Omaha, Metropolitan Community College, and Iowa Western Community College to address the Goals, Strategies, and Expectations of the Collective Impact Plan. This initiative is still being developed.

**Community Achievement Goal:**

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan

Goal #1: Students enter kindergarten ready for school.

(This goal is a subset of the Superintendent’s Plan for Early Childhood Education as required by Nebraska Revised Statute 79-2104.03)

**Expectations for Student Learning Impact:**

1. #/% of children enrolled in quality, age 0-5, early childhood programs that help children meet social, emotional, cognitive, language and physical development goals increases
2. Increased numbers of children with special needs receive consistent early learning services and support in the least restrictive environment while

meeting social, emotional, cognitive, language and physical development goals

3. #/% of children ages 3-6 who receive valid and reliable developmental screening in order to identify those at-risk for school failure increases
4. #/% of early childhood programs which participate in quality rating, enhancement, and improvement systems increases
5. #/% of teachers guide their instructional decisions by using reliable and valid developmentally-appropriate, observational assessments increases
6. #/% of early childhood professionals having an Associate's degree in early childhood increases
7. #/% of early childhood professionals with Bachelor's degrees in early childhood increases
8. #/% of programs and schools are led by administrators with early childhood knowledge and experience increases
9. #/% of degreed teachers who demonstrate culturally, linguistically, and developmentally informed practices increases

|  |              |         |                                 | <b>Focus Student Population(s):</b><br>We pursue strategies and initiatives that have been proven effective for all Birth to Kindergarten students and especially for students of poverty and limited English proficiency. (MOEC CI Value) |  |  |
|--|--------------|---------|---------------------------------|--|--|--|
| Action/Strategy for Improvement:   | Timeline:    |         | Resources:                      | Organization/Role(s) Responsible:  | Progress Monitoring:                               |  |
|  | Beginning:   | End:    |                                 |  | Dates:   | Artifacts:   |
| Increase number of children enrolled and attending birth – age 3 in home visiting programs in public schools and increase the number of 3 and 4-year-olds receiving high quality preschool experiences | January 2017 | Ongoing | District Enrollment Information | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners  | Quarterly reviews with fall and spring data review | Enrollments from Districts with program alignment information.<br><br>Logs on home visits. |
| Reliable and valid assessments of development and children’s learning are used from Birth to Gr. 3   | January 2017 | Ongoing | District and State Assessments  | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners  | Quarterly reviews with fall and spring data review | Individual Student Assessment Results  |

|  |              |         |                                      |   |  |                               |
|--|--------------|---------|--------------------------------------|---|--|-------------------------------|
| Larger numbers of early childhood professionals are highly qualified and have a postsecondary degree with a concentration in early childhood | January 2017 | Ongoing | Human Resource Certification Records | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners | Quarterly reviews with fall and spring data review | Teacher Certification Reports |
|--|--------------|---------|--------------------------------------|---|--|-------------------------------|

**Evaluation: (Description of current program evaluation efforts.)**

Although the specifics of the MOEC Collective Impact Initiative evaluation are yet to be determined, the evaluation will use the principles and recommendations found in the literature on effective Collective Impact projects. These include an examination of:

The Initiative's Context

- Community culture and history
- Demographic and socio-economic conditions
- Political context
- Economic factors

The CI Initiative Itself (*the effectiveness of*)

- The five core elements of collective impact
- The initiative's capacity
- The initiative's learning culture

The Systems Targeted by the Initiative (*changes in*)

- Individuals' behavior
- Funding flows
- Cultural norms
- Policies

### The Initiatives Impact (*changes in*)

- Population-level outcomes
- The initiative's (or community's) capacity for problem-solving

Questions that need to be asked include but are not limited to:

- How is the MOEC Project being implemented on the ground?
  - Role of various partners and regional organizations
  - Plans and actions of key workgroups
  - Supports provided by the backbone organization
- In what ways does the MOEC Project use its core strategies (alignment, engagement, data) to catalyze systems change in the region?
  - Alignment
    - Partners are beginning to align their policies, practices and funding decisions with Road Map goals and indicators
  - Engagement
    - Knowledge and buy-in for the Road Map goal is very high
    - There is “more work to be done” to ensure all stakeholders are meaningfully engaged
  - Data
    - There has been tremendous success in building data capacity and adopting common metrics across organizations in the region
- What systems changes are occurring within and across organizations and the region as a result of MOEC Collective Impact Initiative?
  - Stronger Systems
    - There has been a substantial increase in collaboration both within and across sectors

Traditional evaluation theory needs to be replaced by the Five Rules of Collective Impact Evaluation which are:

Rule #1: Use Evaluation to Enable – Rather than Limit – Strategic Learning

Rule #2: Employ Multiple Designs for Multiple Users

Rule #3: Shared Measurement If Necessary, But Not Necessarily Shared Measurement

- Shared Measurement Is Critical but Not Essential
- Shared Measurement Can Limit Strategic Thinking – Groups that predetermine the indicators to be measured, are inherently limiting the scope of their observations. Collective Impact participants should focus on strategies with the highest opportunities for impact, not ones that offer greater prospects for shared measurement.
- Shared Measurement Requires “Systems Change.” In order to solve the “downstream problem” of fragmented measurement activities, local. Collective Impact groups need to go “upstream” to work with policy makers and funders who create that fragmentation in the first place. For shared measurement to work, policy makers and funders must work together with local leaders to align their measurement expectations and processes.
- Shared Measurement is Time Consuming and Expensive. While it is true that innovations in web-based technology have dramatically reduced the cost of operating shared measurement systems, it can still take a long time and a surprisingly large investment to develop, maintain, and adapt such systems.
- Shared Measurement Can Get in the Way of Action. Collective Impact initiatives should avoid trying to design large and perfect measurement systems up front, opting instead for “simple and roughly right” versions that drive – not distract – from strategic thinking and action.

Rule #4: Seek Out Intended & Unintended Outcomes

Rule #5: Seek Out Contribution – Not Attribution – to Community Changes

## Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Plan.

MOEC CI Goal #2: Students graduate high school prepared (via K-12 continuum) for postsecondary and career success

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| <p><b>Rationale/Evidence for Improvement Goal:</b></p> <p>Rationale and evidence of need resulting in the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan is derived from information provided by Nebraska Accelerate—Metropolitan Region, February 2016; The Nebraska State of the Schools Report for each of the Nebraska MOEC Districts, 2015-2016; and data provided by the Omaha Community Foundation (the <a href="http://www.LandscapeOmaha.org">www.LandscapeOmaha.org</a> Report), Fall 2016.</p> <ul style="list-style-type: none"> <li>• The Metro Region hosts over 40% of all the high school students in Nebraska. Additionally, Metro school districts are among the most diverse with 31% minority student enrollment</li> <li>• Overall Metro Region students are more likely to test below average on the 11th grade Math NeSA than the state average.</li> <li>• Metro Region school districts have large achievement gaps between white, minority and low income students. For example, at Omaha Public Schools 53% of white students test proficient in 11<sup>th</sup> Grade Math while only 19% of black students test proficient.</li> <li>• The disparities between poor NeSA performance (e.g., 47% of students test proficient in 11th Grade Math at OPS) of and high graduation rates (e.g., OPS has an 81% graduation rate) raise questions about the level of career and college readiness of regional graduates</li> <li>• Academic rigor, standards, and curriculum are not aligned to college and career readiness</li> <li>• There is a large achievement gap between white and minority students across the state</li> <li>• A significant number of students are not graduating college and career ready</li> </ul> | <p><b>AQuESTT Tenet(s):</b></p> <p>College and Career</p> <ul style="list-style-type: none"> <li>•Readiness Rigorous College and Career Ready Standards for all Content Areas</li> <li>•Technological and Digital Readiness</li> <li>•Support for Career Awareness and Career/College Goals</li> </ul> |
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- Misaligned academic expectations have led to high rates of developmental education in community colleges and potentially impacted four-year retention and completion rates
- The Metro Region’s two major postsecondary institutions, Metro Community College (28% minority student enrollment) and UNO (20% minority student enrollment), serve diverse student populations
- This student population mix results in a number of retention and completion challenges for the region’s postsecondary institutions. For example, Metro Community College’s 50% retention rate is seven percentage points below the community college average while its 13% completion rate is half of the statewide community college average.

Best practices research on Achievement Equity and addressing Achievement Barriers (Hanover Research), found that:

- While research on college and career readiness is often characterized by a broad focus, scholars have noted lower levels of college- and career-readiness among minority and low-income students. A 2009 *Urban Advocate* article noted that “a key determining factor in college readiness – particularly among minority students – is exposure to academically rigorous courses.”
- Research suggests that strategies for supporting readiness among urban student populations may require a more intensive approach, although associated strategies (intervention, remediation, standards implementation) are not fundamentally divergent from those promoted for broader student populations.
- Recent trends in career and technical education have exhibited a shift from a purely vocational approach, targeted at non-college-bound students, to more inclusive models aimed at providing enrichment for *all* students. Current programs are typically focused on career preparation and skill development in a wide variety of pathways; aligned with an academic curriculum; and operated through partnerships with area institutions or organizations.
- In order to provide comprehensive college and career readiness to all students, careful attention should be paid not only to student achievement on standardized exams, but also to student engagement, social behavior, and “academic behaviors.”
- ACT research has demonstrated that “students’ overall risk for failure increases if they are at risk in terms of *either* academic readiness *or* academic behavior.” Further, research has identified the correlation between social skills and behaviors, including social competence, and postsecondary success.
- Socio-emotional readiness is also an important aspect of college readiness. Key psycho-social dimensions of readiness include self-discipline and personal commitment to school work, as well as self-regulation, including a student’s emotional control and confidence level; family factors, such as parents’ attitudes toward education and parental involvement in a student’s school-related activities; and career planning factors, such as identifying an appropriate match between a student’s interests and potential paths for postsecondary education.

**Poverty, LEP, & Other Plan Alignments:**

All components of the MOEC Collective Impact Plan align with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment includes a review of student identification, services provided; curriculum, instruction, and assessment; and staff development

- The majority of college and career readiness programming can begin in the elementary grades. Academic planning and college aspirations can be evaluated through proficiency on standardized exams, attendance, and discipline, while engagement can be measured through student participation in enrichment, extracurricular, and leadership activities. Students should also be engaged in college and career exploration activities and strength assessments.
- Key indicators related to student absenteeism, academic performance, and student behavior are predictive of student success or struggle at all levels, though specific indicators vary by grade level and local context. General indicators influencing elementary success include *reading by Grade 3* and *low absenteeism*. In middle school the primary indicators for success include *students remaining at the same school, standardized test scores, and low absenteeism*. At the high school level, notable indicators include *course rigor, grade point average, and low absenteeism*.
- Early warning systems enable school districts to use longitudinal student-level data to identify at-risk students. By using research on factors associated with student failure and dropout, early warning systems can identify students who fall below critical levels, exhibit patterns of underachievement, and may be likely to drop out. Early warning systems align to research-based indicators of student success – particularly attendance, behavior, and course performance.
- While students’ demographic characteristics may be correlated with student success or failure, academic performance and student engagement are the strongest predictors of educational success. Moreover, student engagement and academic performance are factors that can be supported through targeted interventions.
- Districts should provide comprehensive student services that support students’ psychological, social, and emotional needs. Effective student support systems may involve multidisciplinary support teams that promote student success and an adequate ratio of students for every support staff member.
- Families often need basic information about the education system. Certain populations, in particular immigrant populations and those facing linguistic barriers as well as families of students with disabilities, may need more information about how the education system works in order to advocate effectively for their children. Districts can begin the school year with information nights and related communications that provide this background knowledge before expecting parents to use services or network with staff. Parent universities, workshops, and related programming throughout the year can further help families navigate the complexities of school partnerships, career and college planning, and disability or supplemental services.
- Effective engagement of diverse families begins with understanding the local structural, attitudinal, and cultural barriers to their participation. Districts can use research generalizing the experiences of particular groups to help initial decision-making, but should not operate without input from the local community. Families may be unable to engage due to work expectations, transportation or childcare considerations, or other logistical factors. However, they may also feel disconnected from or distrustful of the educational system. Additionally, local groups may represent unique

as required by NDE Rules and Federal requirements under IDEA and Title I.

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| <p>combinations of cultures and backgrounds that broad categories like “Black” or “Hispanic” mask. Understanding local needs helps districts choose appropriate engagement strategies.</p> <ul style="list-style-type: none"> <li>• Educators must build cultural competency at both systemic and individual levels, so that all families feel welcome in all events and engagement opportunities. Staff training in parent engagement as well as in topics of diversity is essential to support these activities. All staff must be welcoming, accessible, and available to minimize barriers to family participation.</li> <li>• Effective districts seek to encourage diverse families’ participation in general as well as in targeted involvement opportunities. This might require the use of translators or community facilitators at common meetings, social gatherings, or conference nights.</li> <li>• Home visits and other programs that take place outside the school build trust and cultural competency. Trained teachers visit families at their homes or in community settings to construct shared meaning and a vision for their child’s education. Through this exchange, teachers gain insight into the educational and emotional values of that family and thus how best to support their child. Research suggests other options for this type of outreach, such as networking with churches, trusted community organizations, or neighborhood libraries and sites. However, families may struggle with the logistical demands of programming outside of their home, or lack trust in a group setting.</li> </ul> <p>Best Practices in Family and Community Engagement, June 2014<br/> Overcoming Barriers to Success, November 2014<br/> Best Practices in Engaging Diverse Families, May 2016<br/> Best Practices in Family and Community Engagement, June 2014<br/> Review of Milestone Indicators and Early Warning Systems, August 2016</p> <p>The eleven school districts of Douglas and Sarpy counties and their two Educational Service Units, and the Council Bluffs Community Schools, will collaborate with the University of Nebraska at Omaha, Metropolitan Community College, and Iowa Western Community College to address the Goals, Strategies, and Expectations of the Collective Impact Plan. This initiative is still being developed.</p> |   |
| <p><b>Community Achievement Goal:</b><br/> Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan<br/> Goal #2: Students graduate high school prepared (via K-12 continuum) for postsecondary and career success.</p>   | <p><b>Expectations for Student Learning Impact:</b><br/> 1. PK-16 continuum of reading and math readiness standards</p> |

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|  | <p>(comments from two groups don't know what this is) developed</p> <ol style="list-style-type: none"><li>2. #/% of high school courses "officially judged" as meeting college standards increases</li><li>3. #/% of preservice teachers qualified to teach diverse learners with engaging instruction increases</li><li>4. #/percentage of qualified and culturally responsive teachers to meet the dynamic needs of schools' increases</li><li>5. #/% of high quality PK candidates increases</li><li>6. #/% of students meeting academic proficiency in reading and mathematics increases</li><li>7. #/% of students meeting ACT college and career readiness benchmarks increases</li><li>8. #/% of students with at least twenty developmental assets increases</li></ol> |
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|  |              |         |   | <p>9. #/% of students meeting National Career Readiness Certificate (NCRC) requirements increases</p> <p>10. #/% of students in remediation courses at postsecondary level decreases</p>   |   |   |
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|  |              |         |   | <p><b>Focus Student Population(s):</b><br/>We pursue strategies and initiatives that have been proven effective for all PK-12 grade students and especially for students of poverty and limited English proficiency. (MOEC CI Value)</p> |   |   |
| Action/Strategy for Improvement:   | Timeline:    |         | Resources:  | Organization/Role(s) Responsible:  | Progress Monitoring:                                      |   |
|  | Beginning:   | End:    |   |  | Dates:  | Artifacts:  |
| Align PK-16 curricula and assessments with established college and career readiness standards. | January 2017 | Ongoing | <p>NDE Standards and Indicators</p> <p>College and Career Readiness Standards</p> <p>Postsecondary reviews of College and Career Readiness Standards in Reading, Writing, and Mathematics</p> | <p>MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners</p>                                   | <p>Quarterly reviews with fall and spring data review</p> | <p>Completed articulation documents and curriculum alignments with College &amp; Career Readiness Standards</p> |

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| Improve the pipeline, quality, diversity of PK-12 teachers                                 | January 2017 | Ongoing | Teacher profile information                                  | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners | Quarterly reviews with fall and spring data review | Teacher Diversity Statistics                                   |
| Ensure students are proficient in reading and math   | January 2017 | Ongoing | NeSA and District Assessment Information in reading and math | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners | Quarterly reviews with fall and spring data review | Reports on Reading and Math proficiency at grades 3, 8, and 11 |
| Increase focus on soft skills, career awareness/readiness concentration in early childhood | January 2017 | Ongoing | NDE College and Career Standards and Indicators              | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners | Quarterly reviews with fall and spring data review | TBD  |

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| <p>Improve early interventions in K-12 to reduce need for postsecondary pre-college coursework</p> | <p>January 2017</p> | <p>Ongoing</p> | <p>District Response to Intervention (RtI) Models or Multi-Tiered Support Services (MTSS) Models</p> | <p>MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners</p> | <p>Quarterly reviews with fall and spring data review</p> | <p>RtI and/or MTSS data</p> |
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**Evaluation: (Description of current program evaluation efforts.)**

Although the specifics of the MOEC Collective Impact Initiative evaluation are yet to be determined, the evaluation will use the principles and recommendations found in the literature on effective Collective Impact projects. These include an examination of:

The Initiative’s Context

- Community culture and history
- Demographic and socio-economic conditions
- Political context
- Economic factors

The CI Initiative Itself (*the effectiveness of*)

- The five core elements of collective impact
- The initiative’s capacity
- The initiative’s learning culture

The Systems Targeted by the Initiative (*changes in*)

- Individuals’ behavior
- Funding flows
- Cultural norms
- Policies

### The Initiatives Impact (*changes in*)

- Population-level outcomes
- The initiative's (or community's) capacity for problem-solving

Questions that need to be asked include but are not limited to:

- How is the MOEC Project being implemented on the ground?
  - Role of various partners and regional organizations
  - Plans and actions of key workgroups
  - Supports provided by the backbone organization
- In what ways does the MOEC Project use its core strategies (alignment, engagement, data) to catalyze systems change in the region?
  - Alignment
    - Partners are beginning to align their policies, practices and funding decisions with Road Map goals and indicators
  - Engagement
    - Knowledge and buy-in for the Road Map goal is very high
    - There is “more work to be done” to ensure all stakeholders are meaningfully engaged
  - Data
    - There has been tremendous success in building data capacity and adopting common metrics across organizations in the region
- What systems changes are occurring within and across organizations and the region as a result of MOEC Collective Impact Initiative?
  - Stronger Systems
    - There has been a substantial increase in collaboration both within and across sectors

Traditional evaluation theory needs to be replaced by the Five Rules of Collective Impact Evaluation which are:

Rule #1: Use Evaluation to Enable – Rather than Limit – Strategic Learning

Rule #2: Employ Multiple Designs for Multiple Users

Rule #3: Shared Measurement If Necessary, But Not Necessarily Shared Measurement

- Shared Measurement Is Critical but Not Essential
- Shared Measurement Can Limit Strategic Thinking – Groups that predetermine the indicators to be measured, are inherently limiting the scope of their observations. Collective Impact participants should focus on strategies with the highest opportunities for impact, not ones that offer greater prospects for shared measurement.
- Shared Measurement Requires “Systems Change.” In order to solve the “downstream problem” of fragmented measurement activities, local. Collective Impact groups need to go “upstream” to work with policy makers and funders who create that fragmentation in the first place. For shared measurement to work, policy makers and funders must work together with local leaders to align their measurement expectations and processes.
- Shared Measurement is Time Consuming and Expensive. While it is true that innovations in web-based technology have dramatically reduced the cost of operating shared measurement systems, it can still take a long time and a surprisingly large investment to develop, maintain, and adapt such systems.
- Shared Measurement Can Get in the Way of Action. Collective Impact initiatives should avoid trying to design large and perfect measurement systems up front, opting instead for “simple and roughly right” versions that drive – not distract – from strategic thinking and action.

Rule #4: Seek Out Intended & Unintended Outcomes

Rule #5: Seek Out Contribution – Not Attribution – to Community Changes

# Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Plan.

## MOEC CI Goal #3: Students Successfully Transition to Postsecondary Education

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| <p><b>Rationale/Evidence for Improvement Goal:</b></p> <p>Rationale and evidence of need resulting in the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan is derived from information provided by Nebraska Accelerate—Metropolitan Region, February 2016; The Nebraska State of the Schools Report for each of the Nebraska MOEC Districts, 2015-2016; and data provided by the Omaha Community Foundation (the <a href="http://www.LandscapeOmaha.org">www.LandscapeOmaha.org</a> Report), Fall 2016.</p> <ul style="list-style-type: none"> <li>• The Metro Region hosts over 40% of all the high school students in Nebraska. Additionally, Metro school districts are among the most diverse with 31% minority student enrollment</li> <li>• Overall Metro Region students are more likely to test below average on the 11th grade Math NeSA than the state average.</li> <li>• Metro Region school districts have large achievement gaps between white, minority and low income students. For example, at Omaha Public Schools 53% of white students test proficient in 11<sup>th</sup> Grade Math while only 19% of black students test proficient.</li> <li>• The disparities between poor NeSA performance (e.g., 47% of students test proficient in 11th Grade Math at OPS) of and high graduation rates (e.g., OPS has an 81% graduation rate) raise questions about the level of career and college readiness of regional graduates</li> <li>• Academic rigor, standards, and curriculum are not aligned to college and career readiness</li> <li>• There is a large achievement gap between white and minority students across the state</li> <li>• A significant number of students are not graduating college and career ready</li> <li>• Misaligned academic expectations have led to high rates of developmental education in community colleges and potentially impacted four-year retention and completion rates</li> </ul> | <p><b>AQuESTT Tenet(s):</b></p> <p>Transitions</p> <ul style="list-style-type: none"> <li>•Early Childhood-Elementary</li> <li>•Elementary-Middle School</li> <li>•Middle School – High School</li> <li>•High School – Post High School</li> </ul> <p><b>Poverty, LEP, &amp; Other Plan Alignments:</b></p> <p>All components of the MOEC Collective Impact Plan align with plans used by</p> |
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In addition:

- Fewer than 50% of all Nebraska high school graduates completed and submitted a FAFSA applicable to the 2016-2017 school year. (The Nebraska Postsecondary Coordinating Commission FAFSA Report, <https://ccpe-fcp.ne.gov/Reports/Summary> )

Best practices research on Achievement Equity and addressing Achievement Barriers (Hanover Research), found that:

- ACADEMIC AND CAREER PLANNING is usually a multi-year program in which students engage in self-reflection, career exploration, and goal setting to align their secondary and postsecondary plans with academic, career, and personal goals. Comprehensive ACADEMIC AND CAREER PLANNING programs typically comprise both the *process* of engaging in career planning and a *product* (e.g., a portfolio) that students create and use to support their plans.
- Empirical research examining the relationship between ACADEMIC AND CAREER PLANNING and student decision-making indicates that comprehensive ACADEMIC AND CAREER PLANNING programs can positively impact student attitudes and behavior. In particular, research on the components of ACADEMIC AND CAREER PLANNING, such as goal setting, career counseling, and career exploration, indicates that these components may have a positive impact on student attitudes and behavior, particularly when they are intensive and led by a trained facilitator. While the existing research into the specific outcomes of ACADEMIC AND CAREER PLANNING programs is very limited, the three studies below have produced some preliminary results:
- A multi-state study of ACADEMIC AND CAREER PLANNING programs across the United States found that students who participated in these programs selected more rigorous coursework, showed increased academic motivation, and developed better relationships with teachers and adults.
- Many ACADEMIC AND CAREER PLANNING models begin in middle school, though some begin as early as Kindergarten. Experts note that middle school ACADEMIC AND CAREER PLANNING activities, such as skill and interest inventories as well as career exploration, can help students make decisions about which courses to take in high school. At the elementary level, ACADEMIC AND CAREER PLANNING activities may include the creation of career portfolios, skills, and interest inventories, as well as outreach to parents about postsecondary academic and financial planning.
- Existing research discusses some best practices on ACADEMIC AND CAREER PLANNING curriculum development and the use of web-based career guidance systems. Experts encourage districts to form an ACADEMIC AND CAREER PLANNING curriculum development team that includes teachers, administrators, and members of the community. Most districts develop their own curriculum, often communicated in the form of a curriculum crosswalk that outlines activities and products at each grade level. In addition, experts indicate that web-based career guidance systems can be a useful tool to organize student work products and communicate student progress to parents and teachers.

participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment includes a review of student identification, services provided; curriculum, instruction, and assessment; and staff development as required by NDE Rules and Federal requirements under IDEA and Title I.

- Business and community partners can provide valuable in-school and out-of-school career awareness activities to students. District-business partnerships may range from one-time support, such as hosting a table at a career fair or serving as an expert judge of a project competition, to deeper relationships, such as serving on a program advisory committee or providing program resources.
- ACADEMIC AND CAREER PLANNING programs should integrate existing resources and services to ensure program sustainability. ACADEMIC AND CAREER PLANNINGs bring together services that many schools already provide, including academic planning and one-on-one counseling. However, districts may find the whole-school nature of ACADEMIC AND CAREER PLANNING implementation challenging. The existing literature offers the following strategies to improve efficiency and promote successful program implementation:
  - School leaders should clearly communicate the importance of ACADEMIC AND CAREER PLANNING and include teachers and community members in the planning process. Experts indicate that the lack of stakeholder motivation can severely undermine the long-term impacts of ACADEMIC AND CAREER PLANNING.
- Many districts schedule ACADEMIC AND CAREER PLANNING activities during existing flexible time, such as advisory periods. In addition, many schools inform parents about their children’s ACADEMIC AND CAREER PLANNING progress during the parent-teacher conference.
- Teachers may require training on how to use web-based career guidance software. Teachers may also benefit from training sessions that cover strategies for engaging students, student reflection, and other topics associated with leading ACADEMIC AND CAREER PLANNING activities. Meanwhile, teachers may need guidance on when they should refer a student to a trained school counselor.
- Districts should collect data to monitor student progress and evaluate program implementation. ACADEMIC AND CAREER PLANNING programs, particularly their associated web-based guidance systems, already produce data about student progress that districts can compare with other performance measures, including attendance, course selection, and behavior. In addition, districts should plan to conduct surveys or other evaluations to determine the ways in which the program achieves its goals and the potential areas for improvement.
- High school counselors can fulfill both career and academic counseling needs by developing career-oriented individualized learning plans. These plans should be designed to establish a meaningful path to career attainment through a connection between career aspirations and high school coursework. Students should be able to continually hone these plans based on their developing interests.
  - Students’ exploration of their career interests can be self-initiated. Counseling departments can point students toward free or low-cost resources, like Career Cruising, to begin their career search.

- Students should be encouraged to come to individual counseling meetings with ideas for focusing their high school schedules with the aid of these resources.
- At large high schools with exemplary integrated counseling programs, all counselors provide some degree of career counseling. If the cost of comprehensive professional development is a concern, districts may wish to identify free or low cost training opportunities for their staffs to develop additional expertise in career guidance. Local job center staff and faculty members at post-secondary vocational institutions can also provide counselors with insight on occupational pathways in the local area.
- High school counselors can provide enhanced career guidance by delivering counseling on a set schedule or in a group format. High school counselors may also consider delivering general career guidance in alternate settings, such as in small group meetings or during orientation sessions.

Hanover Research

Effective Career Counseling Programs for High Schools, December 2013

Academic & Career Planning and Student Decision-Making, September 2016

The eleven school districts of Douglas and Sarpy counties and their two Educational Service Units, and the Council Bluffs Community Schools, will collaborate with the University of Nebraska at Omaha, Metropolitan Community College, and Iowa Western Community College to address the Goals, Strategies, and Expectations of the Collective Impact Plan. This initiative is still being developed.

**Community Achievement Goal:**

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan

Goal #3: Students successfully transition to postsecondary education.

**Expectations for Student Learning Impact:**

1. #/% of students visiting PSE institutions increases
2. #/% of students meeting Higher Education Commission minimum entrance requirements increases
3. #/% participating in dual enrollment courses increases

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|  | <ol style="list-style-type: none"> <li>4. #/% participating in advanced placement increases</li> <li>5. #/% of students completing (universal) college application increases</li> <li>6. #/% participating in parents receiving college information and/or counseling increases</li> <li>7. #/% completing FAFSA increases</li> <li>8. #/% receiving federal/institutional aid increases</li> <li>9. #/% of students and families participating in transition counseling programs increases</li> <li>10. #/% of students who enroll in postsecondary institution within six months of graduation increases</li> <li>11. #/% of parents who believe postsecondary education is important and actively support their child's education increases</li> </ol> |
|  | <p><b>Focus Student Population(s):</b><br/>         We pursue strategies and initiatives that have been proven effective for all PK-12</p>  |

|  |              |         |   |   | grade students and especially for students of poverty and limited English proficiency. (MOEC CI Value) |  |
|--|--------------|---------|---|---|--|--|
| Action/Strategy for Improvement:                                       | Timeline:    |         | Resources:                                | Organization/Role(s) Responsible:   | Progress Monitoring:   |  |
|  | Beginning:   | End:    |   |   | Dates:   | Artifacts:   |
| Increase access to high quality career counseling and career awareness | January 2017 | Ongoing | Academic and Career Awareness Curriculums | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners | Quarterly reviews with fall and spring data review   | Program participation statistics<br><br>Student Surveys<br><br>ACP online program data |
| Expand early credit options including career academies                 | January 2017 | Ongoing | District program offerings and MOU's      | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners | Quarterly reviews with fall and spring data review   | District Annual Reports  |
| Increase access to college application support                         | January 2017 | Ongoing | TBD                                       | MOEC Executive Committee and MOEC Backbone Structure  | Quarterly reviews with fall and  | TBD  |

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|   |              |         |   | including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners  | spring data review                                 |   |
| Increase access to financial aid (e.g. FAFSA, scholarships)                                   | January 2017 | Ongoing | NE Postsecondary Coordinating Commission FAFSA Reports<br><a href="https://ccpe-fcp.ne.gov/Reports/Summary">https://ccpe-fcp.ne.gov/Reports/Summary</a> | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners | Quarterly reviews with fall and spring data review | District and High School Yearly FAFSA Reports |
| Better support students through the transition to college (e.g. bridge programs, orientation) | January 2017 | Ongoing | Transition Programs   | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners | Quarterly reviews with fall and spring data review | TBD   |
| Create a college-going culture in the region  | January 2017 | Ongoing | Student and Parent Engagement Surveys   | MOEC Executive Committee and MOEC Backbone Structure  | Quarterly reviews with fall and                    | Parent Surveys                                |

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|  |  |  |  | including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners | spring data review |  |
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**Evaluation: (Description of current program evaluation efforts.)**

Although the specifics of the MOEC Collective Impact Initiative evaluation are yet to be determined, the evaluation will use the principles and recommendations found in the literature on effective Collective Impact projects. These include an examination of:

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The Systems Targeted by the Initiative (*changes in*)

- Individuals’ behavior
- Funding flows
- Cultural norms
- Policies

The Initiatives Impact (*changes in*)

- Population-level outcomes
- The initiative’s (or community’s) capacity for problem-solving

Questions that need to be asked include but are not limited to:

- How is the MOEC Project being implemented on the ground?
  - Role of various partners and regional organizations
  - Plans and actions of key workgroups
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- In what ways does the MOEC Project use its core strategies (alignment, engagement, data) to catalyze systems change in the region?
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  - Engagement
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- Shared Measurement Can Limit Strategic Thinking – Groups that predetermine

the indicators to be measured, are inherently limiting the scope of their observations. Collective Impact participants should focus on strategies with the highest opportunities for impact, not ones that offer greater prospects for shared measurement.

- Shared Measurement Requires “Systems Change.” In order to solve the “downstream problem” of fragmented measurement activities, local. Collective Impact groups need to go “upstream” to work with policy makers and funders who create that fragmentation in the first place. For shared measurement to work, policy makers and funders must work together with local leaders to align their measurement expectations and processes.
- Shared Measurement is Time Consuming and Expensive. While it is true that innovations in web-based technology have dramatically reduced the cost of operating shared measurement systems, it can still take a long time and a surprisingly large investment to develop, maintain, and adapt such systems.
- Shared Measurement Can Get in the Way of Action. Collective Impact initiatives should avoid trying to design large and perfect measurement systems up front, opting instead for “simple and roughly right” versions that drive – not distract – from strategic thinking and action.

Rule #4: Seek Out Intended & Unintended Outcomes

Rule #5: Seek Out Contribution – Not Attribution – to Community Changes

# Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Plan

## MOEC CI Goal #4: Students Complete Postsecondary Experiences Prepared for Career Success

|   |   |
|---|---|
| <p><b>Rationale/Evidence for Improvement Goal:</b></p> <p>Rationale and evidence of need resulting in the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan is derived from information provided by Nebraska Accelerate—Metropolitan Region, February 2016; The Nebraska State of the Schools Report for each of the Nebraska MOEC Districts, 2015-2016; and data provided by the Omaha Community Foundation (the <a href="http://www.LandscapeOmaha.org">www.LandscapeOmaha.org</a> Report), Fall 2016.</p> <ul style="list-style-type: none"> <li>• Misaligned academic expectations have led to high rates of developmental education in community colleges and potentially impacted four-year retention and completion rates</li> <li>• The Metro Region’s two major postsecondary institutions, Metro Community College (28% minority student enrollment) and UNO (20% minority student enrollment), serve diverse student populations</li> <li>• This student population mix results in a number of retention and completion challenges for the region’s postsecondary institutions. For example, Metro Community College’s 50% retention rate is seven percentage points below the community college average while its 13% completion rate is half of the statewide community college average.</li> <li>• Regardless of race or socio-economic status, the rate of students who graduate within 150% of time drops in half for most students leading to significantly lower postsecondary retention and graduation rates. The more time students spend earning a college degree, the less likely they are to graduate. Six years, or graduating within 150% time following high school, is the common benchmark of time used to measure college completion.</li> </ul> <p>The eleven school districts of Douglas and Sarpy counties and their two Educational Service Units, and the Council Bluffs Community Schools, will collaborate with the University of Nebraska at Omaha, Metropolitan Community College, and Iowa Western Community College to address the Goals, Strategies, and Expectations of the Collective Impact Plan. This initiative is still being developed.</p> | <p><b>AQuESTT Tenet(s):</b></p> <p>Positive Partnerships and Student Success</p> <ul style="list-style-type: none"> <li>• Individualized or Personalized Learning Plans</li> <li>• Attendance and Participation</li> <li>• Family Engagement</li> <li>• Community and Support Services</li> </ul> <p><b>Poverty, LEP, &amp; Other Plan Alignments:</b></p> <p>All components of the MOEC Collective</p> |
|---|---|

|  |   |
|--|---|
|  | <p>Impact Plan align with plans used by participating districts for accreditation, poverty, limited English proficiency, and federal funds. This alignment includes a review of student identification, services provided; curriculum, instruction, and assessment; and staff development as required by NDE Rules and Federal requirements under IDEA and Title I.</p> |
|--|---|

**Community Achievement Goal:**

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan

Goal #4: Students complete postsecondary experiences prepared for career success.

**Expectations for Student Learning Impact:**

1. #/% of freshman completion increases
2. #/% retention to second year increases
3. Transfer rate from 2-yr. to 4-yr. programs increases
4. #/% completing degree increases
5. #/% who receive quality counseling—academic, financial, and career increases
6. Net job flow and jobs created increases
7. Per capita income increases
8. Median household income increases
9. Number of degree/certificate production in strategic industries increases
10. #/% participating in internships, apprenticeships, clinical practices, etc., increases

|   |              |         |   | <p>11. #/% completing certification/credentials increases</p> <p>12. #/% of postsecondary experiences that lead to employment increases</p> <p>13. #/% employed at graduation in related field (within one year) increases</p>                            |  |  |
|---|--------------|---------|---|---|--|--|
|   |              |         |   | <p><b>Focus Student Population(s):</b><br/>                 We pursue strategies and initiatives that have been proven effective for all PK-12 grade students and especially for students of poverty and limited English proficiency. (MOEC CI Value)</p> |  |  |
| Action/Strategy for Improvement:  | Timeline:    |         | Resources:  | Organization/Role(s) Responsible:   | Progress Monitoring:                               |  |
|   | Beginning:   | End:    |   |   | Dates:   | Artifacts:   |
| Increase access to and quality of career counseling, student support and retention programs | January 2017 | Ongoing | MCC, IWCC, and UNO Programs<br><br>Student Satisfaction Surveys | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners   | Quarterly reviews with fall and spring data review | Logs of student participation<br><br>Student Survey Data |

|   |              |         |                                 |   |  |  |
|---|--------------|---------|---------------------------------|---|--|--|
| Collaborate with the business community to support career and workforce readiness and monitor results | January 2017 | Ongoing | TBD                             | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners | Quarterly reviews with fall and spring data review | TBD  |
| Expand internships, apprenticeships, and other early work experiences                                 | January 2017 | Ongoing | Internship Program Availability | MOEC Executive Committee and MOEC Backbone Structure including Strategic Workgroups (TBD); District Superintendents and Designated District and Building administrators; and Community Partners | Quarterly reviews with fall and spring data review | NE Postsecondary Coordinating Commission Internship Data |

**Evaluation: (Description of current program evaluation efforts.)**

Although the specifics of the MOEC Collective Impact Initiative evaluation are yet to be determined, the evaluation will use the principles and recommendations found in the literature on effective Collective Impact projects. These include an examination of:

The Initiative’s Context

- Community culture and history
- Demographic and socio-economic conditions
- Political context
- Economic factors

The CI Initiative Itself (*the effectiveness of*)

- The five core elements of collective impact
- The initiative's capacity
- The initiative's learning culture

The Systems Targeted by the Initiative (*changes in*)

- Individuals' behavior
- Funding flows
- Cultural norms
- Policies

The Initiatives Impact (*changes in*)

- Population-level outcomes
- The initiative's (or community's) capacity for problem-solving

Questions that need to be asked include but are not limited to:

- How is the MOEC Project being implemented on the ground?
  - Role of various partners and regional organizations
  - Plans and actions of key workgroups
  - Supports provided by the backbone organization
- In what ways does the MOEC Project use its core strategies (alignment, engagement, data) to catalyze systems change in the region?
  - Alignment
    - Partners are beginning to align their policies, practices and funding decisions with Road Map goals and indicators
  - Engagement
    - Knowledge and buy-in for the Road Map goal is very high
    - There is "more work to be done" to ensure all stakeholders are meaningfully engaged
  - Data
    - There has been tremendous success in building data capacity and adopting common metrics across organizations in the region

- What systems changes are occurring within and across organizations and the region as a result of MOEC Collective Impact Initiative?
  - Stronger Systems
    - There has been a substantial increase in collaboration both within and across sectors

Traditional evaluation theory needs to be replaced by the Five Rules of Collective Impact Evaluation which are:

Rule #1: Use Evaluation to Enable – Rather than Limit – Strategic Learning

Rule #2: Employ Multiple Designs for Multiple Users

Rule #3: Shared Measurement If Necessary, But Not Necessarily Shared Measurement

- Shared Measurement Is Critical but Not Essential
- Shared Measurement Can Limit Strategic Thinking – Groups that predetermine the indicators to be measured, are inherently limiting the scope of their observations. Collective Impact participants should focus on strategies with the highest opportunities for impact, not ones that offer greater prospects for shared measurement.
- Shared Measurement Requires “Systems Change.” In order to solve the “downstream problem” of fragmented measurement activities, local. Collective Impact groups need to go “upstream” to work with policy makers and funders who create that fragmentation in the first place. For shared measurement to work, policy makers and funders must work together with local leaders to align their measurement expectations and processes.
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- Shared Measurement Can Get in the Way of Action. Collective Impact initiatives should avoid trying to design large and perfect measurement systems up front, opting instead for “simple and roughly right” versions that drive – not distract – from strategic thinking and action.

Rule #4: Seek Out Intended & Unintended Outcomes

Rule #5: Seek Out Contribution – Not Attribution – to Community Changes

## AGENDA SUMMARY SHEET

**Agenda Item:** Personnel Report 2016-2017

**Meeting Date:** November 7, 2015

**Department:** Human Resources

**Title and Brief Description:** Human Resource Personnel Report 2016-2017

**Action Desired:** Report Only

**Background:** The annual Personnel Report contains information regarding the District's staffing levels, classroom enrollment averages, teacher preparation, experience, and student teacher placements. Report highlights include:

- We attended 12 university teacher recruiting fairs in Nebraska, Iowa, Kansas, and South Dakota.
- MPS hosted 73 student teachers from 15 universities.
- Information on the Health Plan Fund is included in this report showing an average enrollment of 2,387 employees. We will be incorporating a third plan design option this year as a CHI only network option that will permit employees to have lower deductibles and lower premiums in exchange for accepting a more efficient limited network while costing the District less.
- Certificated staff members have worked for Millard for an average of 11.9 years and an average of 15.2 total years in education.
- A historical look at personnel distribution and ratios between staff positions is provided along with graphs to illustrate trends since 1981.
- Across all job classes, we show a decrease of 8.31 FTE's from the previous school year.
- Additionally, we show a reduction of 11.63 FTE's for certificated teachers and 1 administrator while growing 63 students from the previous school year.
- 1,257 MPS employees have a Master's degree and 34 have doctorates.
- The information provided is a "snapshot" of information that can change from day-to-day and year-to-year. As a result, staff changes reflect the difference in the "snapshot" from October 2015 to October 2016.

**Recommendations:** Report Only

**Responsible Persons:** Mr. Kevin Chick, Mr. Mitch Mollring, Mr. Chad Meisgeier, Ms. Jeanine Beaudin

Superintendent's Signature: \_\_\_\_\_



\_\_\_\_\_



# Personnel Report

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## 2016-2017

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# Recruiting Report



## Millard Public Schools Recruiting Report

**2015-16**

Our Human Resources staff attended numerous recruiting events throughout the year. Many of our teaching positions were filled by candidates we met at these events.

|                |  |
|----------------|--|
| September 2015 | UNO Student Teacher Symposium                        |
| October 2015   | Millard Public Schools Student Teacher Interview Day |
| October 2015   | UNL Fall Interview Day for Educators                 |
| December 2015  | Wayne State College Education Interview Day          |
| January 2016   | Midland College Interview Day                        |
| February 2016  | Millard Public Schools Student Teacher Interview Day |
| February 2016  | Doane College Interview Day                          |
| February 2016  | Creighton Interview Day                              |
| March 2016     | University of Kansas Interview Day                   |
| March 2016     | Wayne State College Education Interview Day          |
| March 2016     | UNO Education Job Fair                               |
| March 2016     | UNK Employment Fair                                  |
| March 2016     | UNL Interview Day for Educators                      |
| April 2016     | University of Northern Iowa Teacher Fair             |

## Student Teacher Placement by University

2015-16

**Total Student Teachers Placed: 73**

|                             |    |
|-----------------------------|----|
| College of St. Mary         | 11 |
| Creighton University        | 2  |
| Doane University            | 3  |
| Fort Hays State             | 1  |
| Grace University            | 3  |
| Midland University          | 2  |
| Northwest Missouri State    | 1  |
| Nebraska Wesleyan           | 1  |
| Peru State                  | 5  |
| UNK                         | 1  |
| UNL                         | 12 |
| UNO                         | 24 |
| University of Northern Iowa | 1  |
| University of Phoenix       | 1  |
| Wayne State                 | 5  |

# Health/Benefits Report



## Health Insurance Rates – Traditional Plan

| Benefit                                       | 2009-10           | 2010-11           | 2011-12           | 2012-13           | 2013-14           | 2014-15           | 2015-16           | 2016-17           |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Millard Deductibles                           | \$350/\$700       | \$350/\$700       | \$500/\$1,000     | \$600/\$1,200     | \$600/\$1,200     | \$750/\$1,500     | \$750/\$1,500     | \$900/\$1,800     |
| EHA - Closest Equivalent EHA Plan Deductibles | \$350/\$700       | \$350/\$700       | \$600/\$1,200     | \$600/\$1,200     | \$750/\$1,500     | \$750/\$1,500     | \$750/\$1,500     | \$900/\$1,800     |
| Millard - Single Premium                      | \$349.68          | \$379.40          | \$394.58          | \$405.00          | \$445.00          | \$499.34          | \$506.46*         | \$525.33*         |
| EHA - Single Premium                          | \$479.57          | \$496.16          | \$431.25          | \$484.52          | \$514.80          | \$500.31          | \$509.82          | \$534.80          |
| Millard - Employee + Children Premium         | \$957.60          | \$1,039.00        | \$1,080.56        | \$1,110.00        | \$1,220.00        | \$923.87          | \$936.62*         | \$971.67*         |
| EHA - Employee + Children Premium             | \$887.22          | \$917.92          | \$797.83          | \$896.38          | \$952.40          | \$925.59          | \$943.18          | \$989.40          |
| Millard Employee + Spouse Premium             | \$957.60          | \$1,039.00        | \$1,080.56        | \$1,110.00        | \$1,220.00        | \$1,048.15        | \$1,062.90*       | \$1,102.67*       |
| EHA Employee + Spouse Premium                 | \$1,007.11        | \$1,041.96        | \$905.63          | \$1,017.50        | \$1,081.09        | \$1,050.66        | \$1,070.62        | \$1,123.08        |
| Millard Family Premium                        | \$957.60          | \$1,039.00        | \$1,080.56        | \$1,110.00        | \$1,220.00        | \$1,408.15        | \$1,427.38*       | \$1,480.33*       |
| EHA Family Premium                            | \$1,323.63        | \$1,399.08        | \$1,216.03        | \$1,366.24        | \$1,451.63        | \$1,410.77        | \$1,437.58        | \$1,508.02        |
| Millard Family Premium *                      | \$957.60          | \$1,039.00        | \$1,080.56        | \$1,110.00        | \$1,220.00        | n/a               | n/a               | n/a               |
| EHA Equivalent Family Premium *               | \$1,224.77        | \$1,288.32        | \$1,119.76        | \$1,258.08        | \$1,336.70        | n/a               | n/a               | n/a               |
| Estimated Percentage Savings                  | 23%               | 20%               | 4%                | 13%               | 10%               | 0%                | 1%                | 2%                |
| <b>Estimated \$ Savings</b>                   | <b>\$6.3 Mil.</b> | <b>\$6.1 Mil.</b> | <b>\$1.1 Mil.</b> | <b>\$3.7 Mil.</b> | <b>\$3.0 Mil.</b> | <b>\$0.0 Mil.</b> | <b>\$0.1 Mil.</b> | <b>\$0.2 Mil.</b> |

## Health Insurance Rates – High Deductible Health Plan

| Benefit                                       | 2014-15           | 2015-16           | 2016-17           |
|---|-------------------|-------------------|-------------------|
| Millard Deductibles                           | \$3,100/\$6,200   | \$3,100/\$6,200   | \$3,500/\$7,000   |
| EHA - Closest Equivalent EHA Plan Deductibles | \$3,100/\$6,200   | \$3,100/\$6,200   | \$3,500/\$7,000   |
| Millard - Single Premium                      | \$374.54          | \$380.18*         | \$401.00*         |
| EHA - Single Premium                          | \$422.12          | \$430.14          | \$451.22          |
| Millard - Employee + Children Premium         | \$692.90          | \$702.30*         | \$740.33*         |
| EHA - Employee + Children Premium             | \$780.95          | \$795.79          | \$834.78          |
| Millard Employee + Spouse Premium             | \$786.53          | \$797.51*         | \$841.00*         |
| EHA Employee + Spouse Premium                 | \$886.47          | \$903.32          | \$947.58          |
| Millard Family Premium                        | \$1,056.11        | \$1,070.70*       | \$1,128.67*       |
| EHA Family Premium                            | \$1,190.29        | \$1,212.92        | \$1,272.35        |
| Estimated Percentage Savings                  | 11%               | 13%               | 11%               |
| <b>Estimated \$ Savings</b>                   | <b>\$1.3 Mil.</b> | <b>\$1.4 Mil.</b> | <b>\$1.1 Mil.</b> |

(a) - Until January 1, 2015, Millard allowed only a family premium option while, since 2008-09, the EHA permits a three tier option beyond single coverage (Employee + Spouse, Employee + Children, and Family). The “Equivalent Family Premium” is a blend of these rates to better compare like situations. To arrive at this, we assumed that 22% would be employee + spouse, 7% employee + children, and 71% family. Effective January 1, 2015, Millard adopted a four tier rate structure.

(b) - EHA has had several different tiers of deductibles that can be elected for family coverage. For purposes of comparison, deductibles have not always lined up perfectly, so we have matched the closest EHA plan for purposes of comparing rates.

(c) – Until January 1, 2016, plan terms such as deductibles generally changed on January 1 of each year while rates are generally changed on September 1 of each year. This is still true of EHA. However, Millard moved to changing rates on January 1 to align with open enrollment. Therefore, the rates in the 2015-16 year on the charts reflect four months of “old” rates and 8 months of “new” rates. Monthly rates effective January 1, 2017 for the traditional plan are \$533 for Single; \$1,119 for Employee & Spouse; \$986 for Employee & Children; and \$1,502 for Full Family Coverage. Monthly rates effective January 1, 2016 for the high deductible plan are \$410 for Single; \$860 for Employee & Spouse; \$757 for Employee and Children; and \$1,154 for Full Family Coverage. In addition, the District is offering a new high performance CHI network HDHP option effective January 1, 2017 with monthly rates of \$374 for Single, \$783 for Employee & Spouse; \$689 for Employee and Children; and \$1,051 for Full Family Coverage. Because we do not know enrollment in the new plan design option, only the more expensive MPS rates are used for comparison purposes for 2016-17 in the above chart.

(d) - EHA historical rates are posted on the EHA website. See <http://www.ehapan.org/coverage-rates>. In December of 2011, EHA offered a one month premium holiday on the condition that the local teachers’ bargaining unit agreed to the distribution of the savings between the employee and the employer. While it is our understanding that most districts did not receive 100% of this premium holiday, we have nonetheless reduced the EHA premiums by one-twelfth in 2011-12 for purposes of this chart.

(f) - Effective January 1, 2015, Millard adopted a High Deductible Plan option. Approximately 64% of employees elected the High Deductible Plan option in its calendar year 2015. In calendar year 2016, approximately 64% of employees elected the High Deductible Plan.

**Section 1: Claims Review**

| Contract Year | Total Average Enrollment | Medical Claims Paid | Rx Claims Paid | Gross Medical/Rx Claims | Reinsurance Reimbursement After Deductibles | Net Paid Medical/Rx Claims |
|---------------|--------------------------|---------------------|----------------|-------------------------|---|----------------------------|
| 2005-06       | 1,978                    | \$8,915,744         | \$2,808,235    | \$11,723,979            | (\$128,952)                                 | \$11,595,027               |
| 2006-07       | 2,040                    | \$11,074,333        | \$3,497,158    | \$14,571,491            | (\$630,973)                                 | \$13,940,518               |
| 2007-08       | 2,178                    | \$12,940,507        | \$3,649,886    | \$16,590,393            | (\$236,293)                                 | \$16,354,100               |
| 2008-09       | 2,279                    | \$16,357,773        | \$3,500,826    | \$19,858,599            | (\$754,855)                                 | \$19,103,744               |
| 2009-10       | 2,374                    | \$16,389,942        | \$3,995,880    | \$20,385,822            | (\$744,039)                                 | \$19,641,783               |
| 2010-11       | 2,462                    | \$19,905,919        | \$4,507,756    | \$24,413,675            | (\$1,121,951)                               | \$23,291,724               |
| 2011-12       | 2,448                    | \$21,645,590        | \$4,849,169    | \$26,494,759            | (\$197,990)                                 | \$26,296,769               |
| 2012-13       | 2,469                    | \$20,941,879        | \$4,619,095    | \$25,560,974            | \$0   | \$25,560,974               |
| 2013-14       | 2,505                    | \$21,575,942        | \$4,983,171    | \$26,559,113            | (\$368,955)                                 | \$26,190,158               |
| 2014-15       | 2,453                    | \$20,480,661        | \$5,079,579    | \$25,560,240            | \$0   | \$25,560,240               |
| 2015-16       | 2,387                    | \$21,295,306        | \$5,333,476    | \$26,628,782            | (\$852,086)                                 | \$25,776,696               |

**Section 2(a): Plan Income - Traditional PPO Plan**

| Contract Year | Average Number of Employees with Single Coverage | Single Monthly Premium | Average Number of Employees with Employee + Spouse Coverage | Employee + Spouse Monthly Premium | Average Number of Employees with Employee + Child(ren) Coverage | Employee + Child(ren) Monthly Premium | Average Number of Employees with Family Coverage | Family Monthly Premium | Percentage Increase in Premiums | Plan Income (Annual Enrollment x Premium) |
|---------------|--|------------------------|---|-----------------------------------|---|---------------------------------------|--|------------------------|---------------------------------|---|
| 2005-06       | 734  | \$325.28               | --  | --                                | --  | --                                    | 1,244  | \$890.78               | Not Applicable                  | \$16,168,710                              |
| 2006-07       | 717  | \$325.28               | --  | --                                | --  | --                                    | 1,323  | \$890.78               | 0.0%                            | \$16,946,425                              |
| 2007-08       | 768  | \$325.28               | --  | --                                | --  | --                                    | 1,410  | \$890.78               | 0.0%                            | \$18,064,999                              |
| 2008-09       | 787  | \$325.28               | --  | --                                | --  | --                                    | 1,492  | \$890.78               | 0.0%                            | \$19,020,710                              |
| 2009-10       | 804  | \$349.68               | --  | --                                | --  | --                                    | 1,570  | \$957.60               | 7.5%                            | \$21,410,109                              |
| 2010-11       | 820  | \$379.40               | --  | --                                | --  | --                                    | 1,642  | \$1,039.00             | 8.5%                            | \$24,204,334                              |
| 2011-12       | 802  | \$394.58               | --  | --                                | --  | --                                    | 1,646  | \$1,080.56             | 4.0%                            | \$25,139,372                              |
| 2012-13       | 827  | \$405.00               | --  | --                                | --  | --                                    | 1,642  | \$1,110.00             | 2.7%                            | \$25,893,585                              |
| 2013-14       | 843  | \$445.00               | --  | --                                | --  | --                                    | 1,662  | \$1,220.00             | 9.9%                            | \$28,829,970                              |
| 2014-15       | 543  | \$499.37               | 79  | \$1,048.71                        | 30  | \$923.87                              | 760  | \$1,408.15             | 12.2%                           | \$17,408,477                              |
| 2015-16       | 377  | \$506.57               | 118   | \$1,062.90                        | 49  | \$936.62                              | 307  | \$1,427.38             | 1.4%                            | \$9,597,743                               |

**Section 2(b): Plan Income - High Deductible Health Plan**

| Contract Year | Average Number of Employees with Single Coverage | Single Monthly Premium | Average Number of Employees with Employee + Spouse Coverage | Employee + Spouse Monthly Premium | Average Number of Employees with Employee + Child(ren) Coverage | Employee + Child(ren) Monthly Premium | Average Number of Employees with Family Coverage | Family Monthly Premium | Percentage Increase in Premiums | Plan Income (Annual Enrollment x Premium) |
|---------------|--|------------------------|---|-----------------------------------|---|---------------------------------------|--|------------------------|---------------------------------|---|
| 2014-15       | 248  | \$374.54               | 155   | \$786.53                          | 67  | \$692.90                              | 572  | \$1,056.11             | Not Applicable                  | \$10,385,080                              |
| 2015-16       | 343  | \$380.18               | 229   | \$797.51                          | 112   | \$702.31                              | 852  | \$1,070.70             | 1.4%                            | \$15,652,502                              |

**Section 3: Income Versus Expenses**

| Contract Year | Total Annual Income | Annual Administrative Cost | Annual Reinsurance Cost | Net Paid Medical/Rx Claims | Employer                                 | Total Annual Expenses | Other Adjustments                    | Taxes     | Deficit or Surplus | Ending Employee Benefits Fund |
|---------------|---------------------|----------------------------|-------------------------|----------------------------|--|-----------------------|--------------------------------------|-----------|--------------------|-------------------------------|
|               |                     |                            |                         |                            | Contributions to Health Savings Accounts |                       | (e.g. ERRP, flu shots, and wellness) |           |                    |                               |
| 2005-06       | \$16,168,710        | \$1,098,253                | \$1,232,655             | \$11,595,027               | n/a                                      | \$13,925,935          | (\$26,075)                           | \$0       | \$2,216,700        | \$8,561,274                   |
| 2006-07       | \$16,946,425        | \$688,631                  | \$567,655               | \$13,940,518               | n/a                                      | \$15,196,804          | (\$35,675)                           | \$0       | \$1,713,946        | \$10,275,220                  |
| 2007-08       | \$18,064,999        | \$786,252                  | \$561,020               | \$16,354,100               | n/a                                      | \$17,701,372          | (\$36,810)                           | \$0       | \$326,817          | \$10,602,037                  |
| 2008-09       | \$19,020,710        | \$774,741                  | \$606,985               | \$19,103,744               | n/a                                      | \$20,485,470          | (\$44,975)                           | \$0       | (\$1,509,735)      | \$9,092,302                   |
| 2009-10       | \$21,410,109        | \$839,109                  | \$780,921               | \$19,641,783               | n/a                                      | \$21,261,813          | \$15,232                             | \$0       | \$163,528          | \$9,255,830                   |
| 2010-11       | \$24,204,334        | \$860,854                  | \$956,951               | \$23,291,724               | n/a                                      | \$25,109,529          | \$43,448                             | \$0       | (\$861,747)        | \$8,394,083                   |
| 2011-12       | \$25,139,372        | \$854,990                  | \$708,385               | \$26,296,769               | n/a                                      | \$27,860,144          | (\$173,522)                          | \$0       | (\$2,894,294)      | \$5,499,789                   |
| 2012-13       | \$25,893,585        | \$782,232                  | \$844,055               | \$25,560,974               | n/a                                      | \$27,187,261          | (\$172,533)                          | \$0       | (\$1,466,209)      | \$4,033,580                   |
| 2013-14       | \$28,829,970        | \$817,223                  | \$911,634               | \$26,190,158               | n/a                                      | \$27,919,015          | (\$172,634)                          | \$0       | \$738,321          | \$4,771,901                   |
| 2014-15       | \$27,793,557        | \$824,362                  | \$978,022               | \$25,560,240               | \$2,838,567**                            | \$27,362,624          | (\$185,932)                          | \$299,628 | (\$54,627)         | \$4,717,274                   |
| 2015-16       | \$25,250,245        | \$757,341                  | \$985,285               | \$25,776,696               | \$4,228,400**                            | \$27,519,322          | (\$167,413)                          | \$206,821 | (\$2,643,311)      | \$2,073,963                   |

**Section 4: Large Claims Summary**

| YEAR    | Number of Individual Claims Above \$75,000 | Total Paid for Individuals over \$75,000 | Number of Individual Claims Above \$150,000 | Total Paid for Individuals over \$150,000 | Number of Individual Claims Above \$500,000 | Total Paid for Individuals over \$500,000 |
|---------|--|--|---|---|---|---|
|         | 2005-06                                    | 11                                       | \$1,249,125                                 | 2   | \$373,660                                   | 0   |
| 2006-07 | 6  | \$1,380,972                              | 3   | \$984,753                                 | 0   | \$0                                       |
| 2007-08 | 17   | \$2,076,826                              | 2   | \$536,295                                 | 0   | \$0                                       |
| 2009-10 | 25   | \$3,829,297                              | 8   | \$2,044,039                               | 0   | \$0                                       |
| 2010-11 | 35   | \$5,174,620                              | 7   | \$2,271,951                               | 1   | \$744,819                                 |
| 2011-12 | 23   | \$4,101,687                              | 11  | \$2,623,934                               | 0   | \$0                                       |
| 2012-13 | 24   | \$3,669,347                              | 13  | \$2,385,028                               | 0   | \$0                                       |
| 2013-14 | 23   | \$4,027,254                              | 9   | \$2,379,392                               | 1   | \$905,404                                 |
| 2014-15 | 53   | \$6,433,530                              | 10  | \$2,163,419                               | 0   | \$0                                       |
| 2015-16 | 44   | \$5,052,089                              | 9   | \$2,894,575                               | 2   | \$1,415,440                               |

**Section 5: Health Insurance Administrator / Reinsurance Terms**

| Contract Year | Provider            | Reinsurance Specific Deductible | Reinsurance Aggregating Specific Deductible |
|---------------|---------------------|---------------------------------|---|
| 2005-06       | UnitedHealthcare    | \$125,000                       | Not Applicable                              |
| 2006-07       | Mutual Of Omaha     | \$125,000                       | Not Applicable                              |
| 2007-08       | Coventry Healthcare | \$150,000                       | Not Applicable                              |
| 2008-09       | Coventry Healthcare | \$150,000                       | \$100,000                                   |
| 2009-10       | Coventry Healthcare | \$150,000                       | \$100,000                                   |
| 2010-11       | Coventry Healthcare | \$150,000                       | \$100,000                                   |
| 2011-12       | Coventry Healthcare | \$200,000                       | \$350,000                                   |
| 2012-13       | Coventry Healthcare | \$200,000                       | \$350,000                                   |
| 2013-14       | Coventry Healthcare | \$200,000                       | \$350,000                                   |
| 2014-15       | Coventry Healthcare | \$200,000                       | \$350,000                                   |
| 2015-16       | Coventry/Aetna      | \$200,000                       | \$350,000                                   |

Footnotes:

The Employee Benefits Fund balance will vary from the business office numbers based primarily of timing and accounting of plan expenses / income. These variances have been reviewed by Human Resources and the Business Office and variances are within normal parameters. Unlike the Business Office numbers, the numbers above do not include the money loaned to the health fund from the general fund or the later paid back of the loans to the general fund. At the conclusion of the 2015-16 year, the business office showed a health fund balance of \$1,882,178 (a difference of \$191,785 from Silverstone's accounting).

\*\* - The Health Savings Account contributions made by the District are made out of the general fund and not the health insurance fund. They are included on this sheet for information purposes and are not included in the total expenses or in the income/loss calculator to the health insurance fund.

\*\*\* - For the 2014-15 year, the average number of persons in each plan is misleading because the high deductible plan did not exist until January of 2015. Therefore, 2014-15 averages include four months where employees only had the choice of single or family coverage (two tiers only) under the traditional PPO plan. In August 2015, 868 (36%) persons chose the traditional plan and 1,561 chose the high deductible health plan (64%).

## Ancillary Benefits Rates

### District Single Dental Rates - Monthly

|         |         |         |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| \$21.50 | \$25.16 | \$25.16 | \$23.90 | \$23.90 | \$25.10 | \$25.10 | \$22.89 | \$22.89 | \$22.89 |

### District LTD Rates

|         |         |         |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| \$0.210 | \$0.210 | \$0.210 | \$0.175 | \$0.175 | \$0.175 | \$0.175 | \$0.175 | \$0.175 | \$0.181 |

### District Life Insurance Rates - Monthly

|         |         |         |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| \$4.00  | \$4.00  | \$4.00  | \$3.50  | \$3.50  | \$3.50  | \$3.50  | \$3.50  | \$3.50  | \$3.60  |

### District NPERS Rates

|         |         |         |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 7.3528% | 7.3528% | 7.3528% | 8.3628% | 8.9688% | 9.8788% | 9.8788% | 9.8788% | 9.8788% | 9.8788% |

### District Employee Assistance Program Rates

|         |         |         |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| \$16.00 | \$16.25 | \$16.25 | \$16.25 | \$16.25 | \$16.25 | \$16.25 | \$15.50 | \$15.50 | \$15.50 |

**Days Absent by Reason by Employee Group 2015-16**

| <b>Reason</b>                 | <b>Admin</b> | <b>Teachers</b> | <b>Nurses</b> | <b>ProfTechS</b> | <b>ProfTechH</b> | <b>EdPara</b> | <b>CustMaint</b> | <b>Food Serv</b> |
|-------------------------------|--------------|-----------------|---------------|------------------|------------------|---------------|------------------|------------------|
| Personal Illness              | 173.5        | 5,395.7         | 33.5          | 187.0            | 893.6            | 1,306.7       | 1,284.5          | 497.7            |
| Family Illness                | 82.5         | 3,498.4         | 24.5          | 114.5            | 270.8            | 569.7         | 161.7            | 197.6            |
| Business/Emergency            | 35.0         | 1,388.0         | 13.0          | 29.5             | 230.2            | 318.2         | 172.6            | 183.4            |
| Personal                      | -            | 594.2           | -             | -                | -                | -             | -                | -                |
| Bereavement                   | 7.5          | 398.2           | 0.5           | 17.5             | 78.3             | 58.8          | 56.9             | 49.5             |
| Family Medical Lv             | 152.5        | 4,297.5         | 14.0          | 185.0            | 102.3            | 126.2         | 452.7            | 331.4            |
| <b>Total Days</b>             | <b>451</b>   | <b>15,572</b>   | <b>86</b>     | <b>534</b>       | <b>1,575</b>     | <b>2,380</b>  | <b>2,128</b>     | <b>1,260</b>     |
| <b>Mean Avg Days/Employee</b> | <b>5.13</b>  | <b>9.15</b>     | <b>6.11</b>   | <b>8.21</b>      | <b>9.05</b>      | <b>7.62</b>   | <b>10.95</b>     | <b>9.08</b>      |
| <b>% of Scheduled Work</b>    | <b>2.3%</b>  | <b>4.7%</b>     | <b>3.2%</b>   | <b>3.7%</b>      | <b>4.1%</b>      | <b>4.1%</b>   | <b>4.6%</b>      | <b>4.9%</b>      |
| 2014-15                       | 1.5%         | 4.8%            | 3.2%          | 3.5%             | 3.5%             | 4.2%          | 4.9%             | 4.4%             |
| 2013-14                       | 1.6%         | 4.7%            | 3.5%          | 3.2%             | 3.4%             | 4.3%          | 5.0%             | 4.0%             |
| 2012-13                       | 2.5%         | 4.7%            | 3.9%          | 4.9%             | 3.7%             | 4.2%          | 5.3%             | 4.8%             |
| 2011-12                       | 2.3%         | 4.6%            | 3.4%          | 4.2%             | 3.2%             | 3.9%          | 4.8%             | 4.6%             |
| 2010-11                       | 2.3%         | 4.7%            | 2.1%          | 3.7%             | 3.6%             | 3.8%          | 4.1%             | 4.0%             |
| 2009-10                       | 2.3%         | 4.4%            | 4.0%          | 3.2%             | 3.4%             | 4.2%          | 4.3%             | 3.9%             |
| 2008-09                       | 1.9%         | 4.2%            | 3.5%          | 4.3%             | 3.3%             | 3.6%          | 3.5%             | 4.3%             |
| 2007-08                       | 1.7%         | 4.2%            | 3.0%          | 3.6%             | 3.4%             | 3.7%          | 3.8%             | 4.4%             |
| 2006-07                       | 1.3%         | 4.2%            | 3.0%          | 4.7%             | 3.7%             | 3.9%          | 3.7%             | 3.6%             |

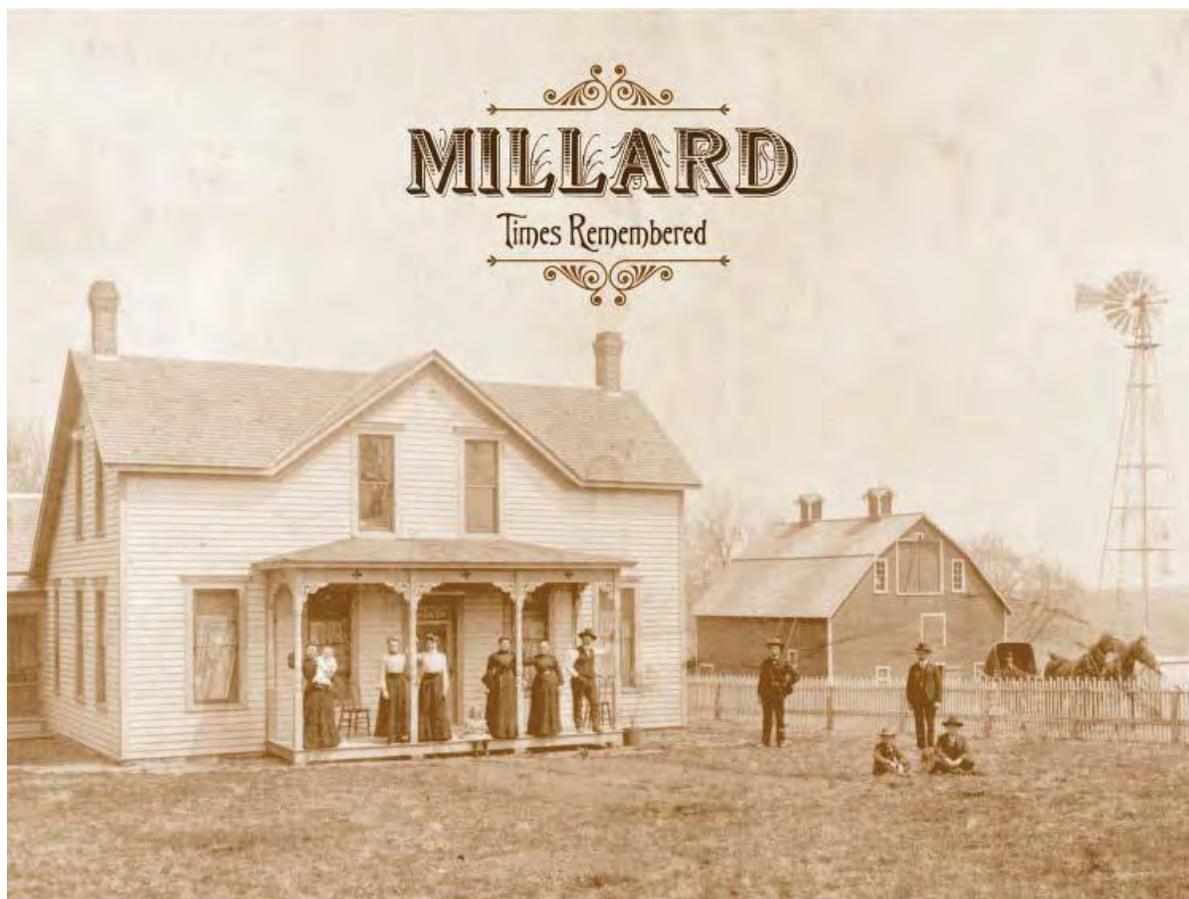
**Scheduled Absences**

|                             |              |                |             |              |              |            |                |            |
|-----------------------------|--------------|----------------|-------------|--------------|--------------|------------|----------------|------------|
| Vacation                    | 748.5        | -              | -           | 303.0        | 964.0        | -          | 2,548.5        | 3.0        |
| Military                    | -            | -              | -           | -            | -            | -          | -              | -          |
| Union                       | -            | 18.5           | -           | -            | -            | -          | -              | -          |
| Jury/Election               | -            | 33.5           | -           | 3.0          | 11.7         | 0.5        | 2.0            | -          |
| Professional                | 203.5        | 5,523.0        | 11.0        | 49.5         | 7.2          | 2.4        | -              | -          |
| Retirement Seminar          | 1.0          | 25.5           | -           | -            | 7.6          | 1.8        | 3.0            | 0.9        |
| Misc/Administrative         | 39.0         | 328.5          | 8.0         | 3.0          | -            | -          | -              | -          |
| <b>Total Scheduled Days</b> | <b>992.0</b> | <b>5,929.0</b> | <b>19.0</b> | <b>358.5</b> | <b>990.5</b> | <b>4.7</b> | <b>2,553.5</b> | <b>3.9</b> |

**Teacher Professional Leave Days**

|         |       | <b>Avg</b> |
|---------|-------|------------|
| 2015-16 | 5,523 | 3.2        |
| 2014-15 | 7,045 | 4.1        |
| 2013-14 | 6,814 | 4.0        |
| 2012-13 | 6,283 | 3.7        |
| 2011-12 | 6,188 | 3.6        |
| 2010-11 | 6,165 | 3.6        |
| 2009-10 | 6,681 | 3.9        |
| 2008-09 | 5,967 | 3.6        |
| 2007-08 | 6,009 | 3.7        |
| 2006-07 | 5,701 | 3.6        |

# Current Staffing Levels



## Personnel Distribution

### Full-time Equivalency

| Employee Class                  | F.T.E. Change<br>15-16 to 16-17 | Staff F.T.E. 16-17 | Staff F.T.E. 15-16 | Staff F.T.E. 14-15 | Staff F.T.E. 13-14 |
|---------------------------------|---------------------------------|--------------------|--------------------|--------------------|--------------------|
| Administrators                  | -1.00                           | 87.00              | 88.00              | 88.00              | 87.00              |
| Teachers                        | -11.63                          | 1689.60            | 1701.23            | 1714.30            | 1706.46            |
| School Nurses                   | -2.00                           | 12.00              | 14.00              | 14.00              | 15.00              |
| Professional Technical Salaried | -8.75                           | 56.20              | 64.95              | 58.95              | 58.05              |
| Professional Technical Hourly   | 10.62                           | 184.60             | 173.98             | 171.26             | 169.28             |
| Educational Paraprofessionals   | 2.60                            | 314.70             | 312.10             | 310.39             | 313.15             |
| Custodial/Maintenance           | -1.44                           | 193.00             | 194.44             | 192.69             | 190.69             |
| Food Service                    | 3.29                            | 142.00             | 138.71             | 142.23             | 139.39             |
| <b>Totals</b>                   | <b>-8.31</b>                    | <b>2679.10</b>     | <b>2687.41</b>     | <b>2691.82</b>     | <b>2679.02</b>     |

### Employee Count

| Employee Class                  | Count Change<br>15-16 to 16-17 | Staff Count 16-17 | Staff Count 15-16 | Staff Count 14-15 | Staff Count 13-14 |
|---------------------------------|--------------------------------|-------------------|-------------------|-------------------|-------------------|
| Administrators                  | -1                             | 87                | 88                | 88                | 87                |
| Teachers                        | -14                            | 1719              | 1733              | 1746              | 1741              |
| School Nurses                   | -1                             | 13                | 14                | 14                | 15                |
| Professional Technical Salaried | -9                             | 58                | 67                | 61                | 61                |
| Professional Technical Hourly   | 13                             | 197               | 184               | 184               | 181               |
| Educational Paraprofessionals   | 2                              | 422               | 420               | 420               | 420               |
| Custodial/Maintenance           | -1                             | 195               | 196               | 195               | 194               |
| Food Service                    | 2                              | 176               | 174               | 176               | 173               |
| <b>Totals</b>                   | <b>-9</b>                      | <b>2867</b>       | <b>2876</b>       | <b>2884</b>       | <b>2872</b>       |

## Staffing Admin Positions

| Class | Administrators            | FTE |
|-------|---------------------------|-----|
| A010  | SUPERINTENDENT            | 1   |
| A020  | ASSOC SUPT GENERAL ADMIN  | 1   |
| A030  | ASSOC SUPT EDUC SERV      | 1   |
| A120  | EXEC DIR TECHNOLOGY       | 1   |
| A130  | EXEC DIR HUMAN RESOURCES  | 1   |
| A140  | EXEC DIR LDRSHP STRATPLAN | 1   |
| A200  | DIR EMPLOYEE RELATIONS    | 1   |
| A205  | EXEC DIR ASSMNT,RESR,EVAL | 1   |
| A210  | DIR PERSONNEL             | 1   |
| A230  | DIR COMMUNICATIONS        | 1   |
| A240  | DIR STUDENT SERVICES      | 1   |
| A250  | DIR STAFF DEVELOPMENT     | 1   |
| A260  | DIR ELEM & EARLY CHILD ED | 1   |
| A270  | DIR SECONDARY ED          | 1   |
| A280  | DIR SPED                  | 1   |
| A300  | DIRECTOR OF ACTIVITIES    | 1   |
| A305  | DIR OF DIGITAL LEARNING   | 1   |
| A310  | COORD OF CAREER & TECH ED | 1   |
| A330  | COORD SPECIAL PROJECTS    | 1   |
| A340  | COORD K-5 SPED PROG       | 1   |
| A350  | COORD 6-12 SPED PROG      | 1   |
| A354  | COORD SPED RELSRV&YNGADLT | 1   |
| A360  | COORD PRE-SCHOOL SPED     | 1   |
| A401  | ELEM PRINCIPAL            | 25  |
| A402  | MDL SCH PRINCIPAL         | 6   |
| A403  | HS PRINCIPAL              | 3   |
| A421  | ELEM ASST PRINCIPAL       | 1   |
| A422  | MDL SCH ASST PRINCIPAL    | 12  |
| A423  | HS ASST PRINCIPAL         | 12  |
| A443  | HS ACTIVITY DIRECTOR      | 3   |
| A463  | HORIZON HS PRINCIPAL      | 1   |
| A473  | HORIZON ASST PRINCIPAL    | 1   |
|       | Total                     | 87  |

## Staffing Teaching Positions

| Class | Teachers                  | FTE  |
|-------|---------------------------|------|
| C011  | MONTESSORI PRESCHOOL TCHR | 3.0  |
| C051  | PRESCHOOL TEACHER         | 2.0  |
| C081  | MONTESSORI PRE/KDG TCHR   | 3.0  |
| C091  | KINDERGARTEN TEACHER      | 72.0 |
| C101  | MONTESSORI 1-3 TEACHER    | 9.0  |
| C111  | GRADE 1 TEACHER           | 79.0 |
| C121  | GRADE 2 TEACHER           | 75.0 |
| C131  | GRADE 3 TEACHER           | 69.0 |
| C141  | GRADE 4 TEACHER           | 69.0 |
| C151  | GRADE 5 TEACHER           | 72.0 |
| C162  | GRADE 6 TEACHER           | 74.0 |
| C223  | CERTIFIED NURSING ASST    | 0.5  |
| C301  | CORE TEACHER              | 17.0 |
| C311  | MONTESSORI 4/5 TEACHER    | 6.0  |
| C312  | MONTESSORI TEACHER        | 3.0  |
| C321  | ART TEACHER               | 1.5  |
| C322  | ART TEACHER               | 9.0  |
| C323  | ART TEACHER               | 13.5 |
| C333  | BUSINESS TEACHER          | 24.2 |
| C352  | LANGUAGE ARTS TEACHER     | 33.3 |
| C353  | LANGUAGE ARTS TEACHER     | 69.0 |
| C362  | READING TEACHER           | 11.8 |
| C363  | READING TEACHER           | 2.0  |
| C381  | WORLD LANGUAGE TEACHER    | 1.0  |
| C382  | WORLD LANGUAGE TEACHER    | 27.1 |
| C383  | WORLD LANGUAGE TEACHER    | 37.9 |
| C412  | FAMILY CONSUMER SCI TCHR  | 9.5  |
| C413  | FAMILY CONSUMER SCI TCHR  | 16.5 |
| C432  | INDUSTRIAL TECH TEACHER   | 6.0  |
| C433  | INDUSTRIAL TECH TEACHER   | 16.0 |
| C452  | COMPUTER TEACHER          | 7.0  |
| C461  | MATH INTERVENTIONIST      | 3.9  |
| C462  | MATH TEACHER              | 31.8 |
| C463  | MATH TEACHER              | 61.0 |
| C472  | SCIENCE TEACHER           | 30.3 |
| C473  | SCIENCE TEACHER           | 56.0 |
| C492  | SOCIAL STUDIES TEACHER    | 28.3 |
| C493  | SOCIAL STUDIES TEACHER    | 52.5 |
| C503  | ACADEMY LEAD TEACHER      | 1.5  |
| C531  | VOCAL MUSIC TEACHER       | 25.6 |
| C532  | VOCAL MUSIC TEACHER       | 7.8  |
| C533  | VOCAL MUSIC TEACHER       | 4.0  |
| C541  | INSTR MUSIC TEACHER       | 13.8 |
| C551  | ORCHESTRA TEACHER         | 10.0 |
| C572  | HEALTH TEACHER            | 5.0  |
| C591  | PHYSICAL ED TEACHER       | 27.4 |
| C592  | PHYSICAL ED TEACHER       | 13.5 |
| C593  | PHYSICAL ED TEACHER       | 20.5 |
| C611  | ELEM COUNSELOR            | 13.2 |
| C612  | MDL SCH COUNSELOR         | 16.0 |
| C613  | HIGH SCH COUNSELOR        | 21.0 |

## Staffing Teaching Positions

|      |                             |        |
|------|-----------------------------|--------|
| C620 | MEDIA SPECIALIST            | 1.0    |
| C621 | MEDIA SPECIALIST            | 24.6   |
| C622 | MEDIA SPECIALIST            | 6.0    |
| C623 | MEDIA SPECIALIST            | 4.0    |
| C631 | READ TEACHER                | 27.8   |
| C641 | EARLY LIT INT (ELI) TCHR    | 2.5    |
| C652 | LEARNING CTR TEACHER        | 4.0    |
| C661 | ELL TEACHER                 | 13.5   |
| C670 | TITLE 1 PRESCHOOL TCHR      | 10.0   |
| C671 | TITLE 1 TEACHER             | 7.0    |
| C682 | HIGH ABILITY LRNER TCH      | 3.5    |
| C710 | MEP TECH FACILITATOR        | 4.0    |
| C711 | TECHNOLOGY LEADER           | 0.5    |
| C721 | INSTR FACILITATOR           | 7.0    |
| C733 | INSTRUCTIONAL DEPT HEAD     | 1.0    |
| C741 | MEP FACILITATOR             | 5.5    |
| C743 | MEP FACILITATOR             | 7.0    |
| C751 | LEADERSHIP/LEARNING FACIL   | 4.0    |
| C770 | MEA PRESIDENT               | 1.0    |
| C771 | ADMINISTRATIVE INTERN       | 11.0   |
| C791 | INTERVENTIONIST             | 2.5    |
| C811 | SPED PROGRAM FACILITATOR    | 5.0    |
| C831 | SPED RESOURCE TEACHER       | 46.0   |
| C832 | SPED RESOURCE TEACHER       | 31.5   |
| C833 | SPED RESOURCE TEACHER       | 33.5   |
| C851 | SPED MH TEACHER             | 12.0   |
| C852 | SPED MH TEACHER             | 8.0    |
| C853 | SPED MH TEACHER             | 14.0   |
| C861 | SPED BD TEACHER             | 3.0    |
| C862 | SPED BD TEACHER             | 3.0    |
| C873 | SPED VOC SPEC NEEDS TCHR    | 1.0    |
| C883 | SPED MLC TEACHER            | 2.0    |
| C891 | AUDIOLOGIST                 | 1.0    |
| C901 | SPEECH PATHOLOGIST          | 61.0   |
| C913 | SPED VISION IMPAIRED TCHR   | 3.0    |
| C931 | SPED INFANT TEACHER         | 3.0    |
| C941 | SPED PRESCHOOL TEACHER      | 12.5   |
| C952 | SPED HOMEBOUND TCHR MS      | 1.0    |
| C961 | EARLY CHLDHD LITERACY TCH   | 2.0    |
| C971 | SCHOOL PSYCHOLOGIST         | 18.0   |
|      | Total(Full Time Equivalent) | 1689.6 |

### Staffing Pro Tech Salary Positions

| Class | Pro Tech Salary                    | FTE         |
|-------|------------------------------------|-------------|
| G110  | HUMAN RESOURCE RECRUITER           | 1.0         |
| G210  | RESEARCH ASSOCIATE                 | 3.0         |
| G333  | COMMUNITY COUNSELOR                | 6.6         |
| G341  | SCHOOL SOCIAL WORKER               | 2.0         |
| G342  | SCHOOL SOCIAL WORKER               | 4.0         |
| G343  | SCHOOL SOCIAL WORKER               | 1.0         |
| G351  | OCCUPATIONAL THERAPIST             | 6.6         |
| G361  | PHYSICAL THERAPIST                 | 4.0         |
| G401  | SYSTEMS ANALYST                    | 1.0         |
| G403  | JR ROTC INSTRUCTOR                 | 2.0         |
| G421  | NETWORK SUPPORT SPEC               | 4.0         |
| G431  | TECHNOLOGY FACILITATOR 1A          | 7.0         |
| G441  | TECHNOLOGY FACILITATOR 2A          | 1.0         |
| G450  | TELECOMMUNICATIONS SPEC            | 1.0         |
| G460  | CADD/GIS ANALYST                   | 1.0         |
| G500  | ACCOUNTING MANAGER                 | 1.0         |
| G520  | DISTRICT ACCOUNTANT                | 2.0         |
| G525  | DATABASE PROGRAMMER                | 1.0         |
| G550  | DATABASE WAREHOUSE SPEC            | 1.0         |
| G600  | GENERAL MANAGER SSC                | 1.0         |
| G610  | WAREHOUSE MANAGER                  | 1.0         |
| G620  | PURCHASING AGENT                   | 1.0         |
| G630  | TRANSPORTATION MANAGER             | 1.0         |
| G640  | PROJECT MANAGER                    | 1.0         |
| G810  | FOOD SERVICE SUPERVISOR            | 1.0         |
|       | <b>Total(Full Time Equivalent)</b> | <b>56.2</b> |

## Staffing Pro Tech Hourly Positions

| Class | Pro Tech Hourly            | FTE  |
|-------|----------------------------|------|
| J010  | EX SEC TO SUPERINTENDENT   | 1.0  |
| J030  | COMMUNICATIONS SPECIALIST  | 1.0  |
| J040  | ACTIVITIES/AD-HR SECRETRY  | 1.0  |
| J100  | HOME VISITOR B             | 2.0  |
| J105  | FAMILY FACILITATOR         | 2.0  |
| J10S  | HOME VISITOR S             | 1.0  |
| J110  | HR SPECIALIST CERT STAFF   | 1.0  |
| J120  | HR SPEC CLASSIFIED STAFF   | 2.0  |
| J130  | EMPLOYEE RELATIONS SPEC    | 1.0  |
| J140  | HR RECORDS SPECIALIST      | 1.0  |
| J150  | RECEPTIONIST               | 1.1  |
| J160  | HR SPEC SUB TEACHERS       | 1.0  |
| J180  | ASSESS/RESEARCH/EVAL SEC   | 1.0  |
| J240  | SECRETARY DIR PUPIL SERV   | 1.0  |
| J250  | SCHOOL PSYC SECRETARY      | 0.5  |
| J260  | PUPIL SERVICES SECRETARY   | 3.0  |
| J270  | STAFF DEV PROG SECRETARY   | 0.5  |
| J300  | EXEC SEC ASSOC SUPT EDSRV  | 1.0  |
| J310  | SECRETARY TO DIR STAFFDEV  | 1.0  |
| J315  | GRANT,COM SERVICE,MENTOR   | 1.0  |
| J320  | SECRETARY TO DIR ELED      | 1.0  |
| J330  | TITLE I/ECE SECRETARY      | 1.0  |
| J340  | ED SERV SECONDARY EDU SEC  | 1.0  |
| J34B  | BILINGUAL FAM-SCH LIAISON  | 2.0  |
| J350  | SECRETARY TO DIR SECED     | 1.0  |
| J360  | SECRETARY TO DIR SPED      | 1.0  |
| J370  | SPED SECRETARY I           | 1.5  |
| J380  | SPED PRE-SCH SECRETARY I   | 1.0  |
| J400  | SCTRY-ASST SUPT TECHNOLOGY | 1.0  |
| J410  | TECH HELP DESK SPECIALIST  | 1.0  |
| J474  | TECHNOLOGY SPECIALIST II   | 6.0  |
| J500  | EXEC SEC ASSOC SUPT GENAD  | 1.0  |
| J510  | ACCOUNTING SPECIALIST      | 1.0  |
| J520  | PAYROLL SPECIALIST         | 2.0  |
| J540  | ACCTS PAYABLE ASSISTANT    | 1.0  |
| J560  | DUPLICATION CLERK          | 0.5  |
| J600  | SUPPORT SERV SECRETARY II  | 1.0  |
| J601  | CNA/CMA                    | 6.0  |
| J610  | MAINTENANCE SECRETARY      | 3.5  |
| J620  | WAREHOUSE/MEDIA SECRETARY  | 2.0  |
| J630  | CATALOGER 12MO             | 1.0  |
| J713  | HS SECURITY GUARD          | 13.6 |
| J723  | HS OUTSIDE SECURITY GUARD  | 2.0  |
| J800  | FOOD SERV BOOKKEEPER/SEC   | 2.0  |
| J830  | SPED VAN DRIVER            | 8.1  |
| J840  | SPED PRESCHOOL VAN DRIVER  | 13.0 |
| J850  | TRANSPORTATION SECRETARY   | 1.0  |
| J860  | SPED VAN DRIVER/JOB COACH  | 4.0  |
| J902  | SECRETARY 12MO MDL SCH     | 6.0  |
| J903  | SECRETARY 12 MO HIGH SCH   | 7.0  |
| J913  | HS ACCOUNTING CLERK        | 3.0  |

## Staffing Pro Tech Hourly Positions

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|      |                             |       |
|------|-----------------------------|-------|
| J921 | ELEM SECRETARY 10 MO        | 25.0  |
| J922 | MDL SCH SECRETARY 10 MO     | 13.0  |
| J923 | HS SECRETARY 10 MO          | 23.0  |
| J933 | HS SWIM SUPERVISOR          | 0.1   |
| J943 | HS ACCOMPANIST              | 2.2   |
| J982 | TAP INTERN                  | 1.0   |
|      | Total(Full Time Equivalent) | 184.6 |

## Staffing Para Positions

| Class | Para Ed                  | FTE   |
|-------|--------------------------|-------|
| K111  | PRESCH MONTESSORI ED P   | 7.9   |
| K201  | INSTRUCTIONAL PARA       | 21.3  |
| K202  | INSTRUCTIONAL PARA       | 8.1   |
| K203  | INSTRUCTIONAL PARA       | 2.0   |
| K211  | ELI ED PARA              | 3.6   |
| K241  | RETEACHING PARA          | 6.9   |
| K242  | RETEACHING PARA          | 1.0   |
| K243  | RETEACHING PARA HS       | 0.8   |
| K261  | MEDIA PARA               | 17.8  |
| K262  | MEDIA PARA               | 5.3   |
| K263  | MEDIA PARA               | 4.0   |
| K301  | PRESCHOOL SPED PARA      | 17.4  |
| K311  | RESOURCE SPED PARA-E     | 30.2  |
| K312  | RESOURCE SPED PARA-M     | 23.8  |
| K313  | RESOURCE SPED PARA-H     | 15.1  |
| K31S  | RESOURCE WITH STIPEND    | 0.8   |
| K341  | BD SPED PARA             | 5.9   |
| K342  | BD SPED PARA             | 8.9   |
| K343  | BD SPED PARA             | 0.8   |
| K351  | ACP SPED ELEM PARA       | 24.0  |
| K352  | ACP SPED MS PARA         | 13.8  |
| K353  | ACP SPED HS PARA         | 16.0  |
| K361  | VI SPED ED PARA          | 0.9   |
| K362  | VI SPED ED PARA          | 0.5   |
| K373  | YOUNG ADULT PARA         | 8.1   |
| K400  | TITLE 1 PRESCHOOL PARA   | 17.1  |
| K411  | ELL PARA                 | 0.8   |
| K601  | HEALTH ROOM PARA         | 16.4  |
| K602  | HEALTH ROOM PARA         | 2.8   |
| K603  | HEALTH ROOM PARA         | 1.8   |
| K621  | OFFICE PARA              | 1.4   |
| K622  | OFFICE PARA              | 3.7   |
| K623  | OFFICE PARA              | 2.3   |
| K641  | WORKROOM PARA            | 10.5  |
| K642  | WORKROOM PARA            | 2.0   |
| K643  | WORKROOM PARA            | 0.4   |
| K661  | FOOD SERVICE PARA        | 12.4  |
|       | Total(Full Time Equivale | 314.7 |

| Class | Custodial/Maintenance       | FTE   |
|-------|-----------------------------|-------|
| M010  | CUSTODIAN SPEC PROJECTS     | 1.0   |
| M023  | CUSTODIAN I DEPT HEAD HS    | 2.0   |
| M031  | DAY CUSTODIAN II            | 28.0  |
| M040  | CUSTODIAN I                 | 1.0   |
| M042  | DAY CUSTODIAN I MS          | 7.0   |
| M043  | DAY CUSTODIAN I HS          | 9.0   |
| M050  | NIGHT CUSTODIAN I           | 2.0   |
| M051  | NIGHT CUSTODIAN I ELEM      | 33.0  |
| M052  | NIGHT CUSTODIAN I MS        | 20.0  |
| M053  | NIGHT CUSTODIAN I HS        | 33.0  |
| M071  | CUSTODIAN 10-MONTH ELEM     | 1.9   |
| M080  | PT CUSTODIAN 12-MO          | 0.5   |
| M090  | PT DELIVERY DRIVER          | 0.6   |
| M110  | DELIVERY DRIVER             | 3.0   |
| M120  | WAREHOUSE ASSISTANT         | 1.0   |
| M130  | GENERAL LABORER             | 3.0   |
| M310  | DISTRICT GROUNDS LEADER     | 6.0   |
| M320  | DIST GROUNDS ASSISTANT      | 8.0   |
| M520  | MECHANICAL TECHNICIAN       | 8.0   |
| M530  | ELECTRICIAN                 | 1.0   |
| M543  | SR HI DAY ENGINEER          | 3.0   |
| M553  | SR HI NIGHT ENGINEER        | 4.0   |
| M560  | PREV MAINTENANCE ENGINEER   | 1.0   |
| M572  | MS DAY ENGINEER/CUST III    | 5.0   |
| M582  | CMS DAY ENGINEER/CUST IV    | 1.0   |
| M592  | CUSTODIAN ENGINEER          | 1.0   |
| M600  | CARPENTER                   | 7.0   |
| M700  | PAINTER 1                   | 1.0   |
| M701  | PAINTER 2                   | 1.0   |
|       | Total(Full Time Equivalent) | 193.0 |

**Staffing Food Service**

| Class | <b>Food Service</b>                | FTE          |
|-------|------------------------------------|--------------|
| P101  | FS ELM PRODUCTION MANAGER          | 23.8         |
| P102  | FS MS PRODUCTION MANAGER           | 6.0          |
| P103  | FS HS PRODUCTION MANAGER           | 4.0          |
| P201  | FS ELM HELPER                      | 30.8         |
| P202  | FS MS HELPER                       | 31.0         |
| P203  | FS HS HELPER                       | 35.3         |
| P302  | FS MS PRODUCTION LEAD              | 5.5          |
| P303  | FS HS PRODUCTION LEAD I            | 2.7          |
| P313  | FS C-STORE MANAGER                 | 3.0          |
|       | <b>Total(Full Time Equivalent)</b> | <b>142.0</b> |

**Staffing Substitute Positions**

| Department | <b>Substitute Staffing</b>        | Employee<br>Number |
|------------|-----------------------------------|--------------------|
| SUB CUST   | SUB CUSTODIAN                     | 51                 |
| SUB HRLY   | SUBSTITUTES HOURLY                | 196                |
| SUB TCH    | SUBSTITUTE TEACHER                | 440                |
|            | <b>Total(Employee<br/>Number)</b> | <b>687</b>         |

## Elementary Regular Classroom Average

| School            | Sections   | Students     | 16-17       | 15-16 | 14-15 | 13-14 | 12-13 | 11-12 | 10-11 | 09-10 |
|-------------------|------------|--------------|-------------|-------|-------|-------|-------|-------|-------|-------|
| Abbott            | 19         | 430          | 22.6        | 21.8  | 21.7  | 21.8  | 22.3  | 21.7  | 21.6  | 21.4  |
| Ackerman          | 22         | 474          | 21.5        | 21.7  | 21.0  | 22.0  | 22.0  | 22.1  | 20.1  | 20.6  |
| Aldrich           | 19         | 451          | 23.7        | 24.3  | 24.5  | 23.4  | 22.4  | 23.2  | 22.3  | 21.8  |
| Black Elk         | 22         | 497          | 22.6        | 22.1  | 20.7  | 21.1  | 23.0  | 22.5  | 21.9  | 22.5  |
| Bryan             | 18         | 378          | 21.0        | 20.3  | 21.1  | 20.8  | 20.4  | 20.2  | 20.2  | 19.9  |
| Cather            | 18         | 391          | 21.7        | 23.4  | 22.9  | 22.8  | 21.7  | 20.4  | 19.9  | 20.7  |
| Cody              | 14         | 238          | 17.0        | 18.2  | 17.3  | 16.2  | 14.1  | 14.9  | 15.1  | 15.5  |
| Cottonwood        | 13         | 294          | 22.6        | 20.9  | 21.7  | 20.5  | 20.4  | 21.8  | 19.1  | 19.6  |
| Disney            | 16         | 320          | 20.0        | 18.5  | 18.6  | 17.5  | 19.0  | 19.2  | 17.3  | 16.6  |
| Ezra Millard      | 20         | 450          | 22.5        | 22.5  | 19.6  | 19.2  | 20.2  | 18.9  | 19.4  | 19.2  |
| Harvey Oaks       | 12         | 289          | 24.0        | 21.8  | 21.5  | 22.2  | 22.4  | 21.2  | 20.2  | 19.6  |
| Hitchcock         | 12         | 264          | 22.0        | 19.0  | 18.6  | 17.1  | 15.9  | 17.1  | 14.8  | 15.1  |
| Holling Heights   | 20         | 367          | 18.4        | 20.2  | 19.6  | 19.6  | 19.9  | 18.1  | 18.9  | 20.4  |
| Montclair         | 26         | 551          | 21.2        | 22.2  | 21.0  | 21.0  | 20.3  | 20.7  | 20.9  | 20.8  |
| Morton            | 16         | 291          | 18.2        | 19.4  | 19.4  | 18.5  | 18.5  | 17.6  | 18.1  | 17.9  |
| Neihardt          | 26         | 597          | 23.0        | 22.9  | 22.7  | 21.8  | 21.8  | 22.9  | 21.6  | 20.6  |
| Norris            | 19         | 378          | 20.0        | 18.9  | 19.5  | 19.2  | 18.8  | 18.3  | 19.3  | 18.7  |
| Reagan            | 25         | 544          | 21.8        | 22.1  | 22.3  | 22.4  | 23.4  | 21.7  | 20.6  | 20.9  |
| Reeder            | 27         | 606          | 22.4        | 21.7  | 22.1  | 20.4  | 21.2  | 20.4  | 20.4  | 21.0  |
| Rockwell          | 15         | 269          | 17.9        | 18.1  | 19.3  | 17.9  | 16.5  | 18.4  | 18.7  | 18.6  |
| Rohwer            | 25         | 549          | 22.0        | 20.9  | 21.7  | 20.7  | 20.8  | 21.1  | 19.3  | 19.5  |
| Sandoz            | 17         | 332          | 19.5        | 20.0  | 19.9  | 18.5  | 19.8  | 18.1  | 19.1  | 19.3  |
| Upchurch          | 25         | 546          | 21.8        | 20.0  | 21.3  | 22.6  | 22.8  | 21.6  | 21.5  | 20.5  |
| Wheeler           | 26         | 544          | 20.9        | 19.8  | 19.5  | 20.1  | 21.5  | 20.0  | 19.3  | 19.8  |
| <u>Willowdale</u> | 18         | 415          | 23.0        | 23.1  | 22.7  | 21.4  | 21.1  | 21.1  | 21.4  | 21.9  |
| <b>Average</b>    | <b>490</b> | <b>10465</b> | <b>21.4</b> | 21.0  | 20.9  | 20.6  | 20.7  | 20.3  | 19.9  | 20.5  |

\*Based upon MPS Enrollment Counts 8/22/16

**Secondary Classroom Averages by Subject Area**

| <b>2015-2016</b>        | <b>North</b> | <b>South</b> | <b>West</b> | <b>AMS</b> | <b>BMS</b> | <b>CMS</b> | <b>KMS</b> | <b>NMS</b> | <b>RMS</b> |
|-------------------------|--------------|--------------|-------------|------------|------------|------------|------------|------------|------------|
| Grade 6                 |              |              |             | 24.3       | 23.1       | 27.5       | 25.7       | 25.6       | 24.4       |
| Art                     | 17.6         | 23.4         | 25.4        | 27.0       | 19.5       | 27.0       | 24.5       | 15.4       | 20.8       |
| Family Consumer Science | 23.2         | 22.3         | 24.0        | 25.0       | 21.1       | 26.0       | 22.1       | 22.3       | 20.8       |
| Industrial Technology   | 18.5         | 18.5         | 22.6        | 27.1       | 30.5       | 25.7       | 27.4       | 21.6       | 24.3       |
| P.E.                    | 25.2         | 25.7         | 29.5        | 43.7       | 30.4       | 38.4       | 39.8       | 28.6       | 24.3       |
| Health/KnowYrsf         |              |              |             | 24.9       | 30.4       | 25.6       | 26.5       | 22.1       | 24.3       |
| Business                | 23.0         | 20.6         | 24.5        |            |            |            |            |            |            |
| Vocal Music             | 45.7         | 47.0         | 59.7        | 27.0       | 35.1       | 31.0       | 32.9       | 36.0       | 30.2       |
| Instr. Music            | 68.0         | 48.8         | 39.0        | 31.5       | 32.8       | 44.2       | 27.6       | 33.7       | 34.8       |
| Computers               |              |              |             | 26.2       | 17.7       | 26.1       | 25.7       | 22.2       | 24.3       |
| Reading                 |              |              |             | 24.1       | 23.9       | 26.6       | 24.8       | 25.3       | 24.5       |
| Math                    | 22.1         | 21.2         | 23.3        | 23.0       | 25.0       | 26.2       | 24.5       | 24.4       | 22.4       |
| English                 | 24.3         | 23.5         | 22.7        | 23.0       | 25.0       | 26.2       | 25.8       | 24.5       | 22.4       |
| Science                 | 22.2         | 20.2         | 23.0        | 24.3       | 25.0       | 26.2       | 24.5       | 24.4       | 22.4       |
| Social Studies          | 24.5         | 23.0         | 24.8        | 24.3       | 25.0       | 26.2       | 25.8       | 24.5       | 22.4       |
| World Language          | 21.6         | 23.0         | 21.4        | 20.5       | 34.4       | 27.6       | 21.6       | 16.9       | 14.6       |
| Montessori Mini Magnet  |              |              |             |            |            | 22.7       |            |            |            |

| <b>2016-2017</b>        | <b>North</b> | <b>South</b> | <b>West</b> | <b>AMS</b> | <b>BMS</b> | <b>CMS</b> | <b>KMS</b> | <b>NMS</b> | <b>RMS</b> |
|-------------------------|--------------|--------------|-------------|------------|------------|------------|------------|------------|------------|
| Grade 6                 |              |              |             | 25.5       | 22.0       | 24.4       | 24.7       | 21.5       | 22.9       |
| Art                     | 18.4         | 25.5         | 25.5        | 28.0       | 17.3       | 22.3       | 25.6       | 17.2       | 18.2       |
| Family Consumer Science | 25.2         | 22.2         | 25.0        | 26.3       | 17.6       | 22.7       | 22.6       | 21.5       | 19.3       |
| Industrial Technology   | 16.1         | 22.2         | 22.0        | 27.8       | 29.0       | 21.4       | 26.8       | 25.9       | 25.9       |
| P.E.                    | 26.5         | 25.9         | 28.0        | 38.0       | 28.0       | 40.7       | 40.8       | 28.1       | 34.2       |
| Health/KnowYrsf         |              |              |             | 25.3       | 28.0       | 26.7       | 27.2       | 21.8       | 22.8       |
| Business                | 20.8         | 20.3         | 21.6        |            |            |            |            |            |            |
| Vocal Music             | 72.5         | 58.2         | 62.2        | 26.0       | 33.4       | 36.8       | 32.0       | 35.0       | 25.7       |
| Instr. Music            | 49.6         | 47.3         | 36.5        | 35.2       | 31.5       | 45.5       | 28.8       | 31.9       | 39.0       |
| Computers               |              |              |             | 27.5       | 16.3       | 25.9       | 26.3       | 23.3       | 23.1       |
| Reading                 |              |              |             | 25.7       | 24.7       | 21.4       | 25.0       | 20.2       | 23.7       |
| Math                    | 22.4         | 22.4         | 22.5        | 22.2       | 28.0       | 26.2       | 24.5       | 21.1       | 22.8       |
| English                 | 24.3         | 21.9         | 22.3        | 24.0       | 22.4       | 26.2       | 25.1       | 24.0       | 22.8       |
| Science                 | 22.3         | 21.9         | 22.6        | 24.0       | 22.4       | 26.2       | 24.5       | 24.0       | 23.5       |
| Social Studies          | 25.2         | 25.1         | 26.6        | 25.2       | 22.4       | 26.2       | 25.1       | 22.9       | 23.5       |
| World Language          | 21.8         | 23.7         | 23.1        | 22.6       | 24.0       | 22.6       | 21.4       | 21.2       | 24.1       |
| Montessori Mini Magnet  |              |              |             |            |            | 23.3       |            |            |            |

# Current Staff Demographics



### Staff Work Experience

| <b>Building</b>                   | <b>Years in Total</b> | <b>Years in District</b> |
|-----------------------------------|-----------------------|--------------------------|
| ABBOTT ELEMENTARY                 | 17.0                  | 14.3                     |
| ACKERMAN ELEMENTARY               | 18.8                  | 15.6                     |
| ALDRICH ELEMENTARY                | 14.4                  | 11.1                     |
| ANDERSEN MIDDLE SCHOOL            | 15.1                  | 12.0                     |
| BEADLE MIDDLE SCHOOL              | 14.4                  | 11.0                     |
| BLACK ELK ELEMENTARY              | 16.3                  | 12.8                     |
| BRYAN ELEMENTARY                  | 16.4                  | 12.6                     |
| CATHER ELEMENTARY                 | 14.2                  | 11.0                     |
| CENTRAL MIDDLE SCHOOL             | 13.0                  | 9.8                      |
| CODY ELEMENTARY                   | 15.3                  | 12.7                     |
| COTTONWOOD ELEMENTARY             | 17.1                  | 11.9                     |
| DISNEY ELEMENTARY                 | 13.0                  | 9.0                      |
| DON STROH ADMIN CTR               | 21.0                  | 16.0                     |
| EZRA MILLARD ELEMENTARY           | 14.9                  | 12.4                     |
| HARVEY OAKS ELEMENTARY            | 15.0                  | 10.3                     |
| HITCHCOCK ELEMENTARY              | 8.9                   | 5.7                      |
| HOLLINGHEIGHTS<br>ELEMENTARY      | 12.5                  | 9.8                      |
| HORIZON HIGH SCHOOL               | 14.7                  | 9.4                      |
| KIEWIT MIDDLE SCHOOL              | 15.9                  | 12.1                     |
| MISC LOCATION                     | 18.0                  | 18.0                     |
| MONTCLAIR ELEMENTARY              | 14.2                  | 11.3                     |
| MORTON ELEMENTARY                 | 12.6                  | 10.7                     |
| NEIHARDT ELEMENTARY               | 11.0                  | 8.9                      |
| NORRIS ELEMENTARY                 | 15.0                  | 10.1                     |
| NORTH HIGH SCHOOL                 | 14.5                  | 11.1                     |
| NORTH MIDDLE SCHOOL               | 12.5                  | 9.8                      |
| REAGAN ELEMENTARY                 | 10.4                  | 9.2                      |
| REEDER ELEMENTARY                 | 12.9                  | 9.6                      |
| ROCKWELL ELEMENTARY               | 14.4                  | 11.5                     |
| ROHWER ELEMENTARY                 | 16.5                  | 14.0                     |
| RON WITT SSC                      | 17.8                  | 13.5                     |
| RUSSELL MIDDLE SCHOOL             | 14.1                  | 10.8                     |
| SANDOZ ELEMENTARY                 | 14.5                  | 11.4                     |
| SOUTH HIGH SCHOOL                 | 14.2                  | 11.0                     |
| SUPPORT SERVICES CTR              | 31.6                  | 26.6                     |
| UPCHURCH ELEMENTARY               | 13.0                  | 9.8                      |
| WEST HIGH SCHOOL                  | 15.5                  | 11.4                     |
| WHEELER ELEMENTARY                | 16.3                  | 13.5                     |
| WILLOWDALE ELEMENTARY             | 16.8                  | 13.6                     |
| YOUNG ADULT PRG-CMS<br>ANNEX      | 14.6                  | 11.4                     |
| <b>Average(Years in Total)</b>    | <b>15.2</b>           |                          |
| <b>Average(Years in District)</b> |                       | <b>11.9</b>              |

### Highest Degree by Building

| <b>Building</b>           | <b>RN</b> | <b>BSN</b> | <b>BA</b>  | <b>MA</b>   | <b>DR</b> | <b>EDS</b> | <b>Total</b> |
|---------------------------|-----------|------------|------------|-------------|-----------|------------|--------------|
| ABBOTT ELEMENTARY         | 0         | 0          | 9          | 18          | 1         | 0          | 28           |
| ACKERMAN ELEMENTARY       | 1         | 0          | 12         | 20          | 0         | 0          | 33           |
| ALDRICH ELEMENTARY        | 0         | 0          | 7          | 18          | 1         | 0          | 26           |
| ANDERSEN MIDDLE SCHOOL    | 0         | 1          | 19         | 50          | 1         | 1          | 72           |
| BEADLE MIDDLE SCHOOL      | 0         | 1          | 20         | 57          | 1         | 0          | 79           |
| BLACK ELK ELEMENTARY      | 0         | 0          | 7          | 25          | 0         | 0          | 32           |
| BRYAN ELEMENTARY          | 0         | 1          | 8          | 23          | 1         | 0          | 33           |
| CATHER ELEMENTARY         | 0         | 0          | 10         | 17          | 1         | 0          | 28           |
| CENTRAL MIDDLE SCHOOL     | 0         | 1          | 26         | 48          | 1         | 0          | 76           |
| CODY ELEMENTARY           | 0         | 0          | 12         | 20          | 0         | 0          | 32           |
| COTTONWOOD ELEMENTARY     | 0         | 0          | 8          | 18          | 0         | 0          | 26           |
| DISNEY ELEMENTARY         | 0         | 0          | 14         | 17          | 0         | 0          | 31           |
| DON STROH ADMIN CTR       | 0         | 0          | 1          | 10          | 10        | 1          | 22           |
| EZRA MILLARD ELEMENTARY   | 0         | 0          | 7          | 21          | 0         | 1          | 29           |
| HARVEY OAKS ELEMENTARY    | 0         | 0          | 5          | 24          | 0         | 0          | 29           |
| HITCHCOCK ELEMENTARY      | 0         | 0          | 9          | 17          | 1         | 0          | 27           |
| HOLLINGHEIGHTS ELEMENTARY | 0         | 0          | 13         | 21          | 0         | 0          | 34           |
| HORIZON HIGH SCHOOL       | 0         | 0          | 8          | 16          | 0         | 0          | 25           |
| KIEWIT MIDDLE SCHOOL      | 0         | 0          | 21         | 46          | 1         | 0          | 69           |
| MISC LOCATION             | 0         | 0          | 0          | 1           | 0         | 0          | 1            |
| MONTCLAIR ELEMENTARY      | 1         | 0          | 12         | 27          | 0         | 0          | 41           |
| MORTON ELEMENTARY         | 0         | 0          | 14         | 11          | 0         | 1          | 26           |
| NEIHARDT ELEMENTARY       | 0         | 0          | 10         | 31          | 0         | 2          | 43           |
| NORRIS ELEMENTARY         | 0         | 0          | 10         | 22          | 0         | 0          | 32           |
| NORTH HIGH SCHOOL         | 1         | 0          | 54         | 109         | 1         | 0          | 165          |
| NORTH MIDDLE SCHOOL       | 0         | 1          | 17         | 45          | 1         | 0          | 64           |
| REAGAN ELEMENTARY         | 0         | 0          | 14         | 22          | 0         | 0          | 36           |
| REEDER ELEMENTARY         | 0         | 0          | 13         | 25          | 0         | 0          | 38           |
| ROCKWELL ELEMENTARY       | 0         | 0          | 4          | 28          | 0         | 0          | 32           |
| ROHWER ELEMENTARY         | 0         | 0          | 8          | 28          | 1         | 0          | 37           |
| RON WITT SSC              | 0         | 0          | 1          | 23          | 3         | 21         | 48           |
| RUSSELL MIDDLE SCHOOL     | 0         | 1          | 14         | 48          | 0         | 0          | 63           |
| SANDOZ ELEMENTARY         | 0         | 0          | 11         | 26          | 1         | 0          | 38           |
| SOUTH HIGH SCHOOL         | 1         | 0          | 31         | 113         | 2         | 1          | 148          |
| SUPPORT SERVICES CTR      | 0         | 0          | 0          | 1           | 0         | 0          | 1            |
| UPCHURCH ELEMENTARY       | 0         | 0          | 9          | 25          | 1         | 0          | 35           |
| WEST HIGH SCHOOL          | 0         | 0          | 31         | 124         | 5         | 0          | 160          |
| WHEELER ELEMENTARY        | 0         | 0          | 11         | 31          | 0         | 0          | 42           |
| WILLOWDALE ELEMENTARY     | 0         | 0          | 6          | 24          | 0         | 1          | 31           |
| YOUNG ADULT PRG-CMS ANNEX | 0         | 0          | 0          | 7           | 0         | 0          | 7            |
| <b>Total</b>              | <b>4</b>  | <b>6</b>   | <b>486</b> | <b>1257</b> | <b>34</b> | <b>29</b>  | <b>1819</b>  |

## Staff Turnover

| Staff Terminations September 1, 2015 through August 31, 2016 |          |            |          |          |           |           |           |           |
|--|----------|------------|----------|----------|-----------|-----------|-----------|-----------|
| Reason   | Admin    | Tchr       | Nurse    | PTS      | PTH       | Para      | Cust      | Fd Srv    |
| Continuing Education   |          |            |          |          | 1         | 2         |           | 1         |
| Contract Expired   |          | 1          |          |          |           | 1         |           |           |
| Deceased   |          |            |          |          |           | 1         |           |           |
| Employment Outside Education                                 | 1        | 1          | 1        | 2        | 5         | 27        | 1         | 5         |
| Personal / Family Reasons                                    |          | 3          |          |          | 1         | 11        |           | 3         |
| Personal Health  |          | 1          |          |          | 1         | 6         | 1         | 2         |
| Job Dissatisfaction  |          | 2          |          | 1        | 1         | 9         |           | 4         |
| Long-term Disability   | 1        | 1          |          |          |           |           |           |           |
| Miscellaneous Resignation                                    |          | 5          |          | 2        | 3         | 8         | 1         | 1         |
| Other Education Job  | 2        | 23         |          | 2        | 1         | 6         |           |           |
| Performance  |          |            |          |          |           |           |           | 1         |
| Relocation   |          | 19         |          |          | 2         | 5         | 1         | 1         |
| Resigned   |          |            |          |          |           |           | 2         |           |
| Retired  | 5        | 46         | 1        | 1        | 9         | 3         | 6         | 3         |
| Sabbatical Leave   |          |            |          |          |           |           |           |           |
| Unpaid Leave of Absence                                      |          |            |          |          |           |           |           |           |
| Reduction in Force   |          |            |          |          |           | 1         |           |           |
| <b>Total</b>   | <b>9</b> | <b>102</b> | <b>2</b> | <b>8</b> | <b>24</b> | <b>80</b> | <b>12</b> | <b>21</b> |

Total as a % of 15-16 Staff                      10.34%      5.89%      14%      14%      13%      19%      6.22%      14.79%

**History**

|           |        |       |       |        |        |        |        |        |
|-----------|--------|-------|-------|--------|--------|--------|--------|--------|
| 2014-2015 | 1.00%  | 7.00% | 0.00% | 6.00%  | 4.90%  | 17.00% | 8.26%  | 10.00% |
| 2013-2014 | 5.70%  | 6.00% | 0.00% | 10.20% | 4.98%  | 15.10% | 11.90% | 13.30% |
| 2012-2013 | 8.00%  | 8.80% | 6.70% | 2.00%  | 11.00% | 18.30% | 7.30%  | 25.90% |
| 2011-2012 | 13.80% | 7.60% | 0.00% | 4.10%  | 9.30%  | 12.30% | 8.80%  | 9.60%  |
| 2010-2011 | 8.00%  | 6.80% | 6.70% | 6.10%  | 7.70%  | 9.10%  | 8.80%  | 6.60%  |
| 2009-2010 | 3.40%  | 6.70% | 6.70% | 4.10%  | 7.70%  | 11.90% | 5.70%  | 7.80%  |
| 2008-2009 | 6.90%  | 7.30% | 6.70% | 10.20% | 3.80%  | 10.90% | 9.30%  | 5.40%  |
| 2007-2008 | 4.60%  | 8.40% | 6.70% | 8.20%  | 14.80% | 19.00% | 9.80%  | 12.00% |

# Staff Distribution History



## PERSONNEL REPORT

## Personnel Distribution History

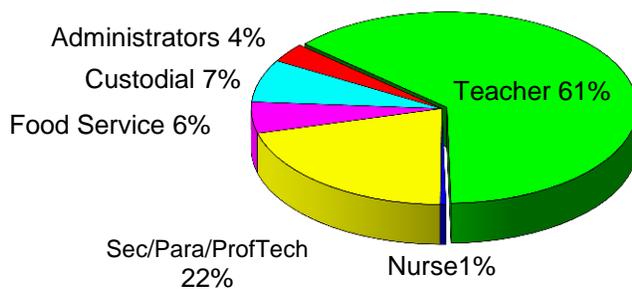
| School<br>Year | F.T.E. |      |     |       |     |     | Total<br>Staff | Total<br>Students | Ratios        |             |               |             |
|----------------|--------|------|-----|-------|-----|-----|----------------|-------------------|---------------|-------------|---------------|-------------|
|                | Adm    | Tch  | Nur | PT/EP | FS  | CM  |                |                   | Stu/<br>Staff | Stu/<br>Tea | Staff/<br>Adm | Tch/<br>Adm |
| 80-81          | 49     | 666  | 6   | 178   | 63  | 95  | 1,057          | 12,077            | 11.4          | 18.1        | 20.6          | 13.6        |
| 81-82          | 54     | 696  | 6   | 191   | 69  | 107 | 1,122          | 12,500            | 11.1          | 18.0        | 20.0          | 13.0        |
| 82-83          | 54     | 707  | 6   | 178   | 74  | 107 | 1,125          | 12,821            | 11.4          | 18.1        | 20.0          | 13.2        |
| 83-84          | 55     | 746  | 6   | 175   | 71  | 108 | 1,161          | 13,385            | 11.5          | 17.9        | 20.1          | 13.6        |
| 84-85          | 56     | 789  | 6   | 218   | 70  | 108 | 1,248          | 13,877            | 11.1          | 17.6        | 21.3          | 14.1        |
| 85-86          | 60     | 835  | 6   | 218   | 77  | 108 | 1,305          | 14,292            | 11.0          | 17.1        | 20.7          | 13.9        |
| 86-87          | 61     | 870  | 7   | 236   | 76  | 111 | 1,361          | 14,879            | 10.9          | 17.1        | 21.4          | 14.3        |
| 87-88          | 60     | 886  | 7   | 243   | 77  | 110 | 1,384          | 15,289            | 11.0          | 17.3        | 22.1          | 14.8        |
| 88-89          | 64     | 947  | 8   | 248   | 78  | 110 | 1,455          | 15,722            | 10.8          | 16.6        | 21.7          | 14.8        |
| 89-90          | 70     | 980  | 8   | 261   | 81  | 118 | 1,518          | 16,248            | 10.7          | 16.6        | 20.7          | 14.0        |
| 90-91          | 71     | 1012 | 8   | 276   | 81  | 119 | 1,567          | 16,728            | 10.7          | 16.5        | 21.1          | 14.3        |
| 91-92          | 74     | 1068 | 9   | 319   | 83  | 123 | 1,676          | 17,198            | 10.3          | 16.1        | 21.6          | 14.4        |
| 92-93          | 77     | 1115 | 9   | 333   | 83  | 126 | 1,742          | 17,411            | 10.0          | 15.6        | 21.8          | 14.6        |
| 93-94          | 82     | 1133 | 9   | 351   | 84  | 131 | 1,789          | 17,594            | 9.8           | 15.5        | 20.9          | 13.9        |
| 94-95          | 82     | 1191 | 10  | 377   | 94  | 139 | 1,894          | 17,637            | 9.3           | 14.8        | 22.2          | 14.6        |
| 95-96          | 82     | 1229 | 11  | 423   | 110 | 139 | 1,994          | 17,988            | 9.0           | 14.6        | 23.5          | 15.1        |
| 96-97          | 82     | 1254 | 12  | 441   | 115 | 135 | 2,038          | 18,380            | 9.0           | 14.7        | 23.9          | 15.3        |
| 97-98          | 77     | 1283 | 12  | 448   | 115 | 128 | 2,062          | 18,678            | 9.1           | 14.6        | 25.8          | 16.7        |
| 98-99          | 79     | 1317 | 12  | 502   | 117 | 149 | 2,176          | 18,736            | 8.6           | 14.2        | 26.5          | 16.7        |
| 99-00          | 80     | 1362 | 13  | 511   | 125 | 162 | 2,252          | 18,698            | 8.3           | 13.7        | 27.2          | 17.0        |
| 00-01          | 80     | 1394 | 13  | 541   | 137 | 162 | 2,327          | 18,828            | 8.1           | 13.5        | 28.1          | 17.4        |
| 01-02*         | 81     | 1446 | 13  | 473   | 115 | 166 | 2,293          | 18,917            | 8.2           | 13.1        | 27.3          | 17.9        |
| 02-03          | 81     | 1455 | 13  | 482   | 115 | 169 | 2,315          | 19,084            | 8.2           | 13.1        | 27.6          | 18.0        |
| 03-04          | 79     | 1460 | 13  | 485   | 119 | 167 | 2,323          | 19,497            | 8.4           | 13.4        | 28.4          | 18.5        |
| 04-05          | 82     | 1476 | 13  | 475   | 125 | 173 | 2,344          | 19,972            | 8.5           | 13.5        | 27.6          | 18.0        |
| 05-06          | 85     | 1529 | 14  | 494   | 127 | 182 | 2,432          | 20,469            | 8.4           | 13.4        | 27.6          | 18.0        |
| 06-07          | 85     | 1582 | 15  | 507   | 127 | 180 | 2,495          | 21,120            | 8.5           | 13.4        | 28.4          | 18.6        |
| 07-08          | 87     | 1633 | 15  | 510   | 132 | 188 | 2,581          | 22,041            | 8.6           | 13.5        | 28.5          | 18.8        |
| 08-09          | 88     | 1671 | 15  | 529   | 137 | 198 | 2,638          | 22,129            | 8.4           | 13.2        | 29.0          | 19.0        |
| 09-10          | 88     | 1693 | 15  | 539   | 139 | 201 | 2,675          | 22,593            | 8.4           | 13.3        | 29.4          | 19.2        |
| 10-11          | 90     | 1731 | 15  | 540   | 143 | 201 | 2,719          | 22,755            | 8.4           | 13.1        | 29.2          | 19.2        |
| 11-12          | 87     | 1712 | 15  | 540   | 143 | 201 | 2,719          | 23,050            | 8.5           | 13.5        | 30.0          | 19.7        |
| 12-13          | 86     | 1697 | 15  | 533   | 139 | 187 | 2,660          | 23,348            | 8.8           | 13.8        | 29.9          | 19.7        |
| 13-14          | 87     | 1706 | 15  | 540   | 139 | 190 | 2,677          | 23,550            | 8.8           | 13.8        | 29.8          | 19.6        |
| 14-15          | 88     | 1714 | 14  | 540   | 142 | 193 | 2,691          | 23,700            | 8.8           | 13.8        | 29.6          | 19.5        |
| 15-16          | 88     | 1701 | 14  | 551   | 139 | 194 | 2,687          | 23,914            | 8.9           | 14.1        | 29.5          | 19.3        |
| 16-17          | 87     | 1690 | 12  | 555   | 142 | 193 | 2,679          | 23,977            | 8.9           | 14.2        | 29.8          | 19.4        |

\* FTE for paras changed from 5.5 to 8 hours per day = 1 FTE

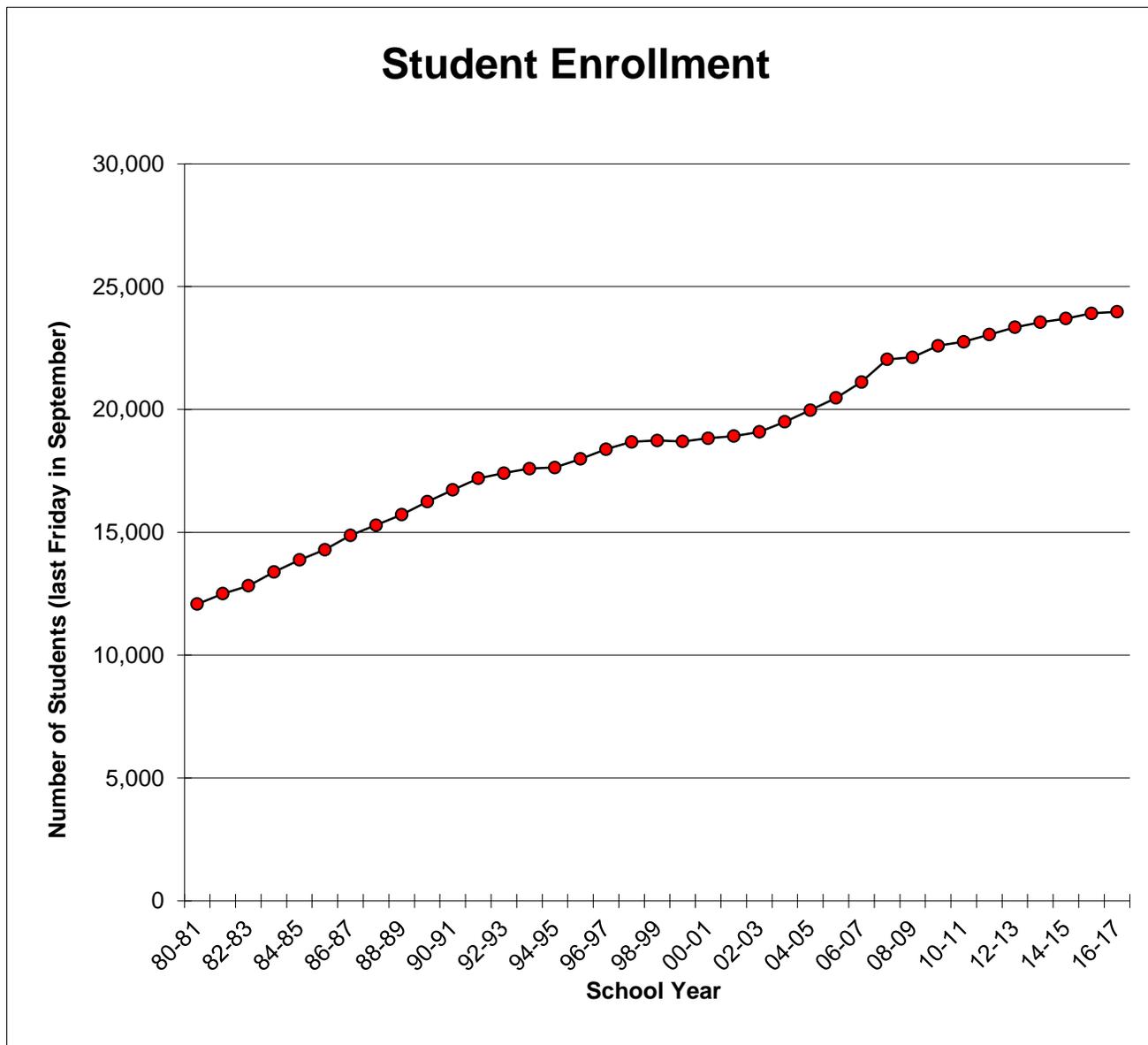
\* FTE for food service changed from 6.5 to 8 hours per day = 1 FTE

PERSONNEL REPORT

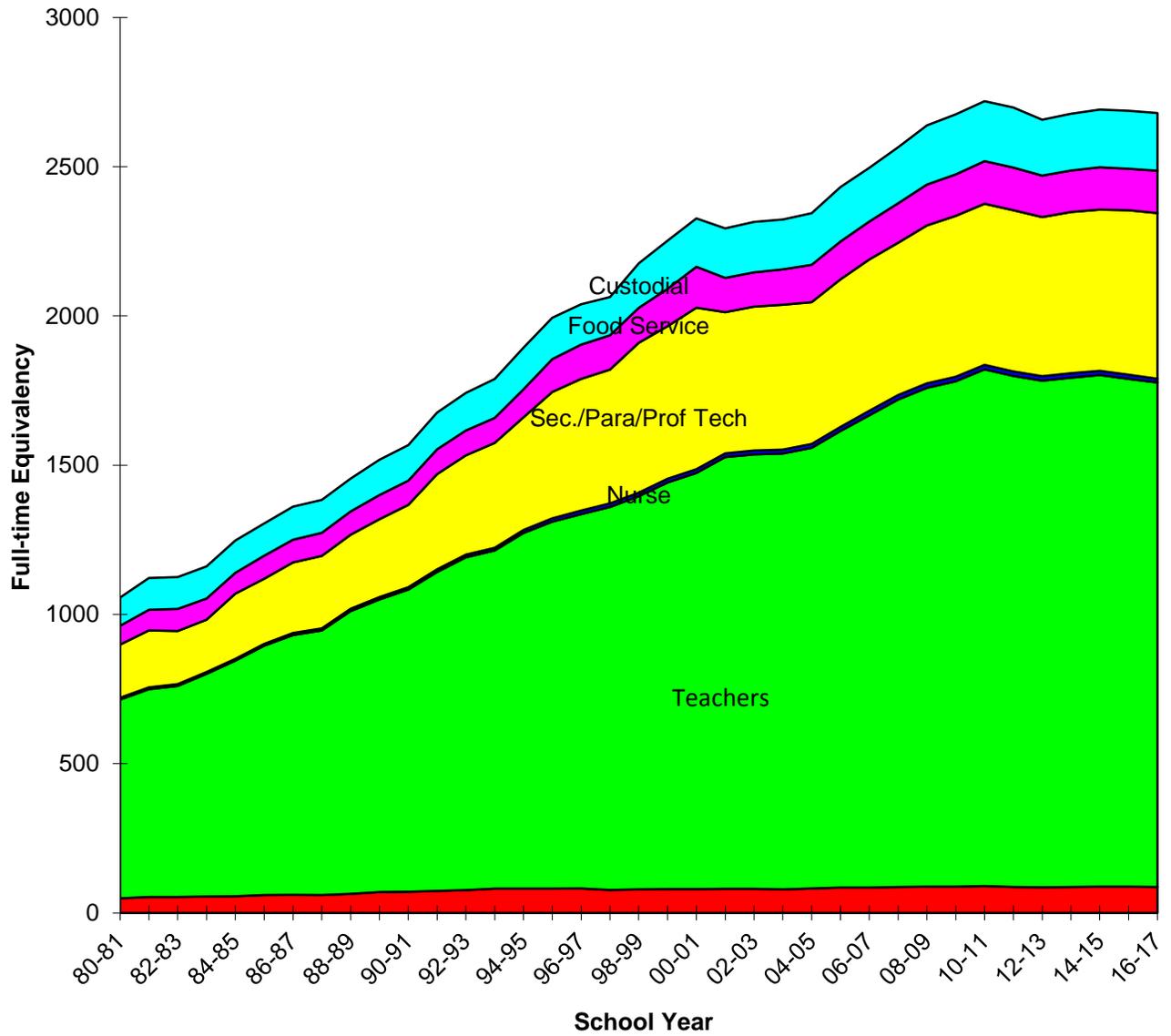
Personnel Distribution 2016-2017



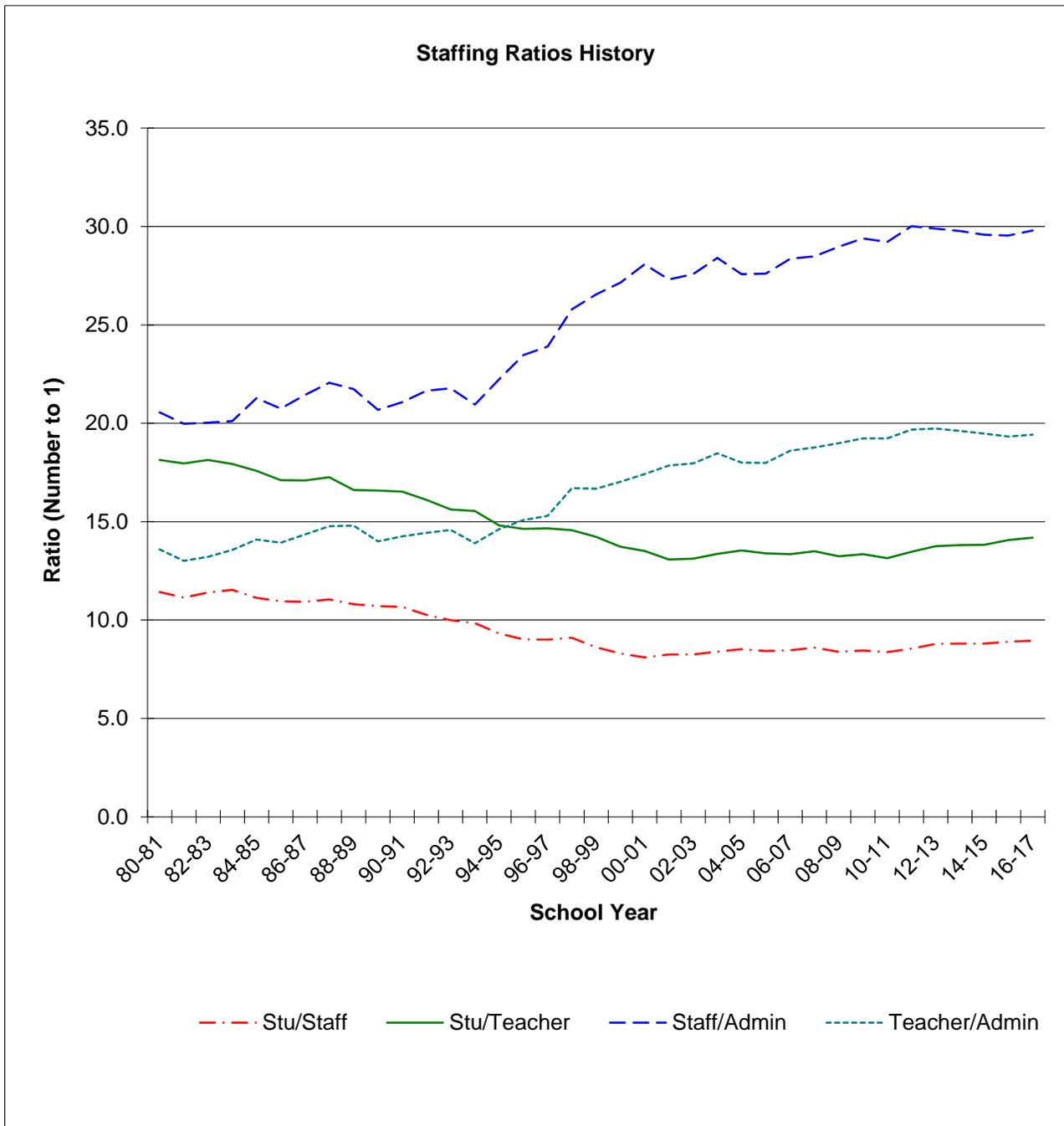
PERSONNEL REPORT



# Personnel Distribution History



PERSONNEL REPORT



### Teacher Retention for the Last 5 Years

| Year                         | 2011-12 |     | 2012-13 |     | 2013-14 |     | 2014-15 |     | 2015-16 |     |
|------------------------------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
| Description                  | Rookie  | All |
| # of New Hires               | 63      | 114 | 59      | 165 | 137     | 160 | 45      | 127 | 38      | 117 |
| # leaving end of 11-12       | 1       | 1   |         |     |         |     |         |     |         |     |
| # leaving end of 12-13       | 2       | 1   | 4       | 5   |         |     |         |     |         |     |
| # leaving end of 13-14       | 0       | 2   | 5       | 6   | 4       | 6   |         |     |         |     |
| # leaving end of 14-15       | 1       | 2   | 1       | 1   | 5       | 6   | 7       | 6   |         |     |
| # leaving end of 15-16       | 1       | 8   | 1       | 3   | 2       | 3   | 6       | 2   | 6       | 8   |
| First Year Retention Percent | 98%     | 99% | 93%     | 97% | 99%     | 98% | 84%     | 95% | 84%     | 93% |
| # Still on Contract Current  | 58      | 100 | 48      | 150 | 126     | 145 | 32      | 119 | 32      | 109 |
| Total Resignations Current   | 5       | 14  | 11      | 15  | 11      | 15  | 13      | 8   | 6       | 8   |
| Percent Retained Current     | 92%     | 88% | 81%     | 91% | 92%     | 91% | 71%     | 94% | 84%     | 93% |

#### One Year Retention Glance (Hired and Resigned in 2015-2016)

| Description               | Number    |
|---------------------------|-----------|
| Resigned Personal Reasons | 1         |
| Relocation                | 4         |
| Miscellaneous/Unknown     | 2         |
| Other Education Job       | 6         |
| Retired                   | 1         |
| <b>Total Leaving</b>      | <b>14</b> |

### AGENDA SUMMARY SHEET

**AGENDA ITEM:** Quarterly Maintenance and Operations Report

**MEETING DATE:** November 7, 2016

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Quarterly M&O Report – The quarterly report regarding the District’s Maintenance and Operations.

**ACTION DESIRED:** Approval  Discussion  Information Only  .

**BACKGROUND:** n/a

**OPTIONS AND ALTERNATIVES:** n/a

**RECOMMENDATION:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** n/a

**RESPONSIBLE PERSON:** Kurt Sopcich, Facilities Director and Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT’S APPROVAL:**  -



# Millard Public Schools Executive Summary

*Overview - Facility Operations*

*November 7, 2016*



## Initiatives in Process:

### *Administration-Custodial Services-Grounds-Engineering-Paint-Carpentry-Electrical:*

- **Implementation of Maximo** – new work order/p.m. management system.
  - System training complete – additional access extended to Principal’s.
- **Implementation of new Environmental Building Tours bi-weekly** – includes Facility Director, Building Manager, Custodial Director, and Principal. (F.F.F.)
- **First Fifty Feet (F.F.F.)** – Cultural change to an “environmental view”.
- **Building Evaluations:**
  - Individual “Scoring” evaluation process of Custodians being eliminated.
  - New environmental level “Scoring” process under development. *January 1, 2017.*
    - A goal of this change is to focus on the environment around you, not on how staff performed a task.
    - Additional goals with this change include eliminating admin time to allow additional time in buildings for managers to oversee the environment, focus on the (F.F.F.) concept and develop staff.
    - Ratings will be based on building sections, team cleaning will be encouraged and I am asking my managers to form teams where needed to improve the environment.
- **Automation of the Teacher Survey process** - under development. *January 1, 2017*
  - Increase in participation
  - Current average participation is 30% to 50%.
  - Survey will be driven by the same environmental view.
- **Perception and Environmental Alignment:** Building Evaluations consistent and often.
  - First Fifty Feet (F.F.F.)
  - Environmental Building Scores “Senses” - does everything around you look, feel, smell and sound right.
  - Teacher/Administrator Surveys
- **Implementation of Monthly Stop Light Report** – new communication to Admin.
  - **Red** – Heads up – be aware, raising the flag.
  - **Yellow** – Take under advisement/consideration – may be an issue.
  - **Green** – Good things happening.



- **Y.A.P. – Young Adult Program** – Grounds dept, students and job coaches from Y.A.P. continue to work together district wide on cleaning up and re-mulching landscape beds. Some of the buildings that Y.A.P. have completed include Reagan, Beadle, Bryan, MNHS, Black Elk, North Middle, Cather, and we continue to work through the district.
- **Facilities Opening 9-16-2016** – 200 plus staff in attendance – Presentation to staff was “What is Your Elevator Speech” in describing what you do for the Millard Public School District” - Dr. Sutfin was the key note speaker. Great feedback and participation.
- **Grounds and Landscape Focus** – We had a short window to get some things done, but building fronts, landscapes and beds are being hit hard with our push on the First Fifty Feet. A lot of work remains, but plan of action is in place.
- **Re-introduction** of quarterly newsletter, Employee Activities Committee and nominations monthly for employee of the month.
- **Buell Stadium Updates** – Paint, lighting, electrical, plumbing, casework.
- **Open to Close** – Neihardt – 18 Trailers.
- **Bathroom Tile Restoration** – Two test bathrooms in process. Working with vendor to develop a restoration plan with product and equipment to clean and restore where needed.
- **General Highlights:**
  - Sodexo summer sponsorship – Millard Schools Foundation Golf Outing.
  - August – October visits Chuck Thomas, Robert Snowden.
  - Evaluation of Grounds/Landscape process and staffing 2017 modifications.
  - Winter discussions regarding expanding Y.A.P.
  - Evaluating better alignment with MPS regarding staffing and labor.
  - Equipment P.M. audit



## STAFF DEVELOPMENT EMPLOYEE RECOGNITION:

### *Training Criteria Year ending May 2016:*

- Work Comp Training
- Accident Prevention
- Snow Blowers
- Snow Plows
- Emergencies/Standard Response Protocol
- Hospitality
- Back Safety and Proper Lifting
- Winter Driving
- Customer Service
- TAZ Machine Training
- First 50 Feet
- Zero October
- Sexual Harassment, Bullying, Proactive Safety
- So Safe
- Safe Day
- Heat Stress
- Chemical Safety
- Slips, Trips and Falls
- Accident Prevention
- Work Comp Training
- Pest Control
- Customer Service
- Distracted Driving
- Drug and Alcohol Training
- Safe Equipment
- Community Message



## Training by Quarter with Comparison to Previous Quarters:

|                  | July – Sept | Oct – Dec | Jan – Mar | Apr – Jun | Year Ending May 2016 |
|------------------|-------------|-----------|-----------|-----------|----------------------|
| <b>2015/2016</b> | 803.25      | 691.00    | 750.75    | 570.00    | 2815.00              |
| 2014/2015        | 412.00      | 629.00    | 559.50    | 332.50    | 1933.00              |
| 2013/2014        | 1053.00     | 739.50    | 655.00    | 470.00    | 2917.50              |
| 2012/2013        | 1319.00     | 738.00    | 679.00    | 1121.50   | 3857.50              |
| 2011/2012        | 685.50      | 901.50    | 843.75    | 1352.50   | 3792.25              |
| 2010/2011        | 489.00      | 783.75    | 659.25    | 1327.50   | 3259.50              |
| 2009/2010        | 522.75      | 696.75    | 682.50    | 686.00    | 2590.00              |
| 2008/2009        | 580.00      | 508.75    | 766.25    | 825.50    | 2680.50              |
| 2007/2008        | 264.50      | 294.00    | 470.00    | 848.50    | 1877.00              |
| 2006/2007        | 116.25      | 234.50    | 235.75    | 233.50    | 810.00               |
| 2005/2006        | 205.25      | 159.00    | 469.25    | 347.50    | 1181.00              |

## Recognition - Sodexo Experience Winners:

Cindy Goering  
 Ricky Sporleder  
 Barb Trader  
 Chris Bradstreet  
 Pam Guillory  
 Pat Ritenour  
 Charles Berg  
 Diane Russell

Carla Bell  
 John Novacek  
 David Moore  
 David Festner  
 Michael Bush  
 Aaron Johnson  
 William Brittain  
 Han Nguyen



## QUALITY AND PRODUCTIVITY

### *Monthly Custodial Inspections – Years Ending 2015-2016*

|                  | Year Ending May<br>2015 | Year Ending May<br>2016 |
|------------------|-------------------------|-------------------------|
| District         | 3.26                    | 3.23                    |
| High School      | 3.21                    | 3.23                    |
| Middle School    | 3.32                    | 3.26                    |
| Elementary/Other | 3.24                    | 3.22                    |

#### Inspections Overview:

- Slight decline from 2015 school year.
- More inspections completed in 2016.
- New scoring process will include a consistent base line of inspections.
- Goal with environmental emphasis is to raise scores.
- 4 point scale 1= unacceptable, 2 = needs improvement, 3 = meets expectations and 4 = exceeding expectations.



## TEACHER SURVEYS – All Department Survey:

*Years Ending 2015-2016*

**Year End - 2015  
942 Surveys**

|                          | Overall Average | Custodial Average | Maintenance Average | Ground's Average |
|--------------------------|-----------------|-------------------|---------------------|------------------|
| <b>District Average</b>  | <b>3.32</b>     | <b>3.28</b>       | <b>3.39</b>         | <b>3.25</b>      |
| <b>High School</b>       | 3.36            | 3.36              | 3.46                | 3.21             |
| <b>Middle School</b>     | 3.42            | 3.35              | 3.51                | 3.46             |
| <b>Elementary School</b> | 3.28            | 3.23              | 3.31                | 3.15             |

**Year End - 2016  
655 Surveys**

|                          | Overall Average | Custodial Average | Maintenance Average | Ground's Average |
|--------------------------|-----------------|-------------------|---------------------|------------------|
| <b>District Average</b>  | <b>3.32</b>     | <b>3.27</b>       | <b>3.38</b>         | <b>3.22</b>      |
| <b>High School</b>       | 3.46            | 3.45              | 3.53                | 3.30             |
| <b>Middle School</b>     | 3.47            | 3.43              | 3.55                | 3.32             |
| <b>Elementary School</b> | 3.22            | 3.14              | 3.24                | 3.16             |

### Survey Overview:

- 4 point scale 1= unacceptable, 2 = needs improvement, 3 = meets expectations and 4 = exceeding expectations.
- Slight decline from 2015 school year
- In-consistent survey numbers.
- New electronic survey process will reach all Teachers.
- Est. 52% completion rate in 2015.
- Est. 36% completion rate in 2016.
- Ease of completion will drive a higher completion rate.
- Communication promoting the surveys will also drive higher completion rates.



## MAINTENANCE WORK ORDERS

*Year Ending May 2016*

| <i>Received</i>           |             |
|---------------------------|-------------|
| <b>Building Engineers</b> | 90          |
| <b>Carpentry</b>          | 1923        |
| <b>Custodial</b>          | 452         |
| <b>Electrical</b>         | 768         |
| <b>Misc.</b>              | 657         |
| <b>Grounds</b>            | 581         |
| <b>Mechanical/HVAC</b>    | 2152        |
| <b>Painting</b>           | 162         |
| <b>Gen Maintenance</b>    | 1208        |
| <b>Vehicle</b>            | 175         |
| <b>Total</b>              | <b>8168</b> |

## PREVENTATIVE MAINTENANCE

*Year Ending May, 2016*

|                           |
|---------------------------|
| Received as of<br>5/30/16 |
| <b>3305</b>               |

### AGENDA SUMMARY SHEET

**AGENDA ITEM:** Quarterly Food Service Report

**MEETING DATE:** November 7<sup>th</sup>, 2016

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Quarterly Food Service Report – The quarterly report from Sodexo regarding the District’s Food Service Operations.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** n/a

**OPTIONS AND ALTERNATIVES:** n/a

**RECOMMENDATION:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** n/a

**RESPONSIBLE PERSON:** Justin Wiley, General Manager (Sodexo) and Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT’S APPROVAL:**





## Executive Summary June – October 2016 Quarterly Review

### Current Events

This past summer we hosted an open summer feeding program at Holling Heights from May 31<sup>st</sup> - July 29<sup>th</sup>. Through the summer there were a total of 1,104 breakfast meals served and 3,789 lunches served to children under the age of 18.

To help kick off the SFSP, Millard was selected by Hunger Free Heartland as a City wide launch event. The day included a performance by NoWear BMX team, games and activities. The event was well attended by community members to include:



- Nebraska Department of Education
- Dr. Jim Sutfin - Millard Public Schools Superintendent
- Omaha City Councilman Rich Pahls (District 5)
- Jim Rogers - Outreach Director for U.S. Representative Brad Ashford
- County Commissioner Mary Ann Borgeson
- Darlene Barnes - USDA Mountain Plain Regional Office Administrator
- Share Our Strength
- Arby's Foods Foundation
- NoWear BMX
- Midwest Dairy Council

Justin Wiley attended Sustainability Skills Training in June with topics including opportunities of sustainable actions, utilizing available resources and strategies to implement actions.

The Food Service team attended the Thomas regional meeting from June 14<sup>th</sup>-16<sup>th</sup>. Topics of the meeting included regulatory updates, strategy development, Better Tomorrow Plan, marketing updates, best practice “speed dating” and professional development opportunities.

On June 21<sup>st</sup> Food Service Manager Alexi Battaglia toured Prairieland Dairy Farm in Firth, NE hosted by the Midwest Dairy Council. On the tour they learned about the activities that are involved in day-to-day milk production and the sustainable practices that occur to operate the farm.





**Executive Summary**  
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The local Sodexo GM's and Support Managers met on July 20th to discuss and update current regional menus. Topics discussed were the expansion of the "Creations" Action Station, "Street EatZ" expansion implementation of "Street EatZ" concept, "Kidzable" lunch box at Elementary level and upcoming implementation of PriemeroEdge Nutritional database software.

For the Food Service Fall Opening training the following sessions were presented:

- Dr. Sutfin's opening address to the Food Service employees
- Welcome Back- Safety Message
- Team Building hosted by Lauren Egli and Trevor Wengor
- USDA Regulations
- Interactive Customer Service session
- "Kitchen Walk"
- Marketing Plan for 16/17 SY
- All About Boundaries Training

During Fall 2016 Opening Training a vendor food show was hosted for MPS kitchen employees. The following vendors presented during a working lunch on new products, ordering procedures, and answered FAQ's:



- Peggler Sysco
- EcoLab
- Loffredo Fresh Produce
- Bimbo Bakeries
- Pepsi Food Service
- American Bottling
- Coca Cola
- Acosta
- Heinz
- Vistar
- Key Impact
- General Mills
- Crown Marketing

On August 11<sup>th</sup> Justin Wiley and Alecia Elliot assisted with a 504 plan meeting at Harvey Oaks to discuss a student's food allergens.



**Executive Summary**  
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Invited by Mitch Mollring, Food Service participated in the Classified Staff job fair at RWSSC on August 12th. Food Service considered the job fair a success as we received several new applicants that had not previously applied.

Alexi Battaglia, Kristy Boone and Justin Wiley assisted with Morton's Grill out on August 25<sup>th</sup>.



On August 26th Free Breakfast at the Elementary was hosted by Food Service. The breakfast promotion exposes the students to the benefits of eating a healthy breakfast. The promotion also supports Nebraska's initiative to increase breakfast participation through alternative breakfast programs such as the grab n go breakfast at 25 Elementary Schools. During the event 4,388 about breakfasts were served which is a 2,000 meal increase over the typical day. Since hosting this promotion breakfast has increased by 219 meals per day.

Support for providing lunch to over 5,000 students during the American Spirit Summit hosted at Ralston Arena on September 2<sup>nd</sup> was provided by Justin Wiley, Kurt Sopcich, Kristy Boone, Alexi Battaglia, Alecia Elliott, Jennifer Fleming and other local Sodexo support teams.

On Sept 28th Alecia Elliott and Justin Wiley presented to the Family Consumer Science Students Food of the World class about the National School Lunch and Breakfast program offered at MPS. The students learned about the nutritional requirements that go into menu planning.

Millard High Schools participate in the Healthy High School Challenge annually competing with 376 Sodexo managed High Schools across the country. This annual event promotes items that are a healthier option for students to choose as snacks. Each year our schools perform well, and this year has been no exception. Below are the results through week three of the event:

- Millard West –12th
- Millard North- 17th
- Millard South- 18th





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Lucky Tray Day was again a feature promotion in the Elementary Schools where students look for special stickers on their trays that will award them small gifts such as mop head pencils and water bottles.



Dietetic Interns hosted Fall 2016:

- Zhiyi Sun graduate intern from Iowa State, 20 hours. Zhiyi assisted in data entry into nutritional database and presented to MNHS Food Class on how to read food labels.
- Chelsea Echols distance learning from University of Alaska, 10 hours. Chelsea assisted in kitchen production.



A Nebraska Menu Meeting was held in September to discuss our current menu selections, menu cycle and implementation of PriemeroEdge. Our goals of the meeting included ensuring we have items on the menu that the students like,

that we are working in new trends, and that we further align our menus to enhance our local buying power in addition to better commodity forecasting and usage.

Justin Wiley and Alecia Elliott attend a regional Sodexo Procurement meeting on October 6<sup>th</sup>. Topics included product selection, product changes, market trends and vendor issues.

Kurt and Justin attend the Thomas Regional Innovations and Planning meeting on October 11<sup>th</sup>/12<sup>th</sup>. Upcoming opportunities were discussed as well as brainstorming sessions for program enhancements.

Alecia Elliott attended the Nebraska DHHS Commodity Food Show in Kearny, NE on October 25<sup>th</sup>

Justin Wiley participated in AMS Blood Drive on October 26<sup>th</sup>.

Support visits from Sodexo visits during this timeframe include:

- Chuck Thomas- May 31<sup>st</sup>, June 1<sup>st</sup>
- Nicole Hulett- May 31<sup>st</sup>, June 1<sup>st</sup>
- Bob Snowden- Weekly



**Executive Summary**  
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**Quarterly Review**

## Program Enhancements

Food Service joined the social media world at the start of the school year. Follow us: @mpsschoollunch

A student contest was held to rename the North High C-Store last school year. Over 1,200 nominations were collected and the Student Council helped narrow down the final selections for the students to vote on. The winning name was **MUSTANG EXPRESS**, submitted by Emily Olsen (12th grade). The space



was remodeled over the summer to a retro garage theme and has been well received with the students.

Beginning in the Fall of 2016 an app is being developed which will allow students to submit an order online and be available for pickup during the lunch time selected. In working with Get Lunch Tray, LLC the app will be ready for BETA testing in December. More information will be included in future reports.

The following are menu items that are being piloted which have started at various times this fall:

- Kidzable- Elementary Lunch Box item, take rate of 45% - 65% on average.
- Frozen Friday- High School promotion of themed smoothies for breakfast every Friday. Has contributed to an average increase of 30 plus breakfasts per day compared to last school year.
- Made to Order Deli- currently at RMS and BMS started on October 17<sup>th</sup> and has increased meals by 20 meals per day since implementation.
- Waffle Bar- Served at High Schools beginning in October, also has been a factor in breakfast increase this school year.



Millard was awarded \$9,000 by the USDA to be distributed evenly between the secondary schools for promoting breakfast and wellness initiatives. Money to date has been spent on equipment and marketing materials.

A grant for \$1,500 was awarded to CMS from Action for Healthy Kids to continue the alternative breakfast program of Grab n Go. More info will be included in the next report.



## Executive Summary June – October 2016 Quarterly Review

Sodexo Foundation awarded Food Bank for the Heartland \$1000 grant on behalf of Millard Public Schools to help support the local backpack program. This grant will enable the Food Bank to provide approximately 250 backpacks.

### Employee/Department Recognition

The following are new Kitchen Managers to the Food Service Staff:

- Ezra- Vickey Higginson (transferred from Cottonwood)
- Cottonwood- Janet Mickelanius
- Morton- Jill Pieretti
- Rockwell- Tonya Good

Pam Guillory recognized as MPS Classified Employee of the Month for November

### Food Service Statistics and Financials

On June 20<sup>th</sup> Justin participated in a Food Safety Webinar discussing the latest trending information related to food safety topics.

On July 28<sup>th</sup> Food Service Management team was trained on Sodexo's updated safety platform known as SoSafe which identifies preventive measures through behavior observations.

### Staff Development

Training Topics for Food Service Employees and Managers for the quarter are below:

- Opening Meetings and Safety
- ServSafe Manager Certification Class and Exam
- Marketing Updates
- Para Training
- Kitchen Manager Training
- Vendor Expo
- Annual Safety Review
- Customer Service and Motivational Training
- State of the District presented by Dr. Sutfin
- Safe Equipment Operation





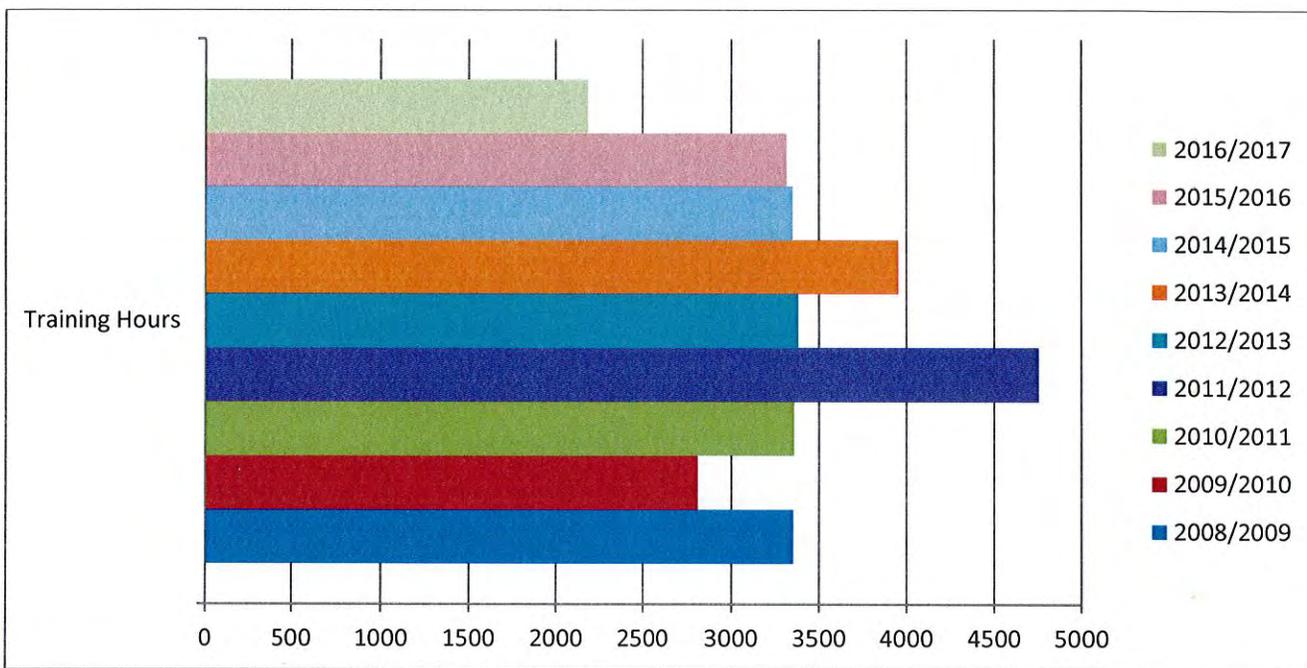
**Executive Summary**  
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*Training by the Hours*

|   | <b>July –<br/>September</b> | <b>October –<br/>December</b> | <b>January –<br/>March</b> | <b>April –<br/>June</b> | <b>Year-to-Date</b> |
|---|-----------------------------|-------------------------------|----------------------------|-------------------------|---------------------|
| <i>Total Training Hours – 2016/2017</i> | 2186.6                      |                               |                            |                         | <b>2186.6</b>       |
| <i>Total Training Hours – 2015/2016</i> | 1735.00                     | 717.75                        | 421.25                     | 446                     | <b>3320</b>         |
| <i>Total Training Hours – 2014/2015</i> | 1320.00                     | 782.50                        | 684.25                     | 566.00                  | <b>3352.75</b>      |
| <i>Total Training Hours – 2013/2014</i> | 1690.50                     | 735.50                        | 859.00                     | 653.00                  | <b>3954.00</b>      |
| <i>Total Training Hours – 2012/2013</i> | 1542.00                     | 565.00                        | 661.00                     | 616.00                  | <b>3384.00</b>      |
| <i>Total Training Hours – 2011/2012</i> | 1625.00                     | 726.75                        | 1783.25                    | 624.50                  | <b>4759.50</b>      |
| <i>Total Training Hours – 2010/2011</i> | 1617.50                     | 760.25                        | 584.00                     | 399.00                  | <b>3360.75</b>      |
| <i>Total Training Hours – 2009/2010</i> | 1080.50                     | 687.75                        | 558.00                     | 489.75                  | <b>2816.00</b>      |
| <i>Total Training Hours – 2008/2009</i> | 1491.50                     | 351.50                        | 496.50                     | 1016.50                 | <b>3356.00</b>      |



**Executive Summary  
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*2015-2016 Actuals and 2016-2017 Budget*

|                           | 2015-2016<br>Actual | 2016-2017<br>Budget |
|---------------------------|---------------------|---------------------|
| Revenue                   | \$11,472,455        | \$11,974,610        |
| Expenses                  | \$11,779,310        | \$11,967,042        |
| Return after all Expenses | \$(306,855)         | \$7,567             |





**Executive Summary**  
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***YTD Daily Meal Count Comparison***

|                                       | <i>2016/2017 Actual<br/>(55 Serving Days)</i> | <i>2015/2016 Actual<br/>(56 Serving Days)</i> |
|---------------------------------------|---|---|
| <i>Breakfast<br/>Per Day</i>          | 2,873   | 2,640   |
| <i>Lunch<br/>Per Day</i>              | 12,631  | 12,818  |
| <i>Equivalent Meals<br/>Per Day</i>   | 3,890   | 3,931   |
| <i>Total Meals Served<br/>Per Day</i> | 19,394  | 19,389  |

***Volume Discount Allowances (Rebates) Returned to the District***

|           | VDA Guarantee | VDA Actuals | VDA's Returned to MPS |
|-----------|---------------|-------------|-----------------------|
| 2015-2016 | \$ 906,515    | \$863,410   | <i>\$906, 515</i>     |
| 2014-2015 | \$ 884,401    | \$ 815,460  | <i>\$ 884,401</i>     |
| 2013-2014 | \$ 862,831    | \$ 866,825  | <i>\$ 866,825</i>     |
| 2012-2013 | \$ 517,316    | \$ 824,864  | <i>\$ 824,864</i>     |
| 2011-2012 | \$ 517,316    | \$ 766,081  | <i>\$ 766,081</i>     |
| 2010-2011 | \$ 517,316    | \$ 721,637  | <i>\$ 721,637</i>     |
| 2009-2010 | \$ 517,316    | \$ 642,521  | <i>\$ 642,521</i>     |
| 2008-2009 | \$ 517,316    | \$ 456,958  | <i>\$ 517,316</i>     |

Below is a summary of the Free and Reduced students currently enrolled at Millard Public Schools, along with the percentage as it relates to total enrollment. (As of October 28<sup>th</sup>, 2016)

|            | <b>Free &amp; Reduced<br/>Percentage</b> |
|------------|--|
| 2016-2017  | 21.3%                                    |
| 2015-2016  | 17.7%                                    |
| 2014-2015  | 17.8%                                    |
| 2013-2014  | 18.9%                                    |
| 2012-2013  | 18.6%                                    |
| 2011-2012  | 18.6%                                    |
| 2010- 2011 | 16.6%                                    |
| 2009-2010  | 14.2%                                    |
| 2008-2009  | 11.3%                                    |